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ABSTRACT

A distributive education program of simulation occupational experiences was established in four rural pilot schools where the normal cooperative education program was not feasible. The plan provided for competency-based instruction by a distributive education teacher-coordinator (in management, merchandising, salespromotion, and control) in the classroom and in a simulated and/or school store. Procedures for establishing the programs are discussed: school selection, teacher-coordinator selection and workshop training, student recruitment, equipping the classroom-laboratory, advisory committees, organization of a local Distributive Education Clubs of America chapter, evaluation, and dissemination activities. Curriculum materials for the simulation project are described. Project evaluation was accomplished through (1) self-evaluation by teacher-coordinators, administrators, and project director and (2) review by out-of-State experts. It was concluded that: overall objectives had been met, the plan was transportable, and that the simulation model was a viable alternative to cooperative programs in rural areas. Implications for rural and urban schools and teacher education are included with recommendations for those establishing the plan in other States. Appended are: a selected bibliography, sample correspondence, sample forms, workshop agendas, advisory committee guidelines, a schedule of career progressions in six business categories, and an equipment list. (Author/MS)

FINAL REPORT

Project No. V0224VZ

Grant No. OEG-0-74-1738

DEVELOPING AND TESTING SIMULATED OCCUPATIONAL EXPERIENCES FOR DISTRIBUTIVE EDUCATION STUDENTS IN RURAL COMMUNITIES

Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project report herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors or grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Lucy C. Crawford, Project Director
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

February 28, 1976

PREFACE

The report of the project, "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities," is presented in three volumes.

Volume I includes the goals and objectives of the project, procedures followed, curriculum for the simulation project, third-party evaluation of the project and summary, implications and recommendations. This Volume also includes a selected bibliography, sample correspondence, sample forms, and a schedule of career progressions in six categories of business.

Volume II includes curriculum guides in the form of Competency Area Packets. Special recognition is due Mrs. Stephanie M. Dowdy, research assistant, for her work in developing the materials in this volume. The volume includes the following Competency Area Packets: Advertising, Communications, Display, Human Relations, Mathematics, Merchandising, Operations and Management, Product and Service Technology, and Selling. A suggested list of instructional materials is also included in this volume.

Volume III includes prototype training plans for 15 entry-level and 15 career-level jobs.

The entry level jobs are:

Department Store	Food Store	Variety Store
Salesperson	Produce Clerk	Marker/Stockman
Stockperson	Cashier	Salesperson
Receiving Clerk	Grocery Clerk	
Display Helper		
Credit Interviewer		

Petroleum	Restaurant	Hotel/Motel
Service Station Attendant	Counter Girl (Boy)	Bellman/Porter
	Waiter/Waitress	
	Busboy (Girl)	

The career level jobs are:

Department Store	Food Store	Variety Store
Assistant Buyer	Head Grocery Clerk	Personnel Manager
Department Manager	Head Produce Clerk	Commission Sales Person
Assistant Receiving Mgr.		
Assistant Display Mgr.		
Assistant Credit Mgr.		

Petroleum	Wholesaling	Restaurant
Assistant or Shift Manager	Route Salesman Vending Specialist	Assistant Manager Host/Hostess

Hotel/Motel

Room Clerk

Volumes II & III were not bound so that curriculum materials and training plans could more easily be duplicated by the users of these materials.

ACKNOWLEDGMENTS

Many individuals and groups have contributed to this research study. For major contributions sincere appreciation is expressed to:

* Stephanie Masquelier Dowdy, research assistant, who is largely responsible for the curriculum materials in Volume II.

* John Lobben, state supervisor of distributive education, Minnesota, who shared valuable information concerning the operation of simulated and school stores with the project staff and with the D.E. teacher-coordinators in the pilot projects.

* Dean Palmer, who originated the idea for this project while a member of the distributive education faculty at Virginia Tech.

* Joseph R. Clary, chairman of the Third Party Evaluation Team, who so carefully planned for the evaluation of the project and who prepared the report of the Third Party Evaluation Team.

* Theressa Brinson, Eugene L. Dorr, Mary K. Klaurens and Neal E. Vivian, who served as members of the Third Party Evaluation Team.

* The distributive education teacher-coordinators in the pilot project, who have made every effort to accomplish the objectives in this project.

* The division superintendents, administrative assistants, principals, and guidance counselors in the pilot schools for their time and effort in assisting in various aspects of the projects.

* Members of local advisory committees, who gave valuable assistance to the D.E. teacher-coordinators in the pilot projects.

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SUMMARY OF THE PROJECT

Grant No. OEG-0-74-1738

Title: "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities"

Project Director: Mrs. Lucy C. Crawford

Institution: Virginia Polytechnic Institute and State University

Duration: June 1, 1974 - June 30, 1975

Goals and Objectives: The goal was to develop and test a program of simulated occupational experiences for students in rural communities where the normal cooperative distributive education program was not feasible. The specific objectives were: (a) to identify in each pilot school 15 juniors and 15 seniors with a career interest in the field of distribution for training in the program; (b) to construct simulated occupational experiences to be incorporated into individual training plans for each student enrolled in the program; (c) to provide individualized, small group and class instruction based on the curriculum content suggested for first and second year cooperative students; (d) to equip a distributive education classroom-laboratory in four pilot schools; (e) to train selected D.E. teacher-coordinators to direct students in carrying out the simulated occupational experiences; and (f) to evaluate the performance of students.

Procedures: Four school divisions were selected to participate in the project according to the following criteria: the location of the school made it impossible to offer the normal distributive education cooperative program in that school; at least 30 students would be available for training under the plan; space for a classroom-laboratory and/or a school store would be available; the school would equip the laboratory according to specifications; the school would continue the employment for a distributive education teacher-coordinator on a normal state-reimbursement basis at the conclusion of this 18-months project. Sub-contracts were issued to the pilot schools to provide 100% reimbursement for the teacher-coordinator's salary from July 1, 1974 through November 30, 1975, with teacher-coordinators employed on a twelve-months' basis; equipment as specified; instructional materials, including a set of Learning Activity Packages developed through the Interstate Distributive Education Curriculum Consortium; in-service training for teacher-coordinators; and local travel of the teacher-coordinators. The D.E. teacher-coordinators, selected by the local school division superintendent, were provided in-service training through two five-day workshops and one mini-conference on the Virginia Teach campus, and through individual visits to the schools by the project director, the research assistant and the D.E. assistant state supervisor who served as a liaison between the project staff and the state department of education. Guidance counselors in the pilot schools assisted the teacher-coordinators in recruiting students for the project. Space was provided in the pilot schools for a classroom laboratory equipped with a merchandising unit, display gondola, show case,

wrapping counter, marking machine, sign press, trapezoidal tables and stacking chairs. In addition, file cabinets, a copier/transparency maker, an overhead projector, slide/film projector, record player and tape recorder(s) were provided. An advisory committee was appointed by the superintendent to work with the teacher-coordinator in each pilot school. The school laboratory was designated as a "simulated store." In instances where the school store was located in the classroom, the school store became a simulated store when it was not open for business. The simulated stores were organized on a functional basis, with opportunities for students to obtain experiences in the following divisions: (a) management; (b) merchandising; (c) salespromotion; and (d) control. Competency-based curriculum materials were developed by the project staff to develop for the first-year students competencies required of entry-level distributive workers and for second-year students competencies required of career-level distributive workers. Job tasks in entry-level jobs selected by first-year students and in career-level jobs selected by second-year students were provided each student according to his career interest. Instruction was provided students in a two-hour time block, for which the student received two credits. The teacher-coordinators taught two sections of students and spent two hours in coordination activities, including arranging for observations in stores, working with advisory committees, coordinating the work of any students who are employed, and handling the innumerable activities associated with the school store and the simulated store.

Accomplishments: Full cooperation of administrators, guidance counselors and teacher-coordinators in the four pilot schools made it possible to accomplish the objectives of this project. The curriculum materials, including specified competencies and individual and group learning experiences, were tried out in the classroom and in the simulated store. Based on the feed-back from the teacher-coordinators and on observations during on-site visits the curriculum materials were revised. Relevant learning experiences were identified in the IDECC Learning Activity Packages and in a wide variety of other resources. Additional simulated occupational experiences were developed by the project staff if appropriate experiences to develop competencies at the entry or career job level were not available. The curriculum materials were organized around the following competency areas: advertising, communications, display, human relations, mathematics, merchandising, operations and management, product and service technology, and selling. Prototype training plans for 15 entry-level and 15 career-level jobs were constructed. Each plan included a list of specific and related tasks of a particular job with spaces to indicate where the student and teacher-coordinator agreed the competencies to perform those tasks were to be developed: in the classroom, simulated store, school store, DECA, observation, or on-the-job training. Space was also provided for student and teacher-coordinator evaluations.

Evaluation: The evaluation of the project included a self-evaluation by the teacher-coordinator and administrators in the pilot schools, evaluation by the project director, and a Third Party Evaluation by a team of out-of-state experts. The overall conclusions of the Third Party Evaluation Team was "that the overall purpose and objectives have been met, that the general plan of the program is transportable and that the simulation model provides a viable alternative for schools in areas where regular cooperative

programs cannot be accommodated." The evaluation of student performance included, in addition to paper and pencil tests to measure students' knowledge and understandings, various rating devices to evaluate skills and attitudes. No effort was made in this study to compare the performance of students in the simulation plan with students in the cooperative plan.

Conclusions: This study has implications for rural schools throughout the country, for urban schools and for teacher education. Rural schools where limited training agencies make it impossible to provide a normal distributive education cooperative program may replicate the design for this study. The competency-based curriculum materials may be utilized in the classroom phase of a cooperative program, while the simulated experiences designed for the simulated and/or school store may become assignments for on-the-job training of cooperative students. The prototype training plans designed for students in the simulation plan may be adapted for cooperative students. Simulated occupational experiences may be used to supplement on-the-job training of cooperative students, since in many instances, particularly at the career-level, it is difficult to provide these experiences on the job. The key to the success of the simulation plan for distributive education is a creative D.E. teacher-coordinator who is qualified to direct students in performing simulated occupational experiences. The teacher-coordinator must serve as a classroom teacher who can handle individual, small group, and class instruction; must serve as a training sponsor for the student as he performs in the simulated and/or school store; and must serve as the general store manager as he supervises the operation of the store. In order to provide qualified teacher-coordinators to serve in these roles, teacher education programs should provide not only pre-service but in-service education with emphasis on individualizing instruction and managing instruction.

Recommendations: If the learning outcomes of the simulation plan and the cooperative plan are to be comparable, the following recommendations are made for those who plan to establish distributive education simulation plans in their states: (a) Begin with 3-4 pilot schools so that they can be closely supervised; (b) carefully select a D.E. teacher-coordinator who is creative and flexible; (c) select students on a basis of their interest in the field of distribution as a career and their ability to profit from the instruction; (d) provide adequate space, equipment and materials for using simulated occupational experiences; (e) provide the teacher-coordinators adequate time for coordination activities; (f) appoint and utilize the services of an advisory committee; (g) use the learning experiences identified in this project as "idea-stimulators" and continue to refine these experiences and develop others appropriate to the job-level for which the students are being trained; (h) provide an adequate budget for the purchase of instructional materials. Further research is needed to compare the learning outcomes for students in simulation plans with students in cooperative plans. Further research is needed to provide structured observations to supplement experiences in the simulated and/or school store. Further research is also needed to determine ways to overcome the limitations in the simulation plan concerning full-service selling. Training for teacher-coordinators in the management of learning experiences in the Learning Activity Packages as indicated in curriculum materials developed in this project is essential. It is also recommended that continuous training be provided in the direction of activities in the various divisions of the simulated store.

CHAPTER I

INTRODUCTION

The need for a plan that would make it possible to provide students in rural communities with vocational training which should make them employable in distributive occupations in any geographic area prompted this study.

The Problem

The problem was to develop and test a program of simulated occupational experiences for students in rural communities where the normal cooperative distributive education program was not feasible.

Background of the Problem

Under the cooperative plan, which has been a feature of the distributive education program since its inception in 1938, the business firm selected as the training agency has served as a laboratory in which the students can apply theories learned in the classroom.

In order to serve students located in communities where adequate on-the-job training through the cooperative plan cannot be provided, it is essential that an alternate plan be devised whereby the results comparable to those expected from students enrolled in the distributive education cooperative plan can be obtained.

In Virginia there are forty school divisions in which no distributive education programs exist. Most of the schools are in small rural communities where there are limited opportunities for placement in distributive occupations. Assistant state distributive education supervisors in whose territory most of these divisions lie had identified school divisions that had shown interest in experimenting with a distributive education program utilizing simulations as an alternative to the cooperative plan.

Concern in all parts of the country has been expressed for students similarly deprived of the training provided through the normal cooperative program. It was felt that simulated occupational experiences developed and tested in this project and ultimately incorporated into prototype training plans for selected entry and career level jobs coud be made available to school divisions in rural areas nation-wide, as well as to other school divisions in rural areas in Virginia. The simulation plan through which these experiences were tried out could then serve as an alternative to the traditional cooperative plan in distributive education.

Definitions and Explanation of Terms

1. Competencies are the knowledges and understandings, skills and attitudes required to satisfactorily perform a task.

2. Distributive Education Clubs of America (DECA) is a vocational youth organization which is an integral part of the distributive education program as it provides a co-curricular program of student activities which complements and enriches distributive curriculums.

3. Distributive Education Curriculums include basic economic understandings; the functions of marketing; the area of career development, including human relations and occupational adjustment; the application of skills in mathematics and communication to distribution; and appropriate product and/or service technology.

4. Distributive Occupations are those occupations followed by persons engaged primarily in the marketing or merchandising of goods and services, at all employment levels.

5. A Distributive Occupational Objective is a current career goal, selected by the student, the preparation for which is the purpose of his/her vocational instruction in distribution and marketing.

6. Simulated Occupational Experiences in distributive education are learning experiences performed under conditions as much like those in "the real world of work" as possible. They focus on activities of distributive occupations and decision-making situations in distribution.

7. The Simulation Plan (or Project Plan) in distributive education is an organizational pattern of instruction which involves a series of selected simulated and/or real occupational experiences which develop the students' competencies in the field of marketing, merchandising and management and which are related to the students' occupational objectives.

8. A Simulated Store involves the operation of a store in the classroom. It enables students to apply classroom instruction and practice the performance of occupational skills through simulation. Usually no actual sales are transacted.

9. A School Store is an activity in which students learn distributive competencies by operating a store in the school, selling school supplies and other goods to students and teachers. A school store located in the classroom may be utilized as a simulated store when it is not open for business.

10. Teacher-Coordinators in Distributive Education Simulation Programs are members of the local school staff who teach distributive and related subject matter to students preparing for employment and coordinate classroom instruction with simulated occupational experiences in the simulated store and in the business community and provide supervision of activities in the operation of the school store. Their responsibilites for adult

distributive education may vary.

11. A prototype Training Plan includes a detailed list of specific and related tasks in a specific job with provision for agreed-upon learning experiences and for evaluations by all parties concerned. A prototype training plan can be individualized for each student interested in a particular job by adding or deleting tasks and by the selection of the learning experiences for that student.

Related Research and Literature

A review of literature and research was made to examine studies related to individualized instruction, simulation, school stores, projects and training plans, as well as studies related to curriculum theory and evaluation. Among the numerous research studies, books, reports and articles related to the objectives of this study, the following were found to be particularly helpful: Learning Activity Packages, developed and published by the Interstate Distributive Education Curriculum Consortium under the direction of Wayne Harrison (1), included individual and group learning experiences to develop the 983 technical competencies identified in the research study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education (2);" "Getting the Most Out of a Store/ Laboratory," by Sydney D. Thompson, and "The Model Store Plan for Distributive Education," by John Lobben, in Current Perspectives in Distributive Education (3) gave valuable suggestions regarding the organization and operation of school stores and model (simulated) stores; The School Store (4) provided a variety of materials and forms relevant to the operation of a school store; Distributive Education Seminar on the Project Method (5), a notebook of papers prepared for a seminar held in 1972 at Western Michigan University, under the direction of Adrian Trimpe and Raymond A. Dannenberg, provided concrete illustrations of individual and group projects as well as a bibliography of materials relevant to curriculum development for project plan students; Developmental Program in Distributive Education Students (6) gave guidelines for providing rural students in programs utilizing simulated occupational experience with non-paid internships in selected distributive businesses; The Glen Oaks Simulation (7), although prepared as material to be utilized in the training of distributive education teacher-coordinators, was helpful in that the wide variety of simulations provided in this publication stimulated ideas that could be developed as simulations in this project; Koeninger's Simulations and Games (8) included abstractions of simulations and games appropriate for distributive education students; various issues of D.E. Today (9) provided articles concerning training plans and a series of articles concerning the operation of school stores; Goal Analysis (10), Developing Vocational Instruction (11), Establishing Instructional Goals (12) and Planning an Instructional Sequence (13), "New Dimensions in Curriculum Development," (14) and Distributive Education in the High School (15) proved to be very helpful concerning curriculum theory and curriculum development; and Evaluating Occupational Education and Training Programs (16) was an invaluable resource in the initial preparation for the Third Party Evaluation.

The bibliography of references cited above is in Appendix A. A bibliography of instructional materials cited in the Competency Area Packets is included in Volume II of this report.

Objectives

The purpose of this project was to construct a series of simulated occupational experiences to develop identified competencies needed by selected distributive workers at entry and career levels and to test these experiences in a school laboratory under the direction of a distributive education teacher-coordinator. Specifically, the objectives were:

1. To identify in each pilot school 15 juniors and 15 seniors with a career interest in the field of distribution for training in the program.

2. To construct simulated occupational experiences to be incorporated into individual training plans for each student enrolled in the program.

3. To provide individualized, small group, and class instruction based on the curriculum content suggested for the first and second year distributive education cooperative students.

4. To equip a distributive education classroom-laboratory in four pilot schools.

5. To train selected D.E. teacher-coordinators to direct students in carrying out the simulated occupational experiences.

6. To evaluate the performance of students.

Summary

The purpose of this project was to develop and test a program of simulated occupational experiences in rural communities where the normal cooperative education program was not feasible. The approach to this problem was to establish a distributive education program utilizing the simulation plan in four pilot schools in which two sections of approximately 15 students each would receive instruction under a qualified and endorsed distributive education teacher-coordinator. The design for the simulation plan provided for competency-based instruction in the classroom and in a simulated and/or school store. Procedures for establishing the pilot programs are included in Chapter II.

CHAPTER II

PROCEDURES

Selection of Pilot Schools

Rural school division superintendents who had shown an interest in having a pilot simulation project in their schools were contacted by distributive education assistant state supervisors after the project was approved for funding by the U.S. Office of Education. Four school divisions were then selected to participate in the project according to the following criteria:

1. The location of the school made it impossible to offer the normal distributive education cooperative program in that school.

2. At least 30 students would be available for training under the plan.

3. Space for a classroom-laboratory and/or a school store would be available.

4. The school would equip the laboratory according to specifications.

5. The school would continue the employment for a distributive education teacher-coordinator on a normal state-reimbursement basis at the conclusion of this 18-months project.

The superintendents in these school divisions were invited to meet in Richmond with the project director and state distributive education supervisory personnel on July 28, 1974, to discuss the project in detail.

Sub-contracts were issued by Virginia Polytechnic Institute and State University to the Following selected school divisions:

Amelia County
Charlotte County
Grayson County
and
Northumberland County

Northumberland County requested permission to withdraw because a qualified distributive education teacher-coordinator had not been located by the second week of August. By this late date it was difficult to arrange for a pilot program in another school. With the approval of the Project Officer in the U.S. Office of Education, a sub-contract was issued to Northampton County Schools, where a certified and endorsed distributive education teacher-coordinator was teaching Marketing in a two-hour block to students under the project plan and was teaching three sections of Fundamentals of Distribution, an introductory course for tenth grade students. This sub-contract provided for one-half the teacher-

coordinator's time for the first year with the understanding that the teacher-coordinator would devote full time to the project in the second year. It was agreed that students enrolled in the two-hour marketing course would transfer to the simulation project the first year and that in the second year students would be recruited to provide two sections for the simulation project.

The sub-contracts, with the exception noted above, provided 100% reimbursement for the following: the teacher-coordinator's salary from July 1, 1974 through November 30, 1975, with teacher-coordinators employed on a twelve-month's basis; equipment to be purchased according to specifications indicated in the equipment list included in Appendix J; instructional materials; expenses for two five-day workshops for teacher-coordinators; and local travel of the teacher-coordinator.

Description of Selected Counties

Amelia High School is the only public high school in Amelia County, which is located in the Piedmont Plateau of Virginia. Farming is of major importance in the county. Farm income is derived from livestock, poultry and poultry products, with field crops and nursery products of secondary importance. Forty percent of county resident workers are employed outside the county. The employment in sales, service and managerial occupations represented 16.2% of the work force. The population of Amelia County in 1970 was 7,592, with race distribution as follows: white 79.2%; black 20.6%; other .2%. This compares with the State distribution of white 80.8%; black 18.6%; other .6%. It is worthy of note that in 1960 the race distribution in Amelia County was white 52.4%; black 47.2%; other .3%. The per capita income in 1971 was $2874 and the family income was $5805. This compares with Virginia per capita income in 1971 of $3898 and family income of $9049.[1]

Randolph-Henry High School is the only public high school in Charlotte County, which is located in southern Virginia. The chief agricultural product is tobacco, but livestock farming and dairying have increased rapidly in recent years. Timber and pulpwood are also important. Manufacturing has increased, now employing more persons than agriculture. In 1967 the number of wholesale establishments was 9; the number of retail establishments 129; and the number of selected service establishments was 48. The population of Charlotte County in 1970 was 11,551, with race distribution as follows: white 60.1%; black 39.8%; other .1%. The per capita income in 1967 was $1,011 and the family income was $2,864. This compares with Virginia income in that year of per capita income of $1856 and family income of $4964.[2]

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[1]Source: Data Summary, Amelia County, Richmond, Virginia: Division of State Planning and Community Affairs, 1973.

[2]Source: Data Summary, Charlotte County, Richmond, Virginia: Division of State Planning and Community Affairs, 1972.

Grayson County Vocational School is appended to Independence High School, located in Independence, a town in Grayson County. Grayson County lies in the Blue Ridge province of Virginia on the North Carolina state boundary. This is a mountainous section of southwest Virginia, with elevations reaching 3000 feet and above. Agriculture is the backbone of the economy with farm income derived from cattle, calves, dairy products, and burley tobacco. More residents are employed in manufacturing than in farming. In 1970, the population of Grayson County was 15,439, with the race distribution as follows: white 96.2%; black 3.8%. The per capita income in 1971 was $2210; the family income in 1969 was $5902. This compares with Virginia income in those years of per capita income of $3898 and family income of $9049.[3]

Northampton Senior High School is the only public high school in Northampton County, which lies on the Eastern Shore of Virginia. The school is located in the town of Eastville, the population of which, in 1970, was 203. Vacation and tourist trade is important to the county since the Bay Bridge Tunnel has made the county a part of the traffic corridor from Maine to Florida. Most of the manufacturing is closely tied to its natural resources. Canned and packed oysters and other seafoods and many kinds of canned vegetables are produced. Frozen fruits, vegetables, and seafoods are also packaged. In 1967 the number of wholesale establishments in the county was 21, the number of retail establishments 202; and the number of selected service establishments 86. The population of Northampton County in 1970 was 14,442, with the race distribution as follows: white 79.2%; black 20.6%; other .2%. It is interesting to note the change in the race distribution in the county since 1960, when the distribution was: white 48.1%; black 51.5%; other .4%. The Median per capita income in 1967 was $1285; the family income was $2659. As noted earlier, this compares with Virginia income in that year of per capita income of $1856 and family income of $4964.[4]

Selection of D.E. Teacher-Coordinators

Qualified individuals were referred to division superintendents of the pilot schools by Virginia distributive teacher educators and state supervisors. The local division superintendent made the selection of the teacher-coordinator in each pilot school. With one exception, the distributive education teacher-coordinators in each of the pilot schools were certified and endorsed for distributive education. The fourth teacher-coordinator had not had student teaching, but was otherwise qualified for certification and endorsement. One teacher had had previous experience in a cooperative distributive education program, one had had

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[3]Source: Data Summary, Grayson County, Richmond, Virginia: Division of State Planning and Community Affairs, 1973.

[4]Source: Data Summary, Northampton County, Richmond, Virginia: Division of State Planning and Community Affairs, 1972.

experience as a D.E. teacher in a middle school, and one teacher had had no previous teaching experience except student teaching. The teacher without teaching experience or student teaching had been a manager-trainee and it was felt that his store experience would be very valuable in a project of this kind. However, he was not as successful as either he or the school felt that he should be and he voluntarily resigned at the end of the year. He was replaced by a fully certified and endorsed D.E. teacher-coordinator.

The teacher-coordinators in this project are referred to as teacher-coordinators because two hours a day are reserved for coordination activities. These activities include arranging for observations in stores, working with advisory committees, coordinating the work experience of any of the students who are employed, and handling the innumerable activities associated with the school store and the simulated store.

Training of D.E. Teacher-Coordinators

Workshops. During the summer of 1974, the teacher-coordinators participated in a two-day mini-conference and a five-day workshop; in the summer of 1975 the teacher-coordinators participated in a five-day workshop. Ronald L. McGuigan, D.E. Assistant State Supervisor, assisted in the workshops. Mr. McGuigan has served as a liaison with the state department of education and has been very helpful in working with the school divisions represented in the project.

In the 1974 mini-conference, funded by the State Department of Education, the emphasis was on the selection of equipment and on the initial procurement of instructional materials.

In the five-day 1974 workshop, emphasis was on instructional techniques appropriate for a distributive education program utilizing simulated occupational experiences in lieu of regularly scheduled on-the-job experiences in the cooperative plan. Participants were given an opportunity to react to some basic beliefs underlying individualizing instruction through the project plan. ("Project plan" is the term that has been used in distributive education to denote an instructional plan that is an alternative for the cooperative plan.) A copy of these beliefs is in Appendix B. It was emphasized that the goals of the simulation project and the cooperative program are the same and that the difference lies in the laboratory experiences. DECA as a teaching tool and the operation of a school store were given particular attention.

Marvin M. Brown, Chairman of the Department of Retailing, Christopher Newport College, gave a one-day intensive session on the uses of the Learning Activity Packages (LAPS) developed through the Interstate Distributive Education Consortium. The teacher-coordinators were provided a complete set of Virginia curriculum guides developed for use in the cooperative program and were given suggestions concerning the orientation of students in the simulation project to the world of work.

In the 1975 workshop John Lobben, State Supervisor of Distributive

Education, Minnesota, served as a consultant. Mr. Lobben shared with the group a wealth of materials developed by Minnesota teacher-coordinators as guidelines for utilizing simulated and/or school stores as laboratories for D.E. students. He showed a number of slides depicting a wide variety of "model stores" and suggestions for departmentalizing the operation of the simulated store.

The teacher-coordinators also made contributions in the 1975 workshop. The teacher-coordinators were given time to "show and tell" some of their successful experiences during the first year. Each one also demonstrated the teaching of a topic from one of the competency areas.

Copies of the agenda for the 1974 workshop and the 1975 workshop are included in Appendix B.

Visits to Pilot Schools. The project director made three visits to each pilot school during the first year of the project and at least one visit to each school during the final six months of the project. The research assistant visited three of the pilot schools. During these visits it has been possible for the project director to confer with the superintendent, administrative assistant, and principal as well as the teacher-coordinator. The guidance counselor in each school has also been consulted. Observation included the learning experiences in the simulated store as well as individual, small-group, and class instruction. The project director was also able to observe the operation of the school store by D.E. students.

Recruitment of Students

Recruiting students for the first year of the program was exceedingly difficult since by the time the teacher-coordinators were employed in July all students were already scheduled. With the cooperation and assistance of the guidance counselors, the teacher-coordinators had conferences with students and, in many instances, parents, and were able to reschedule an adequate number of students for two sections. However, in some instances they were not able to recruit as many juniors as seniors. Since in the first year, both juniors and seniors had the same curriculum, this imbalance was not a problem.

For the second year, recruiting in the spring was very successful in three schools, but in the school where the teacher-coordinator resigned, the recruiting was not as successful as it was in the first year. The new teacher-coordinator at that school made a concerted effort during the summer to overcome this problem and had remarkable success considering the circumstances. Since individualized instruction was an important aspect of this project, it was felt that selected juniors could be included in the section for seniors without detriment to either juniors or seniors. Techniques for handling first and second year students in the same class will be further discussed in the section, "Developing Learning Experiences."

Enrollments for the 1974-75 and 1975-76 school years for the pilot

projects in relation to high school enrollments in grades 10, 11, 12 are shown in Tables I-IV. 1975-76 enrollments by race and sex for the simulation project in relation to these enrollments in each pilot school are shown in Tables V-VIII.

TABLE I

ENROLLMENTS - AMELIA COUNTY HIGH SCHOOL, AMELIA

	Simulation Project		High School - Grades 10, 11, 12	
	1974-75	1975-76	1974-75	1975-76
Sophomores	0	0	124	153
Juniors	8	15	91	85
Seniors	17	12	92	92
Total	25	27	307	330

TABLE II

ENROLLMENTS - GRAYSON COUNTY VOCATIONAL SCHOOL, INDEPENDENCE

	Simulation Project		High School - Grades 10, 11, 12	
	1974-75	1975-76	1974-75	1975-76
Sophomores	0	0	132	111
Juniors	12	17	72	113
Seniors	12	6	80	75
Total	24	23	284	299

TABLE III

ENROLLMENTS - NORTHAMPTON HIGH SCHOOL, EASTVILLE

	Simulation Project		High School - Grades 10, 11, 12	
	1974-75*	1975-76	1974-75	1975-76
Sophomores	0	0	268	230
Juniors	4	22	221	248
Seniors	7	16	209	212
Total	11	38	698	690

*Note special circumstances described in the report.

TABLE IV

ENROLLMENTS - RANDOLPH HENRY HIGH SCHOOL - CHARLOTTE COUNTY

	Simulation Project		High School - Grades 10, 11, 12	
	1974-75	1975-76	1974-75	1975-76
Sophomores	0	0	264	260
Juniors	15	11	172	166
Seniors	15	11	166	163
Total	30	22	602	589

TABLE V

ENROLLMENT BY RACE AND SEX - AMELIA COUNTY HIGH SCHOOL
1975-1976

	Simulation Project						High School					
	Black			White			Black			White		
	M	F	T	M	F	T	M	F	T	M	F	T
Juniors	7	4	11	1	3	4	20	23	43	25	17	42
Seniors	0	5	5	5	2	7	18	35	53	20	19	39
Total	7	9	16	6	5	11	38	58	96	45	36	81

TABLE VI

ENROLLMENT BY RACE AND SEX - GRAYSON COUNTY VOCATIONAL SCHOOL
1975-1976

	Simulation Project						High School					
	Black			White			Black			White		
	M	F	T	M	F	T	M	F	T	M	F	T
Juniors	0	1	1	2	4	6	1	4	5	49	59	108
Seniors	0	0	0	14	2	16	1	1	2	36	37	73
Total	0	1	1	16	6	22	2	5	7	85	96	181

TABLE VII

ENROLLMENT BY RACE AND SEX - NORTHAMPTON HIGH SCHOOL
1975-1976

	Simulation Project						High School					
	Black			White			Black			White		
	M	F	T	M	F	T	M	F	T	M	F	T
Juniors	11	6	17	2	3	5	94	91	185	33	30	63
Seniors	5	5	10	3	3	6	65	81	146	33	33	66
Total	16	11	27	5	6	11	159	172	331	66	63	129

TABLE VIII

ENROLLMENT BY RACE AND SEX - RANDOLPH HENRY HIGH SCHOOL
1975-1976

	Simulation Project						High School					
	Black			White			Black			White		
	M	F	T	M	F	T	M	F	T	M	F	T
Juniors	1	4	5	5	1	6	36	38	74	50	42	92
Seniors	0	4	4	3	4	7	21	35	56	50	57	107
Total	1	8	9	8	5	13	57	73	130	100	99	199

Each year students interested in the program were requested to complete a Student Profile, a copy of which is included in Appendix C.

Equipping the Classroom Laboratory (Simulated Store)

The equipment budget for each pilot school included provision for the following items:

Merchandising unit	Wall mirror	Trapezoidal tables
Wrapping counter	Tote tray cabinet	Stacking chairs
Display unit	File cabinets	Copier/transparency maker
Gondola	Record player	Overhead projector
Sign center	Tape recorder	Combination slide and film
Marking machine	Projection screen	projector

In three of the schools, the merchandising unit was custom-made in order to maximize the available space. This unit consisted of two shelving units, two units with shadow boxes and storage cabinets, and a wall mirror, with a sign, "Distributive Education" above the units. Although the units could be used separately, they were unified with a cornice. Despite constant prodding, the equipment was not delivered until February, 1975, and this was a disappointment to the teacher-coordinators and to the students. However, the other equipment was available and with the ingenuity of the teacher-coordinators, the classroom-laboratory was adequate for trying out the simulated occupational experiences. With written approval from the project director, if money was available in their equipment budget, several of the schools bought a cash register and a camera in addition to the items listed in their sub-contracts. The cash register was needed for the school and/or simulated store experiences and the camera was needed for the teacher-coordinators to make slides for designated learning experiences. Students working with the sign press are shown in Figure 1.

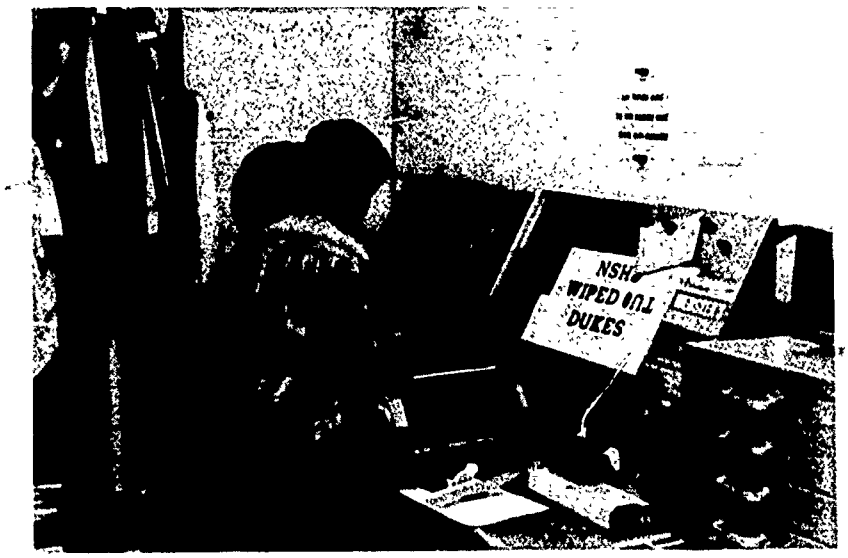


Figure 1

Students Working With Sign Press

A show case display of merchandise in the Baby Boutique, one department of the simulated store in one of the pilot projects, is shown in Figure 2. The merchandise in this simulated store was donated by faculty members or other interested members of the community. The simulated store concept will be explained in Chapter III.

Figure 2

Show Case Display - Baby Boutique - Simulated Store

Advisory Committees

An advisory committee was appointed in each of the pilot programs. Although the appointment of advisory committees was discussed with the superintendents at their meeting with the project director in August, 1974, the superintendents were reluctant to appoint the committee until the D.E. teacher-coordinator had been in the community long enough to suggest individuals who would be most helpful as advisory committee members. The teacher-coordinators worked individually with merchants in the county from the inception of the program. However, it was not until the spring of 1975 that the committees were appointed and held their first meetings. To assist the teacher-coordinators in establishing an advisory committee, "Guidelines for Working with Advisory Committees" was mailed to the teacher-coordinators. A copy of the "Guidelines" is included in the Appendix D.

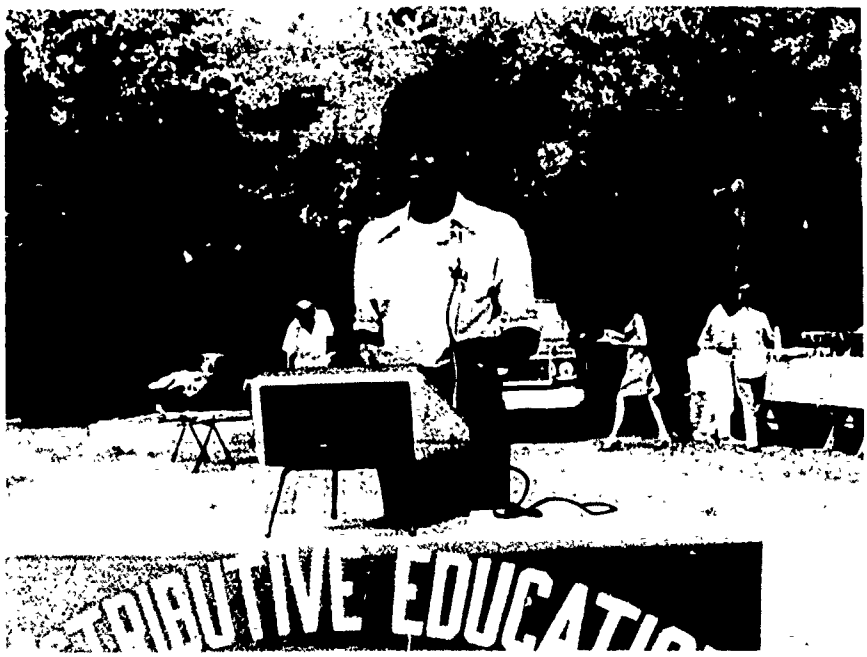
Members of the four advisory committees have been of assistance in a number of ways, some of which follow:

1. Loaned merchandise and manufacturer's aids for use in displays
2. Conducted field trip to stores

3. Helped tape situations for illustrating various topics in the curriculum
4. Assisted in DECA District Leadership Conference
5. Gave trade journals
6. Served as guest speaker
7. Participated in the adult D.E. program
8. Gave mannequins
9. Permitted students to arrange window in their stores
10. Loaned cash register on short-term basis
11. Suggested sources of possible purchase of equipment and materials
12. Reviewed task sheets for jobs in their firms to determine whether or not the tasks were actually performed and to add any additional tasks.

The Youth Organization

Teacher-coordinators in the Simulation Project were encouraged to organize a local chapter of the Distributive Education Clubs of America (DECA) and to provide students opportunities to participate in competitive events and leadership activities just as cooperative distributive education students participate. Since very few of the students enrolled in the simulation project were employed outside the school, it was suggested that profits from fund-raising activities and/or profits from the operation of the school store be used to pay local, state, and national DECA dues and to defray most of the expenses incurred by students in attending district and state DECA conferences. A scene from one of the DECA District Fall Rallies in which students in the simulation project participated is shown in Figure 3.



In all the pilot schools DECA has proved to be a motivational tool and has brought recognition to individual students and to the schools. The student at the podium entered district DECA competitive events later in the year and earned the privilege of representing his chapter at the State Conference.

Figure 3

Scene from DECA District Fall Rally in which students in simulation project participated.

Evaluation

Evaluation of the Project. Procedures used in evaluating the project included a self-evaluation by the teacher-coordinator and administrators in the pilot schools, evaluation by the project director, and a Third Party Evaluation by a team of out-of-state experts.

The instrument used for self-evaluation was a modified form of an evaluation instrument developed for the State Department of Education for evaluation of local vocational education programs. A copy of this instrument and forms provided by the project director to record holding power, work experience and follow-up of graduates are included in Appendix G.

The project director discussed the items included in the self-evaluation instrument with each teacher-coordinator and with administrators and guidance counselors. A copy of the instrument and completed forms regarding holding power, work experience and follow-up of graduates was provided members of the Third Party Evaluation Team. During visits to the individual schools the project director was able to observe all phases of the operation of the project. In addition, the project director received a weekly calendar from the teacher-coordinators. This calendar gave information concerning planned activities for the week and a brief summary of accomplishments of the previous week.

The evaluation of the project by a team of out-of-state professionals in vocational education and distributive education was of primary importance.

The project staff was fortunate in being able to obtain the services of Dr. Joe Clary as chairman of the Third Party Evaluation Team. At the time Dr. Clary was contacted concerning this request he was Executive Director of the North Carolina State Advisory Council. At the present time he is Coordinator of the Agricultural Education Program in the Department of Occupational Education at North Carolina State University. He is a nationally recognized expert in evaluation and in vocational education.

Plans for the Third Party Evaluation began in April, 1975, when Dr. Clary conferred with the project staff. The project director identified a number of individuals both in and out of distributive education for Dr. Clary's consideration for Evaluation Team members. The selection of members of the Evaluation Team was made by Dr. Clary and the invitations were extended by the project director. Copies of correspondence are in Appendix I. During this conference, Dr. Clary suggested the procedures to be used both in the meetings of the team and in the on-site visits to the pilot schools. The project director made tentative arrangements with the individuals concerned in each school in the spring of 1975 and confirmed a definite schedule for each school in the early fall of 1975.

A report of the Third Party Evaluation Team is in Chapter IV.

Evaluation of Student Performance. Student performance was evaluated in a number of ways, but no effort was made to compare the performance of students in the simulation plan with students in the cooperative plan. In addition to paper and pencil tests used to measure the students' knowledges and understandings, various rating devices were used to evaluate skills and attitudes. Many of the rating devices used in DECA competitive events were suggested. For example, the following devices were specified as the instrument to use in evaluating certain competencies or groups of competencies: Advertising rating sheet for ad-layout; display rating sheet for window displays constructed by students; sales demonstration rating sheet as a summary of competencies in the selling area; job interview rating sheet for evaluating selected competencies in the social skills area; public speaking rating sheet for summary of competencies in the communications area; student-of-the-year and chapter-of-the-year standards as a device for teaching "Standards, Grades and Labels" in the product and service technology area; the merchandise sales manual rating sheet for merchandise manuals and creative marketing project for evaluating group DECA project. A special rating sheet was provided for rating shadow boxes, show cases and bulletin boards. It was suggested that whenever possible the rating sheets be completed by other students as well as the teacher. For instance, if every student evaluates every merchandise manual the students obtain valuable information from their fellow students' manuals as well as assisting the teacher-coordinator in the evaluation. To evaluate some of the occupational experiences in the simulated store, it was suggested that the students assigned to a particular experience make a decision and then report the decision to the entire group for the group's evaluation. The Learning Activity Packages contain a pre-test and post-test for each competency. The research staff listed the pre-test or post-test as a learning experience if the researchers felt that either of the tests was particularly needed at that point in the instruction. The evaluation of the students' performance in relation to the tasks included in the jobs in which they had expressed interest was suggested, but was not carried out in a formal manner. Now that a training plan including the specific and related tasks with provision for evaluation by both the student and teacher has been developed, this evaluation will be of primary importance.

The evaluation of students in the simulation plan included all the techniques used to evaluate cooperative students' classroom experiences. The suggested evaluation of the simulated occupational experiences included a wide variety of rating sheets for evaluating the performance of the students.

Dissemination Activities

The conference for project directors arranged by the U.S. Office of Education in October, 1974, gave the project director and research assistant an opportunity to share ideas with others who were conducting research in the same priority area, "alternate work experience programs." The project director and research assistant also benefitted from attending the 1974 A.V.A. Convention. They were able to talk to a number of distributive education personnel who had tried various ways of handling the

preparation of students in a plan other than the cooperative plan.

The project director had an opportunity to explain the project at the February, 1975, Southern Regional meeting of the Council for Distributive Teacher Education, at the May, 1975, Central Regional meeting of CDTE, and at the U.S. Office of Education Region III meeting. She conducted a workshop on distributive education for rural youth at the 1975 A.V.A. convention.

As a result of these dissemination activities much interest has been expressed in the report of the activities in this project.

Summary

The procedures used in establishing a distributive education program utilizing the simulation plan included the selection of four pilot schools according to a pre-determined criteria; the referral of qualified D.E. teacher-coordinators to local school division superintendents for selection; the training of the selected teacher-coordinators through workshops, mini-conferences, and on-site visits; the recruitment of juniors and seniors to participate in the project; the evaluation of the project through self-evaluations by the teacher-coordinators and administrators, by the project director, and a Third Party Evaluation Team; the evaluation of student performance through selected rating devices as well as paper and pencil tests; and dissimination activities, including presentations at various regional and national conferences. An advisory committee provides assistance to D.E. teacher-coordinators in each pilot school.

CHAPTER III

CURRICULUM FOR SIMULATION PROJECT

The major premise underlying this study was that competencies required of workers to enter and advance in a distributive occupation could be developed in a simulation plan that would be an alternate to the cooperative plan. In the simulation plan, it was assumed that competency-based instruction in the classroom would be coordinated with simulated occupational experiences in the school laboratory (to be known as a simulated store), with experiences in a school store, with experiences through DECA, with directed observations in the business community, and with as much paid occupational experience as possible. It was further assumed that the learning outcomes for students in a simulation plan would be comparable to those expected of students enrolled in the cooperative plan.

Distributive Education Curriculum Concept

Assuming that the premises stated above were well-founded, the curriculum concept that had been accepted nationally as a part of the distributive education philosophy served as the framework for this project. The philosophy of distributive education, constructed in 1967 as part of the Competency Pattern Study (2) and up-dated in 1975 (17) included this basic belief concerning distributive education curriculums:

> Distributive education curriculums should include basic economic understandings; the functions of marketing; the area of career development including human relations and occupational adjustment; the application of skills in mathematics and communication to distribution; and appropriate product or service technology.

This philosophical concept was the basis for the organization of technical competencies identified in the above research and was the basis for the organization of the competencies in the learning activity packages (1). The distributive education curriculum concept described above is illustrated in Figure 4. The competency areas concept of distributive education curriculums provides for a flexibility in curriculum organization that makes the depth of instruction depend on occupational objectives and competencies needed by individual students and on their abilities. This curriculum organization provided a framework in which to develop curriculum matetials that were tested in the pilot program included in the project.

The decision was made to assign competencies identified as those needed by distributive workers at the entry level to the first-year curriculum and those needed by distributive workers at the career level to the second year. These competencies were organized into nine competency areas as follows: (a) advertising, (b) communications, (c) display, (d) human relations, (e) mathematics, (f) merchandising, (g) operations and management, (h) product and/or service technology, and (i) selling.

A DISTRIBUTIVE EDUCATION CURRICULUM CONCEPT

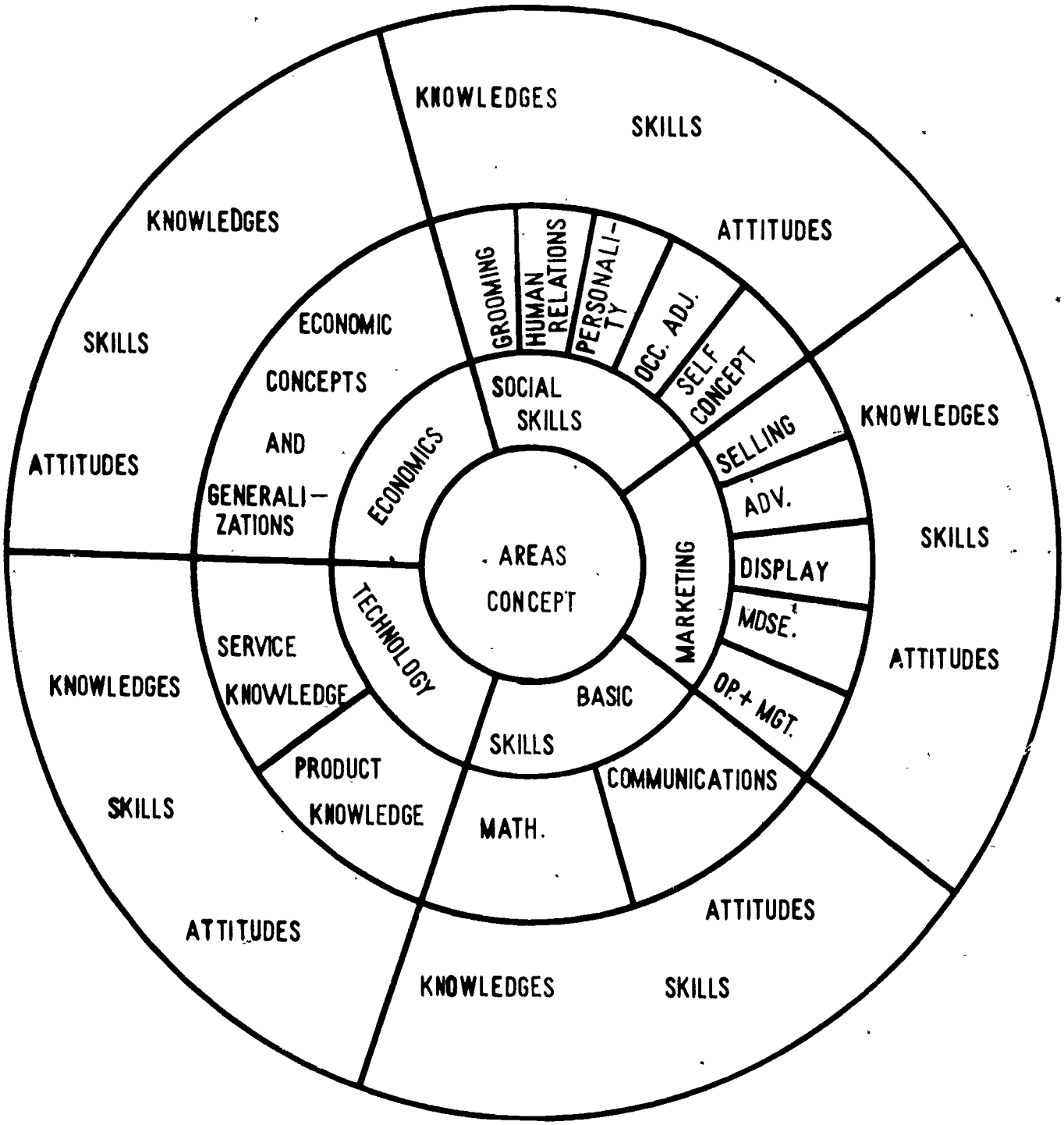


Figure 4

(The Interstate Distributive Education Curriculum Consortium divided operations and management into separate competency areas, thus dividing the LAPS into ten competency areas.)

Since the job of the salesperson in a department store includes competencies common to most of the entry-level jobs and since the job of assistant buyer (or assistant department manager) in a department store includes competencies common to most career-level jobs, the development of curriculum materials for the classroom, and initially for the laboratory, was based on these two jobs. These jobs required more competencies than some of the entry level and career jobs, but it was felt that every first-year distributive education student should have knowledges, understandings, and attitudes that were broad enough in scope for the student to be employable in any entry level distributive occupation and that every second-year distributive education student should have knowledges, understandings, and attitudes that were broad enough for the student to be employable in a distributive occupation at the career level. Skill development was usually incorporated into curriculum materials to be used in the laboratory. These materials individualized the simulated occupational experiences in three ways: (a) by relating the experience to the student's occupational interest; (b) by relating the experience to the organizational structure of the simulated store: management, merchandising, sales promotion, control; (c) and by providing a list of specific and related tasks for the job in which each student had indicated a career interest.

Development of Simulated Occupation Experiences

The major responsibility of the project staff was to identify and/or develop a series of simulated occupational experiences to develop previously identified technical competencies needed by distributive workers in selected entry and career-level occupations (2).

The following procedure was used in the identification and/or development of learning experiences:

1. Students were asked to identify an entry-level job in which they were interested. A computer print-out of the specific and related tasks in the selected job were then provided each student as a start toward his/her training plan. A copy of Career Progressions in seven categories of distributive business is included in Appendix E. It was from these progressions that students selected entry and, in the second year, career level jobs.

2. For the first year curriculum the competencies required of a salesperson, department store, already organized into nine competency areas, were further organized around concepts (or topics) to be treated in each area. The competency number assigned the competency in the IDECC system (1) was recorded by each competency.

3. A search was made of relevant research and literature for appropriate individual and group learning experiences, which would develop the competencies at the level the competencies were stated. The principal source of experiences was the set of Learning Activity Packages (LAPS) developed through the Interstate Distributive Education Curriculum Consortium (1). Files of 500 LAPS, readily available to students, are shown in Figure 5. These materials represent an investment of approximately one million dollars and the work of selected D.E. teacher-coordinators under the direction of state supervisors and teacher educators in each of eleven states.

At this writing more than 3300 sets of LAPS had been purchased for use in individual schools. A new consortium of 14 states was formed and began functioning at Ohio State University in June, 1975. Through the new consortium sets of the LAPS will be available to schools that have not purchased them. The project staff felt the wide distribution of the LAPS and the continued availability of them made it feasible to capitalize on this major distributive education effort.

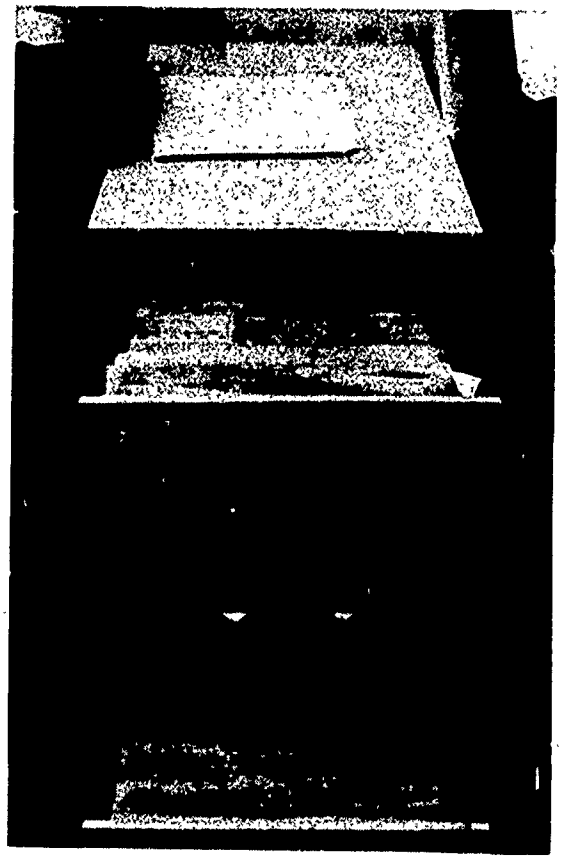


Figure 5

LAPS (Learning Activity Packages) are readily available to students.

As previously noted, the LAPS are based on the competencies identified as needed by selected distributive workers and reported in the Crawford Competency Pattern Study (2). The researchers in this simulation project reviewed the individual and group learning experiences for each of the competencies required of the

salesperson. If the learning experience in the LAP was considered appropriate to the entry-level job, this experience was noted by LAP number and by individual or group experience number. (e.g. - LAP 26, Individual #1) In most cases, the individual experience #1 was concerned with reading from one or more sources. The researchers examined these references and up-dated the citations in instances where revised editions were available. In many instances the researchers suggested using the content from these readings as the basis of group discussions rather than an individual reading assignment. This indicated that the teacher-coordinator would present the information to the students in such a way that the students would have the basic knowledge needed before proceeding to experiences involving a skill.

4. Mrs. Stephanie Dowdy, the research assistant, developed learning experiences if no suitable experiences were available in the literature.

5. Competitive events included in the National Competitive Events Program of the Distributive Education Clubs of America were identified as learning experiences. Many references were made to the Merit Awards Program (MAP), since this program included competency-based learning experiences at three levels of complexity. The learning experiences in MAP were also organized into competency areas.

6. The competencies and learning experiences were then designated as classroom or simulation experiences. In most cases the knowledge competencies were designated "classroom" and the skill competencies were designated "simulation." Attitude competencies were assigned to both classroom and simulation. There were some instances when the same competency was assigned to both the classroom and the laboratory.

7. Second-year students were asked to identify a career-level job in which they were interested. A computer print-out of the specific and related tasks in that job were provided each student as a part of his training plan for his second year.

8. The competencies required of an assistant buyer (assistant department manager), department store, provided the basis for developing learning experiences for the second year curriculum. The procedures used in developing the first year curriculum were followed. Managerial and supervisory responsibilites received major emphasis in the second year, with provisions for developing managerial and supervisory skills in the simulated store.

9. Evaluations of the specified competencies for both first and second-year students were listed as learning experiences.

Trying Out Learning

As learning experiences were identified and/or developed for each competency area, a competency area packet of materials was mailed to each of the four D.E. teacher-coordinators in the project. An excerpt from the simulation portion of the learning experiences suggested for developing one competency in the display competency area for first-year students is shown in Figure 6. A bibliography of resources needed for each competency area was included as a part of the competency area packet. This information was provided at least a month in advance of the mailing of the learning experiences.

The teacher-coordinators were requested to make notations concerning the learning experiences directly on the copy mailed to them. As the instruction in each competency area was completed, the copy was returned so that the research assistant could make necessary revisions and deletions.

The organization of the simulated and/or school store affected the construction of learning experiences. It was suggested that simulated stores be organized on a functional basis whether the store was departmentalized by product lines or whether it was operated as a single unit. This organization provided for four divisions with specific job functions assigned to each division. Although there was some variation among the four pilot projects, the organizational plan adopted was similar to the one shown in Figure 7. During the second year of the project, the division manager's job was assigned to second-year students and first and second year students rotated from one division to the other until they had had experience in each of the divisions.

As the organizational chart in Figure 7 shows, the functions in the four divisions of the simulated store were as follows:

The Management Division, had responsibility for policy making, public relations, supervision, decision-making, and research.

The Merchandising Division had responsibility for buying, selling, stocking, receiving, and marking.

The Sales Promotion Division had responsibility for window display, interior display, and advertising.

The Control Division had responsiblity for personnel, payroll, inventory, and accounts payable.

The learning experiences suggested in the Competency Area Packets were "idea stimulators." It was not necessary to use all of the suggested learning experiences that had been identified, nor was it necessary to use a suggested experience if the teacher-coordinators wished to use experiences they had developed themselves. Since there were many more learning experiences suggested than were needed to develop a particular competency, teacher-coordinators were requested to plan with students the learning experiences they would try out.

Excerpt from Simulation Portion of Curriculum Package in Display Area

Salesperson - Dept. Store	Competency Area (Display I) Simulation	
Competencies	Learning Activities	
I. Show Cards and Signs	Individual	Group
(227) Ability to letter and design a simple sign.	Practice lay-out for a sign as suggested in Advertising and Displaying Merchandise, p. 204. Practice lettering with a felt-tip pen as suggested in Displaying Merchandise, pp. 205-206. Prepare a two-line plus price information sign card for a table or bin of merchandise. Use one of the following methods: 1. Lettering with a wrico set 2. Pressure-sensitive letters 3. Hand letter with felt-tip pen OR Prepare each of the signs in the requests in Advertising and Displaying Merchandise, p. 208. Prepare one 3-line sign card using the sign press. MAP, Bronze #11 - Marketing	Teacher-coordinator will use the transparencies provided with the sign press machine to explain the method of using the sign press. Following the explanation the students will view the sign press in groups of 4-5, with each student having an opportunity to identify each part of the sign machine. Evaluation Students will use Handout #1, Parts 1 and 2, LAP 31 to evaluate their sign copy.

Figure 6

ORGANIZATIONAL CHART
FOR
SIMULATED STORE

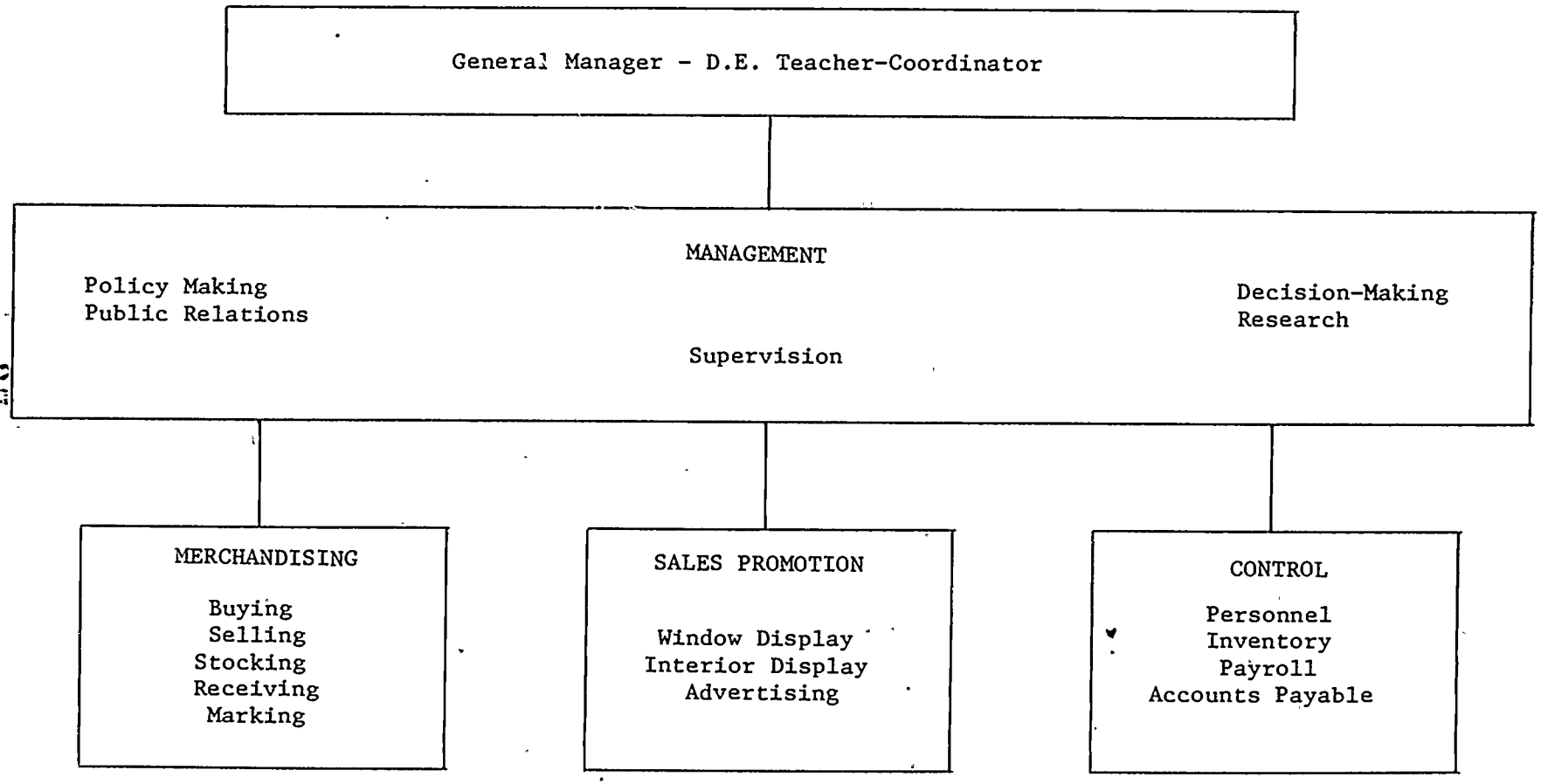


Figure 7

Members assigned to the Management Division had experiences in policy-making, decision making, public relations, research and supervision. Some members of the Management Division are shown in a planning session in Figure 8. In Figure 9 a member of the Management Division is shown preparing to make a radio presentation to explain the simulation project to the community.

Figure 8

Some Management Division members in policy-making session

Figure 9

Student preparing to make radio presentation to explain the simulation project to the community.

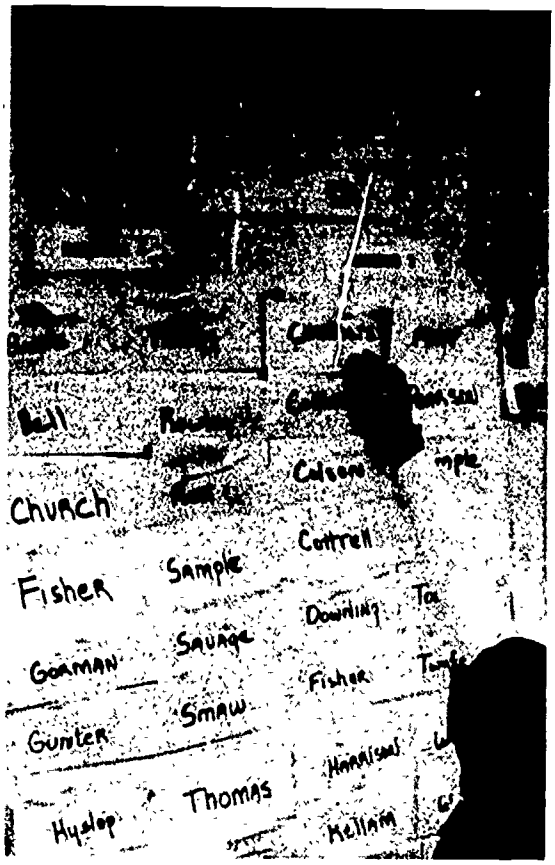


Figure 10 shows a system used by the Control Division to record hours worked in simulated store. Figure 11 shows some members of the Control Division figuring the simulation payroll. Each Friday "checks" for "payment" of hours worked were issued to members by the Control Division. The need for developing positive attitudes toward being present and being on time was the rationale for spending the time on this job function. The Control Division also handled tasks related to employment and training in some of the simulated stores. In some of the projects there was a separate Personnel Division.

Figure 10

Check-In Board

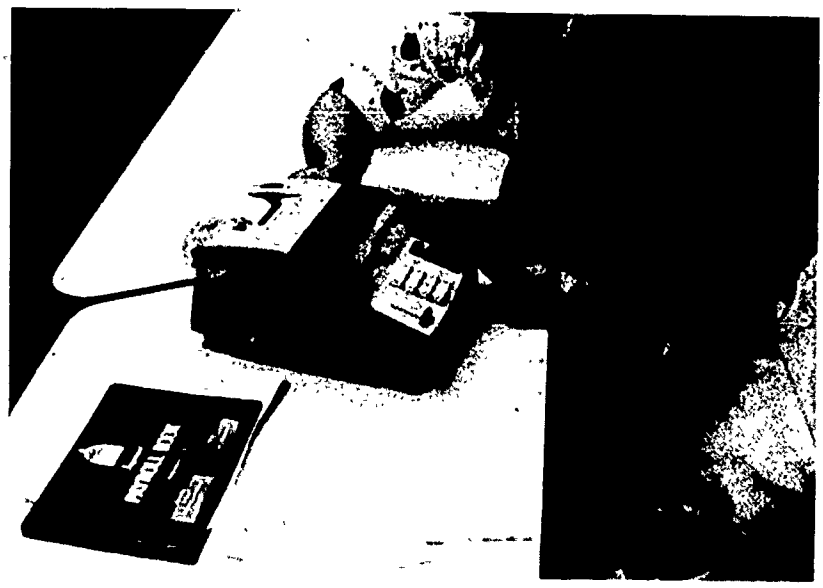


Figure 11

Control Division members figure "payroll."

The Merchandising Division members were responsible for buying, pricing, marking receiving, stocking and selling. Members of this division made actual purchases for the school stores. In the simulated stores, the stock was composed of either donated or dummy merchandise. It was necessary for the students to assume a cost price and use a markup formula to derive a retail price. They had experience in making stock tickets on a marking machine, using a Garvey marker to price canned goods, and in making hang-tags for fashion merchandise by hand. Figure 12 shows merchandise in a simulated store with the original and the sale price tags on a garment.

The Sales Promotion Division was responsible for window display, interior display, and advertising. Figure 13 shows a jewelry display in the Totally Together Fashion Center, a department of the simulated store in one of the pilot projects.

Figure 12

Pricing and Ticketing Merchandise

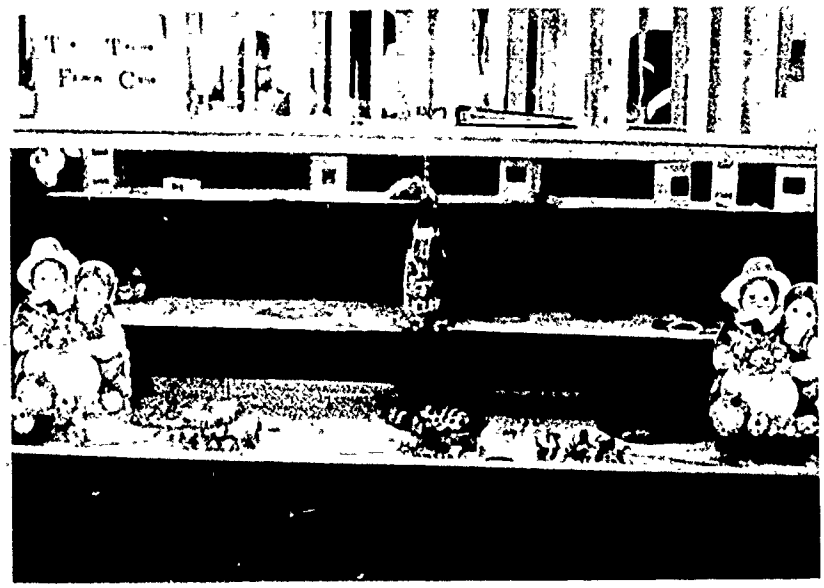


Figure 13

Jewelry Display - T n T Fashion Center - Simulated Store

Figure 14 shows some members of the Sales Promotion Division arranging an interior display. Readers are reminded that all of the merchandise shown in the illustration was "used" merchandise that had been donated to the project. A peg-board display in the Baby Boutique, another department in the same simulated store, is shown in Figure 15.

Figure 14

Some sales promotion members arranging an interior display

Figure 15

Peg-Board Display - Baby Boutique - Simulated Store

Procurement of Instructional Materials

Arrangements were made for each pilot school to buy a set of the Learning Activity Packages developed through the Interstate Distributive Education Curriculum Consortium. Teacher-coordinators were advised to subscribe to the monthly mailing of materials from the Ohio State Curriculum Laboratory, selected materials from the D.E. Curriculum Laboratory at the University of Texas, and selected transparencies from the Vocational Education Media Center at Clemson University in South Carolina. They were also advised to procure a manual for the Merit Awards Program from the Distributive Education Clubs of America. In addition, as previously noted, a list of instructional materials needed to try out the learning experiences in each competency area was developed and mailed to each teacher-coordinator at least a month in advance of the time scheduled for that instruction.

It should be noted that the learning experiences in the LAPS refer to a wide variety of resources. The research staff advised the teacher-coordinators in this project concerning the purchase of selected materials and concerning the need for multiple copies of certain references. Of course, the teacher-coordinators had copies of the Virginia Curriculum Guides which provided content, learning experiences, and evaluation devices in the various competency areas.

Construction of Training Plans

Prototype training plans for selected entry and career jobs were developed and are included in Volume III of this report. Although the specific and related tasks included in the prototype training plans were made available to individual students during the first and second year of the project, the training plans as ultimately developed were not tested in the pilot schools. However, conferences with the teacher-coordinators indicated that the computer print-outs of the tasks did serve as a guide for competency development, particularly at the skill level.

The prototype training plans for students in the simulation plan provide for an agreed-upon list of specific and related tasks that the student will be able to perform at the end of a given period of instruction. The student and the teacher-coordinator should plan together where the instruction is to take place: the classroom, the simulated store, DECA, the school store, on-th-job experience (both paid and non-paid), and observations. If the instruction is to take place outside the school, then job sponsors, members of the advisory committee, and other members of the business community may be asked to assist in the planning. The training plan provides for the student and the teacher to evaluate the degree of competence the student has attained in the performance of each task.

A prototype training plan (e.g. - grocery clerk - food store) can be individualized for each student with this career interest through individual planning with the student. An individual student may need to delete tasks for which he already has competency to perform and/or add tasks that may be appropriate to his/her needs.

In order for a prototype training plan to be effective, the learning experiences needed to develop the competencies to perform the tasks must also be agreed upon. Suggestions for such learning experiences are included in the curriculum materials included in Volume II. It is also possible to procure a list of identified competencies for each of the 76 jobs analyzed in the Crawford Competency Pattern Study (2) from the Interstate Distributive Education Curriculum Consortium located at Ohio State University.

As a supplement to the training plan, it was suggested that students prepare a weekly summary of their activities. This weekly report is similar to the one normally required of cooperative students. It is an open-end report that asks: "What have you done in the simulated and/or school store this week?" and "In what other activities have you participated that were related to your competency development? (e.g., DECA, classroom, observations, on-the-job)." (See Appendix G for sample form.)

Curriculum Sequence

Since during the first year of the project first and second year students had the same curriculum and since the teaching sequence depended to some degree on the development of curriculum materials by the research staff, no effort was made during the first year to suggest a teaching sequence or the amount of time to devote to each competency area. However, during the second year, the teacher-coordinators in the pilot project were asked to use their experience during the first year to project a teaching calendar for both first and second-year students. The amount of time for each competency area was suggested by the research staff. The amount of time was based on experience with the two-year curriculum for cooperative students. The results showed no typical teaching sequence. This is understandable, since the simulation plan was still in the experimental stage. Although it was felt that flexibility was of primary importance in trying out the curriculum materials, a suggested teaching sequence for first and second year simulation students is included with the curriculum materials in Volume II.

The two-year curriculum for the simulation project was organized around nine competency areas. The first-year materials included competencies identified as those required for entry-level distributive jobs and learning experiences to develop these competencies. The second year materials included competencies identified as those required of career-level jobs and learning experiences to develop these competencies. Prototype training plans were constructed for 15 entry-level and 15 career-level jobs. A suggested list of instructional materials was provided. The curriculum materials, including the training plans, provide for the development of competencies in the classroom, in the simulated and/or school store, in DECA, through observations, and through occupational experiences.

CHAPTER IV

THIRD-PARTY EVALUATION REPORT

An evaluation of the project by a Third Party Evaluation Team was an important component of this study. The team evaluation was made October 19-22, 1975.

The report includes the following:

Evaluation Plan of Third-Party Evaluators
Reports of Visits to Individual Project Schools
Team Responses to Key Indicators Questions
Assessment of Attainment of Project Objectives

The names and addresses of the Third-Party Evaluation Team follow:

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Mr. Eugene L. Dorr, Director
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State Department of Education
Phoenix, Arizona 85007
Tel. 602-271-5343

The report that follows was prepared by Dr. Joseph R. Clary, chairman of the Third Party Evaluation Team, with the assistance of members of the team.

EVALUATION PLAN OF THIRD-PARTY EVALUATORS

The basic evaluation plan used by the Third-Party Evaluation Team is outlined below.

Purpose

To provide an outside view of the development and implementation of the project; to determine the congruence between the project as proposed and funded and the project as implemented; to identify aspects of the program needing strengthening; to determine the "transportability" of the project model to new sites.

Focus

Project objectives
Activities conducted to meet the objectives
The program
Facilities and equipment
Characteristics of personnel
Assessment techniques
Materials developed

Technique: Independent, On-Site Approach

1. Pre-visitation activities
   a. Planning by team chairman and project director
   b. Materials sent to team members for review

2. Curriculum Materials Review
   a. One member of Third-Party Evaluation Team assigned this task
   b. Review made at office of Project Director
   c. Review completed during week prior to full team visit

3. Team Orientation
   a. Informal dinner
   b. Discussion of process to be followed
   c. Discussion of product to be developed

4. Team Exploration with Project Staff
   a. Discussion of project purpose and objectives
   b. Overview of procedures used
   c. Explanation of materials developed

5. Team Examination of Materials
   a. Project schools' and students' profiles
   b. Reports of project director
   c. Curriculum materials

6. Individual Team Member On-Site Visitation
   a. One team member in each of the four project schools
   b. Interviews with administration, staff, faculty and students

c. Observation of teaching processes used
d. Observation of facilities and equipment

7. Team Development of Findings
   a. Sharing of findings from individual visits
   b. Development of overall conclusions
   c. Drafting of recommendations and suggestions

8. Report Writing
   a. Reports from project schools by individual team members
      1- Overview
      2- Strengths
      3- Weaknesses
      4- Recommendations
      5- Suggestions
   b. Report concerning review of curriculum materials developed
   c. Team report
      1- Input from all team members
      2- Draft prepared by team chairman
      3- Draft sent to team members for review
      4- Report prepared in final form for submission

9. Presentation of the Report
   a. At conclusion of team visit
      1- Oral presentation by chairman
      2- Summary of key findings, conclusions, and recommendations
      3- Substance of report not open to question or debate during preliminary presentation
   b. Final presentation
      1- Copies delivered to project director
      2- Consultation as needed by team chairman

Key Indicators

From the project proposal and other materials, the Third-Party Evaluation Team prepared the following questions to serve as key indicators or guides for assessment purposes:

1. Are cooperative stations truly not readily available?

2. Are the results being obtained comparable to those for students enrolled in regular Distributive Education cooperative programs?

3. Are competencies at both entry and career levels being developed through the simulation activities?

4. Have individual training plans for each student been developed?

5. Is individualized, small group, and class instruction based on curriculum content similar to that suggested for cooperative students?

6. How are competency levels attained through the simulation activities being evaluated?

7. Have prototype training plans for entry level and career level jobs been constructed and tested?

8. Have advisory committees been appointed for each project school? Are they functioning?

9. What evaluative devices to measure student learning have been developed?

10. Is there evidence of cooperation from local administrators?

11. Is the youth organization an integral part of the instructional program?

12. Are adult programs in operation or being planned?

13. What elements of the model would be transportable?

AGENDA

Third-Party Evaluation
of project
"Developing and Testing Simulated Occupational Experiences for
Distributive Education Students in Rural Communities"
October 19-22

Sunday, October 19

Social Hour	6:00 p.m.
Dinner	7:00 p.m.

Monday, October 20
8:30 a.m.-1:00 p.m.

Welcome to Virginia	James Horan, Jr., State Supervisor, Distributive Ed.
Purposes, Procedures, and Practices of the Project	Lucy C. Crawford, Project Director
Simulated Occupational Experiences	Stephanie M. Dowdy, Research Assistant
Coffee Break	10:30-10:45 a.m.
Evaluation Procedures Purposes Focus Techniques Key Indicators	Dr. Joe Clary, Chairman Evaluation Team
Lunch	12:00-1:00 p.m.
Review of Materials	1:00-2:00 p.m.
Reassemble for Questions	2:00-2:30 p.m.

Tuesday, October 21
8:00 a.m.-6:00 p.m.

Visit to Four Pilot Schools. See Example of Individual Schedule (Attached)

Wednesday, October 22
8:30 a.m.-12:30 p.m.

Debriefing Session	Dr. Joe Clary, presiding
Preparation of Individual Reports of School Visitations	8:30-9:30 a.m.
Meeting of Evaluation Team Members	9:30-11:00 a.m.
Report to Project Staff	11:00 a.m.-12:30 p.m.

TYPICAL SCHEDULE FOR VISITING TEAM MEMBER

Amelia High School
Tuesday, October 21

Visitor: Mrs. Theressa Brinson

Mr. Charles Shell, Vocational Director	8:30- 8:50
Mr. H.J. Featherston, Principal	8:50- 9:05
Mrs. Bonny Greenbaum, Coordinator	9:10-12:00
Mrs. Greenbaum alone	9:10- 9:35
Distributive Education II (1st year Simulation)	9:40-10:35
Distributive Education II (Lab)	10:38-11:31
Mrs. Greenbaum (Students in Study Hall)	11:31-12:00
Lunch	12:00- 1:00
Distributive Education III (2nd year Simulation)	1:00- 1:20
Distributive Education III (2nd year Lab)	1:23- 2:10
Mr. Waverly Copley, Superintendent	2:15- 2:30
Mrs. J. Hill and Mrs. Wetsel, Guidance Counselors	2:30- 3:00
Mr. Featherston, Principal	3:00- 3:30

NOTES:

School closes at 3:10 p.m.

Superintendent will be out of town until noon.

Guidance Counselors will administer Merit Exam. 8-12

NOTE:

In order to contact Dr. Clary or Mrs. Crawford during the day please call:

Dr. Joe Clary - Eastville High School - 804-678-5906

Mrs. Lucy Crawford - Kee Motel - Crewe- 804-645-7761

Amelia High School - 804-561-2101

REPORTS OF VISITS TO INDIVIDUAL PROJECT SCHOOLS

Each of the four members of the visiting team visited one of the project schools for a full day to interview administrators, staff, faculty and students to observe the teaching processes being used, to see the facilities and equipment, and to determine by any other appropriate means the extent to which the project objectives were being attained.

Team members arrived in the school communities in the late afternoon prior to visiting the schools in order to get a "feel" for the community in which the simulation model was being tried.

The reports developed by members of the team following visits to the respective schools are presented in the following order:

A. Randolph Henry High School
Charlotte Court House,
Virginia 23923

B. Amelia High School
Amelia,
Virginia 23002

C. Independence High School
Grayson County
Independence,
Virginia 24348

D. Northampton Senior High School
Eastville,
Virginia 23347

A. RANDOLPH HENRY HIGH SCHOOL

Randolph Henry High School serves students in Charlotte County, a predominantly rural community with very limited opportunities for cooperative distributive education experiences and a population with a high proportion of black students who want and need preparation for distributive jobs. Interviews with students by the evaluation team indicated that students are interested in distributive careers, have positive attitudes toward the program,the teacher-coordinator, the curriculum, learning activities and the learning environment. Interviews with the Superintendent, Assistant Superintendent, Principal, the Guidance Counselors and the Teacher-Coordinator indicated strong interest and support for the program with expectations for the program to be continued after special funding ends.

The major strengths of the program at Randolph Henry were the enthusiasm and commitment of the teacher-coordinator and the motivation and interest demonstrated by students when they were engaged in their simulated store activities.

The teacher-coordinator had spent some time on helping students clarify their career interests, investigation of opportunities and self-understanding. The students said this was helpful to them. During the simulation periods students had specific tasks which they completed--Store Maintenance, Display, Inventory etc. The school store was closed due to circumstances beyond the control of the teacher-coordinator, so the actual selling operation was not observed.

The students were happy, cooperative, self-confident, respectful and resourceful. They were looking forward to attending a District DECA meeting and several field trips which they were financing with money they had earned in their school store.

The only questionable aspect of the program, which is not necessarily a weakness, was that the curriculum plan as conceived by the project directors was not being implemented entirely. The IDECC Learning Activity Packages (LAPS) were used in a different way and to a greater extent than the observer expected from having reviewed the curriculum plan. A shortage of paper, and an anticipated budget squeeze for the balance of the year, may force the teacher-coordinator to use the Learning Activity Packages in different ways.

The facilities were adequate, or one could say the teacher-coordinator had made good use of the space that was available. The same could be said for the equipment which the teacher-coordinator was utilizing well. The room temperature was too cool in the observer's opinion, but students were not complaining.

The general plan of the program is transportable to other rural communities; however, its success depends on having a resourceful teacher-coordinator like the one at Randolph Henry, who will adapt the general plan to the students and environment in which the program operates.

Recommendations and Suggestions

1. Larger facility with more space for the laboratory

2. Less dependence on the Learning Activity Packages for classroom learning

3. Additional product lines in the school store to provide more learning experiences (e.g., gift items, paperback books, tee shirts etc.)

4. Career orientation and exploration in the curriculum of the total school

5. The teacher-coordinator should continue to develop an advisory committee and find some way to get them together.

B. AMELIA HIGH SCHOOL

The town is named for one of King George's daughters. It is nestled in the foothills near Richmond. The community can offer few good stations for a Cooperative Distributive Education Program. There are two schools in the county--one elementary and one senior high school. There are 1900 students in the public schools K-12 and 700 are enrolled in grades 8-12.

The Vocational Director of Amelia High School explained the Vocational Department. The school had curriculum in Business, Vocational Agriculture, Homemaking, Trades and Industry, and Distributive Education. They also had a Handicapped Program which served 50 students who were taught Sewing and Carpentry. Students in the Disadvantaged Program were given instruction in Masonry, power machines, and nurses' assistants.

He discussed the Distributive Education Simulation Program in detail. The program was housed in a brand new portable building on the campus. All fixtures and equipment were new, including text materials.

When the program was started, all schedules had been made out. Therefore, students were contacted during the summer months by their counselors who knew each student on a personal basis. They found students who were interested and enrolled them in the classes. The program has become so popular that students are now being turned away. There were 28 students enrolled in the program at the time of the visit.

The program has been successful to the extent that it will be continued next year in spite of cutbacks. There is a new high school on the drawing board, and space has been allocated for the new Distributive Education facility.

Mr. Featherston, the principal, admitted that he was apprehensive in the beginning, but he has been pleasantly surprised! Amelia is a rural community, with very few businesses where students could receive training, so the simulation classes have definitely filled a need. Some students who were misfits in school--who were and are enrolled in the classess--have now become good students. The principal was interested in adding a third section to the curriculum so that more students can be served. The program has had a positive effect on the entire school population. The median annual income for the area is approximately $3000, so learning about the real World of Work has helped raise the sights of the students in the Distributive Education Simulation Classes.

Mrs. Greenbaum, the teacher-coordinator, was a very innovative, creative, knowledgeable person, who was interested in her students and in what she was doing. There was an air of achievement in the classroom. All of the students seemed interested in what they were doing. They were self-motivated and self-starters. It was interesting to watch them come into the room and get down to business. Each student has a daily and a weekly plan which has been checked by the teacher.

Students were given work sheets at the beginning of the classes which dealt with the project they were working on. They were studying human relations. The teacher followed very closely the materials provided by the project. She also used other materials to supplement the Learning Activity Packages. There was also quite a library of reference materials available for the students. After preliminary instruction, the students worked on posters using a Human Relations theme. They were provided with magazines, poster board, magic markers, crayons, glue, rulers, and a dictionary.

The store was set up in the classroom. The following jobs were assigned:

Store Manager
Display Manager
Advertising
Personnel
Stockkeeper
Comptroller
Salesperson

Early in the school year, students studied job interviews. They selected jobs they were interested in having in the store. They studied competencies necessary for each job using the Learning Activity Packages and other materials. The store manager, advertising manager, and personnel manager--all second year students--were selected by the teacher. The students were administered a test by the personnel manager before they went on the job interview for a job in the simulated store. After the students were placed, inservice training was held by the staff for groups of students, according to the jobs they were hired to do. The store was partly simulation and partly retail. They opened twice every day and sold school supplies, buttons, and candy. Each student seemed aware of his tasks for the day.

The counselors were supportive of the program to the extent that they would like to see it expanded.

Everyone had a very positive attitude about the program. The objectives of the Distributive Education Simulated Program were being reached because of the well-qualified teacher who served as the coordinator, and the interest of the students.

DECA activities were a prominent and integral part of the instructional program. Students placed high in the DECA district contests. Plans were underway for an upcoming DECA rally.

The adult program for the current school year was being projected for the second semester.

The advisory committee was admittedly small but it was functioning. Plans for enlarging the advisory committee in the near future were being developed.

Individualized training plans had been developed and were in use with the students.

Administrative support appeared to be adequate. Help from the State Education Agency was available as needed.

The project is transportable. However, it will be necessary to very thoroughly prepare the teachers for using the materials and techniques so vital to success in an endeavor of this sort.

The program appears to have progressed according to the objectives.

C. INDEPENDENCE HIGH SCHOOL

The program is situated in a small, rural,mountainous community in western Virginia. It is in a five-year high school that graduates about 100 seniors each year. The classroom-laboratory is located in the vocational building of the high school. It occupies a part of the space originally allocated to the Home Economics Department. A number of vocational programs are available within the school including Agriculture, Home Economics, Business Education (Intensive Office Lab), Auto Mechanics, Masonry and Practical Nursing.

The program, in its second year, appeared to be functioning quite well and meeting its overall objectives. There were some unavoidable delays during the first year which caused some problems in the selection of students and the equipping of the classroom. However, these had been corrected and the program was quite well accepted in the school.

The junior students, especially, appeared to be enthusiastic and well motivated. The guidance counselor and a Home Economics instructor (who also teaches a basic vocational course) were quite positive about the program. The counselor reported favorable feedback from the students. She indicated that every junior she had interviewed planned to continue in Distributive Education during the senior year and there is a great deal of interest displayed by the sophomores.

The equipment which was there was well utilized. The instructor was a bright, personable young man who had good rapport with the students. He had done a reasonably good job of organizing realistic learning activities for the students and had utilized DECA by integrating it into the total instructional program.

The program could be improved with additional space and facilities including display facilities, storage space, and a workroom. At the time of the visit the merchandise handled in the simulated store consisted of candy, fruit juices, a few school supplies and some jewelry on consignment. With the additional space, the program could be improved if a wider variety of merchandise were handled.

A functioning advisory committee did not really exist. The coordinator reports that there were people whom he consulted individually, but that they rarely met as a committee. If used properly, such a committee could provide valuable help to the program.

Because it was in a small community which has been hard hit by the recent economic recession, jobs for students were difficult to find. However, persistent efforts here could bring substantial benefits to the program.

Individual training plans did not exist. As in many project or in-school programs more emphasis might be given to long-term, comprehensive simulation activities or projects which would replicate, as closely as possible, real work situations. Also more time could be utilized in field trips, observations etc.

The IDECC Learning Activity Packages (LAPS) were used quite extensively in the vocational classroom. In addition, other individualized and group instructional materials were utilized.

In the area of adult education a somewhat limited program has been offered. Perhaps it is sufficient, however, for such a small community.

Strengths

1. The coordinator was capable, enthusiastic and well motivated.
2. The administration and its support staff--the principal, guidance counselor and basic vocational instructors were quite supportive of the program.
3. The Junior students were enthusiastic and were motivated.
4. The equipment which was available was well utilized.
5. Individualized learning activities were utilized quite extensively in the program.
6. The DECA activities were well integrated into the total instructional program.

Weaknesses

1. Because of a delay in opening the program in 1974, it was apparent that the Senior students were not particularly well motivated toward distributive employment.
2. The program did not have adequate space and facilities.
3. A functioning advisory committee did not exist.
4. Individual training plans were not utilized.

Recommendations

1. Additional space and facilities should be provided including facilities for display, storage space, and a work room.
2. A wider variety of merchandise should be handled in the simulated store.
3. A formal advisory committee should be appointed and utilized.
4. Individual training plans should be developed and used.

D. NORTHAMPTON SENIOR HIGH SCHOOL

General Setting

Northampton Senior High School is located in the town of Eastville on the Eastern Shore of Virginia. Its enrollment during the 1975-76 school year was 688. There were 47 teachers and two guidance counselors in addition to other administrative and staff personnel.

The school serves most of Northampton County. There is one union school (grades 1-12) serving students in the town of Cape Charles and one private school in Exmore.

Northampton County has a population of around 15,000. It is a very rural area. Agriculture is the most important industry. The seafood industry is also important--especially the harvesting and marketing of oysters, crabs, and fish. The farm, woodland, beach and harbor landscape makes for a county of outstanding scenic beauty. However, the county is relatively isolated from the rest of Virginia by the Chesapeake Bay. Completion of the 17.6 mile Chesapeake Bay Bridge-Tunnel has improved access to the area; however, the expensive toll presents a continuing limiting factor to easy access.

The Distributive Education program was located in the Northampton Senior High School Vocational Technical Center. In addition to Distributive Education the Center housed the following programs: Building Trades (carpentry and masonry), Clerk-Typing, Food Service Occupations, Drafting, Clothing Service Occupations, Stenography, and Power Mechanics. The school also offers general business education courses, consumer home economics and vocational agriculture.

Distributive Education

There were two teacher-coordinators of Distributive Education at Northampton Senior High School. One of the teacher-coordinators also taught at the Junior High School. This report focuses on the marketing simulation project.

The Distributive Education section of the Center was arranged in the "open classroom" concept with an adjoining storage room of adequate size and an adjoining office for the instructors. A display window opening into a hallway was a feature of the classroom.

Between the two "classroom areas" two small simulated stores had been developed--Baby Boutique and T.&T. Fashions. Trapezoidal student tables permitted flexibility of classroom arrangement. Other equipment included display cases and cabinets, filing cabinets, marking band setup, copier and transparency maker, overhead projector, tripod screen, record player, tape recorder, carousel slide projector, sign press, sign press bench, 35 mm. camera, two cash registers, ironing board, and iron.

In addition to the simulation activities in the classroom and the

two simulated "stores" mentioned above, the Distributive Education students operated a small school store and an ice cream concession.

Strengths

1. The teacher-coordinator was a young, highly qualified, enthusiastic and imaginative individual.

2. The classroom-laboratory was well equipped, attractively arranged, and very pleasant.

3. There was evidence of good administrative support for the program.

4. The curriculum was well-organized and supported by adequate reference, resource, and consumable materials.

5. There was an organized, functioning advisory committee for the program.

6. DECA activities were an integral part of the instructional program.

7. Adult instruction was considered a key part of the Distributive Education program.

8. Guidance personnel understood the objectives of the program and assisted with student recruitment and selection.

Weaknesses

1. Field trips for directed observation were limited due to lack of easy access and cost factors.

2. Opportunities for placement in jobs in marketing in Northampton County were quite limited. Effective placement appeared to depend on graduates leaving the county.

3. The follow-up system of graduates from the program had not been fully developed.

Suggestions

It is suggested that:

1. A telephone be placed in the teacher-coordinator's office.

2. Greater emphasis be given to field trips for directed observation.

3. Purchase of video-taping equipment be given a high priority for the Distributive Education program--at least for the Vocational Technical Center, providing ready access for Distributive Education purposes.

4. Adequate budgeting for the future will require a substantial comsumable supplies budget.

Conclusions (Relating to Northampton Senior High School Phase of Project)

The team finds that:

1. The overall purpose and objectives of the project have been successfully attained in this school.

2. The provisions of the subcontract between Virginia Polytechnic Institute and State University and Northampton County Schools have been fulfilled.

TEAM RESPONSES TO KEY INDICATORS QUESTIONS

1. Are cooperative stations truly not readily available?

The schools were well selected in terms of this criterion for selection. One school district was isolated because of the Chesapeake Bay separating it from the "mainland" of Virginia. One school district was located in the mountain region. Two schools, although in the Piedmont Region of the state, were in very rural areas. Very few good cooperative situations existed in any of these communities.

Recent economic conditions had also had an impact to further reduce the few cooperative situations which might have been available.

In each of the four pilot districts, the team found that many of the students learning the skills in Distributive Education would probably have to leave their local communities after graduation in order to secure employment opportunities with advancement possibilities.

Thus, the team found that there were school districts where either geographic isolation, economic conditions, transportation, or perhaps many other conditions preclude the availability of good cooperative training situations and thus simulated occupational experiences appeared to be a very viable alternative.

2. Are the results being obtained comparable to those for students enrolled in regular Distributive Education cooperative programs?

The team found this item extremely difficult to evaluate within the time frame of the evaluation. Part of the difficulty lay in the newness of the program where there had been no graduates who had gone through the whole program. Part of the difficulty was in comparing the accomplishments of these students with students whose everyday lives brought them in contact with a multiplicity of distributive and marketing operations where training in the market place was both realistic and available. Part of the difficulty lay in the lack of precise measuring instruments for each of the knowledges, attitudes, and skills reflected in the objectives for Distributive Education.

The team made a number of observations, however, which it considered important in examining this question.

a) There was a minimum of employee-customer contact and a lack of realism in "employer-employee" relationships in the simulations.

b) Although the simulated stores (whether in the classroom, the school store, or in other settings) were improving over time, the restrictions on variety of merchandise which could be handled were limiting factors.

c) Students in simulated occupational experiences can get a greater variety of experiences and greater individual attention to their

skills development than perhaps can be assured in a cooperative situation--at least the opportunity to do so is more clearly under the control of the teacher-coordinator and the school.

d) The results obtained depend more fully upon the resourcefulness of the teacher-coordinator; the simulation model (though very important) was not the key--the teacher-coordinator was.

e) The results obtained in simulation models might be strengthened (and better evaluated) through the development of as much balance as possible between simulation and real life situations. This balancing emphasis will likely shift continuously and individually due to differing needs of individual students, the nature and composition of classes or groups within classes, the type of community, and the dynamic forces within the community or forces which impact on the community (social, economic, governmental, etc.).

3. Are competencies at both entry and career levels being developed through the simulation activities?

The team made a general assumption that in Simulation I (the first year of a two year program) the emphasis would be on knowledges, attitudes, and skills at job entry levels and that Simulation II would emphasize advancement or career levels. The differences between Simulation I and Simulation II activities were difficult to distinguish by mere observation of classroom discussion and activities. It must be pointed out, however, that many of the skills needed in entry level jobs are the same or similar skills to those needed in career level jobs. Also, the curriculum and materials used, information obtained from the teacher-coordinators and the students provided evidence that the instruction was geared to assist students in developing competencies which would allow the graduates of the program to work at higher than entry level activities--perhaps even as high as assistant manager levels in some instances.

The team concluded that the simulation model can provide for development of competencies at both entry and career levels.

4. Have individual training plans for each student been developed?

In all schools each student had a copy of the tasks for the job she/he had selected for study. However, in only one of the pilot schools did the team find that the concept of individual training plans was seriously being attempted. These were somewhat geared to daily or weekly or unit activities and needs rather than toward a training geared to the occupational objectives of the individual students.

In the other three schools there appeared to be class or team or departmental training plans geared to career objectives in the fields of distribution and marketing rather than a specific training plan for an individual student. These training plans were individualized operationally, however, due to the differential learning and skill development rates of individaul students.

Much more attention will need to be given to redefining of the concept of "individual training plans" or to its reconceptualization in simulation models.

5. Is individualized, small group, and class instruction based on the curriculum content similar to that suggested for cooperative students?

The team found this difficult to evaluate in a one day visit to the project schools. Competencies similar to those generally developed by cooperative students were the objects of instruction in the simulation activities.

The team found no serious ommissions of or disregard for curriculum content suggested for cooperative students. Rather, it found a major effort to supplement this content to provide for more effective instruction.

Materials from previous research efforts in Distributive Education were made available to the schools. The project director and staff had developed packages of material for each competency area including competency statement, individual learning activities, and group learning activities for entry-level and career-level jobs, and were supplying materials and guides for use in the simulation models. Materials from other states and agencies were being used.

Individualized instruction appeared to focus not so much on suggested curriculum content or on occupational aspirations of individual students but on differential learning rates of the skills being taught.

6. How are competency levels attained through the simulation activities being evaluated?

The team recognized severe limitations on a one day visit on judging evaluation techniques. Efforts at evaluation appeared to focus directly on individual skills.

Evaluation of competency levels appeared to be centered around: (a) observation of performance in simulation activities; (b) observations by the teacher-coordinators; (c) observations by student management teams (in the simulation models); (d) results of participation in DECA activities; and (e) post-tests on the Learning Activity Packages in use.

While the "state of the art" in Distributive Education has progressed to the point of making a competency check-off system feasible, the team found only limited evidence of it being operable in the simulation model. One teacher-coordinator had a computer print-out of skills on display in his office and was using this as a check list for planning and evaluation purposes.

The team concluded that evaluation in simulation models needs further attention.

7. Have prototype training plans for entry level and career level jobs been constructed and tested?

At the time of the visit, prototype training plans were not available. The project staff discussed this concept at length with the evaluation team. Prototype training plans (as proposed) are being developed and will appear in Volume III of the Final Report.

8. Have advisory committees been appointed for each project school? Are they functioning?

There was evidence of advisory committee activity last year. Minutes of meetings or notes regarding use of committees on a formal group and/or individual basis were in evidence. Some of the teacher-coordinators discussed programs and activities designed as a result of, or in coordination with, the advisory committees.

Plans for using advisory committees later in the year were discussed with some members of the visiting team. They were to be used in connection with field trips, other experiences for the students, equipment considerations, and simulation activities.

The problems associated with advisory committees in the project schools were typical of problems with the advisory committee concept in a high percentage of schools around the country: (a) lack of a clear conceptualization of the role of advisory committees in general and especially as related to a simulation model; (b) lack of sensitivity to need on the part of the teacher-coordinators; and (c) difficulty in getting the committee together (scheduling) at the exact time when critical input is needed.

This appears to be an area needing further conceptualization and deeper commitment, and for which much better professional preparation of the teacher-coordinator is essential.

9. What evaluative devices to measure student learning have been developed?

The team did not have time to study all the materials in detail. The materials do include a number of rating devices, etc. Other traditional devices such as written tests, oral discussions and questioning, and observation of student performance were used. The post-tests included in the Learning Activity Packages were also being used to some extent. However, no really new evaluative devices of a truly exciting nature were uncovered by the team.

Overall success or performance of a class or group in an activity such as operation of the school store might be classified as a group evaluative device. And the team recognizes that it is at the performance levels that real evaluation takes place.

10. Is there evidence of cooperation from local administrators?

In all cases evidence of positive attitude and support was found. However, one person questioned the need for a two-year simulation program. He thought a one year simulation-one year cooperative program would provide a good pattern.

The team found no basic conflicts on perceptions of the project or the programs as being implemented.

11. Is the youth organization an integral part of the instructional program?

The team found viable and strong youth organizations in each school. There was considerable evidence that programs and activities of the youth orgnaizations were part of and/or grew out of the planned instructional program. Thus, it was concluded that the youth organizations were an integral part of the instructional program.

12. Are adult programs in operation or being planned?

In the first year of the project several of the schools had adult programs in operation. Most were in the forms of clinics.

In many schools adult programs are developmental in nature, are started after the high school program is operational, grow out of activities conducted by high school students and concentrated in the Spring rather than the Fall.

Plans for adult program activities for Spring '76 were discussed.

13. What elements of the program would be transportable?

The following elements of the program appeared to the team to be transportable:

a. The general plan
b. The classroom organization and setup
c. The simulated store idea
d. Use of school store as a training station
e. Curriculum materials identified or being developed

CURRICULUM AND MATERIALS REVIEW

Observations

1. The overall impression is very good. It appears that many large city schools could also find similar application to that of the rural schools.

2. This project provides a viable vehicle for the Learning Activity Packages to be utilized in a specific format.

3. There appears to be a great dependency on the Learning Activity Packages to deliver the content.

4. It will be important to stress the teacher load factor in the final report. Especially important will be the need to show and support the necessity of one coordination period with each two hours of classroom activity. This is an opportune time to explain why this teacher will be classified as a coordinator as well as a teacher.

Recommendations:

1. It would be helpful to have an introductory section to each competency area which provides an outline of the concepts which are to be taught and suggestions regarding the use of materials in that package. This section should help develop the framework and "mind set" for proper use of the material. Some of the concepts which might be developed include:

   a. How people learn! Cite key theories in summary type statements. (Example: Teach whole concept before you break into pieces.)

   b. Develop the idea you want students to develop decision-making and creative thinking abilities. Therefore, explain in condensed fashion some ideas that help teachers develop this. The simulated store provides a real answer in a laboratory setting to develop creative thinking and decision-making.

   c. Explain the content relationship between the first year and the second year. This answers the question why one might teach the same function, etc., and the same concepts in both years.

   d. It would seem advisable to explain why the maximum utilization of the Learning Activity Packages. (How the Learning Activity Packages are referenced to other materials.)

   e. Recommend an orderly sequence of presentation. This could be developed around a typical calendar sequence and by function. Also, explain why this order is recommended.

f. Develop a rationale for developing learning experiences cued to the job of the salesperson-department store for first year students and the department manager-department store for second year students.

2. Orientation section rationale. Besides the material currently shown in this section, it appears there is a great need to provide a unit on what marketing or distribution careers are possible. The teacher needs to devleop the distribution cluster showing: types of jobs,
job families within the cluster,
lattice and ladder concepts for job promotion and growth possibilities.

3. It is strongly recommended that the researcher suggest, with some structure, a merchandising project for these students each year. This project would allow pulling many marketing functions into one project for generation of experiences by the class in a team marketing project.

4. The one area that is not addressed to any great depth appears to be the evaluation component. How will the "student" understand he or she has the competencies? This may need to be addressed in the teaching rationale section.

5. Consider incorporating a section for showing teacher-coordinators how to:

   a. Utilize a training plan for the student.

   b. Update materials

   c. Develop an index for easy reference.

ASSESSMENT OF ATTAINMENT OF PROJECT OBJECTIVES

Basing its observations on materials received and reviewed prior to the visit, the briefing by the project staff and individual and group questioning of the project staff, visits to the individual project schools, examination of curriculum materials developed and under development, and review of the Annual Progress Report of the project, the team attempted to assess the extent to which each of the project objectives had been attained at the time of the visit (recognizing that sufficient time still remained to make further progress in this regard).

Objective 1. To identify in each pilot school 15 juniors and 15 seniors with a career interest in the field of distribution for training in the program.

Although there were some difficulties in this regard during the first year of the project, the team has concluded that this objective was

satisfactorily met in each of the project schools.

No attempt was made by the team to systematically analyze the extent to which the identification process actually resulted in the enrollment of students possessing a career interest in the field.

Objective 2. To construct simulated occupational experiences to be incorporated into individual training plans for each student enrolled in the program.

Individual training plans, as such, had not always been developed at the time of the team visit. Plans for group or class activities were very evident. The individual training plans will be included in Volume III of the final report of the project.

An attempt to assess the attainment of this objective raised a number of questions in the minds of the visiting team. (a) Is the concept of the "individual training plan" appropriate for a simulation model such as that being tried? (b) Is there a need for a redefinition of "individual training plan" for simulated occupational experiences? (c) Can prototype training plans for entry level and career level careers serve the same purpose as the individual training plan?

Although prototype training plans had not been completed at the time of the visit, curriculum materials submitted to the schools had been used as a basis for the individualized planning.

The prototype training plans being readied as part of the final report will be in such form as to permit individualization.

Objective 3. To provide individualized, small group and class instruction based on the curriculum content suggested for first and second year distributive education cooperative students.

The team concluded that this objective had been reasonably well met. Curriculum content suggested for first and second year distributive education cooperative students provides the major focal point for the instruction. Use was also being made of a wide variety of other materials.

Individualized instruction needs to be organized according to career objectives of the students enrolled in the program.

Objective 4. To equip Distributive Education classroom-laboratory in four pilot schools.

This objective has been met. In some of the schools more space could be effectively utilized. In one school there was limited display facilities (especially of the window display type).

Objective 5. To train selected Distributive Education teacher-coordinators to direct students in carrying out the simulated occupational experiences.

The objective has been satisfactorily met.

In any new thrust such as this one a most necessary consideration is the professional development of the program leaders. This can be partially accomplished through group instruction in courses, workshops, seminars, and similar group activities. Perhaps equally important is the need for constant and continuous attention and follow-up in the form of one-to-one assistance.

The team would emphasize that success of such a venture as this one and the contribution of professional development activities are dependent upon the initial selection of the teacher-coordinators. It takes a unique person to teach simulation. The competence of the teacher-coordinator can be improved through professional development activities but the initial selection of personnel is crucial.

Objective 6. To evaluate the performance of students.

This objective has turned out to be quite elusive. The project staff has spent much time in this area. A number of traditional devices have been used. However, no really innovative devices for simulation models were discovered.

The team recognizes the general difficulty in measuring occupational competencies in the Distributive Education field. It is cognizant of the relatively short duration of this project. Success in examining evaluation processes in developmental projects such as this one is first dependent upon development of curriculum and simulation activities.

Major attention still needs to be given to examining and/or developing alternative approaches to evaluation of student performance.

Strengths of the Project

1. The project has provided opportunities for students living in rural isolated areas to study Distributive Education through simulated occupational experiences.

2. The simulation model provided opportunities to individualize instruction according to the level of student ability.

3. The simulation model provided students an opportunity to broaden their horizons in terms of a fuller and broader understanding of the total aspects of a distributive firm.

4. Various ability levels and learning speeds can be accommodated in such a curriculum.

5. In a simulation model the teacher-coordinator has more direct control over the learning experiences of the enrollees.

6. In a simulation model the teacher-coordinator becomes more accountable for skill development or at least for the instructional aspects.

7. The initial project was well-conceptualized and has been faithfully executed.

8. The in-service aspects of the project have had constant and serious attention.

9. The project staff has identified a number of good resources for teachers to use.

10. The teacher education--state agency--local administrative unit coordination and cooperation has been exemplary and provides an example for emulation.

Weaknesses of the Project

1. A simulation model as proposed and with the suggested materials associated with it requires a considerable amount of reading on the part of all students. This may discourage students with low levels of reading ability.

2. Students receiving the training through the simulation model and who desire to enter a distribution and/or marketing occupation will find less opportunity for immediate employment in this field unless they are willing to leave the local community.

3. Students in the project schools visited were receiving little orientation to or exploration of careers prior to entering the Distributive Education program.

4. In some limited instances facilities for doing an outstanding job with the simulation model were somewhat limited.

5. In assessing the discrepancies between "the project as proposed" and "the project as being carried out" discrepancies were noted as follows:

   a. Individualized training plans had not been completed at the time of the visit; however, prototype training plans were being developed for inclusion in the final report.

   b. Lay advisory committees, while used during the first year of the project, had not become operational during the current year.

   c. New types of evaluative techniques to assess results of simulation activities for comparison with results achieved through the regular Distributive Education cooperative plan were found difficult to develop.

   d. Adult education programs had not been operationalized for the current year, although they had been conducted in the past and were being planned for Spring 1976.

Recommendations

1. The project staff should give major attention to recommending and describing the professional development activities so prerequisite to the successful execution of a simulation model. The continuing nature of teacher education should be emphasized which both results in and grows out of a constant evaluation and reevaluation of teacher competencies. Training in simulation techniques appears to be a necessary component of professional development.

2. The whole concept of "individual training plans" in a simulation model should be clarified and carefully explained in the final report.

3. The project staff, teacher-coordinators involved in the project, and the State Agency staff should recommend appropriate evaluative techniques to assess results obtained through a simulation model.

Suggestions

1. The staff should give consideration to making curriculum materials identified through or developed as a part of this project available to others who might want to use them. For example, materials might be made available to curriculum centers on a cost recoverable basis.

2. Consideration should be given to more effective use of simulated stores or the school store through expansion of the lines offered.

3. Alternatives for students with limited reading abilities should be developed.

4. The staff should examine the amount of duplication necessary to prepare Learning Activity Package materials for class use and recommend how teacher-coordinators can make the most efficient productive use of these materials.

Overall Conclusions

Basically, the overall purpose and objectives of the project have been met.

The general plan of the program is transportable.

The simulation model provides a viable alternative for schools in areas where regular cooperative programs cannot be accommodated.

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

SUMMARY

The Problem

The problem was to develop and test a program of simulated occupational experiences for students in rural communities where the normal cooperative distributive education program is not feasible.

The Procedures

Four pilot schools were selected to try out a series of simulated occupational experiences in a school laboratory, referred to as a "simulated store," under the direction of a distributive education teacher-coordinator. These schools were located in rural areas where it was not possible to establish a normal distributive education cooperative program.

The D.E. teacher-coordinator in each pilot school was selected by the local superintendent and was employed on a twelve-months basis. It was agreed that the teacher-coordinators would teach two sections of a two-hour block of distributive education and that they would utilize the remaining two hours of the school day for coordination activities. The coordination activities included arranging for observations in stores, working with advisory committees, and coordinating the work experience of any students who were employed, and handling the innumerable activities associated with the simulated and/or school store. The teacher-coordinators were responsible for the adult distributive education program in the county.

Training was provided teacher-coordinators through a mini-workshop, two five-day workshops, and through five individual visits by the project director. In addition, the distributive education assistant state supervisors in whose area the pilot schools were located provided in-service training through regular visits.

The enrollment in the simulation project was limited to thirty students in each school. The guidance counselors assisted the D.E. teacher-coordinators in identifying juniors and seniors who were interested and who could benefit from the program.

The classroom laboratory in each school was equipped with merchandising and display units, a marking machine, a sign press, trapezoidal tables, a copier-transparency maker, and various audio-visual aids.

An advisory committee was appointed in each school. Although the committees, in two instances, were appointed late, individual members of the committee were identified as the teacher-coordinators worked with local merchants and gave vital assistance in a variety of ways.

A local chapter of the Distributive Education Clubs of America (DECA) was organized in each pilot school. The students participated in competitive events at the district level and winners of these events participated at the State level. In addition, some of the students participated in the DECA Merit Awards program and received recognition during local commencement programs. Students also participated in DECA leadership activities at the local, district and state levels.

The project staff identified and/or developed learning experiences to develop competencies needed by workers in selected entry and career level distributive jobs. Many of these experiences were those included in the Learning Activity Packages developed through the Interstate Distributive Education Curriculum Consortium. Simulated occupational experiences were developed for the simulated store and/or the school store. These materials were sent to the teacher-coordinators in competency area packages as they were developed. The competency area packages included materials in the following competency areas: advertising, communications, display, human relations, mathematics, merchandising, operations and management, product and service technology, and selling. Since the students enrolled in the simulation project had not had an introductory course, an orientation unit was prepared for first year students. The competency area packages, except in the merchandising area, included materials for instruction in the classroom and in the laboratory (simulated store) for first and second year students. The merchandising competency area was designed for second year students. Notations written on the curriculum materials by the teacher-coordinators and conferences with them made it possible to make revisions, deletions and additions to the learning experiences included in the packages. These curriculum guides are included in Volume II of this report.

Arrangements were made for each school to buy a set of the Learning Activity Packages (LAPS) developed through the Interstate Distributive Education Curriculum Consortium. In addition, suggestions were made regarding references and other instructional materials needed to effectively try out the learning experiences.

During the first year each student was mailed a computer print-out of the specific and related tasks in an entry-level job in which he had expressed a career interest. During the second year, each student was mailed a print-out of the tasks in a career-level job of his choice. These tasks provided the basis for the construction of prototype training plans for selected entry and career-level jobs. However, the training plan, as ultimately designed, was not tried out during the course of the project. The prototype training plans are included in Volume III of this report.

Dissimination activities included sharing of ideas with other researchers at a conference called by the U.S. Office of Education, presentations at two regional conferences of the Council for Distributive Teacher Education, a presentation at a regional conference of U.S.O.E., and a presentation at the 1975 A.V.A. Convention.

The project was evaluated by a team of distinguished vocational educators from outside the state, with Dr. Joe Clary, Coordinator of Agricultural Education at N.C. State, serving as chairman of the evaluation team. In addition to Dr. Clary, the team included a director of vocational education, two distributive teacher educators and a city supervisor of distributive education.

IMPLICATIONS

An examination of the various aspects of this project makes it appear that there are major implications for rural and other isolated schools, for urban and suburban schools, and for distributive teacher education programs.

The major implications are as follows:

Rural and Other Isolated Schools

1. Rural schools where limited training agencies make it impossible to provide a normal distributive education cooperative program may replicate the design for this study. The important elements of the design are:

   a. A qualified distributive education teacher-coordinator

   b. An advisory committee

   c. A school laboratory adequately equipped to provide an opportunity for students to simulate occupational experiences

   d. An adequate supply of instructional materials

   e. A two-hour block of instruction, including individual, small group and class instruction, and simulated occupational experiences in the laboratory and in the community

   f. As much paid occupational experience to supplement the simulated occupational experiences as possible

   g. A two-year competency-based curriculum

   h. An individual training plan for first-year students based on entry-level jobs and an individual training plan for second-year students on career-level jobs selected by students as their career choices

   i. Teacher-coordinator's teaching load limited to two two-hour blocks of teaching with two hours of coordination time Teacher-coordinators in the simulation plan have the same responsibility for the D.E. adult program as teacher-coordinators in the cooperative plan have.

j. DECA (Distributive Education Clubs of America) is an integral part of the simulation plan

k. In-service training for D.E. teacher-coordinators

2. Since the number of field trips is limited by funding and by the amount of time students can afford to lose from other classes, each field trip must be structured in order to include a wide variety of observations and interviews which are essential learning experiences for simulation plan students.

3. If learning outcomes of students in the simulation plan are to be comparable to those for students in the cooperative plan, students entering the simulation plan should be interested in a career in the field of distribution and should be able to profit from the instruction.

4. In communities where there are limited opportunities for placement of cooperative students, the simulation plan may be adopted for the first year of the program with on-the-job training through the cooperative program reserved for second year students.

5. Prototype training plans constructed for students in the simulation plan can be individualized for students by the student and teacher-coordinator adding or deleting tasks listed on the training plan and then deciding where the competencies to develop these tasks are to be developed. Members of the Advisory Committee should be consulted as the individual training plans are constructed.

Urban and Suburban Schools

There are several major implications from this study for urban and suburban schools where the distributive education cooperative plan is the normal method of preparing students for careers in the distributive field. Some of the implications are:

1. The curriculum materials developed and tried-out in this project have implications for distributive education cooperative programs in that competencies are specified for entry-level and career-level jobs and appropriate learning experiences are identified for each job level, thus providing a two-year competency-based curriculum.

2. The prototype training plans constructed as a part of this project may be personalized for individual students in the cooperative plan by requesting the training sponsor to assist the student and the teacher-coordinator in adding or deleting tasks provided on the training plan and then agreeing on where the competencies to perform these tasks can best be developed.

3. In cooperative programs where there are temporary lay-offs from jobs for certain cooperative students, teacher-coordinators may select appropriate simulated occupational experiences from the curriculum materials cited in this project for those students to perform during this period.

4. Ideas for specific learning experiences for cooperative students may be obtained from the simulated occupational experiences included in the project. In some instances the experiences for cooperative students will become "real" instead of "simulated."

5. Conversely, some school and/or simulated store experiences that are "real" in the simulation plan may have to be "simulated" for cooperative students. For example, few cooperative students have an opportunity to actually prepare a purchase order, whereas this is a real experience for D.E. students who operate a school store.

Distributive Teacher Education

The Third-Party Evaluation Team reinforced the opionion of the research staff that the key to the success of a distributive education simulation plan is the teacher-coordinator. The D.E. teacher-coordinator in the simulation plan must serve as a classroom teacher who can handle individual, small group and class instruction; must serve as a training sponsor for the students as they perform in the simulated and/or school store; and must serve as a general store manager as he supervises the operation of the store. It is essential that distributive teacher education programs prepare teacher-coordinators to assume these responsibilities. Some of the major implications for distributive teacher education are:

1. Distributive Education teacher-coordinators must be prepared to direct simulated occupational experiences in a school laboratory setting. In order to direct these experiences effectively the teacher-coordinators must have a thorough understanding of the following functions in store operation: management, merchandising, salespromotion, control, and personnel.

2. Prospective D.E. teacher-coordinators in the simulation plan need preparation in individualizing instruction.

3. Since many of the learning experiences cited in the curriculum materials developed in this project are found in the Learning Activity Packages developed through the Interstate Distributive Education Curriculum Consortium, prospective D.E. teacher-coordinators should be trained to manage these experiences.

4. In-service training for distributive education in the simulation plan is essential. On-site visits as well as group instruction are needed on a continuous basis.

5. Preparing prospective D.E. teacher-coordinators to work effectively with an advisory committee needs attention at both the pre-service and in-service levels.

RECOMMENDATIONS

Distributive education state supervisory personnel, distributive teacher educators and local school administrators of the nation have an important responsibility regarding the simulation plan as an alternative to the cooperative plan. In regard to this responsibility the following recommendations are presented:

1. Before establishing the simulation plan state-wide, state supervisors should begin with 3-4 pilot schools so that these programs can be closely supervised. It is further recommended that local school administrators in these pilot schools should use the following procedures:

   a. Carefully select a D.E. teacher-coordinator who is creative and flexible and who is qualified both technically and professionally to direct simulated occupational experiences.

   b. Select students on a basis of their interest in the field of distribution as a career and their ability to profit from the instruction.

   c. Provide adequate space, equipment and materials for using simulated occupational experiences.

   d. Provide the teacher-coordinators adequate time for coordination activities.

   e. Appoint and utilize the services of an advisory committee.

   f. Use the learning experiences developed in this project as "idea-stimulators" and continue to refine these experiences and develop others appropriate to the job-level for which the students are being trained.

   g. Individualize the prototype training plans constructed in this project so that students can "contract" with the D.E. coordinator to develop the competencies required to perform the tasks listed on the training plan.

   h. Provide an adequate budget for the purchase of instructional materials.

2. Teacher educators should provide adequate pre-service and in-service education to prepare distributive education teacher-coordinators to assume the responsibilities associated with the distributive education simulation plan.

3. Researchers should conduct studies to:

   a. Compare the learning outcome of students in the simulation plan with students in the cooperative plan.

b. Determine ways to provide structured observations to supplement experiences in the simulated and/or school store.

c. Determine ways to overcome the limitations in the simulation plan concerning full-service selling.

d. Design evaluation devices to more precisely measure the degree to which a competency has been developed.

4. State supervisors should utilize the plans for the Third-Party Evaluation of this project in the evaluation of other distributive education programs established under the simulation plan.

5. Distributive education state supervisory, distributive teacher education personnel, and local school personnel should work together in formulating goals and objectives for distributive education simulation plans and in evaluating the learning outcomes.

APPENDICES

APPENDIX A

SELECTED BIBLIOGRAPHY

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APPENDIX A

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APPENDIX B

Distributive Education Workshop
for
D.E. Teacher-Coordinators
in
Simulation Project
August 12-16, 1974

Monday, August 12

1:00 - 5:00 p.m.

Introductions

Status Reports

Variations of School Laboratory Experiences

Managing and Controlling Laboratory Experience

Curriculum Concept

A Philosophical Base for Individualizing Instruction through the Project Plan

Tuesday, August 13

8:30 - 11:30 a.m.

Self-Appraisal Unit
Kuder Preference Test

11:30 - 1:30 p.m.

Lunch

1:00 - 5:00 p.m.

Orientation to the World of Work
Orientation Unit
Job Preparation Kit

Reactions to a Philosophical Base for Individualizing Instruction through the Project Plan

APPENDIX B

Wednesday, August 14

8:30 - 11:30 a.m.

DECA as a Teaching Tool

Operating a School Store

11:30 - 1:00 p.m.

Lunch

1:00 - 5:00 p.m.

Fund Raising Activities

The MAP Program

DECA Competitive Events

Thursday, August 15

8:30 - 11:30 a.m.

Interstate Distributive Education Curriculum Consortium

Learning Activity Packages - Marvin M. Brown, Chairman
Distributive Education Department
Christopher Newport College

11:30 - 1:00 p.m.

Lunch

1:00 - 5:00 p.m.

Managing Learning Activities - Marvin M. Brown

Friday, August 16

8:30 - 11:30 a.m.

Purchasing Equipment

Purchasing Instructional Materials

Reporting

Evaluation

APPENDIX B

A PHILOSOPHICAL BASE FOR INDIVIDUALIZING INSTRUCTION THROUGH THE PROJECT PLAN*

A. Basic Beliefs Concerning the Aims and Objectives of the Distributive Education Program

Belief Statement	Agree	Partially Agree	Neutral	Partially Disagree	Disagree
1. Preparation for gainful employment and for advancement in distributive occupations is the primary goal of the distributive education program.					
2. The distributive education program should engender an understanding and appreciation of the American private enterprise system as a cornerstone of the American Democracy.					
3. The distributive education program should foster an awareness of the civic, social and moral responsibilities of business to society.					
4. The distributive education program should stimulate the student's interest in his chosen distributive occupational field by providing an understanding of the opportunities it offers him to be a contributing member of society.					
5. The distributive education program should encourage and promote the use of ethical standards in business and industry.					
6. The distributive education program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently, efficiently and pleasantly.					
7. The distributive education program should provide training that results in increased efficiency in distribution and marketing.					

*Individual assignment at 1974 workshop for Simulation Project

APPENDIX B

Belief Statement (cont.)

	Agree	Partially Agree	Neutral	Partially Disagree	Disagree
8. The distributive education program should contribute to the improvement of the techniques in distribution and marketing.					
9. The distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical and educational developments, and adapt to such changes.					
10. The distributive education program should advance the objectives of the total educational program.					
11. The distributive education program should strive to develop among employers, employees and consumers a wider appreciation of the value of specifically trained personnel in distribution.					
B. Basic Beliefs Concerning Definitions					
1. The distributive education project plan is an organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising, and management and which are related to a student's occupational interests.					
2. In distributive education participating experiences are learning experiences which focus on activities of distributive occupations and decision-making situations in distribution.					
3. The project method is a means by which classroom instruction is correlated with a series of group and/or individually designed learning activities and projects related to a student's occupational interest.					

APPENDIX B

Belief Statement (cont.)

	Agree	Partially Agree	Neutral	Partially Disagree	Disagree
4. A project in the distributive education project plan is a combination of organized classroom and community learning activities related to an individuals' distributive occupational interests. The length of time to complete the project depends upon the ability of the individual learner.					
C. Basic Beliefs Concerning the Project Plan					
1. The goals of the project and cooperative plans are the same.					
2. The school must schedule adequate time for participation activities in the project plan.					
3. The teacher-coordinator must have adequate time to plan and coordinate learning experiences related to student career goals.					
4. Selection of students for the project plan must be carried out with the same diligence as in the cooperative plan.					
5. Complete records and evaluations of students progress must be maintained.					
6. There must be a close liaison with the business community.					
7. Sufficient instructional facilities, equipment, materials, and media must be made available to provide meaningful and purposeful learning activities.					
8. The distributive education teacher-coordinator should have a depth of business experience.					
9. An advisory committee for the project plan should be utilized.					
10. The project plan should include directed observations, field trips, and project activities in the business community as well as learning experiences in the school laboratory.					

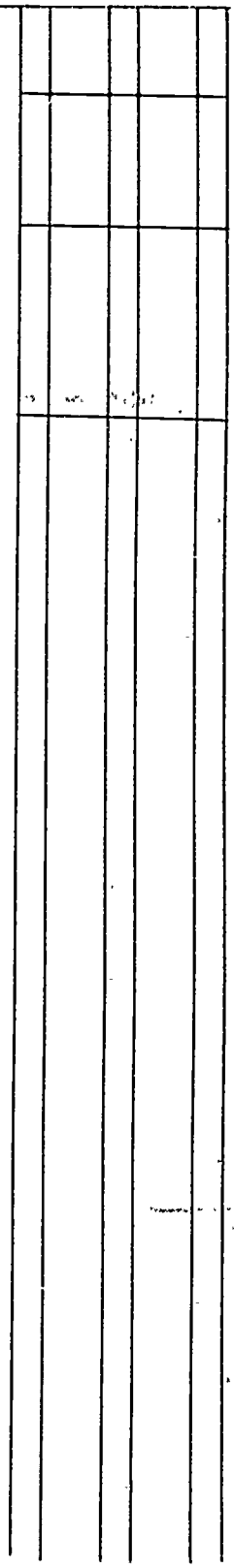
APPENDIX B

Belief Statement (cont.)

11. Individual training plans should be developed for students in the project plan.

12. As much on-the-job experience in distributive occupations as possible should be provided in the project plan.

13. The curriculum should focus on the following areas: (1) the social competency area: (2) the marketing competency area; (3) the product or service competency area; and (4) the basic skill competency area.



APPENDIX B

D.E. BASIC BELIEFS CONCERNING EQUIPMENT NEEDED FOR PROJECT LABORATORY

	Must Have	Should Have	Nice to Have
1. Display Shelves			
2. Shadow Boxes			
3. Three-way Mirror			
4. Cash and Wrap Counter			
5. Show Case			
6. Marking Machine			
7. Display Window			
8. Complete Sign Center			
9. Trapezoidal Tables			
10. Stacking Chairs			
11. Tote Tray Cabinet			
12. Copier-Transparency Maker			
13. Male Mannequin			
14. Female Mannequin			
15. 6 year child-Male Mannequin			
16. 6 year child-Female Mannequin			
17. Overhead Projector			
18. Combination Slide & Film Projector			
19. Record Player			
20. Projection Screen			
21. Tape Recorder			
22. Magazine Rack			
23. 16mm Projector			
24. Typewriter			
25. Telephone			
26. Camera			
27. Cash Register			
28. Video-tape Equipment			
29. Flannel Board			
30. Bulletin Board			
31. Tote Trays			

APPENDIX B

Distributive Education Workshop
for
D.E. Teacher-Coordinators
in
Simulation Project
July 21-25, 1975

MONDAY AFTERNOON
1:00-5:00 p.m.

Orientation to the Workshop - Lucy C. Crawford, Director Simulation Project
Demonstration Teaching - Jerry Copley
Integrating DECA Activities into Curriculum

TUESDAY MORNING
9:00-11:45 a.m.

Demonstration Teaching - Jerry Cock
Demonstration Teaching - Bonny Greenbaum
Show and Tell - Bonny Greenbaum

11:45 a.m. - 1:15 p.m. Lunch

TUESDAY AFTERNOON
1:15-5:00 p.m.

Demonstration Teaching - Craig Denney
Show and Tell - Jerry Copley
Developing the D.E. Classroom Laboratory

WEDNESDAY MORNING
9:00-11:45 a.m.

Simulation Through a School Store - John Lobben, State Supervisor, Distributive Education, Minnesota

11:45 a.m. - 1:15 p.m. Lunch

WEDNESDAY AFTERNOON
1:15-5:00 p.m.

Simulation (continued)

THURSDAY MORNING
9:00-11:45 a.m.

Managing the School Store - Mr. Lobben

APPENDIX B

THURSDAY AFTERNOON
1:15-5:00 p.m.

Show and Tell - Jerry Cock
Show and Tell - Craig Denney
Evaluation of Curriculum Materials - Stephanie Dowdy, Research Assistant, Simulation Project

FRIDAY MORNING
9:00-11:45 a.m.

Administrative Problems - Ron McGuigan, Assistant State Supervisor, Distributive Education
Plans for Third Party Evaluation - Mrs. Crawford

APPENDIX C

STUDENT PROFILE

STUDENT'S NAME _____ GRADE _____
Last First Middle

HOMEROOM _____ AGE _____ DATE OF BIRTH _____
Month Day Year

HEIGHT _____ WEIGHT _____

HOME ADDRESS _____

HOME PHONE NUMBER _____ or NEAREST PHONE _____

MOTHER'S NAME _____ OCCUPATION _____

FIRM NAME _____

FATHER'S NAME _____ OCCUPATION _____

FIRM NAME _____

CAREER INTEREST: 1st SELECTION _____

2nd SELECTION _____

COURSES TAKEN IN HIGH SCHOOL: (Number of units in each)

English _____ Foreign Languages _____

Mathematics _____ Business Education _____

Science _____ Home Economics _____

History _____ Industrial Arts _____

OTHER COURSES _____

_____

List subjects you need to graduate _____

_____

Do you plan to go to college? _____ Where? _____

APPENDIX C

What are you planning for your life work? _____

_____

_____

In what extra-curricula activities have you taken part? _____

_____

_____

Times tardy last year _____ Reasons _____

Times absent last year _____ Reasons _____

Have you ever worked? _____ List firms and approximate dates of employment _____

_____

Are you employed now? _____ Where? _____

APPENDIX D

GUIDELINES FOR WORKING WITH ADVISORY COMMITTEES

A. Need for Advisory Committees

1. The need exists because the instruction of persons in the field of distribution is a joint undertaking shared by:
   a. The D.E. program
   b. Retail owners and managers
   c. Wholesale owners and managers
   d. Service owners and managers

B. Areas of Need

1. To guide the total D.E. program
2. To steer each specialized adult class
3. To assist with the direction of the local chapter of DECA

C. Advantages

1. Provides a link between coordinator and businessmen.
2. Gives the coordinator opportunities to explain the various D.E. programs to the business community through the representative group.
3. Offers an opportunity to determine long-range needs and plans of the community on which to build the future D.E. program.
4. Can build interest and confidence in D.E. and in the position of the Teacher-Coordinator as an integral part of the distributive community.

D. Functions of Advisory Committee

1. Determining training needs.
2. Establishing standards for the selection of trainees.
3. Determining content and length of course.
4. Qualifications needed for and selecting instructors.
5. Selecting equipment and instructional materials.
6. Strengthening public relations and publicity relative to the program.
7. Counseling, guidance, and placement of trainees.
8. Suggesting "live" projects to be used as instructional vehicles in obtaining training objectives.
9. Support for both capital outlay and current operation expenses of the program.
10. Beneficial and constructive legislation for vocational education on local, state, and national levels.
11. Other matters that will strengthen and develop the program.

APPENDIX D

E. The Organization

1. Size
   a. From 5 to 8 members
   b. Major areas represented:
      (1) Retail
      (2) Wholesale
      (3) Service
   c. Types of retail stores may need to be separately represented:
      (1) Department
      (2) Chain
      (3) Furniture, etc.
   d. A small effective group is better than a large cumbersome group.
2. Whom to appoint:
   a. Employers of D.E. students
   b. Those interested in objectives of D.E. program
   c. Members with time to work and participate
   d. Leaders in their field
   e. Community leaders
3. How to appoint:
   a. Prepare a list of qualified people
   b. Check with area supervisor, meet with principal and after their approval meet with Superintendent of School to discuss appointing the committee.
   c. After approval by superintendent, ask superintendents to send letters of invitation to those you wish to have work on the committee.
4. Term of membership:
   a. Usually serve one to three years
   b. Keep interested and entusiastic members at all times
5. Committee at work
   a. Duties of the chairman:
      (1) D.E. teacher-coordinator should preside until the group elects a chairman
      (2) Preside at meetings
      (3) Present problems and solutions for the committee's reaction
   b. Number and nature of meetings:
      (1) Call meetings when business to discuss rather than having regular meetings.
      (2) Keep members actively engaged in working on problems
      (3) Keep busy planning for improvements and expanding the D.E. program.
   c. Orienting the committee
      (1) Teacher-coordinator should familiarize members with the simulation project
      (2) Teacher-coordinator should familiarize members with the philosophy, purpose, and general operating policies of the D.E. high school and adult program.

DEPARTMENT STORE ENTRY POSITIONS AND PROGRESSIONS

(1) Salesperson

(2) Asst. Buyer
Asst. Sales Manager
Asst. Dept. Manager

(3) Buyer
Division Manager
Sales Manager
Buyer/Dept. Head

(4) Stockperson

(5) Head of Stock

(6) Dept. Mgr./Sales
Supervisor

(7) Credit Interviewer/Cashier
Receptionist
Credit Application/Cashier
Cashier

(8) Asst. Credit Manager
Credit Authorizer (Sears)

(9) Credit Manager
Credit Dept. Manager

(10) Display Helper
Sign Printer

(11) Display Asst.
Display Supervisor

(12) Display Manager

(13) Receiving Clerk
Marker (Sears)

(14) Asst. Manager,
Receiving Dept.
Checker

(15) Receiving Manager
Supervisor

(16) Sales
(Carpet Dept.)

(17) Sales
(Home Carpeting)

(18) Professional Sales?
(Contract)

VARIETY STORE JOB PROGRESSION

(1) Marker/Stockman

(2) Stockroom Supervisor

(3) Salesperson

(4) Department Manager

(5) Asst. Store Manager

(6) Salesperson

(7) Service Desk

(8) Personnel

(9) Salesperson

(10) Checkout Cashier

(11) Section Manager (Floor Girl)

(12) Office Clerk

(13) Cashier/Bookkeeper or Office Manager or Head Cashier

(14) Store Manager

Discount Stores

(10) Checkout Cashier
(4) Department Heads
(15) Commission Salesperson

GROCERY STORE JOB PROGRESSION

(1) Grocery Clerk

(2) Head Grocery Clerk

(3) Asst. Manager

(4) Produce Clerk

(5) Head Produce Clerk

(6) Checker

(7) Head Cashier

(8) Store Manager

APPENDIX E

PETROLEUM PROGRESSION

(1) Station Attendant

(2) Assistant or Shift Manager

(3) Station Manager

RESTAURANT PROGRESSION

1. Bus boy (girl)
   (Floor girl, cafeteria)
2. Waiter (Waitress)
3. Head Waiter
4. Counter girl
5. Cashier
   (Checker, cafeteria)
6. Hostess
7. Assistant Restaurant Manager
8. Restaurant Manager

Restaurant Interviews:

Head Waiter (Waitress)	Hotel Restaurant
Counter Girl	Drive-In
Bus Boy	Independent or chain (table)
Cashier	Cafeteria
Hostess	Chain or independent (table)
Waitress	Lunch counter
Manager	Independent or chain (table)
Assistant Manager	Independent or chain (table)

APPENDIX E

HOTEL/MOTEL JOB STUDY

Step 1	Step 2	Step 3
Bellman (porter)	Bell Captain	Service Superintendent
Room Clerk	Assistant Manager	Manager
Cashier	Reservation Manager	Executive Assistant
	Night Auditor (Manager)	
		Executive Housekeeper
	Chef	Catering Manager
	Building Superintendent	
	Recreation Director	
	Purchasing Agent	Sales Manager

WHOLESALE JOB PROGRESSION

1. Order Selector (Warehouseman)
2. Receiving/Shipping Supervisor
3. Warehouse Manager
4. Buyer Trainee
5. Buyer
6. Head Buyer
7. Salesman
8. Sales Manager
9. Merchandise Manager (Supervisor)
10. Merchandising Trainee
11. Merchandiser

Route Salesman

Salesman/Supplier (Vending Specialist)

Marketing Simulation Being Used By DE Students

Marketing simulation is an experimental branch of Distributive Education developing competence in students in the business world without first-hand, on the job experience.

Students of the marketing simulation program at Northampton Senior High School have set up "Model Stores" named "T -n- T Fashions" (Totally Together), and the "Baby Boutique." The students have split up into four groups, or departments: Display and Promotion, Management, Merchandising, and Controlling. The major duties of the departments are:

Display and Promotion: Window Display, Interior Display, Advertising (all medias)

Management

Policy Making, Public Relations, Decision Making, Research, Supervision

Merchandising

Buying, Selling, Stocking, Marking, Receiving

Controlling

Stock Inventory, Credit, Payroll, Accounts Payable, Quarterly Reports

The different departments simulate exactly what would be done in an actual small department store.

The federally funded pilot program was designed to teach students all phases of running their own businesses. The program also has a co-curricular club called D. E. C. A. (Distributive Education Clubs of America). The D. E. C. A. Club has activities which go hand-in-hand with the classroom activities.

Through D. E. C. A. the participants in the Marketing Simulation program have been able to promote their project by making speeches to Civic and Professional Groups.

The Marketing Simulation program was acknowledged as highly motivating and educational after the evaluation by Dr. Joe Cleary on October 22, 1975.

The new educational concept is being supervised by Jerry Copley. This program would like to invite any individuals interested in seeing an all new idea in instruction to visit our facilities at the Northampton Senior High School Vocational Center.

APPENDIX G

WEEKLY REPORT

Complete each Friday

Simulated Occupational Experiences

Name of Student _____ Date _____

What have you done in the simulated and/or school store this week?

_____

_____

_____

_____

_____

_____

_____

In what other activities have you participated that were related to your competency development? (DECA, classroom, observation, on-the-job)

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX G

Please return by September 15.

Virginia Polytechnic Institute
and State University
Distributive Education Program
217 War Memorial Building
Blacksburg, Virginia 24061

School-Program Data Report for D.E. Simulation Project

NAME _____

HOME ADDRESS _____
Number Street City Zip

SCHOOL
DIVISION _____ SCHOOL _____

SCHOOL ADDRESS _____
Number Street City Zip

TELEPHONE NUMBER SCHOOL _____ HOME _____

1. ADMINISTRATIVE OFFICE

_____ Superintendent of Schools

_____ Superintendent's Secretary

_____ Person in Charge of Instruction

_____ Person in Charge of Personnel

_____ Vocational Director or Supervisor

_____ Clerk of School Board

2. HIGH SCHOOL

_____ High School Principal

_____ Head Guidance Counselot

_____ Principal's Secretary

APPENDIX G

3. IMPORTANT TELEPHONE NUMBERS

_____ Superintendent's Office

_____ School Office

_____ D.E. Office

_____ Home Phone

4. COORDINATOR'S DAILY SCHEDULE

Period	Hour (Inclusive)	Daily Teaching Assignments*
1		
2		
3		
4		
5		
6		
7		

ENROLLMENTS

		Black	White
Seniors	Male	_____	_____
	Female	_____	_____
	Total	_____	_____
Juniors	Male	_____	_____
	Female	_____	_____
	Total	_____	_____

*Simulation 1 - First Year
Simulation 2 - Second Year

APPENDIX G

Please return by October 1.

SCHOOL PROFILE

NAME OF SCHOOL _____

TOTAL ENROLLMENT _____

		Black		White	
GRADES:	10	M _____	F _____	M _____	F _____
	11	M _____	F _____	M _____	F _____
	12	M _____	F _____	M _____	F _____
TOTAL		M _____	F _____	M _____	F _____

APPENDIX G

SURVEY OF WORK EXPERIENCE

Date _____

Name _____

Grade _____

Are you working part-time now? Yes _____ No _____

If so, where? _____ Type of job _____

Please list any work experience you have had.

Name of Business*	Type of Business**	Dates of Employment From	To	Reason for Leaving
1.				
2.				
3.				
4.				

*Include baby-sitting, yard work, or any other kind of paid employment

**Example - grocery

List other jobs, work experiences, and activities you have had during the year whether they were paid for or not.

_____

_____

_____

_____

_____

_____

APPENDIX G

EVALUATION OF HOLDING POWER OF SIMULATION PROJECT

List of Juniors Enrolled 1974-75	Enrolled in DE III, 1975-76	Early Grad.	Still in school but not enrolled in DE	Left School*
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Please cite the reason if student left school or is still in school but not planning to enroll in D.E. III.

*1. Don't know where they are.

2. Working in area related to course.

3. Entered another school (note whether or not enrolled in D.E.).

APPENDIX G

FOLLOW-UP OF GRADUATES
SIMULATION PROJECT

List of Seniors Enrolled 1974-75	Employed Full-Time (Code)	Employed Part-Time (Code)	In School Full-Time (Code)	In School Part-Time (Code)	*Not Available
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					

Code:

I. Employed
   A. Retail, wholesale, or service occupation
   B. Farm related occupation
   C. Other (Be specific)

II. School
   A. Community or junior college
   B. 4 year college or university
   C. Trade/Technical school
   D. Adult class(es)

III. Military Service

*State reason (e.g. housewife)
Note: Could be in more than one column.

APPENDIX G

GUIDELINES FOR EVALUATION
of
DISTRIBUTIVE EDUCATION SIMULATION PROJECT[1]

Division: _____

School: _____

Rating Form

	Ratings*
1. The objectives of the project are stated in terms which are measurable.	1. _____
2. The following factors provide a guide to the relevancy and extent to which the objectives of the program are being met:	
A. seventy-five percent of the students enrolling in the program continue through to completion.	2.A._____
B. students' performance indicate mastery of required knowledge and skills.	B._____
C. students have positive attitudes toward the program.	C._____
D. parents have positive attitudes toward the program.	D._____
E. employers have positive attitudes toward the program.	E._____
F. school administrators have positive attitudes toward the program.	F._____

The above ratings were based on: (Check those which apply)
1.____actual studies
2.____informal observations

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guideline; E = program exceeds the minimum standard for the guideline; NA - not applicable

[1]These Guidelines are a modified version of Guidelines for Annual Local Evaluation of Vocational and Technical Education, Part A, developed by Donald E. Elson, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, in cooperation with the Division of Vocational Education, State Department of Education (Richmond, Virginia: State Department of Education, February, 1975).

APPENDIX G

GUIDELINES FOR EVALUATION, Continued — Ratings*

3. The program is meeting the needs of those in the following groups who are interested in and need such training:

   A. disadvantaged youth — 3.A._____
   B. disadvantaged adults — B._____
   C. handicapped youth — C._____
   D. handicapped adults — D._____
   E. secondary youth in regular programs — E._____
   F. rural youth — F._____
   G. adults in regular programs — G._____

4. All students have an equal opportunity to enroll in the program. — 4._____

5. An Advisory Committee assists in the development and supports the total plan for the preparation of students for distributive occupations through simulated occupational experiences. — 5._____

6. New instructional methods are tried in an effort to increase the efficiency of learning. — 6._____

7. The stated goals and objectives of the course are made known to the students before the time of enrollment. — 7._____

8. Student inputs are given consideration in planning programs and courses. — 8._____

9. Measurable performance objectives based on the requirements of the occupation or vocation are used in the course. — 9._____

10. Practices and situations found in business and industry are replicated or simulated in the classroom and laboratory. — 10._____

11. Individualized instruction is used extensively. — 11._____

12. Facilities and resources outside the school environment are used when appropriate to enrich the learning experience. — 12._____

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guideline; E = program exceeds the minimum standard for the guideline; NA = not applicable.

APPENDIX G

GUIDELINES FOR EVALUATION, Continued — Ratings*

13. Occupational experiences under the supervision of the instructor are provided as often as possible to supplement simulated experiences. 13._____

14. The curriculum preparing students for direct entry into a distributive occupation is designed to develop the following:

A. knowledge, skills, and attitudes required for the occupation 14.A._____
B. proper work habits and attitudes B._____
C. pride in workmanship C._____
D. proper personal dress and grooming habits D._____
E. understanding of appropriate employer-employee relationships E._____
F. understanding of appropriate employee-employer relationships F._____
G. knowledge of personal and business ethics. G._____
H. understanding of appropriate public relations H._____
I. necessary communication skills I._____
J. habits of good health and safety practices J._____
K. necessary computational skills K._____

15. Students who are employed and their employers are visited regularly by the instructors. 15._____

16. Instructors are active in placement activities:

A. assist students in obtaining part-time employment to improve skills and/or remain in school 16.A._____
B. assist students (secondary and adult) to find full-time employment after completing program B._____

17. Time is allowed for students to acquire, practice and apply manipulative skills, technical knowledge, and related subject matter essential to qualify them for employment. 17._____

18. Students are provided information with which they may confirm or modify their occupational choice early in the program. 18._____

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guideline; E = program exceeds the minimum standard for the guideline; NA = not applicable.

APPENDIX G

GUIDELINES FOR EVALUATION, Continued

		Ratings*
19.	Various ability levels and learning speeds may be accomodated in the curriculum.	19._____
20.	Organizations for vocational youth and/or adults are an integral part of the curriculum.	20._____
21.	Equipment, materials and facilities are available to support the multi-media approach to instruction.	21._____
22.	Instructional materials are up-to-date and are on the level of the students.	22._____
23.	Class size does not exceed recommended maximum enrollments.	23._____
24.	All facilities, equipment, and supplies meet the standards of and are comparable to those used in the occupation or vocation.	24._____
25.	The instructional facility is of adequate size to provide for safe, orderly, and effective instruction.	25._____

List major strengths: Use items rated as "E" as guides but do not limit the list to those items. (attach additional sheets if necessary)

*M = major improvement needed; I = improvement needed; S = program meets minimum standard for guideline; E = program exceeds the minimum standard for the guideline; NA - not applicable.

APPENDIX G

GUIDELINES FOR EVALUATION, Continued

List major weaknesses: Use items rated as "M" or "I" as guides, but do not limit the list to those items. (attach additional sheets if necessary)

Recommendations for Improvement: (attach additional sheets if necessary)

APPENDIX H

VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY

Blacksburg, Virginia 24061

April 3, 1975

MEMO

To: D.E. Teacher-Coordinators in Simulation Project

From: Mrs. Lucy C. Crawford, Project Director

We are scheduling a workshop for the D.E. teacher-coordinators in the simulation project for the week of July 21. The meeting will begin at one o'clock on Monday, July 21 and close at twelve o'clock Friday, July 25. The sessions will be held in Room 3094 Derring Hall.

I have reserved a block of rooms for you at the Red Lion Inn. You should make your reservation as soon as possible. Please indicate that you are attending the D.E. Simulation Project Workshop.

I will provide information concerning the program at a later date.

As you know, funds to reimburse you for your expenses for this workshop are designated in your project.

LCC/dz

cc: Division Superintendents
Mr. Ron McGuigan
Mrs. Stephanie Dowdy
Dr. Richard L. Lynch

APPENDIX H

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

July 3, 1975

To: D.E. Teacher Coordinators in the Simulation Project

From: Mrs. Lucy C. Crawford

I am looking forward to our Workshop July 21-25. As I told you earlier, Mr. John Lobben, State Supervisor, Distributive Education, in Minnesota, will conduct the sessions July 23-24. He will provide instruction on the utilization of the school store in simulations.

During the remaining time I would like for you to share your experiences with each other and assist Mrs. Dowdy and me in planning for the second-year curriculum.

Will you demonstrate the teaching of a topic from the _____ area? Please plan for a 50 minute presentation. Let the members of the group, including Mrs. Dowdy, Mr. McGuigan, and me, play the role of students and use whatever learning experiences you would use in your own class.

Also, please bring with you any learning experiences or ideas that you would be willing to share with us. We will have a "show and tell" session. Don't be bashful!

Please bring your copies of the curriculum materials we sent you. You should have received materials in the following competency areas: human relations, advertising, display, selling, operations and management.

If you have any questions please let me know. It will be good to have you in Blacksburg.

APPENDIX H

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

August 29, 1975

MEMO

To: D.E. Teacher-Coordinators in Simulation Project

From: Mrs. Lucy C. Crawford

Under separate cover I am mailing you several forms that you need for reporting various kinds of information. Please use the following schedule:

Return the School Program Data Report to me as soon as possible but not later than September 15.

Complete and return Evaluation of Holding Power by September 15.

Take the survey of work experience for both juniors and seniors. Complete by October 1.

Follow-up graduates between October 1-15 and mail to me as soon as completed.

You may work on the Student Profile and School Profile as you have time. If possible, please have it ready by the time the Evaluation Team member visits your school on October 21.

APPENDIX H

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

September 8, 1975

Mrs. Bonny Greenbaum
Amelia County High School
Amelia, Virginia 23002

Dear Bonny:

If convenient, I would like to visit you on Monday, September 22. I plan to arrive between 10:30 - 11:00 a.m.

The purpose of this visit is to plan for the Third Party Evaluation of the project. As I have previously mentioned, a member of the evaluation team will come to your school Tuesday, October 21, and we need to set up a definite schedule for the visitor to talk with the superintendent, administrative assistant, principal, and guidance counselor. I would appreciate your making an appointment for me to talk with each of these individuals while I am there on September 22. If possible, make the appointments when your classes are not meeting, for I am looking forward to meeting your students and observing your classes.

Please let me know immediately if this date is not convenient, for I am planning a visit to Charlotte Court House and Eastville during that week.

Sincerely yours,

Lucy C. Crawford
Project Director

LCC/nl

cc: Ron McGuigan
Waverly Copley
Henry J. Featherston, Jr.

APPENDIX H

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

October 6, 1975

MEMO

To: Distributive Education Teacher-Coordinators in Simulation Project

From: Lucy C. Crawford, Project Director

Enclosed you will find a suggested Teaching Sequence for the 1st and 2nd year Simulation Curriculum. Please record the dates on which you have taught (this year) or expect to teach the competencies in the nine competency areas. If you feel that the number of weeks should be changed for the various areas, please make these adjustments.

Please return the completed form for both the first and second year curriculum to me by October 15. Be sure to keep a copy for yourself.

APPENDIX H

Name of Coordinator _____

Suggested Teaching Sequence
for
Studies in Marketing
Simulation I

Suggested Teaching Times	Projected Dates	Competency Area
4 weeks		Advertising
4 weeks		Communications
4 weeks		Display
7 weeks		Human Relations*
4 weeks		Math
1 week		Merchandising
4 weeks		Operations & Management
4 weeks		Product & Service Tech.
4 weeks		Selling

*Including Orientation and Parliamentary Procedure

APPENDIX H

Name of Coordinator _____

Suggested Teaching Sequence
for
Studies in Marketing
Simulation II

Suggested Teaching Times	Projected Dates	Competency Area
2 weeks		Advertising
4 weeks		Communications
4 weeks		Display
2 weeks		Human Relations
4 weeks		Mathematics
4 weeks		Merchandising
6 weeks		Operations & Management**
6 weeks		Product & Service Tech.*
4 weeks		Selling

*Including Independent Study

**Including Individual Studies in Marketing

APPENDIX I

December 31, 1974

Mr. Joe Clary, Executive Director
State Advisory Council
Box 5312
Raleigh, N.C. 27607

Dear Dr. Clary:

I am delighted that you have agreed to serve as chairman of the evaluation team to evaluate the research project, "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities."

Enclosed you will find a copy of the project proposal and a brief progress report.

It will be a real treat to work with you in planning for the evaluation. Just let me know any two days in March or April that you can come to Blacksburg and I will try to arrange my schedule accordingly. If you decide to fly, I will be glad to meet you in Roanoke.

During this visit I hope that you will be able to review a tentative plan for the evaluation, determine the evaluators to be invited to participate, and review a tentative evaluation instrument.

We will reimburse you for your expenses and will pay an honorarium for $100 per day.

Best Wishes for a Happy New Year!

Sincerely,

Lucy C. Crawford, Professor
Distributive Education

LCC/dz

Enclosure

APPENDIX I

NORTH CAROLINA STATE UNIVERSITY
School of Education
Department of Agricultural Education
Raleigh, N.C. 27607

February 6, 1975

Dr. Lucy C. Crawford, Professor
Distributive Education
Division of Vocational-Technical
Education
Virginia Polytechnic Institute &
State University
Blacksburg, Virginia 24061

Dear Lucy:

Many thanks for sending me a copy of the proposal and progress report for your project, "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities."

I am honored that you asked me to serve as Chairman of the evaluation team.

In looking ahead at my schedule in order to find a day o two for me to come to Blacksburg to work with you regarding the evaluation plans and instrument, I would propose:

1. If an evening session plus the following day would suffice, I could be there Tuesday evening, April 8 (after 7:00 p.m.) and all day on Wednesday, April 9.

2. If two full days are needed, I could come on March 13 and 14 (but might need to drive up on the morning of March 13, arriving around noon).

3. Another evening plus the following day possibility would be evening of March 25 and full day of March 26.

Please let me know which suits you best. If none of them do, we can look at some other dates. If pressed, my "druthers" would be in the order listed, but any would work out okay for me.

Thank you very much.

Sincerely,

Joe R. Clary
Coordinator

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APPENDIX I

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Blacksburg, Virginia 24061

February 14, 1975

Dr. Joe R. Clary, Coordinator
Department of Agricultural Education
North Carolina State University - Box 5096
Raleigh, North Carolina 27607

Dear Dr. Clary:

It will be wonderful to have you consult with us on plans for the evaluation of our research project, "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities." With you as chairman, the evaluation team will be in such good hands that I will have no concerns.

The dates, Tuesday evening, April 8 and all day Wednesday, April 9 will be convenient. You can plan to leave early enough on Wednesday for you to get back to Raleigh at a reasonable time.

I have made a reservation for you at the Donaldson Brown Center for Continuing Education. In order to avoid interruptions, I have arranged for us to work in the Board Room there. I asked the CEC to mark your reservation for late arrival. If you will call me when you arrive, I will join you for a work session. My telephone number is 552-3875.

We will charge your room and any meals that you eat at the Center to the project. We will reimburse you for your other expenses and pay an honorarium of $200 for this visit.

I think that we can accomplish our tasks in the amount of time that we have scheduled if you can review my "preliminary thinking" before you come. I am enclosing a copy of some of the suggestions that you may want to consider. I am compiling a list of people whom you can consider for team members and will discuss their backgrounds with you when you come. I would like for you to make the final selection of evaluation team members.

I am eagerly looking forward to working with you.

Sincerely,

Lucy C. Crawford, Professor
Distributive Education

Enclosure

LCC/dz

APPENDIX I

Suggestions for Third Party Evaluation

Process

A. Local		
1.	Selection of students	1. Profiles; Number of students in project in relation to total high school population; other vocational offerings
2.	Provision of individualized, small group, and class instruction	2. Observation by LCC Observation by third party Notations on experiences provided
3.	Curriculum	3. Evaluate - Use modified form, Part A of "Guidelines for Annual Local Evaluation" (Developed by Dr. Don Elson) LCC and third party
4.	Select equipment according to specifications	4. Evaluate LCC and third party
B. VPI		
1.	Construction of simulated occupational experiences	1. Third party evaluation of experiences - Develop form for evaluation (entry and career)
2.	Construction of training plan	2. Analyze results of field-testing of simulated experiences Incorporate into comprehensive training plan Third party evaluation of <u>entry</u> level
3.	Curriculum	3. Modify evaluation form
4.	Equip classroom lab	4. Check purchases Observe by LCC Observe by third party
5.	Train selected D.E. teacher-coord.	5. Dates of training Agenda of workshops
6.	Advisory Committee	6. Crawford check composition, agenda, etc. Third party check minutes
7.	Cooperation of local administration	7. Third party evaluation - Structured interview - on site visit

APPENDIX I

a) Superintendent
b) Administrative Assistant
c) Guidance Counselor
d) Principal
e) Vocational Director

8. Curriculum & instruction	8. VPI modify form, "Guidelines for Annual Local Evaluation" Part A

Product

A. Local	
1. Evaluate performance of students in classroom lab	1. Examine methods used by teacher-coordinators to evaluate learning outcomes (LCC and third party) Observe student performances in classroom - LCC and third party
2. Evaluate holding power	2. Check on retention of juniors - reason for attrition, if any
3. Evaluate graduates	3. Follow-up graduates during October, 1975
B. VPI	
1. Evaluate performance of students in classroom lab	1. Crawford observation and analysis (See local)
2. Evaluate holding power	2. VPI develop form
3. Evaluate graduates	3. VPI develop form

APPENDIX I

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
College of Education
Division of Vocational-Technical Education
Blacksburg, Virginia 24061

August 20, 1975

Dear :

It is a joy to know that you can serve as a member of the Third Party Evaluation Team for our research project, "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities." I am enclosing a copy of the proposal so that you can review the purposes and procedures of the project.

As I explained when I talked with you earlier, we will plan to meet in Richmond, Sunday, October 19. Single room reservations have been made for you at the Holiday Inn on West Franklin Street. At six o'clock that evening we will have a dinner meeting. On Monday morning we will have a briefing session, at which time Mrs. Stephanie Dowdy, the research assistant, and I will review the project for you and Dr. Joe Clary, Chairman of the Evaluation Team, will discuss plans and procedures for the evaluation. Monday afternoon you will be transported to a motel near the school to which you have been assigned and on Tuesday morning you will be driven to the school for consultations and observations. Tuesday afternoon you will be transported back to the Holiday Inn in Richmond. Wednesday morning Dr. Clary will hold a de-briefing session and receive from you your written evaluation. This session will close at 12 noon, so you can make your return reservation anytime after 12:30 that day.

We will be able to reimburse you for your travel expenses and pay you an honorarium of $100 per day. However, there is no way that we can adequately reward you for taking the time to participate in this very important part of the research project.

I am enclosing the names, addresses, and telephone numbers of members of the Evaluation Team and the project staff.

It will be wonderful to have you in Virginia.

Sincerely,

Lucy C. Crawford
Project Director

LCC/jc

Encs.

APPENDIX I

EVALUATION TEAM MEMBERS

Dr. Joe Clary, Coordinator
Department of Agricultural Education
North Carolina State University
Raleigh, North Carolina 27607
Tel. 919-737-2324

Dr. Mary Klaurens, Professor
Distributive Education
College of Education
University of Minnesota
Minneapolis, Minnesota 55455
Tel. 612-373-9722

Mrs. Theressa Brinson, Supervisor
Distributive Education
5057 Woodward Avenue, Room 912
Detroit Public School Center
Detroit, Michigan 48202
Tel. 313-494-1000

Dr. Neal Vivian, Professor
Distributive Education
Ohio State University
1945 North High Street
Columbus, Ohio 43210
Tel. 614-422-5431

Mr. Eugene Dorr, Director
Vocational Education
State Department of Education
Phoenix, Arizona 85007
Tel. 602-271-5343

PROJECT STAFF

Mrs. Lucy C. Crawford, Project Director
401 Sunset Boulevard
Blacksburg, Virginia 24060
Tel. 703-552-3875

Mrs. Stephanie Dowdy, Research Assistnat
217 War Memorial Building
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061
Tel. 703-951-5191 or 5192

APPENDIX I

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

October 3, 1975

TO: Members of Evaluation Team

FROM: Mrs. Lucy Crawford, Project Director

SUBJECT: Evaluation of Project, "Developing and Testing Simulated Occupational Experiences for Distributive Education Students in Rural Communities"

Final arrangements have been made for your visit to Virginia, October 19-22. We are eagerly looking forward to seeing you Sunday, October 19, at the Holiday Inn on Franklin Street. We will not plan to meet you at the airport since Groome Transportation is available there. I would appreciate your letting me know your expected time of arrival.

I am enclosing a copy of the schedule you will be following on the day you visit one of the local schools and an agenda for your four-day visit.

Reservations have been made for you for Monday evening, October 20:

Dr. Joe Clary - American House, Cape Charles - 804-331-1776

Dr. Mary Klaurens - Kee Motel, Crewe - 804-645-7761

Mr. Eugene Dorr - Kee Motel, Crewe - 804-645-7761

Mrs. Theressa Brinson - Kee Motel, Crewe - 804-645-7761

Dr. Neal Vivian - Black Rock Motel, Independence - 703-773-4712

HAPPY LANDINGS!

APPENDIX J

EQUIPMENT LIST

Merchandising unit

Wall mirror

Wrapping counter

Marking machine

Display unit

Complete sign center

Display gondola

Tote tray cabinet

Trapezoidal tables

Stacking chairs

Copier-transparency maker

Overhead projector

Combination slide and film projector

Record players

Projection screen

Tape recorder

File cabinets

Camera*

Cash register*

*Not on original list, but approved for certain schools.