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## ABSTRACT

This final report of a 3-year project to introduce career education concepts into the schools of rural southeast Arkansas includes background information, descriptions of program variables, the third-party evaluation, and a followup study in vocational guidance. The report notes that program activities in grades K-7 focused on increasing students' career awareness, in grades 8-9 on career orientation and exploration, and in grades 10-12 on job preparation training, counseling, and referral. The evaluation report found that elementary students significantly increased their awareness of work and self, but little increase in these values was measured for the secondary students. It was recommended that the career education activities be continued and developed further, with special emphasis at the secondary level. Evaluation design summary charts are appended along with a followup study of 1974 and 1975 seniors for possible use in evaluation and revision of the educational programs. (MF)

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FINAL REPORT

Project No. 502 V65 0019  
Grant or Contract No. OEG-O-73-5307

An Exemplary Career Education Project  
For Southeast Arkansas

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

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, and Welfare. Contractors 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.

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July 30, 1976

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## I. SUMMARY

### A. Time Period

This report covers the third year of a three year Exemplary Career Education Project for Southeast Arkansas. The time period for this report is twelve months. (July 1, 1975 - June 30, 1976)

### B. Objectives

The objectives of Career Education are found in both the cognitive and affective domains. The cognitive objectives are:

1. The increase of students' self awareness, knowledge about work, decision-making skills, better work habits, job skills, and opportunities for placement.
2. The increase of teachers' knowledge of career education.

The affective objectives are:

1. The increase of students' self concepts, personal interests, values toward work.
2. A closer tie of schools and community through interaction of parents, students, teachers, community resource speakers and community field trip hosts.

The performance objectives for project components will be found in the PROGRAM DESCRIPTION.

K-7 objectives are related to an awareness phase. Students are made aware of occupations and careers using the U.S. Office of Education 15 cluster concept. Students study self awareness through values clarification and decision making. Through a combined study of values and careers students develop the attitudes that all meaningful work has value. All Career Education concepts are infused in the normal curriculum.

8-10 objectives are branched into two channels. Career Education concepts are maintained in academic classes to provide real experiences relating to subject matter utilizing resource people and field trips. Also special demonstration classes in the Monticello School District are organized to provide a concerted effort that students may begin career decision making and planning. The 8th grade program is a one semester required course for indepth orientation of each of the 15 U.S.O. E. clusters of occupations.

In the 9th grade an exploratory class in the Construction cluster allows for students to acquire hands-on experience in over 70 occupations.

The 10th grade class in the cluster of Manufacturing is also an exploratory class offering hands-on and organizational experiences in modern manufacturing.

The 11th and 12th grades have a variety of job preparation classes that students may pursue. One of such classes is General Cooperative Education where students are placed on jobs in the community to gain first hand work experience. Students working are supervised by a member of the project staff as the GCE Coordinator.

A continuity of effort from 8th through the 12th grade is provided by a Vocational Counselor who maintains personal contact with students advancing through grade levels. The Vocational Counselor advises students in course selections compatible with career goals and finds placement for those students exiting school.

The Project Director is the fiscal manager of the projects activities and coordinates efforts of the project staff to meet the program objectives. The Director arranges the inservice activities and promotes the infusement of Career Education objectives in the curricula of the school districts in the project area. The Director is responsible for gathering Career Education materials to be implemented in the program.

#### C. Procedures Followed

An Exemplary Career Education Program was continued for the third year to improve the economic, social, cultural, and educational resources for the students of the Monticello

Public Schools and the other school districts in Drew County:

The instructional staff included the project director, the curriculum coordinator, the vocational counselor, working with 15 principals and 210 teachers in 7 school districts of Drew County affecting approximately 4,000 students.

Inservice programs setting the objectives and outlining the methods were provided for school faculties. A special workshop for teachers was held in the summer just prior to the opening of school and a fall semester graduate course was conducted for teachers of the participating schools. Special inservice programs were conducted on Attitude Therapy and Economic Education for the area schools.

1. The Awareness phase, K-7, under the supervision of the Curriculum Coordinator was implemented through specific studies appropriate for each maturity and interest level. Suggested clusters were provided each teacher along with a curriculum guide developed by the teachers. The instructional materials provided to the teachers facilitated the development of positive values and wholesome attitudes toward work.

The major areas assigned were:

Kindergarten - Public Service and Personal Service Workers

First Year - Hospitality and Recreation, Construction

Second Year - Transportation and Health Occupations

Third Year - Agri-Business and Natural Resources, Marketing and Distribution

Fourth Year - Environment and Manufacturing

Fifth Year - Communications and Media, Fine Arts and Humanities

Sixth Year - Consumer and Homemaking, Marine Science, Business and Office



Supplementing the career information was a program of value development using The Human Value Series by Steck-Vaughn.

The Career Awareness Coordinator (Curriculum Coordinator) assisted the teachers in the planning, formulation, and implementation of the curriculum materials, hands-on activities, field trips, and resource people presentations. The Coordinator also conducted inservice training workshops, disseminated materials and information, and held small group and individual work sessions for the classroom teachers. The Coordinator also supervised the elementary level audio visual materials gathered under the auspices of Career Education.

2. Grade 8 Occupation Orientation classes were reorganized to conform with Arkansas State Department of Education criterion. The program is based primarily on the U.S.O. E. 15 cluster concept, preceded by a unit on attitudes, values, and decision making and followed by a unit on preparation for employment. The course last for one semester and is taught by two teachers each working with half of the 15 clusters and exchanging students at 9 weeks. A week is spent on each unit and cluster utilizing written exercises, audio visuals, community resource speakers and field trips.
3. Grades 9 and 10 offer exploratory courses for extensive hands-on activities in Construction (9th level) and Manufacturing (10th level). Both courses were developed through a research and development grant from the United States Office of Education and offers broad concepts and principles of present technologies. Both courses were marketed by McKnight and McKnight and were completely self contained including all teaching aids with lists of materials and equipment. Teaching methods suggested by the supplier were followed where applicable within the school program.
4. Grades 11 and 12 are provided with an opportunity for part time work in the community under the supervision of a General Cooperative Coordinator. This program consists of one class period of academic instruction during the morning of the school day along with other

courses one may select and on the job training in the community during the afternoons or after school. All students in this program were required to attend a class one hour a day taught by the coordinator.

In this class they were taught specific occupational skills with emphasis placed on development of proper attitudes needed to be a successful employee. Other employability skills are preparing job applications, making interviews, understanding state and federal taxes and deduction, and managing an income.

The students are supervised on the job as well as in the classroom. Each student had a supervisor on the job site to whom he was directly responsible. This supervisor worked closely with the coordinator who spent half of his school day visiting the various work stations observing the work of the students and consulting with the job supervisors.

5. The Vocational Counseling component maintains continuity with the students as they make plans and work toward goals in high school. Counselor involvement begins at the 8th grade level when student interest inventories are administered. Through group and individual counseling sessions students make plans for courses to be taken in high school to maintain progress toward career goals.

Toward the close of the 8th year students under the counseling of the project's vocational counselor and the High School counselor develop a course schedule as a guide for selection of appropriate courses for the following years. Each year thereafter the vocational counselor meets with students in group and/or individual sessions to re-evaluate progression toward career goals.

The Vocational Counselor was also charged with the duties of coordinating the activities of the academic teachers in implementing the objectives of the Career Education program, supplying teachers with career related materials, soliciting resource speakers and organizing field trips.

Another assignment to the Vocational Counselor was the placement component. The counselor's duties were to provide a service to all exiting students in that referrals for employment or further education was provided all students. Follow-up studies of the past year's exiting students were made in late spring of 1976 and are included in Section IV.

D. Evaluation

The Third Party Evaluation component of the Career Education endeavors conforms to policies set by the U.S. Office of Education. Those guidelines are an excellent effort to standardize third party evaluations of Career Education projects.

Under the guidelines a contract was awarded to Educational Planning and Evaluation Services of Magnolia, Arkansas. Following the guidelines to the extent possible, pre and post testing using suggested instruments in the guidelines began in September, 1975. The final draft of the Evaluation was completed in June, 1976, and may be found in this report.

E. Results

1. Inservice Education:

Arrangements were made for the University of Arkansas at Fayetteville to provide four instructors for each of ten sessions in order to offer SED 5602 Career Education Curriculum Development and SED 6051 Independent Study based upon goal statements for each school level. There were forty enrolled from nine area schools including ten administrators.

The formal in-service teacher education program was completed. The program arranged through University of Arkansas, Fayetteville, involved four professors at each of ten meetings. The emphasis was Career Education curriculum development for secondary teachers.

An in-service program in economic education was sponsored by the career education program. All teachers attended from Monticello and representatives from seven other school districts were there.

## 2. Area School Conferences:

The project director met with faculty in all area schools at a specially called career education conference at each school. The goal statements were presented to all teachers in the project area and copies of the resource catalog were distributed. A major emphasis on secondary schools infusing goal statements into the curriculum was the main point of each conference. Additional schools other than those designated in the project proposal are involved this year. They are Hampton Public Schools and Dumas Public Schools.

During the third year the project director and staff met with teachers and administrators in each area school placing emphasis on careers relating to environment, natural resources, and agribusiness. Special attention was given to forestry with all schools participating in hands-on activities on Arbor Day.

The Curriculum Coordinator participated in the following activities:

Visits to participating schools

Reading (Curriculum) Workshop - Monticello - 9-2-75

Career Education course beginning Sept. 15, 1975 -  
(10 sessions)

Curriculum Workshops (Language Arts) Conway - 10-1-75

Textbook Selection Caravan - Warren - 10-2-75, 10-3-75

Reading Conf. - Conway - 10-9-75, 10-10-75

Field trips - throughout year

AEA Convention - Little Rock - 11-24, 25, 26 - 75

Reading Enrichment Committee meeting - 12-15-75

Economic Education Workshop - 12-19-75

Reading Workshop - Monticello - 1-5-76

Values and Attitudes Workshop - met with Ark. ETV

Personnel - 1-6-76

Art In-service meeting - Monticello - 1-14-76

Environmental Education Advisory Council Meeting -  
Monticello - 1-23-76

Early Childhood Ed. Organizational Meeting - Monticello-  
1-24-76 (5 meetings)

Health Occupations Mini-course (5 sessions) - 2-10-76 -  
3-9-76

Regional Curriculum Development and Supervision  
Conference - Monticello - 3-3-76  
Regional Language Arts Conference - Hendrix College,  
Conway - 3-6-76  
Values Clarification In-service Training Course  
beginning 3-9-76 (6 sessions)  
Special Education In-service Workshop - 3-15-76  
(3 sessions)  
Environmental Education In-service Meeting - 3-17-76  
5-6-76  
Values In-service Workshop - Little Rock - 3-30-76  
Elementary Book Fair - Monticello - 4-6-76  
Elementary (6th grade) Talent Show - 5-25-76  
In-service Curriculum Design and Implementation -  
Monticello, UAM - 6-8-76

### 3. Community Involvement:

Career Day activities were implemented through the help of the Chamber of Commerce and the Agricultural Extension Service with the Extension Service being the prime sponsor. The County Judge proclaimed County Government week and invited all schools to visit the county officials.

The director presided at four conferences with natural resource industries to secure funding for a special program, K-12, in clusters: Environment, Natural Resources, Agribusiness and manufacturing. Six presentations were made to community service organizations to provide position statements concerning Career Education. Special announcements were made of the Youth Conservation Camp for Monticello, a work and learn program during the coming summer. This program supplements our school curriculum in areas where we have no formal classes.

### 4. Post Secondary:

The University of Arkansas at Monticello has been persuaded to offer a special course for secondary teachers in forestry and the environment. The costs are to be paid by natural resource industries for 40 Southeast Arkansas teachers.

The Career Education project has affected the preservice education of elementary and secondary teachers at the University of Arkansas, Monticello, University of Arkansas

at Fayetteville, and Henderson State University. These schools now introduce career education methods in preservice classes.

5. Evaluation:

The third party evaluation report is attached as Section III.

6. Continuation:

The Monticello School District cooperating with the Vocational Department, Arkansas State Department of Education, shall continue all phases of this Career Education Program excepting the program director and secretary. The program director is transferring as vocational director to the adjacent county.

F. Conclusions and Recommendations

Parents, students, teachers, and the community have shown significant progress and acceptance of the Career Education program. There are better student attitudes evident in the schools which may reflect Career Education efforts.

Community support is more evident as a result of having resource persons from the community visit the schools and host field trips.

Teachers can increase their knowledge of careers and career education principles through inservice programs.

Elementary teachers are more willing to devote time to Career Education activities than are those teachers who are teaching departmentalized courses in middle school, junior high and high school. Concerted efforts must be made to develop Career Education in the upper grades.

Area school administrators are developing positive attitudes concerning Career Education as a result of inservice programs, site visits to Monticello Schools and visits in their own schools by project staff.

The presence of a county wide career education program had a marked positive influence on the success of the Monticello Occupational Education Center, a county wide area secondary vocational school.

The establishment of continuous goals K-12 was a significant factor in gaining teacher confidence in Career Education philosophy.

It is recommended that the Career Education program be continued and further expanded beyond the project area.

**SECTION TWO**



## EDUCATIONAL PLANNING AND EVALUATION SERVICES

P. O. Box 689

Magnolia, Arkansas 71753

### PROGRAM DESCRIPTION

#### I. IDENTIFICATION INFORMATION

- A. Program Number: 19-100-004      Date: February 26, 1975
- B. Evaluator: Dean C. Andrew
- C. Name of Local Education Agency: Monticello School District
- D. Person Who Can Be Contacted: Mr. Fred Robinson  
P. O. Box 517  
Monticello, Arkansas 71655  
501-367-6862
- E. Title of Program: An Exemplary Career Education Program for Southeast Arkansas

#### II. BACKGROUND INFORMATION

Southeast Arkansas is characterized as a rural area with limited economic, health, educational, social, and cultural resources. Census data indicates that approximately 35-40 percent of the residents are black with the economic level of these people being far below the national average. The economy of the area is changing with the introduction of industries, such as the carpet making and boat building industries, and the mechanization of the timber and agricultural industry. Because of these factors it seemed imperative to the administrative staff of the Monticello School District that the educational needs of the students were not being met, and especially those needs of the disadvantaged students. The vocational programs were limited to home economics, agricultural, and business education. The educational offerings were geared to the college bound, and counseling was done on a limited basis if at all. Thus, when the career education concept began to emerge, and funds became available for grants to initiate career education programs under Section 142(C) of Part D of

Public Law 90-576, the administrative staff of the Monticello School District felt it was the appropriate time to seek supplemental funds to launch a career education program. An application for a grant of \$126,546 was submitted to the United States Office of Education on December 5, 1972. This application was approved and a grant for \$125,413 per year was awarded to implement a career education project for Southeast Arkansas. The grant request was for a three-year period from June 1, 1973 to May 31, 1976. The first-year funds were allocated and the project began on June 1, 1973. The purpose of this program description is to describe the planned project and to present an evaluation plan for assessing the extent that the program achieves its objectives.

### III. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

A. The personnel variables in the program are the students, teachers, administrators, counselors, career awareness coordinator, and community contact worker. They will be described below.

1. Students. There is a total of 1,561 students involved in the Monticello Career Education Program. Students at every educational level are participating in the program. Table 1 provides a description of the students.

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Table 1: THE COMPOSITION OF THE STUDENTS INVOLVED IN THE MONTICELLO CAREER EDUCATION PROGRAM

Grade or Course	Sex				Race				TOTAL
	Male		Female		Black		White		
	No.	%	No.	%	No.	%	No.	%	
Kindergarten	58	44	73	56	46	35	85	65	131
1	79	51	76	49	45	29	110	71	155
2	86	51	84	49	59	35	111	65	170
3	63	49	65	51	63	49	65	51	128
4	102	58	75	42	59	33	118	67	177
5	103	57	80	43	53	29	130	71	183
6	84	50	85	50	50	30	119	70	169
7	96	50	95	50	60	31	131	69	191
8th Career Orientation	40	44	51	56	28	31	63	69	91
9th World of Construction	86	97	3	3	33	37	56	63	89
10th World of Manufacturing	41	100	0	0	13	32	28	68	41
11, 12 General Coop Education	17	47	19	53	4	11	32	89	36
TOTAL	855	55	706	45	513	33	1048	67	1,561

2. Teachers. There are a total of 57 teachers involved in the career education program. Fifty-one of the teachers involved are in the career awareness component, grade K-7, while six teachers are involved in career orientation and career exploratory activities. The following table shows the sex, race, training, and experience distribution of the teachers involved in the program.

Table 2: THE COMPOSITION OF TEACHERS INVOLVED IN THE MONTICELLO CAREER EDUCATION PROGRAM

Grade or Subject	Total No. of Teachers	Sex				Race				Degree				Number Years of Experience
		Male		Female		Black		White		B.S.		M.S.		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Kindergarten	3	-	--	3	100	-	--	3	100	3	100	-	--	Range 3½-6 Mean = 4.8
1	6	-	--	6	100	1	17	5	83	4	67	2	33	Range 2-15 Mean = 10
2	6	-	--	6	100	1	17	5	83	5	83	1	17	Range 6-30 Mean = 20
3	5	-	--	5	100	-	--	5	100	5	100	-	--	Range 4½-31 Mean = 16.3
4	7	-	--	7	100	2	29	5	71	6	86	1	14	Range 2-24 Mean = 10.4
5	6	-	--	6	100	1	17	5	83	5	83	1	17	Range 3-37 Mean = 13.1
6	6	1	17	5	83	2	33	4	67	5	83	1	17	Range 2-18 Mean = 9.3
Special Education	1	-	--	1	100	-	--	1	100	1	100	-	--	Mean = ½
7	11	6	54	5	46	3	27	8	73	10	91	1	9	Mean = 6.9
8th Career Orientation	2	1	50	1	50	1	50	1	50	1	50	1	50	Mean = 26.6
9th World of Construction	1	1	100	-	--	-	--	1	100	1	100	-	--	Mean = 10.0
10th World of Manufacturing	1	1	100	-	--	-	--	1	100	-	--	1	100	Mean = 29
11, 12 GCE	2	2	100	-	--	-	--	2	100	1	50	1	50	Mean = 5.0
TOTAL	57	12	21	45	79	11	19	46	81	47	82	10	18	Mean = 11.6

3. Administrators. In addition to the project director, Mr. Fred Robinson, there are four building principals involved in the program. All of the administrators have earned their master's degree, and all have considerable educational experience. Information about the administrators is presented below.

Table 3: THE COMPOSITION OF THE ADMINISTRATORS INVOLVED IN THE MONTICELLO CAREER EDUCATION PROGRAM

Name	Position	Sex		Race		Degree	Years of Experience
		M	F	B	W		
Tommy Matthews	Principal, Grades 1-4	X			X	MS	16
Vaughn McGaha	Principal, Grades 5-6	X			X	MS	16
Larry Johnston	Principal, Grades 7-9	X			X	MS	15
Barry Hall	Principal, Grades 10-11	X			X	MS + 21 hrs.	11
Fred Robinson	Program Director	X			X	MS+	7

4. Counselors. One counselor, Mr. James Allen, participates in the program. He works at the junior and senior high schools and also coordinates the placement program. Mr. Allen is a white male with a master's degree and seven years of educational experience.
5. Other Specialists. Other educational specialists involved in the career education program are a career awareness coordinator and a general cooperative education coordinator. The characteristics of these specialists are presented in Table 4.

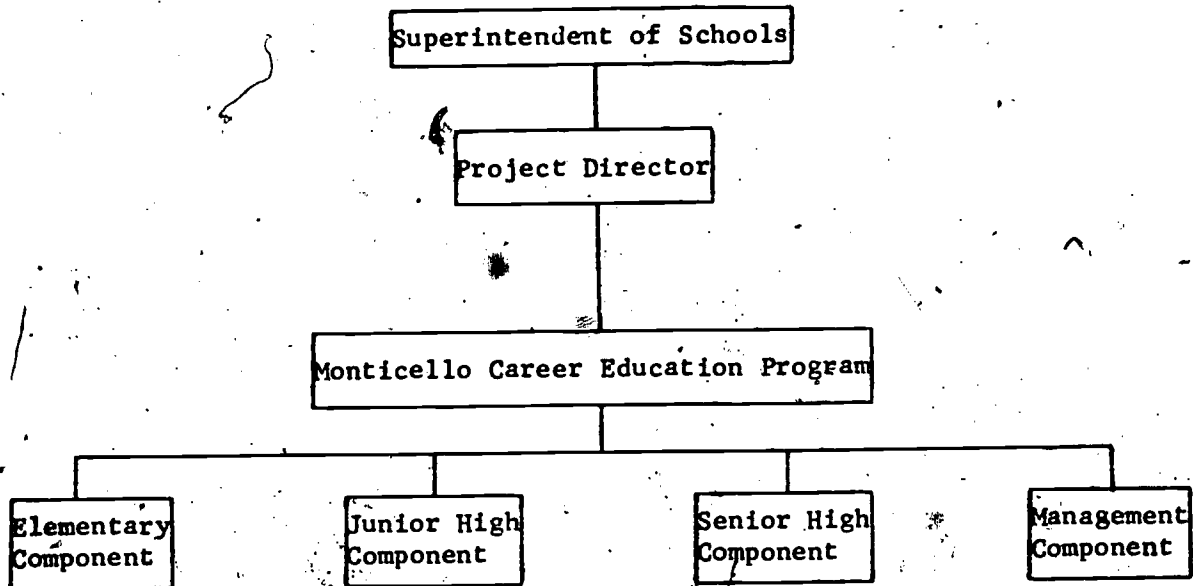
Table 4: THE CHARACTERISTICS OF OTHER SPECIALISTS  
INVOLVED IN THE MONTICELLO CAREER EDUCATION PROGRAM

Name	Position	Sex		Race		Degree	Years of Experience
		M	F	B	W		
Dale Castellaw	Career Awareness Coordinator		X		X	MSE+33	30
Joe Chambers	GCE Coordinator	X			X	MED	5

B. The process variables in the Monticello Career Education Program are described below.

1. Organization. The overall administration of the project is under the direction of the superintendent of schools of the Monticello School District. The project director, Mr. Fred Robinson, is directly responsible for the administration of the project. He will be assisted by a career awareness coordinator, a counselor, and one general cooperative education coordinator.

The program is organized into four components: (a) Elementary Component, (b) Junior High Component, (c) Senior High Component, and (d) a Management Component. The figure on the next page presents the organizational structure of the program.



2. Program Activities. The Career Education Program activities will be described by components.

a. Elementary Component - Grades K-7

The activities implemented at this level focus primarily on increasing the students' career awareness and developing wholesome attitudes toward work.

(1) Presenting Career Information

In grades 1-3 career information has been identified and correlated with information found in the students' basic textbook. In grades 4-7 career awareness units have been developed and are primarily correlated with the social studies textbook. The career concepts in the units are presented through songs, poetry, stories, discussion, and role playing. In addition, a variety of audio visual presentations of career education concepts are used. These audio

visual presentations include the use of films, filmstrips, movies, pictures, posters, concrete objectives, bulletin boards, records, tapes, etc.

(2) Instructional Units on Human Values

Teachers in grades K-6 use the Human Values in Education Series published by Stéch-Vaughn. This human values material is used as a supplement to the reading program. The usual procedure in teaching the material is to present to the class a story (involving values) and then have a discussion concerning it. Various types of activities are then conducted to reinforce the values taught in the story.

(3) Correlated Field Trips

As the students study and learn about various occupations, field trips are scheduled so that they might view a person working in the occupation and through interviews obtain first-hand information about careers. The career awareness coordinator worker arranges for the field trips upon the teacher's request.

(4) Correlated Resource Speakers

Workers are brought into the classroom to tell the students about their careers. These speakers are invited to the classroom as the students are studying their career or a related career.



b. Junior High School Component Activities - Grades 8-9

(1) Vocational Orientation at Eighth Grade Level

A vocational orientation course for all eighth grade students has been implemented. During the school year, the students will rotate between two instructors for a period of nine weeks with each teacher. Each teacher will be responsible to teach career information from seven or eight occupational clusters so that by the end of the year each student will have been exposed to career information on the 15 job clusters established by HEW. A Career Orientation Guide, published by the Arkansas Department of Education is being used as the main resource material for the course. Career concepts are presented through stories, role playing, discussions, reports, and use of various audio-visual medium.

(2) Resource Speakers

The teachers in the career orientation classes bring speakers into their classes to tell students about their careers. Students have an opportunity to ask questions and obtain first-hand information about jobs. Regular subject matter teachers are also encouraged to use resource speakers, especially to relate career opportunities to the subject matter being taught. The counselor assists the teachers in scheduling the resource speakers.

### (3) Field Trips

As students study the various career clusters in the career orientation class, field trips are scheduled, whenever possible, to see persons working in the jobs being studied. This provides the students with an opportunity to see as well as hear about the career. The counselor assists the teachers in scheduling the field trips.

### (4) Vocational Exploratory Course - Grade 9

Ninth grade boys may take an industrial exploratory course called The World of Construction, and ninth grade girls may take a home economics course. The former course was developed through a research and development grant from the United States Office of Education and emphasizes broad concepts and principles of contemporary industrial technology.

### (5) Counseling

A counselor is employed to work part time in the junior high school. He assists the teachers as mentioned about in scheduling field trips and resource speakers. He also assists teachers by giving them career information.

The counselor also works with individual students in career counseling and with groups of students in discussing career opportunities and career requirements. The school district has a variety of audio-

visual resources on career education. The counselor promotes the use of this material with teachers and students.

c. Senior High School Component Activities - Grades 10-12

(1) Vocational Exploratory Course

During the current year, a course is taught called The World of Manufacturing. Boys in grade 10 may choose to enroll in this course. It also emphasizes broad concepts and principles of contemporary industrial technology with a focus on vocational exploration.

(2) Job Preparation Training

The school district has just completed the construction of a vocational-education building where several job preparation training programs are offered. While funds from this grant are not involved in these activities, they are mentioned here so as an overall picture of the school district's career education program can be visualized. The job preparation areas being offered are auto mechanics, building trades, health occupations, metal trades, textiles, and welding.

### (3) General Cooperative Education

In the eleventh and twelfth grade a General Cooperative Education Program is operated. This program includes students in a general cooperative course. The students enrolled in these activities work one-half day and go to school one-half day in work related courses.

While the students are in school, they have an opportunity to learn about careers through a variety of materials and through various audio-visual presentations including films, filmstrips, records, tapes, and etc. Shadowing experiences are also given to these students and field trips are taken to various businesses, industries, and area vocational schools.

### (4) Counseling and Placement Activities

The counselor spends part of his time in the high school. He assists the teachers by providing them with resource materials on careers and career information. He works with individual students in career counseling and with groups of students in discussing career opportunities and career requirements. The counselor also assists students in finding part-time jobs if they desire or full-time jobs when they leave school. To obtain information

about available jobs, the counselor contacts the United States Employment Service, and various employers in the community, and in the surrounding area. These services are also provided to the small school districts surrounding the Monticello School District.

d. **Management Component Activities**

The management component activities consist primarily of the conduction of in-service training activities needed to implement and operate the career education program. In-service training involved staff members from the Monticello School District and from area schools. The following types of staff training were done.

- (1) An August, 1974 workshop was held involving elementary and secondary teachers. The content of this workshop revolved around the reason for career education and activities to teach career education concepts.
- (2) A year long graduate course in career education was taught to teachers participating in the project. Graduate credit was given to enrollees and both elementary and secondary teachers were involved.
- (3) A fall semester graduate course was taught on the Monticello High School campus for area school teachers and administrators. The theme was Career Education Curriculum Development.

(4) A March, 1975 workshop was held for both elementary and secondary teachers. The content of this workshop focused on attitudes and values.

(5) Extensive in-service training is accomplished on an individual and small group basis. The career awareness coordinator is frequently meeting with teachers and assisting them with materials, activities, and in the solution of problems.

3. Facilities. The program activities in the Career Education Project are conducted in the regular school buildings of the district. Field trips and community activities are conducted in the various business and industrial firms in the city of Monticello or in the offices of local, state, or federal agencies.

C. The behavioral variables of concern in the Career Education Program are in both the cognitive and affective domains. The cognitive variables include: (1) the increase of students' self awareness, knowledge about work, decision-making skills, work habits, job skills, and opportunities for placement; (2) demonstration of knowledge by the school administration of finances expended on career education program; and (3) the increase of teachers' knowledge of career education.

The affective variables of concern include: (1) the increase of students' self-concepts, personal interests and values toward work; and (2) community persons involved in the program will respond positively toward the program.

#### IV. PROGRAM OBJECTIVES

##### A. Elementary Component Objectives

1. The students in grades 3 and 6 participating in the Career Education Program will increase their self-awareness as indicated by:
  - a. their ability to describe their own interests and values as measured by a locally developed test. It is expected that the mean score of the group will be 70 percent of the possible score; and
  - b. an increase in their positive attitude toward themselves as measured by the Coopersmith Self-Esteem Inventory. It is expected that the post-test score will show a statistically significant gain at the level of .05 over the pretest score.
2. The students in grades 3 and 6 participating in the Career Education Program will increase their awareness of and knowledge about work as indicated by:
  - a. an increase in their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the post test will show a statistically significant gain at the level of .05 over the pretest score;
  - b. an increase in their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the post test

will show a statistically significant gain at the .05 level over the pretest; and

- c. an increase in their knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Education Questionnaire. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest.

**B. Junior High Component Objectives**

1. The students in grades 8 and 9 participating in the Career Education Program will increase in self-awareness as indicated by:

- a. an increase in their positive attitude toward themselves as measured by the Assessment Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest; and
- b. an increase in their recognition that social, economic, educational, and cultural forces influence their development as measured by the Career Development Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest.

2. The students in grades 8 and 9 participating in the Career Education Program will increase their awareness of and knowledge about work as indicated by:

- a. an increase in their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Assessment of Career



Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;

- b. an increase in their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;
- c. an increase in their knowledge of entry requirements for major types of paid and unpaid work as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the level .05 over the pretest;
- d. an increase in their knowledge of the impact of social and technological change in paid and unpaid work as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest; and
- e. an increase in their knowledge of the important factors that affect work success and satisfaction as measured by the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest.

3. The students in grades 8 and 9 participating in the Career Education Program will increase their decision-making skills as indicated by:
- a. an increase in their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;
  - b. an increase in their personal interests and values to types of paid and unpaid work and their life styles as measured by the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;
  - c. an increase in their ability to identify, locate, and utilize sources of information to solve career decision-making problems as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;
  - d. an increase in their knowledge of the steps to be taken and the factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest; and

e. an increase in their active involvement in career decision making as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest.

4. The students in grades 8 and 9 participating in the Career Education Program will improve their work habits as indicated by: their improved attitudes and feelings toward making a career choice and entering the world of work as measured by the attitude scale of the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest.

5. The students in grade 9 in the World of Construction course will increase in job preparation skills as indicated by an increase in their knowledge of construction processes as measured by publisher tests. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest.

#### C. High School Component Objectives

1. The students in GCE and in grade 12 participating in the Career Education Program will increase their awareness of and knowledge about work as indicated by:

a. an increase in their knowledge regarding the major duties and required abilities of different types of paid and unpaid work as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;

- b. an increase in their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;
  - c. an increase in their knowledge of entry requirements for major types of paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the level of .05 over the pretest;
  - d. an increase in their knowledge of the impact of social and technological changes in paid and unpaid work as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest; and
  - e. an increase in their knowledge of the important factors that affect work success and satisfaction as measured by the Career Maturity Inventory. It is expected that the post test will show a gain at the .05 level over the pretest.
2. The students in CGE and grade 12 participating in the Career Education Program will increase their career decision making skills as indicated by:

- a. an increase in their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work as measured by the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;
- b. an increase in their ability to relate their personal interests and values to types of paid and unpaid work and their associated life styles as measured by the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;
- c. an increase in their ability to identify, locate, and utilize sources of information to solve career decision making problems as measured by the Assessment of Career Development. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest;
- d. an increase in their knowledge of the steps to be taken and the factors to be considered in career planning as measured by the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest; and

- e. an increase in their active involvement in career decision making as measured by the Assessment of Career Development. It is expected that post test will show a statistically significant gain at the .05 level over the pretest.
3. The students in GCE and grade 12 participating in the Career Education Program will improve their work habits as indicated by their improved attitudes and feelings toward making a career choice and entering the world of work as measured by the attitude scale of the Career Maturity Inventory. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest.
4. Students in grade 12 will be placed in further education or occupations as indicated by the fact that:
  - a. a greater number of students in grade 12 will be placed in further education during the 1974-75 year than during the 1973-74 year as indicated by placement records, and
  - b. a greater number of students in grade 12 will be placed in paid and unpaid occupations during the 1974-75 school year than was placed during the 1973-74 school year as indicated by placement records.
5. The students in grade 10 participating in the World of Manufacturing course will increase their job preparation skills as indicated by their increased knowledge of manufacturing processes as measured by publisher tests. It is expected the post test will show a statistically significant gain at the .05 level over the pretest.

#### **D. Management Component Objectives**

1. The school administration will increase the number and type of job preparation opportunities during the 1974-75 school year. It is expected that there will be a 10 percent greater number and more types of job preparation programs than were offered during the 1973-74 school year as indicated by a summary report on available job preparation programs.
2. The school administration will demonstrate knowledge of the finances expended on the Career Education Program that came from Section 142(C) of Part D of Public Law 90-576 as indicated by an expenditure report containing data on money expended by components.
3. The teachers involved in the Career Education Program will increase their knowledge of career education as indicated by in-service training tests. It is expected that the post test will show a statistically significant gain at the .05 level over the pretest.
4. The resource speakers and hosts of field trips will respond positively to the Career Education Program as indicated by their responses on a feedback questionnaire. It is expected that 70 percent of the responses will be positive.

#### **V. PLANNED EVALUATION DESIGN**

The evaluation plan is designed to answer the questions: (1) To what extent do students increase their self awareness, knowledge about work, decision-making skills, work habits, and job skills? (2) To

what extent are students placed in part-time and full-time work?

(3) Can teachers increase their knowledge of career education? (4) To what extent can students increase their interests and values toward work, and (5) Do community people involved in the program respond positively toward it?

The evaluation design is primarily a formative pre-post test design in which data will be collected and compared against selected predetermined standards. The standards were established on the basis of past baseline data and/or through discussion with project personnel.



SECTION THREE

**EVALUATION REPORT**  
**on**  
**An Exemplary Career Education Project**  
**for Southeast Arkansas**

**Monticello School District**  
**Monticello, Arkansas**

**Prepared by**

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**Magnolia, Arkansas**

**June 15, 1976**

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### APPENDIX

#### Evaluation Design Summary Charts

## **I. BACKGROUND INFORMATION**

Southeast Arkansas is characterized as a rural area with limited economic, health, educational, social, and cultural resources. Census data indicates that approximately 35-40 percent of the residents are black with the economic level of these people being far below the national average. The economy of the area is changing with the introduction of industries, such as the carpet making and boat building industries, and the mechanization of the timber and agricultural industry. Because of these factors it seemed imperative to the administrative staff of the Monticello School District that the educational needs of the students were not being met, and especially those needs of the disadvantaged students. The vocational programs were limited to home economics, agricultural, and business education. The educational offerings were geared to the college bound, and counseling was done on a limited basis if at all. Thus, when the career education concept began to emerge, and funds became available for grants to initiate career education programs under Section 142 (C) of Part D of Public Law 90-576, the administrative staff of the Monticello School District felt it was the appropriate time to seek supplemental funds to launch a career education program. An application for a grant of \$126,546 was submitted to the United States Office of Education on December 5, 1972. This application was approved and a grant for \$125,413 per year was awarded to implement a career education project for Southeast Arkansas. The grant request was for a three-year period from June 1, 1973 to May 31, 1976. The first-year funds were allocated and the project began on June 1, 1973. The purpose of this evaluation report is to present the evaluation findings showing the extent that the 1975-76 program achieved its objectives.

## **II. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES**

### **A. School Districts Involved in the Project**

The following school districts were involved in the Exemplary Career Education Project: Monticello, Fountain Hill, Wilmar, Kingsland, Dumas, Hampton, Hermitage, Tillar, and Drew Central. Two of these local education agencies are outside the original project area, but permission was given to the project director to include them when they expressed a desire to participate. While nine school districts were participants, the administering local education agency, Monticello, was the only one involved in the project evaluation with the exception of the in-service training objective. All teachers from all schools were involved in the evaluation of the training.

B. The personnel variables in the program were the students, teachers, administrators, counselors, career awareness coordinator, and community contact worker. They will be described below.

1. Students. There was a total of 1,615 students involved in the Monticello Career Education Program. Students at every educational level participated in the program. Table 1 provides a description of the students.

Table 1: THE COMPOSITION OF THE STUDENTS INVOLVED IN THE 1975-76 MONTICELLO CAREER EDUCATION PROGRAM

Grade and/or Subject Course	Male		Female		White		Black		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Kindergarten	98	56	76	44		24		76		100
First	89	49	91	51	63	35	117	65	180	100
Second	91	55	74	45	50	30	115	70	165	100
Third	78	46	90	54	61	36	107	64	168	100
Fourth	77	53	67	47	70	49	74	51	144	100
Fifth	90	55	73	45	49	30	114	70	163	100
Sixth	100	59	72	41	52	31	120	69	172	100
Seventh	90	51	88	49	54	30	124	70	178	100
8th Grade Career Orientation	60	69	27	31	33	38	54	62	87	100
9th Grade World of Construction	87	95	5	5	27	29	65	71	92	100
10th Grade World of Manufacturing	50	96	2	4	30	58	22	42	52	100
11th, 12th, Grades GCE	14	35	26	65	10	25	30	75	40	100
TOTAL	924	57	691	43	541	33	1074	67	1615	100

2. Teachers. There was a total of 58 teachers involved in the career education program: Fifty-two of the teachers involved were in the career awareness component, grade K-7, while six teachers were involved in career orientation and career exploratory activities. The following table shows the sex, race, training, and experience distribution of the teachers involved in the program.

Table 2: THE COMPOSITION OF TEACHERS INVOLVED IN THE MONTICELLO CAREER EDUCATION PROGRAM

Grade or Subject	Total No. of Teachers	Sex				Race				Degree				Years of Experience
		Male		Female		Black		White		B.S.		M.S.		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Kindergarten	4	--	--	4	100	--	--	4	100	4	100	--	--	Range 0-5 Mean = 2.7
1	7	--	--	7	100	--	--	7	100	6	86	1	14	Range 2-29 Mean = 14.4
2	6	--	--	6	100	1	17	5	83	5	83	1	17	Range 2-32 Mean = 13.7
3	6	--	--	6	100	1	17	5	83	6	100	--	--	Range 1-31 Mean = 11.2
4	5	--	--	5	100	2	40	3	60	5	100	--	--	Range 5-25 Mean = 14.2
5	6	--	--	6	100	1	17	5	83	5	83	1	17	Range 4-38 Mean = 14.2
6	6	1	17	5	83	2	33	4	67	5	83	1	17	Range 3-19 Mean = 10.2
7	12	5	42	7	58	3	25	9	75	10	83	2	17	Mean = 8.0
8th Career Orientation	2	1	50	1	50	1	50	1	50	1	50	1	50	Mean = 27.5
9th World of Construction	1	1	100	--	--	--	--	1	100	1	100	--	--	Mean = 11.0
10th World of Manufacturing	1	1	100	--	--	--	--	1	100	--	--	1	100	Mean = 30.0
11th and 12th GCE	2	2	100	--	--	--	--	2	100	1	50	1	50	Mean = 5.0
TOTAL	58	11	19	42	81	11	19	47	81	49	84	9	16	Mean = 11.73

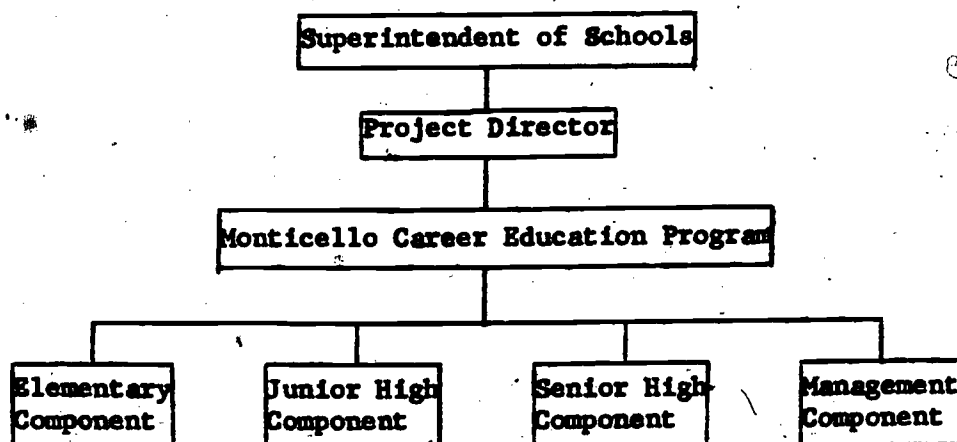
3. Administrators. In addition to the project director, Mr. Fred Robinson, there were four building principals and an elementary curriculum coordinator involved in the program. All of the administrators had earned their master's degree, and all had considerable educational experience. Information about the administrators is presented below.

Table 3: THE COMPOSITION OF THE ADMINISTRATORS INVOLVED IN THE MONTICELLO CAREER EDUCATION PROGRAM

Name	Position	Sex		Race		Degree	Years of Experience
		M	F	B	W		
Tommy Matthews	Principal, Grades 1-4	X			X	MS	16
Vaughn McGaha	Principal, Grades 5-6	X			X	MS	16
Larry Johnston	Principal, Grades 7-9	X			X	MS	15
Barry Hall	Principal, Grades 10-11	X			X	MS + 21 hrs.	11
Fred Robinson	Program Director	X			X	MS+	7
Dale Castellaw	Elementary Curriculum Coordinator		X		X	MS+	30

4. Counselors. One counselor, Mr. James Allen, participated in the program. He worked at the junior and senior high schools and also coordinated the placement program. Mr. Allen is a white male with a master's degree and eight years of educational experience.
  5. Other Specialists. Mr. Joe Chambers, a general cooperative education coordinator was involved in the program. Mr. Chambers is a white male with a master's degree and five years of educational experience.
- c. The process variables in the Monticello Career Education Program are described below.
1. Organization. The overall administration of the project was under the direction of the superintendent of schools of the Monticello School District. The project director, Mr. Fred Robinson, was directly responsible for the administration of the project. He was assisted by a career awareness coordinator, a counselor, and one general cooperative education coordinator.

The program was organized into four components: (a) Elementary Component, (b) Junior High Component, (c) Senior High Component, and (d) a Management Component. The figure below presents the organizational structure of the program.



2. Program Activities. The Career Education Program activities will be described by components.

a. Elementary Component - Grades K-7

The activities implemented at this level focused primarily on increasing the students' career awareness and developing wholesome attitudes toward work.

(1) Presenting Career Information

In grades 1-3 career information was identified and correlated with information found in the students' basic textbook. In grades 4-7 career awareness units were developed and were primarily correlated with the social studies textbook. The career concepts in the units were presented through songs, poetry, stories, discussion, and role playing. In addition, a variety of audio visual presentations of career education concepts were used. These audio visual presentations included the use of films, film-strips, movies, pictures, posters, concrete objectives, bulletin boards, records, tapes, etc.

(2) Instructional Units on Human Values

Teachers in grades K-6 used the Human Values in Education Series published by Stech-Vaughn. This human values material was used as a supplement to the reading program. The usual procedure in teaching the material was to present to the class a story (involving values) and then to have a discussion concerning it. Various types of activities were then conducted to reinforce the values taught in the story.



(3) Correlated Field Trips

As the students studied and learned about various occupations, field trips were scheduled so that the students might view persons working in the occupations and through interviews obtain first-hand information about careers. The career awareness coordinator arranged for the field trips upon the teacher's request.

(4) Correlated Resource Speakers

Workers were brought into the classroom to tell the students about their careers. These speakers were invited to the classroom when the students were studying the speaker's career or a related career.

b. Junior High School Component Activities - Grades 8-9

(1) Vocational Orientation at Eighth Grade Level

A vocational orientation course for all eighth grade students was implemented. During the school year, the students rotated between two instructors for a period of nine weeks with each teacher. Each teacher was responsible for teaching career information from seven or eight occupational clusters so that by the end of the year each student was exposed to career information on the 15 job clusters established by HEW. A Career Orientation Guide, published by the Arkansas Department of Education was used as the main resource material for the course. Career concepts were presented through stories, role playing, discussions, reports, and use of various audio-visual media.

(2) Resource Speakers

The teachers in the career orientation classes brought speakers into their classes to tell students about their various careers. Students had an opportunity to ask questions and obtain first-hand information about jobs. Regular subject matter teachers were also encouraged to use resource speakers, especially to relate career opportunities to the subject matter being taught. The counselor assisted the teachers in scheduling the resource speakers.

(3) Field Trips

As students studied the various career clusters in the career orientation class, field trips were scheduled, whenever possible, to see persons working in the jobs being studied. This provided the students with an opportunity to see as well as hear about the career. The counselor assisted the teachers in scheduling the field trips.

(4) Vocational Exploratory Course - Grade 9

Ninth grade students could elect to take an industrial exploratory course called The World of Construction, and/or a home economics course. The former course was developed through a research and development grant from the United States Office of Education and emphasized broad concepts and principles of contemporary industrial technology.

(5) Counseling

A counselor was employed to work part time in the junior high school. He assisted the teachers, as mentioned above, in scheduling field trips and resource speakers. He also assisted teachers by giving them career information.

The counselor also worked with individual students in career counseling and with groups of students in discussing career opportunities and career requirements. The school district had a variety of audio-visual resources on career education. The counselor promoted the use of this material by teachers and students.

c. Senior High School Component Activities - Grades 10-12

(1) Vocational Exploratory Course

During the current year, a course was taught called The World of Manufacturing. Students in grade 10 could choose to enroll in this course. The course emphasized broad concepts and principles of contemporary industrial technology with a focus on vocational exploration.

(2) Job Preparation Training

The school district had completed the construction of a vocational-education building where several job preparation training programs were offered. While funds from this grant were not involved in these activities, they are mentioned here so an overall picture of the school district's career education program can be visualized. The job preparation areas offered were auto mechanics, building trades, health occupations, metal trades, textiles, and welding.

(3) General Cooperative Education

In the eleventh and twelfth grades, a General Cooperative Education Program was operated. This program included students in a general cooperative course. The students enrolled in these activities worked one-half day and went to school one-half day in work related courses.

While the students were in school, they had an opportunity to learn about careers through a variety of materials and through various audio-visual presentations including films, filmstrips, records, tapes, etc. Shadowing experiences were also given to the students and field trips were taken to various businesses, industries, and area vocational schools.

#### (4) Counseling and Placement Activities

The counselor spent part of his time in the high school. He assisted the teachers by providing them with resource materials on careers and career information. He worked with individual students in career counseling and with groups of students, discussing career opportunities and career requirements. The counselor also assisted students in finding part-time jobs, if they desired, or full-time jobs when they left school. To obtain information about available jobs, the counselor contacted the United States Employment Service and various employers in the community and in the surrounding area. These services were also provided to the small school districts surrounding the Monticello School District.

#### d. Management Component Activities

The management component activities consisted primarily of the conduction of in-service training activities needed to implement and operate the career education program. In-service training involved staff members from the Monticello School District and from area schools. A team of teachers from the University of Arkansas were used in conducting the in-service activities. At times they involved other consultants such as staff members from the Arkansas State Department of Education. The topics covered in the training were taken from the Arizona Department of Education career education objective. Below are the dates for each of the in-service training sessions held and the topic covered at each session.

- (1) September 15, 1975 - Orientation to Career Education
- (2) September 22, 1975 - Transaction Analysis and Value Clarification
- (3) September 29, 1975 - Educational Awareness
- (4) October 6, 1975 - Career Awareness
- (5) October 13, 1975 - Appreciations and Attitudes
- (6) October 20, 1975 - Decision Making

- (7) October 27, 1975 - Beginning Competency
- (8) November 3, 1975 - Employability Skills
- (9) November 17, 1975 - Economic Awareness
- (10) December 1, 1975 - Summary and Evaluation

In addition to formal training sessions extensive in-service training was accomplished on an individual and small-group basis. The career awareness coordinator frequently met with teachers and assisted them with materials and activities and in the solution of problems.

- 3. Facilities. The program activities in the Career Education Project were conducted in the regular school buildings of the district. Field trips and community activities were conducted in the various business and industrial firms in the city of Monticello or in the offices of local, state, or federal agencies.
- D. The behavioral variables of concern in the Career Education Program were in both the cognitive and affective domains. The cognitive variables included: (1) the increase of students' self-awareness, knowledge about work, decision-making skills, work habits, job skills, and opportunities for placement; (2) demonstration of knowledge by the school administration of finance expended on career education program; and (3) the increase of teachers' knowledge of career education.

The affective variables of concern included: (1) the increase of students' self-concepts, personal interests and values toward work; and (2) response to the program of community persons involved in the program.

### III. PROGRAM OBJECTIVES

#### A. Elementary Component Objectives

- 1. The third and sixth grade students participating in the Career Education Program will increase their self-awareness as measured by the Coopersmith Self-Esteem Inventory. It is expected that a statistically significant gain at the .05 level will be achieved.
- 2. The third and sixth grade students participating in the Career Education Program will increase their awareness of and knowledge about work as measured by the Career Education Questionnaire. It is expected that a statistically significant gain at the .05 level will be achieved.
- 3. The third and sixth grade students participating in the Career Education Program will increase their recognition of the basis of various work values as measured by a Values test. It is expected that a statistically significant gain at the .05 level will be achieved.

4. The third and sixth grade students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score of the group will be 70 percent of the possible score.

**B. Junior High Component Objectives**

1. The eighth and ninth grade students participating in the Career Education Program will increase their self-awareness as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.
2. The eighth and ninth grade students participating in the Career Education Program will increase their awareness of and knowledge about work as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.
3. The eighth and ninth grade students participating in the Career Education Program will increase their competency in career decision making skills as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.
4. The ninth grade students in the World of Construction course will increase their knowledge of construction processes as measured by publisher's test. It is expected that a statistically significant gain at the .05 level will be achieved.
5. The eighth and ninth grade students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score for the group will be 70 percent of the possible score.

**C. High School Component Objectives**

1. The eleventh and twelfth grade GCE students participating in the Career Education Program will improve their awareness of and knowledge about work as measured by the New Mexico Career Development Test. It is expected that a statistically significant gain at the .05 level will be achieved.
2. The eleventh and twelfth grade GCE students participating in the Career Education Program will improve their work habits as measured by the New Mexico Attitude Toward Work Test. It is expected that a statistically significant gain at the .05 level will be achieved.
3. The eleventh and twelfth grade GCE students participating in the Career Education Program will improve their work seeking and work getting skills as measured by the New Mexico Job Application Procedure. It is expected that a statistically significant gain at the .05 level will be achieved.

4. The tenth grade students in the World of Manufacturing course will increase their knowledge of manufacturing processes as measured by publisher's test. It is expected that a statistically significant gain at the .05 level will be achieved.
5. Students in the twelfth grade will be referred for further education or for jobs that are consistent with their career choice as indicated by project records. It is expected that the placement records will show that at least 90 percent of the students will have received jobs or educational referrals and that counselor will verify that referrals are consistent with the student's career choice.
6. The eleventh and twelfth grade GCE students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score for the group will be 70 percent of the possible score.

#### D. Management Component Objectives

1. The school administration will increase the number and type of job preparation opportunities during the 1975-76 school year. It is expected that there will be 10 percent greater number and types of job preparation programs than was offered during the 1974-75 school year.
2. The school administration will demonstrate knowledge of the finances expended on the Career Education Project that came from Section 142(C) of Part D of Public Law 90-576 as indicated by an expenditure report. It is expected that the report will contain data on money expended by components.
3. The teachers involved in the Career Education Program will increase their knowledge of career education as indicated by in-service training tests. It is expected that a statistically significant gain at the .05 level will be achieved.
4. The resource speakers and hosts of field trips will respond positively to the Career Education Program as indicated by their response on a feedback questionnaire. It is expected that 70 percent of the responses will be positive.

#### IV. PLANNED EVALUATION DESIGN

The evaluation plan was designed to answer the questions: (1) To what extent do students increase their self-awareness, knowledge about work, decision-making skills, work habits, and job skills? (2) To what extent are students placed in part-time and full-time work? (3) Can teachers increase their knowledge of career education? (4) To what extent can students increase their interests and values toward work, and (5) Do community people involved in the program respond positively toward it?

The evaluation design was primarily a formative pre-post test design in which data was collected and compared against selected predetermined standards. The standards were established on the basis of post baseline data and/or through discussion with project personnel.

## V. EVALUATION FINDINGS

While the Career Education Project included the Monticello School District and area schools around Monticello, the evaluation was conducted only on the program in the Monticello School District. The evaluation findings will be reported by components. In reporting the findings, the objectives will be stated and then the findings will be presented. This pattern will be followed for each objective.

### A. Elementary Component

**Objective 1:** The third and sixth grade students participating in the Career Education Program will increase their self-awareness as measured by the Coopersmith Self-Esteem Inventory. It is expected that a statistically significant gain at the .05 level will be achieved.

The objective was measured by administering the Coopersmith Self-Esteem Inventory as a pretest in September 1975 and again as a post test in April 1976. The inventory was given to all third and sixth grade students. The Coopersmith Self-Esteem Inventory consists of 58 items concerned with the child's self-attitudes arranged into five subscales: (1) General Self; (2) Social Self (Peers); (3) Home-parents; (4) Lie Scale; and (5) Home-academic. The results of the pre and post tests are shown in Table 4.

Table 4: THE GAINS MADE BY THIRD AND SIXTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE COOPERSMITH SELF-ESTEEM INVENTORY

Grade	Pretest			Post Test			Correlation	Difference in Means	"t" ratio
	No.	Mean	S.D.	No.	Mean	S.D.			
3	148	14.26	4.18	148	17.47	4.23	.47	3.21	8.99*
6	158	15.01	4.23	158	16.86	3.59	.69	1.85	7.40*
TOTAL	306	14.65	4.21	306	17.16	3.92	.56	2.51	11.47*

\*Significant at .001 level of confidence



The information in Table 4 shows that both the third and sixth grade made significant gains in self-awareness as measured by the Coopersmith Self-Esteem Inventory. The level of significance was beyond the expected criterion level stated in the objective and thus the objective was achieved.

**Objective 2:** The third and sixth grade students participating in the Career Education Program will increase their awareness of and knowledge about work as measured by the Career Education Questionnaire. It is expected that a statistically significant gain at the .05 level will be achieved.

To measure the extent that third and sixth grade participating students increased their awareness of and knowledge about work, the Career Education Questionnaire (CEQ) was used. The K-3 questionnaire consists of 30 items, each containing a series of pictures depicting various types of workers. The student is asked different types of questions concerning the worker, and he places an X on the picture that shows the correct response. The fourth through sixth grade questionnaire contains 40 questions with 35 of the items being matching items and five of the items being multiple choice items. The Career Education Questionnaire was developed by the Minnesota Research Coordinating Unit for Vocational Education at the University of Minnesota.

The Career Education Questionnaire was given as a pretest in September 1975 and again as a post test in April 1976 to all third and sixth grade students in the school. The results from administering the Career Education Questionnaire are shown in Table 5.

Table 5: THE GAINS MADE BY THIRD AND SIXTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE CAREER EDUCATION QUESTIONNAIRE

Grade	Pretest			Post Test			Correlation	Difference in Means	"t" ratio
	No.	Mean	S.D.	No.	Mean	S.D.			
3	150	26.70	5.87	150	29.51	6.01	.68	2.81	7.22*
6	163	30.27	8.00	163	38.98	7.86	.76	8.71	20.17*
TOTAL	313	28.56	7.27	313	34.44	8.47	.72	5.88	17.33*

\*Significant at the .001 level of confidence



The third and sixth grade students made excellent gains on the Career Education Questionnaire with the sixth graders making greater gains than the third graders. The gains of both groups of students far exceeded the expected criteria expressed in the objective.

**Objective 3:** The third and sixth grade students participating in the Career Education Program will increase their recognition of the basis of various work values as measured by a Values test. It is expected that a statistically significant gain at the .05 level will be achieved.

The objective was measured by administering a values test developed by the Education Achievement Corporation of Waco, Texas. This test consists of 36 statements to which the student must respond "yes," or "no" or "undecided." The test was given to all third and sixth grade students as a pretest in September 1975 and again as a post test in April 1976. The results are shown in Table 6.

Table 6: THE GAINS MADE BY THIRD AND SIXTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON A TEST CONCERNING THE VALUING APPROACH TO CAREER EDUCATION

Grade	Pretest			Post Test			Correlation	Difference in Means	"t" Ratio
	No.	Mean	S.D.	No.	Mean	S.D.			
3	154	19.47	5.24	154	25.43	5.38	.46	5.96	13.36*
6	162	24.70	5.38	162	26.50	4.88	.72	1.80	5.91*
TOTAL	316	22.16	5.92	316	25.98	5.15	.57	3.82	13.09*

\*Significant at the .001 level of confidence

Information in Table 6 indicates that the objective was achieved, as the gains made were significant at the .001 level of confidence. The gains made by the third grade students were greater than gains made by the sixth grade students.

**Objective 4:** The third and sixth grade students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score of the group will be 70 percent of the possible score.

To measure this objective a questionnaire was given to a sample of the participating students in May 1976. The third grade questionnaire contained ten questions about various aspects of the Career Education Program, while the sixth grade questionnaire contained eight questions. The students responded positively or negatively to each question. The results are presented in Table 7.

**Table 7: AN ANALYSIS OF THE RESPONSES ON A FEEDBACK QUESTIONNAIRE MADE BY THE THIRD AND SIXTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM**

Grade	No.	No. of Possible Responses	No. of Positive Responses	Mean Score	Percent of Positive Responses
3	17	170	154	9.06	91
6	17	136	118	7.00	87
TOTAL	34	306	272	8.03	89

The information in Table 7 shows that 89 percent of the student's responses were positive toward the Career Education Program. The excellent positive response far exceeded the expected criteria level established in the objective.

**B. Junior High School Component**

**Objective 1:** The eighth and ninth grade students participating in the Career Education Program will increase their self-awareness as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.

To measure the objective, the Assessment of Career Development (ACD) was used. This is a new kind of guidance assessment instrument developed by the American College Testing Program and published by Houghton Mifflin Company. Unit 4 of the instrument is concerned with career planning activities, and items 37 and 38 of that unit are questions eliciting responses concerning the student's attitudes toward himself. These items were used to measure the extent the objective was achieved.

The assessment instrument was given as a pretest in September 1975 and again as a post test in April 1976. The students taking the assessment instrument for this objective were all eighth grade students enrolled in a second semester career orientation course and a sample of ninth grade students from all ninth grade students in the junior high school. The sample was chosen by obtaining a list of all the names of ninth grade students and numbering them beginning with number one up. It was decided that a 20 percent sample would be used. A table of random numbers was used to select the 35 students needed to constitute the 20 percent sample. Tables 8 through 10 show the results of the students' responses on items 37 and 38.

Table 8: AN ANALYSIS OF THE PRE AND POST TEST RESPONSES OF A SAMPLE OF EIGHTH AND NINTH GRADE STUDENTS TO THE QUESTION "DO YOU FEEL YOU WILL BE ABLE TO COMPLETE THE NECESSARY STEPS FOR AT LEAST ONE OF THE JOBS?"

Response	Grade 8		Grade 9		Total	
	Pre	Post	Pre	Post	Pre	Post
Yes	42	43	15	23	57	66
Not Sure	17	13	11	8	28	21
Probably Not	1	4	7	2	8	6
	$\chi^2=2.35*$		$\chi^2=4.94*$		$\chi^2=1.94*$	

\*Not statistically significant

Table 9: AN ANALYSIS OF THE PRE AND POST TEST RESPONSES OF A SAMPLE OF EIGHTH AND NINTH GRADE STUDENTS TO THE QUESTION "WOULD YOU SAY THAT YOUR JOB. FUTURE IS \_\_\_\_\_?"

Response	Grade 8		Grade 9		Total	
	Pre	Post	Pre	Post	Pre	Post
Bright	45	35	13	18	60	59
Uncertain	16	12	16	12	36	41
Dark	0	3	4	3	6	6
	$\chi^2=3.77^*$		$\chi^2=1.52^*$		$\chi^2=.26^*$	

\*Not statistically significant.

Table 10: A COMBINATION AND SUMMARY OF THE INFORMATION IN TABLES 8 AND 9

Response	Grade 8		Grade 9		Total	
	Pre	Post	Pre	Post	Pre	Post
Positive	87	78	20	41	115	119
Undecided	33	36	27	20	60	56
Negative	1	7	11	5	12	12
	$\chi^2=5.12^*$		$\chi^2=5.74^*$		$\chi^2=.21^*$	

\*Not statistically significant.

The data in the previous three tables indicate there were no significant changes in the self-awareness responses of the eighth and ninth grade students on the two questions from the Assessment of Career Development Inventory.

**Objective 2:** The eighth and ninth grade students participating in the Career Education Program will increase their awareness of and knowledge about work as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.

Four subtests of the Assessment of Career Development Test were used to measure the extent that this objective was achieved. The subtests are identified below with a brief description of their content.

**Occupational Characteristics Subtest** - This subtest focuses on job duties, working conditions, work schedules and job values associated with occupations, and worker attributes associated with specific occupations.

**Occupational Preparation Subtest** - The items in this subtest assessed the students' knowledge of the amount and type of training/education usually associated with various occupations.

**Exploratory Occupational Experiences Subtest** - The items in this subtest identify the students' involvement in formal and informal experiences related to activities typical of occupations in each of the six occupational clusters.

**Career Planning Knowledge Subtest** - The subtest contains a sampling of facts, concepts, and understandings useful in career planning as suggested by career development theory and guidance practice.

The assessment instrument was given to the participating students as a pretest in December 1975 and again as a post test in April 1976. The results of the pre and post tests are presented for the four subscales in Tables 11 to 14.

Table 11: THE GAINS MADE BY EIGHTH AND NINTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE OCCUPATIONAL CHARACTERISTICS SUBSCORE OF THE ASSESSMENT OF CAREER DEVELOPMENT

Grade	Pretest			Post Test			Correlation	Difference in Means	"t" Ratio
	No.	Mean	S.D.	No.	Mean	S.D.			
8	60	27.97	7.61	60	29.63	7.68	.75	1.66	1.59
9	33	29.39	9.70	33	30.48	10.17	.87	1.09	.44
TOTAL	93	28.47	8.39	93	29.94	8.60	.81	1.47	1.17

**Table 12: THE GAINS MADE BY EIGHTH AND NINTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE OCCUPATIONAL PREPARATION SUBSCORE OF THE ASSESSMENT OF CAREER DEVELOPMENT**

Grade	No.	Pretest		Post Test		Correlation	Difference in Means	"t" Ratio
		Mean	S.D.	Mean	S.D.			
8	60	9.37	4.46	9.82	3.14	.44	.45	.83
9	33	9.76	3.35	10.27	3.59	.68	.51	1.04
TOTAL	93	9.51	4.09	9.98	3.29	.51	.47	.86

**Table 13: THE GAINS MADE BY EIGHTH AND NINTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE EXPLORATORY OCCUPATIONAL EXPERIENCES SUBSCORE OF THE ASSESSMENT OF CAREER DEVELOPMENT**

Grade	No.	Pretest		Post Test		Correlation	Difference in Means	"t" Ratio
		Mean	S.D.	Mean	S.D.			
8	62	1.90	.35	1.96	.39	.83	.06	2.14*
9	33	1.80	.25	1.82	.27	.72	.02	.58
TOTAL	95	1.87	.32	1.91	.36	.81	.04	1.82

\*p < .05

**Table 14: THE GAINS MADE BY EIGHTH AND NINTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE CAREER PLANNING KNOWLEDGE SUBSCORE OF THE ASSESSMENT OF CAREER DEVELOPMENT**

Grade	No.	Pretest		Post Test		Correlation	Difference in Means	"t" Ratio
		Mean	S.D.	Mean	S.D.			
8	61	22.51	5.31	24.57	3.98	.21	2.06	2.69**
9	33	22.64	6.09	22.18	7.06	.89	-.46	-.81
TOTAL	94	22.55	5.56	23.73	5.36	.53	1.18	2.15*

\*p < .05

\*\*p < .01

The information in Tables 11 and 12 shows that neither group of students made significant gains on either the Occupational Characteristics subtest or the Occupational Preparation subtest. The eighth grade students made a statistically significant gain on the Exploratory Occupational Experiences subtest and on the Career Planning Knowledge subtest (see tables 13 and 14). However, the ninth grade students did not make significant gains on the latter two subtests.

**Objective 3:** The eighth and ninth grade students participating in the Career Education Program will increase their competency in career decision making skills as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.

To measure the extent that this objective was achieved, three subtests of the Assessment of Career Development Inventory were administered to a sample of eighth and ninth grade students participating in the Career Education Program. The three subtests used were: Exploratory Occupational Experiences; Career Planning Knowledge; and Career Planning Involvement. The content of the first two subtests have been described under objective two. The Career Planning subtest is concerned with the extent of student involvement in exploratory and planning experiences available in the school and community both on a formal and informal basis.

The measurement was given as a pretest in December 1975 and again as a post test in April 1976. Tables 15 through 17 present the pre and post test results made by students on the various subtests.

Table 15: THE GAINS MADE BY EIGHTH AND NINTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE EXPLORATORY OCCUPATIONAL EXPERIENCES SUBTEST OF THE ASSESSMENT OF CAREER DEVELOPMENT

Grade	No.	Pretest		Post Test		Correlation	Difference in Means	"t" Ratio
		Mean	S.D.	Mean	S.D.			
8	62	1.90	.35	1.96	.39	.83	.06	2.14*
9	33	1.80	.25	1.82	.27	.72	.02	.58
TOTAL	95	1.87	.32	1.91	.36	.81	.04	1.82

\*p<.05

Table 16: THE GAINS MADE BY EIGHTH AND NINTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE CAREER PLANNING KNOWLEDGE SUBTEST OF THE ASSESSMENT OF CAREER DEVELOPMENT

Grade	No.	Pretest		Post Test		Correlation	Difference in Means	"t" Ratio
		Mean	S.D.	Mean	S.D.			
8	61	22.51	5.31	24.57	3.98	.21	2.06	2.69**
9	33	22.64	6.09	22.18	7.06	.89	-.46	-.81
TOTAL	94	22.55	5.56	23.73	5.36	.53	1.18	2.15*

\*p<.05

\*\*p<.01

Table 17: THE GAINS MADE BY EIGHTH AND NINTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE CAREER PLANNING INVOLVEMENT SUBSCORE OF THE ASSESSMENT OF CAREER DEVELOPMENT

Grade	No.	Pretest		No.	Post Test		Correlation	Difference in Means	"t" Ratio
		Mean	S.D.		Mean	S.D.			
8	61	1.80	.28	61	1.93	.32	.71	.13	4.35***
9	33	1.84	.28	33	1.87	.29	.58	.03	.65
TOTAL	94	1.81	.28	94	1.91	.31	.66	.10	3.94***

\*\*\*p<.001

The data in Tables 15 to 17 show that the participating eighth grade students made a statistically significant gain on all of the three subscales, but the gain made by the ninth grade students was not significant. One possible explanation is that the eighth grade students were enrolled in a career orientation course during the year, while the ninth grade students participation in career education activities was limited to guidance activities and perhaps some exposure to career knowledge in the regular classroom.



**Objective 4:** The ninth grade students in the World of Construction course will increase their knowledge of construction processes as measured by a publisher's test. It is expected that a statistically significant gain at the .05 level will be achieved.

The extent that students increased their skills in the World of Construction course was measured by using an achievement test developed by the publisher of the textbook used in the course. This was a 50-point criterion referenced test based on the course content.

The measuring instrument was given as a pretest in the fall of 1975 and again as a post test in May 1976. The students taking the measuring instrument were a sample of ninth grade students enrolled in the World of Construction course.

The data in Table 18 show the pre and post test results.

Table 18: THE GAINS MADE ON A KNOWLEDGE TEST ON CONSTRUCTION PROCESSES BY NINTH GRADE STUDENTS ENROLLED IN THE WORLD OF CONSTRUCTION COURSE

Grade	No.	Pretest		No.	Post Test		Correlation	Difference in Means	"t" Ratio
		Mean	S.D.		Mean	S.D.			
9	83	26.01	9.79	83	30.76	11.45	.70	4.75	5.14*

\*Significant at the .001 level of confidence

The information in Table 18 shows that the ninth grade students made a significant gain on the knowledge test on construction processes. The objective was achieved.

**Objective 5:** The eighth and ninth grade students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score for the group will be 70 percent of the possible score.

To measure the extent that this objective was achieved, a feedback questionnaire was given to the participating eighth and ninth grade students at the end of the school year. The questionnaire contained 15 questions concerning various career education activities. The students were asked to respond yes, not sure, or no to each of the questions. The responses for the eighth grade students are shown in Table 19 and ninth grade student responses are presented in Table 20.

Table 19: A SUMMARY OF RESPONSES MADE BY STUDENTS IN GRADE 8 ON A FEEDBACK QUESTIONNAIRE

Question	Yes		Not Sure		No	
	No.	%	No.	%	No.	%
1. Have you talked or done anything in school that helped you find out more about yourself?	24	75	6	19	2	6
2. Have you talked or done anything in school that helped you find out more about workers?	31	97	1	3	--	--
3. Have you talked or done anything in school that helped you find out about the education or training that workers need?	30	94	1	3	1	3
4. Did your class walk to some place to see workers at their jobs in school or near school?	6	19	2	6	24	75
5. Did your class take a field trip in cars or on a school bus to see workers doing their jobs?	29	91	1	3	2	6
6. Have you gone on your own to see workers doing their jobs even when you weren't told to do so?	22	69	2	6	8	25
7. Did someone other than your teacher talk to your class about careers or jobs?	32	100	--	--	--	--
8. Did a worker show your class things he uses in his work?	28	88	2	6	2	6
9. Did a worker come to your classroom to show you how he does something in his work?	21	66	6	19	5	16

(Continued)

Table 19 Continued

Question	Yes		Not Sure		No	
	No.	%	No.	%	No.	%
10. Did members of your class act like you were workers and do things that workers do?	5	16	3	9	24	75
11. Did members of your class make things in school that a real worker would make?	9	28	6	19	17	53
12. Did some members of your class talk about real work that they did with a worker?	9	28	7	22	16	50
13. Did some members of your class use math in a project like a real worker would use math?	12	38	10	31	10	31
14. Did members of your class use speaking and writing of correct English like a real worker would?	11	34	9	28	12	38
15. Did members of your class use science in a way that real workers would use science?	11	34	9	28	12	38
TOTAL	280	58	65	24	135	28

Table 20: A SUMMARY OF RESPONSES MADE BY STUDENTS IN GRADE 9 ON A FEEDBACK QUESTIONNAIRE

Question	Frequency & Type of Response					
	Yes		Not Sure		No	
	No.	%	No.	%	No.	%
1. Have you talked or done anything in school that helped you find out more about yourself?	22	47	17	36	8	17
2. Have you talked or done anything in school that helped you find out more about workers?	42	89	2	4	3	6
3. Have you talked or done anything in school that helped you find out about the education or training that workers need?	36	78	8	17	2	4
4. Did your class walk to some place to see workers at their jobs in school or near school?	30	64	3	6	14	30
5. Did your class take a field trip in cars or on a school bus to see workers doing their jobs?	41	89	2	4	3	7
6. Have you gone on your own to see workers doing their jobs even when you weren't told to do so?	25	53	9	19	13	28
7. Did someone other than your teacher talk to your class about careers or jobs?	21	46	10	22	15	33
8. Did a worker show your class things he uses in his work?	21	45	7	15	19	40
9. Did a worker come to your classroom to show you how he does something in his work?	11	23	4	9	32	68
10. Did members of your class act like you were workers and do things that workers do?	27	57	15	32	5	11
11. Did members of your class make things in school that a real worker would make?	37	79	7	15	3	6

Continued

Table 20 Continued

Question	Frequency & Type of Response					
	Yes		Not Sure		No	
	No.	%	No.	%	No.	%
12. Did some members of your class talk about real work that they did with a worker?	26	55	10	21	11	23
13. Did some members of your class use math in a project like a real worker would use math?	39	83	3	6	5	11
14. Did members of your class use speaking and writing of correct English like a real worker would?	20	43	16	34	11	23
15. Did members of your class use science in a way that real workers would use science?	20	43	18	38	9	19
TOTAL	418	60	131	19	153	22

Information in Table 19 shows that 58 percent of the eighth grade students indicated that they had participated in the career education activities identified on the questionnaire. Fourteen percent of the eighth grade students were not sure that they had been involved in the stated career education activity. The responses of the eighth grade students showed that they had been highly involved in such career education activities as field trips, listening to resource speaker, and career information activities.

Sixty percent of the ninth grade students responded positively to participating in the career education activities identified on the questionnaire. High involvement is noted for ninth graders on item 2-career information activity, item 5-field trips, and item 13-correlating basic skills with careers.

The eighth grade students achieved the expected 70 percent criteria level in five career education activities, while the ninth grade students also achieved the 70 percent criteria level in five career education activities.

C. Senior High Component

Objective 1: The eleventh and twelfth grade GCE students participating in the Career Education Program will improve their awareness of and knowledge about work as measured by the New Mexico Career Development Test. It is expected that a statistically significant gain at the .05 level will be achieved.

The New Mexico Career Development Test was used to measure the extent that this objective was achieved. This is a 25-item test designed to measure the students' knowledge and appreciation of what is required to hold a job and to be advanced in an occupation. The Career Development Test was administered to the General Cooperative Education students as a pretest in October 1975 and again as a post test in May 1976. The results are presented in Table 21.

Table 21: THE GAINS MADE BY ELEVENTH AND TWELFTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE NEW MEXICO CAREER DEVELOPMENT TEST

Grade	Pretest			Post Test			Correlation	Difference in Means	"t" Ratio
	No.	Mean	S.D.	No.	Mean	S.D.			
11	19	15.42	3.96	19	15.63	5.06	.71	.21	.25
12	11	17.55	1.69	11	17.64	3.64	.88	.09	.12
TOTAL	30	16.20	3.44	30	16.37	4.63	.74	.17	.29

Possible Score = 25

The data in Table 21 shows that the participating students made only a slight gain on their test scores and the gain was not statistically significant. The students' pretest scores were approximately 65 percent of the possible score indicating that their knowledge of the content of the test was above the average (50 percentile) at the start of the year. However, the career education activities in which the students were involved during the year seemed to contribute little to an increase in knowledge of the factors being measured by the test.

**Objective 2:** The eleventh and twelfth grade GCE students participating in the Career Education Program will improve their work habits as measured by the New Mexico Attitude Toward Work Test. It is expected that a statistically significant gain at the .05 level will be achieved.

To measure the extent that this objective was achieved, the New Mexico Attitude Toward Work Test was administered as a pretest in the fall and again as a post test in the spring. The test consists of 25 items focusing on the student's attitudes toward preparing for an occupation; feeling that work contributes to self-confidence, self-esteem, and self-actualization; belief that work leads to many benefits, such as security, interpersonal contacts, friends, and things money can buy; acceptance of the desirability of the inter-dependence of people, of people all "pulling together;" and belief in the value of work for our society. The results of the pre and post testing are shown in Table 22.

Table 22: THE GAINS MADE BY ELEVENTH AND TWELFTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE NEW MEXICO ATTITUDE TOWARD WORK

Grade	Pretast			Post Test			Correlation	Difference in Means	"t" Ratio
	No.	Mean	S.D.	No.	Mean	S.D.			
11	16	72.38	8.22	16	73.25	6.77	.30	.87	.38
12	9	78.78	6.74	9	81.00	9.04	.30	2.22	.66
TOTAL	25	74.68	8.20	25	76.04	8.36	.41	1.36	.74

Possible Score = 100

The information in Table 22 indicates that the gains made by the students were not a significant gain. However, the twelfth grade students did make a fairly good gain, but the number involved (9) was so small that it was not statistically significant. The pretest scores were quite high (75 percent of the possible) and thus the range for improvement was somewhat limited.

**Objective 3:** The eleventh and twelfth grade GCE students participating in the Career Education Program will improve their work seeking and work getting skills as measured by the New Mexico Job Application Procedure. It is expected that a statistically significant gain at the .05 level will be achieved.

The New Mexico Job Application Procedures Test was used to measure the extent that this objective was achieved. This is a 20-item criterion referenced test designed to assess the student's knowledge of how to apply for a job. It focuses on the students' ability to make inquiries, read advertisements, and use employment agencies; his ability to complete a job application form satisfactorily; and knowledge of how to conduct oneself during an interview.

The participating students were given the test in the fall as a pretest and again as a post test in the spring. The results are shown in Table 23.

Table 23: THE GAINS MADE BY ELEVENTH AND TWELFTH GRADE STUDENTS PARTICIPATING IN THE CAREER EDUCATION PROGRAM ON THE NEW MEXICO JOB APPLICATION PROCEDURE

Grade	Pretest			Post Test			Correlation	Difference in Means	"t" Ratio
	No.	Mean	S.D.	No.	Mean	S.D.			
11	16	9.94	3.55	16	10.00	4.13	.74	.06	.08
12	9	10.67	3.00	9	12.00	2.35	.59	1.33	1.51
TOTAL	25	10.20	3.32	25	10.72	3.67	.70	.52	.93

Possible score = 20

The information in Table 23 shows that the eleventh and twelfth grade GCE students did not make a significant gain on the Job Application Procedures Test. Thus, the objective was not achieved.

**Objective 4:** The tenth grade students in the World of Manufacturing course will increase their knowledge of manufacturing processes as measured by a publisher's test. It is expected that a statistically significant gain at the .05 level will be achieved.



The extent that students increased their skills in the World of Manufacturing course was measured by using an achievement test developed by the publishers of the textbook used in the course. This was a 50-point criterion test based on the course content.

The measuring instrument was given as a pretest in the fall of 1975 and again as a post test in May 1976. The students taking the measuring instrument were all tenth grade students enrolled in World of Manufacturing courses.

The data in Table 24 show the pre and post test results.

Table 24: THE GAINS MADE ON A KNOWLEDGE TEST ON MANUFACTURING PROCESSES BY TENTH GRADE STUDENTS ENROLLED IN THE WORLD OF MANUFACTURING COURSE

Grade	No.	Pretest		Post Test		Correlation	Difference "t"	
		Mean	S.D.	No.	Mean		in Means	Ratio
10	41	11.07	3.77	41	37.85	9.08	.63	26.78 21.02*

The data in Table 24 show that the tenth grade students in the World of Manufacturing course made a very significant gain on the publisher's test for that course. The objective was achieved.

**Objective 5:** Students in the twelfth grade will be referred for further education or for jobs that are consistent with their career choice as indicated by project records. It is expected that the placement records will show that at least 90 percent of the students will have received jobs or educational referrals and that counselor will verify that referrals are consistent with the student's career choice.

The career education counselor kept a record of the educational and job placement referrals made during the year with the seniors. This was the measuring instrument for this objective. The counselor did not make a referral unless he felt it was consistent with the student's career choice. Data in Table 25 show that 131 seniors or 98.5 percent of the total number of seniors received educational or placement referrals. Thus the objective was achieved.

**Table 25: THE NUMBER AND PERCENT OF THE 1975-76 SENIORS RECEIVING EDUCATIONAL OR JOB PLACEMENT REFERRALS**

Type of Referral	Number	Percent
Job Referral Only	26	19.6
Educational Referral Only	78	58.6
Job and Educational Referral	27	20.3
No Referral	2	1.5
<b>TOTAL</b>	<b>133</b>	<b>100.0</b>

**Objective 6:** The eleventh and twelfth grade GCE students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score for the group will be 70 percent of the possible score.

To measure the extent that this objective was achieved, a feedback questionnaire was given at the end of the year, to the eleventh and twelfth grade GCE students. The project was interested in obtaining similar information from the tenth grade students in the World of Manufacturing course. The questionnaire contained 15 questions concerning various career education activities. The students were asked to respond yes, not sure, or no to each of the questions. The responses of the tenth grade World of Manufacturing students are shown in Table 26 and the GCE students' responses are summarized in Table 27.

Table 26: AN ANALYSIS OF THE RESPONSES OF THE TENTH GRADE STUDENTS PARTICIPATING IN THE WORLD OF MANUFACTURING CAREER EDUCATION ON A FEEDBACK QUESTIONNAIRE

	Yes		Not Sure		No	
	No.	%	No.	%	No.	%
1. Have you talked or done anything in school that helped you find out more about yourself?	33	83	5	13	2	5
2. Have you talked or done anything in school that helped you find out more about workers?	36	90	1	3	3	8
3. Have you talked or done anything in school that helped you find out about the education or training that workers need?	37	93	1	3	2	5
4. Did your class walk to some place to see workers at their jobs in school or near school?	7	18	--	--	33	83
5. Did your class take a field trip in cars or on a school bus to see workers doing their jobs?	39	98	--	--	1	3
6. Have you gone on your own to see workers doing their jobs even when you weren't told to do so?	24	60	1	3	15	38
7. Did someone other than your teacher talk to your class about careers or jobs?	26	67	7	18	6	15
8. Did a worker show your class things he uses in his work?	28	72	4	10	7	18
9. Did a worker come to your classroom to show you how he does something in his work?	5	13	4	10	31	78
10. Did members of your class act like you were workers and do things that workers do?	29	73	6	15	5	13
11. Did members of your class make things in school that a real worker would make?	37	93	3	8	--	--
12. Did some members of your class talk about real work that they did with a worker?	19	48	9	23	12	30
13. Did some members of your class use math in a project like a real worker would use math?	30	77	4	10	5	13
14. Did members of your class use speaking and writing of correct English like a real worker would?	18	45	12	30	10	25
15. Did members of your class use science in a way that real workers would use science?	25	63	10	25	5	13
TOTAL	393	66	67	11	137	23

Table 27: AN ANALYSIS OF THE RESPONSES MADE BY ELEVENTH AND TWELFTH GRADE STUDENTS PARTICIPATING IN THE GOE CAREER EDUCATION PROGRAM ON A FEEDBACK QUESTIONNAIRE

Question	Yes		Not Sure		No	
	No.	%	No.	%	No.	%
1. Have you talked or done anything in school that helped you find out more about yourself?	12	57	5	24	4	19
2. Have you talked or done anything in school that helped you find out more about workers?	16	80	1	5	3	15
3. Have you talked or done anything in school that helped you find out about the education or training that workers need?	13	62	7	33	1	5
4. Did your class walk to some place to see workers at their jobs in school or near school?	4	19	1	5	16	76
5. Did your class take a field trip in cars or on a school bus to see workers doing their jobs?	3	14	3	14	15	71
6. Have you gone on your own to see workers doing their jobs even when you weren't told to do so?	11	52	2	10	8	38
7. Did someone other than your teacher talk to your class about careers or jobs?	10	48	1	5	10	48
8. Did a worker show your class things he uses in his work?	3	16	3	16	13	68
9. Did a worker come to your classroom to show you how he does something in his work?	2	10	2	10	16	80
10. Did members of your class act like you were workers and do things that workers do?	6	29	5	24	10	48
11. Did members of your class make things in school that a real worker would make?	5	24	4	19	12	57
12. Did some members of your class talk about real work that they did with a worker?	10	48	8	38	3	14
13. Did some members of your class use math in a project like a real worker would use math?	10	48	5	24	6	29
14. Did members of your class use speaking and writing of correct English like a real worker would?	4	19	9	43	8	38
15. Did members of your class use science in a way that real workers would use science?	3	14	10	48	8	38
TOTAL	112	36	66	21	133	43

The data in Table 26 show that 66 percent of all the tenth grade students had been involved in the career education activities identified in the questionnaire. In eight activity areas (items 1, 2, 3, 5, 8, 10, 11, and 13) over 70 percent of the students had participated in those activities.

Only 36 percent of the GCE students had been involved in all the career education activities identified in the questionnaire. Only one career education activity involved 70 percent or more of the GCE students. The limited participation of GCE students in career education activities identified on the questionnaire suggests that the class procedures focused on other kinds of activities.

#### D. Management Component

**Objective 1:** The school administration will increase the number and type of job preparation opportunities during the 1975-76 school year. It is expected that there will be 10 percent greater number and types of job preparation programs than was offered during the 1974-75 school year.

Management objective one was measured by comparing the number of job training fields offered in the Monticello School District during the 1975-76 school year with those offered in the district during the 1974-75 school year. The comparisons are shown in Table 28.

Table 28: A COMPARISON OF THE JOB TRAINING FIELDS OFFERED IN 1975-76 WITH THOSE OFFERED IN 1974-75

Job Training Field	Offered In	
	1974-75	1975-76
Bookkeeping	Yes	Yes
Child Development	Yes	Yes
Clothing	Yes	Yes
Consumer Education	Yes	Yes
Family Relation	Yes	Yes
Foods and Nutrition	Yes	Yes
General Record Keeping	Yes	Yes
Home Economics I	Yes	Yes
Home Economics II	Yes	Yes
Housing	Yes	Yes
Occupational Orientation	Yes	Yes
Office Practice	Yes	Yes

Continued

Table 28 Continued

Job Training Field	Offered In	
	1974-75	1975-76
Typing	Yes	Yes
Shorthand	Yes	Yes
World of Construction	Yes	Yes
World of Manufacturing	Yes	Yes
General Cooperative Education	Yes	Yes
Coordinated Career Education	Yes	Yes
Automobile Mechanics	Yes	Yes
Building Trades	Yes	Yes
Health Occupations	Yes	Yes
Metal Trades	Yes	Yes
Textiles	Yes	Yes
Welding	Yes	Yes
<b>TOTAL</b>	<b>24</b>	<b>24</b>

The data in the above table show that the job preparation programs offered during the 1975-76 school year were the same ones offered during the 1974-75 school year.

**Objective 2:** The school administration will demonstrate knowledge of the finances expended on the Career Education Project that came from Section 142(C) of Part D of public Law 90-576 as indicated by an expenditure report. It is expected that the report will contain data on money expended by components.

The table below shows the expenditure report for the project year. This information shows that the performance criteria of the objective was achieved.

Table 29: THE 1975-76 EXPENDITURES, BY COMPONENTS FOR  
THE CAREER EDUCATION PROGRAM

Budget Category	Elementary Component	Junior H. S. Component	Senior H. S. Component	Area Schools Component	Management Component	Total
Personnel	\$13,000.00	\$21,222.00	\$26,429.00	\$ -0-	\$20,488.00	\$ 81,139.00
Fixed Charges	2,021.50	3,300.00	4,109.71	-0-	2,595.65	12,026.86
Travel and Per Diem	577.00	-0-	1,941.14	-0-	2,183.66	4,701.88
Contracted Services	25.00	-0-	-0-	-0-	5,100.00	5,125.00
In-Service Training	-0-	-0-	-0-	3,000.00	-0-	3,000.00
Advisory Council Expenses	-0-	-0-	-0-	-0-	155.00	155.00
Administrative Council Expenses	-0-	-0-	-0-	-0-	216.00	216.00
Communication	-0-	-0-	-0-	-0-	2,400.00	2,400.00
Services, Duplicating, etc.	-0-	-0-	-0-	-0-	1,771.94	1,771.94
Production of Reports	-0-	-0-	-0-	-0-	583.06	583.06
Supplies and Materials	1,512.55	5,685.43	547.71	5,375.15	2,545.16	15,666.00
Equipment	-0-	-0-	-0-	1,979.00	-0-	1,979.00
TOTAL	\$17,136.13	\$30,207.43	\$33,027.56	\$10,354.15	\$38,038.47	\$128,763.74

**Objective 3:** The teachers involved in the Career Education Program will increase their knowledge of career education as indicated by in-service training tests. It is expected that a statistically significant gain at the .05 level will be achieved,

Personnel from the University of Arkansas conducted the in-service training program for teachers involved in the Career Education Program. Eight training sessions were held over a period of eight weeks. The topics covered in training are the following:

Self-Awareness	Decision Making
Educational Awareness	Beginning Competency
Career Awareness	Employability Skills
Economic Awareness	Appreciations and Attitudes

A 32-item test was used to measure the extent that participants increased their knowledge of career education. The test was administered as a pretest prior to the beginning of the training and again as a post test at the end of the training. The results are shown in Table 30.

**Table 30: A COMPARISON OF THE PRETEST AND POST TEST SCORES OF TEACHERS IN THE CAREER EDUCATION WORKSHOP ON A KNOWLEDGE TEST**

No.	Pretest		No.	Post Test		Gain in Means	(r)	"t"
	Mean	S.D.		Mean	S.D.			
18	27.11	2.30	18	30.11	2.30	3	.40	4.91*

\*Significant at .001 level of confidence

The data in Table 30 shows that participants in the training made a significant gain in career education knowledge. The objective was achieved as the expectancy level in the objective was attained.

**Objective 4:** The resource speakers and hosts of field trips will respond positively to the Career Education Program as indicated by their response on a feedback questionnaire. It is expected that 70 percent of the responses will be positive.



To measure the extent that this objective was achieved, a feedback questionnaire was given to community persons who had been involved in the program. The questionnaire contained nine questions and the respondents indicated a positive, negative, or uncertain answer to the questions. The questionnaire was given in May 1976. The results are shown in Table 31.

Table 31: AN ANALYSIS OF THE RESPONSES OF THE COMMUNITY PEOPLE ON A FEEDBACK QUESTIONNAIRE

Question	Yes		Not Sure		No	
	No.	%	No.	%	No.	%
1. Are you familiar with career education?	20	100	--	--	--	--
2. Have you been contacted by personnel from the project?	21	100	--	--	--	--
3. Do you feel that career education should be provided by the schools in Monticello and Drew Counties?	21	100	--	--	--	--
4. Are students more interested in and aware of occupations of people in the community?	16	76	5	24	--	--
5. Is business and industry more involved in school activities because of career education?	19	90	2	10	--	--
6. Do students seem to be more interested in school since career education was started?	8	40	12	60	--	--
7. Is the general attitude toward career education favorable?	21	100	--	--	--	--
8. Should career education be continued?	21	100	--	--	--	--
9. Would you like to be involved with students in career education activities?	20	95	1	5	--	--
TOTAL	168	89	20	11	--	--

The results in Table 31 show that 89 percent of the responses on the questionnaire were positive. Every respondent felt that the career education program should be continued. A high percentage of respondents were not sure that students were more interested in school since the Career Education Program started. This was probably due to the fact that the respondents did not have available such information to them.

## VI. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

### A. Summary of Findings

Tables 32 through 35 summarize the results of the evaluation by components. Information is presented for each objective and include the measuring instrument, expected performance level, target population, results, and whether the objective was achieved.

Table 32: SUMMARY OF EVALUATION RESULTS FOR THE  
ELEMENTARY COMPONENT

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
1	Coopersmith Self-Esteem	Significant gain at .05 level in self-esteem	Students in grade 3 Students in grade 6	t = 8.99	X	
				t = 7.40	X	
2	Career Education Questionnaire	Significant gain at .05 level in career knowledge	Students in grade 3 Students in grade 6	t = 7.22	X	
				t = 20.17	X	
3	Values Test	Significant gain at .05 level in work values	Students in grade 3 Students in grade 6	t = 13.36	X	
				t = 5.91	X	
4	Feedback Questionnaire	70 percent positive response	Students in grade 3 Students in grade 6	91 percent	X	
				87 percent	X	

Table 33: SUMMARY OF EVALUATION RESULTS FOR THE JUNIOR HIGH SCHOOL COMPONENT

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
1	Assessment of Career Development Item 37	Significant gain at .05 level on positive attitude toward self	Students in grade 8 Students in grade 9	$\chi^2=2.35$ $\chi^2=4.94$		X X
	Assessment of Career Development Item 38	Significant gain at .05 level on attitude toward their job future	Students in grade 8 Students in grade 9	$\chi^2=3.77$ $\chi^2=1.52$		X X
2	Assessment of Career Development Occupational Characteristics subtest	Significant gain at .05 level in knowledge of job duties, & working conditions	Students in grade 8 Students in grade 9	$t=1.59$ $t=.44$		X X
	ACD, Occupational Preparation subtest	Significant gain at .05 level in knowledge of training associated with jobs	Students in grade 8 Students in grade 9	$t=.83$ $t=1.04$		X X
	ACD, Exploratory Occupational Experiences subtest	Significant gain at .05 level in exploratory & career planning experiences	Students in grade 8 Students in grade 9	$t=2.14$ $t=.58$	X	X
	ACD, Career Planning Knowledge subtest	Significant gain at .05 level in knowledge of information & career planning	Students in grade 8 Students in grade 9	$t=2.69$ $t=-.81$	X	X

Continued

Table 33 Continued

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
3	ACD, Exploratory Occupational Experiences subtest	Significant gain at .05 level in exploratory & related career experiences	Students in grade 8 Students in grade 9	t=2.14 t=.58	X	X
	ACD, Career Planning Knowledge subtest	Significant gain at .05 level in knowledge of information & career planning	Students in grade 8 Students in grade 9	t=2.69 t=-.81	X	X
	ACD, Career Planning Involvement subtest	Significant gain at .05 level in career planning experiences	Students in grade 8 Students in grade 9	t=4.03 t=1.65	X	X
4	Criterion Referenced Knowledge Test	Significant gain at .05 level in knowledge of construction processes	Students in grade 9	t=5.14	X	X
5	Feedback Questionnaire	70 percent positive response	Students in grade 8	58 percent on all activities but 70 % or higher on 6 activities	X	X
			Students in grade 9	60 percent on all activities but 70 % or higher on 5 activities	X	X

Table 34: SUMMARY OF EVALUATION RESULTS FOR THE SENIOR HIGH SCHOOL COMPONENT

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
1	New Mexico Career Development Test	Significant gain at .05 level in students' knowledge and appreciation of what is required to hold & advance in a job	11th grade students in GCE program	t=.25		X
			12th grade students in GCE program	t=.12		X
2	New Mexico Attitude Toward Work Test	Significant gain at .05 level in students' attitudes toward work	11th grade students in GCE program	t=.38		X
			12th grade students in GCE program	t=.66		X
3	New Mexico Job Application Procedures Test	Significant gain at .05 level in knowledge of job application procedures	11th grade students in GCE program	t=.08		X
			12th grade students in GCE program	t=1.51		X
4	Criterion Referenced Knowledge Test	Significant gain at .05 level in knowledge of manufacturing processes	Students in grade 10 course	t=21.02	X	
5	Placement Records	90 percent of seniors placed in appropriate referrals	12th grade students	98.5 percent referred for placement	X	

(Continued)

Table 34 Continued

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
6	Feedback Questionnaire	70 percent positive response	10th grade students in WOM course	66 percent on all activities but 70 % or higher on 8 activities	X	
			11th & 12th grade students in GCE program	36 percent on all activities & one activity with 70 percent or higher		X

Table 35: SUMMARY OF EVALUATION RESULTS FOR THE MANAGEMENT COMPONENT

Objective	Measuring Instrument	Expected Performance Level	Target Population	Results	Objective Achieved	
					Yes	No
1	Curriculum Offerings	10 percent greater job preparation programs	N/A	The same number of job preparation programs were offered in 1975-76 as in 1974-75		X
2	Expenditure Report	Amount of money spent by components	N/A	Report available on expenditure by components	X	
3	In-Service Training Test	Significant gain at .05 level on knowledge of career education	Teachers participating in training	t=4.91	X	
4	Feedback Questionnaire	70 percent positive response	Resource speakers & hosts of field trips	89 percent positive response	X	

## B. Conclusions

The evaluation findings suggest the following conclusions.

1. Elementary students in the career education program significantly increased their awareness of and knowledge about work as indicated, by their scores on the Career Education Questionnaire.
2. Selected groups of elementary students significantly increased their self-awareness and work values as measured by a values test and a self-concept measure.
3. The elementary students responded very positively to the career education activities provided to them.
4. Career education activities at the eighth and ninth grade levels had little effect on improving the students' attitude toward self or their attitude toward their job future.
5. The eighth and ninth grade students in the junior high school showed little increase in their awareness of and knowledge about work as measured by selected subtests on the Assessment of Career Development. An exception is noted with eighth grade students showing a significant increase in career planning knowledge and in exploratory and career planning experiences.
6. Ninth grade students demonstrate no increase in their career decision making skills, but eighth grade students made a significant increase in their career decision making skills as measured by selected subtests of the Assessment of Career Development.
7. The ninth grade students significantly increased their knowledge of construction processes as measured by a criterion referenced test.
8. In the junior high school component, the program activities seemed to be more effective with the eighth grade students as the ninth grade students did not achieve any of the objectives except in job preparation skills.
9. The eighth and ninth grade students indicated they had participated in a number of career education activities.
10. The program activities at the senior high school level had little effect on the career development of the twelfth grade students as no significant increase was noted in their (a) knowledge of requirements to obtain and hold a job, (b) knowledge about job application procedures, (c) attitude toward work.



11. The students in the tenth grade World of Manufacturing course made a significant increase in their knowledge of manufacturing processes.
12. Over 98 percent of the seniors were given educational or placement referrals consistent with career plans.
13. The management activities were successful as the objectives concerning in-service training, positive response from resource and field trip host personnel, and knowledge of costs by components were all achieved.

### C. Recommendations

The following recommendations are made from the evaluation findings and the conclusions:

1. The career education activities in the elementary component should be continued, as they seemed to be very effective.
2. The eighth grade orientation program appears to be making the desired impact in helping students develop career decision making skills but needs to be strengthened or supplemented in helping students gain a better understanding of careers and training associated with careers.
3. The World of Construction course taught at the ninth grade level is effective and should be continued.
4. It is recommended that consideration be given to the development of pilot career education activities at the senior high school level and evaluation be limited to those treatment groups. An example of a pilot project would be a 6-9 week mathematics unit developed to increase math competency but taught by using related career concepts and knowledge. Evaluation might assess changes in students' achievement in math, knowledge of careers, and changes in students' attitude toward math.
5. The placement program and the World of Manufacturing course at the senior high school is effective and should be continued.
6. It is recommended that in-service training activities be continued and should primarily be conducted for those individuals conducting actual career education program activities.
7. The Montello School District has a potential for developing a model career education program, and the administrators should be encouraged to continue the development of the program. Special emphasis should be given to the continued development of career awareness, career exploratory, and career preparation programs at the secondary level for all students.



APPENDIX

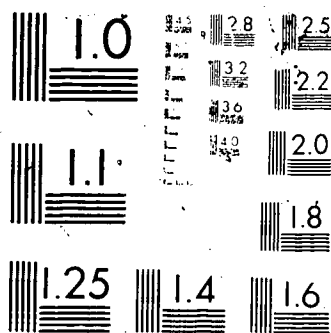
Evaluation Design Summary Charts

**ELEMENTARY COMPONENT  
EVALUATION DESIGN SUMMARY CHART**

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The 3rd and 6th grade students participating in the Career Education Program will increase their self-awareness as measured by the Coopersmith Self-Esteem Inventory. It is expected that a statistically significant gain at the .05 level will be achieved.	Coopersmith Self-Esteem	Already Available	Data in attitudes towards self	All 3rd & 6th grade students	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	Elementary Curriculum Coordinator
2. The 3rd and 6th grade students participating in the Career Education Program will increase their awareness of and knowledge about work as measured by the Career Education Questionnaire. It is expected that a statistically significant gain at the .05 level will be achieved.	CEQ - Grades K - 3	Already Available	Knowledge of work conditions in various types of jobs	All 3rd & 6th grade students	<u>Pretest</u> Oct. 1975 <u>Post Test</u> May 1976	Elementary Curriculum Coordinator
	CEQ - Grades 4 - 6	Already Available	Knowledge of work conditions in various types of jobs	All 3rd & 6th grade students	<u>Pretest</u> Oct. 1975 <u>Post Test</u> May 1976	Elementary Curriculum Coordinator
3. The 3rd and 6th grade students participating in the Career Education Program will increase their recognition of the basis of various work values as measured by a Values test. It is expected that a statistically significant gain at the .05 level will be achieved.	The Valuing Approach to Career Education Test	Already Available	Data in various interests and values	All 3rd & 6th grade students	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	Elementary Curriculum Coordinator

**ELEMENTARY COMPONENT  
EVALUATION DESIGN SUMMARY CHART**

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. The 3rd and 6th grade students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score of the group will be 70 percent of the possible score.	Feedback Questionnaire	April 1, 1976	Data on various career education activities in the classroom	All 3rd and 6th grade students	May 1976	Teacher



MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

JUNIOR HIGH SCHOOL COMPONENT  
EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The 8th and 9th grade students participating in the Career Education Program will increase their self-awareness as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.	The Assessment of Career Development	Already Available	Career planning knowledge, items 37 and 38 of Unit IV	Sample of 8th grade students	<u>Pretest</u> Jan. 1976  <u>Post Test</u> May 1976	Counselors
				Sample of 9th grade students	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	
2. The 8th and 9th grade students participating in the Career Education Program will increase their awareness of and knowledge about work as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.	Assessment of Career Development	Already Available	Subscales 1, 2, 3, and 4 on occupational characteristics, occupational preparation, exploratory occupational experiences, and career planning knowledge	Sample of 8th grade students	<u>Pretest</u> Jan. 1976  <u>Post Test</u> May 1976	Counselors
				Sample of 9th grade students	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	

**JUNIOR HIGH SCHOOL COMPONENT  
EVALUATION DESIGN SUMMARY CHART**

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The 8th and 9th grade students participating in the Career Education Program will increase their competency in career decision making skills as measured by the Assessment of Career Development. It is expected that a statistically significant gain at the .05 level will be achieved.	Assessment of Career Development	Already Available	Subscores 3, 4, and 5 on career planning involvement, and exploratory occupational experiences	Sample of 8th grade students  Sample of 9th grade students	<u>Pretest</u> Jan. 1976  <u>Post Test</u> May 1976  <u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	Counselors
4. The 9th grade students in the World of Construction course will increase their knowledge of construction processes as measured by publishers' test. It is expected that a statistically significant gain at the .05 level will be achieved.	Publisher test	Already Available	Various processes involved in construction	9th grade students in the WOC class	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	Teacher
5. The 8th and 9th grade students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score for the group will be 70 percent of the possible score.	Feedback Questionnaire	April 1, 1976	Data on various career education activities in the classroom	A sample of 8th and 9th grade students	May 1976	Teachers

**SENIOR HIGH SCHOOL COMPONENT  
EVALUATION DESIGN SUMMARY CHART**

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The 11th and 12th grade GCE students participating in the Career Education Program will improve their awareness of and knowledge about work as measured by the New Mexico Career Development Test. It is expected that a statistically significant gain at the .05 level will be achieved.	New Mexico Career Development Test	Already Available	Knowledge of work conditions in various types of jobs	All 11th & 12th grade GCE students	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	Counselor
2. The 11th and 12th grade GCE students participating in the Career Education Program will improve their work habits as measured by the New Mexico Attitude Toward Work Test. It is expected that a statistically significant gain at the .05 level will be achieved.	New Mexico Attitude Toward Work Test	Already Available	Data on work habits	All 11th and 12th grade GCE students	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	Counselor
3. The 11th and 12th grade GCE students participating in the Career Education Program will improve their work seeking and work getting skills as measured by the New Mexico Job Application Procedure. It is expected that a statistically significant gain at the .05 level will be achieved.	New Mexico Job Application Procedures Test	Already Available	Data on work seeking and work getting skills	All 11th and 12th grade GCE students	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	Counselor

**SENIOR HIGH SCHOOL COMPONENT  
EVALUATION DESIGN SUMMARY CHART**

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. The 10th grade students in the World of Manufacturing course will increase their knowledge of manufacturing processes as measured by publishers test. It is expected that a statistically significant gain at the .05 level will be achieved.	Publisher Tests	Already Available	Various processes involved in manufacturing	10th grade students in the WOM class	<u>Pretest</u> Oct. 1975  <u>Post Test</u> May 1976	Teacher
5. Students in the 12th grade will be referred for further education or for jobs that are consistent with their career choice as indicated by project records. It is expected that the placement records will show that at least 90 percent of the students will have received jobs or educational referrals and that counselor will verify that referrals are consistent with the student's career choice.	Placement Records	Forms already completed	Record of student's referral and statement by counselor of appropriateness of referral	12th grade students	Through-out year	Counselor
6. The 11th and 12th grade GCE students participating in the Career Education Program will report that career education activities make school classrooms an interesting place to be as measured by a feedback questionnaire. It is expected that the mean score for the group will be 70 percent of the possible score.	Feedback Questionnaire	April 1, 1976	Data on various career education activities in the classroom	All 11th and 12th GCE students	May 1976	Teachers



**MANAGEMENT COMPONENT  
EVALUATION DESIGN SUMMARY CHART**

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The school administration will increase the number and type of job preparation opportunities during the 1975-76 school year. It is expected that there will be 10 percent greater number and types of job preparation programs than was offered during the 1974-75 school year.	Summary report on available job preparation programs	Outline for report already available	-Name of course or program -Type of program -Year Available	N/A	May 1976	Project Director
2. The school administration will demonstrate knowledge of the finances expended on the Career Education Project that came from Section 142(c) of Part D of public Law 90-576 as indicated by an expenditure report. It is expected that the report will contain data on money expended by components.	Expenditure Report	Form is already available	Budget category and amount spent by K-3, 4-6, 7-9, and 10-12	N/A	June 30, 1976	Project Director
3. The teachers involved in the Career Education Program will increase their knowledge of career education as indicated by in-service training tests. It is expected that a statistically significant gain at the .05 level will be achieved.	In-Service Training Test	Already Available	Knowledge of career education concepts and techniques	All teachers in the program	Pretest Oct. 1975 Post Test April 1976	In-Service Trainer

**MANAGEMENT COMPONENT  
EVALUATION DESIGN SUMMARY CHART**

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
4. The resource speakers and hosts of field trips will respond positively to the Career Education Program as indicated by their response on a feedback questionnaire. It is expected that 70 percent of the responses will be positive.	Feedback Questionnaire	Already Available	Attitude toward career education	All resource speakers  Field trip hosts	May 1976	Project Director

SECTION FOUR

**FOLLOW-UP STUDY IN VOCATIONAL GUIDANCE**

Conducted by:  
Jim Allen, Vocational Counselor  
As a part of:  
An Exemplary Career Education  
Project for Southeast Arkansas

Project No. 502 V65 0019  
Contract No. OEG-O-73-5307

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

Fred T. Robinson, III, Director of Career Education  
Monticello School District Number 18  
P.O. Box 517  
Monticello, Arkansas 71655

May 21, 1976

A follow-up study of the 1973-74 seniors of Monticello High School and 1974-75 seniors of Monticello, Drew Central, Tillar and Wilmar was run this year as part of the guidance component of the Drew County Career Education project. This was part of a two year study that will be used to determine the activities of our seniors for the two year period following their leaving school. This information can be very useful to the total school staff in that it may be used as one basis for evaluation, and possible revision or enlargement, of the educational program in the light of the school leavers' experiences.

### Procedure

At the end of the 1973-74 and 1974-75 school years information was obtained from seniors that would enable the project staff to make contact with the students during the period of the two-year study. This information included present address and phone number of the student, address and phone number of a contact person who would always know where the student could be located, and the students current plans. The students were informed at this time that a follow-up study would be run and were encouraged to return the form with the needed information.

During the second semester of the 1975-76 school year a follow-up questionnaire was sent to the students at the addresses they had given along with a cover letter that again explained the follow-up program. Of the questionnaires that were sent out 34% were returned by the 1973-74 Monticello seniors, 39% by the 1974-75 Monticello seniors, 31% by the 1974-75 Drew Central seniors, 30% by the 1974-75 Tillar seniors and 29% by the 1974-75 Wilmar seniors for a total of 35% returned. The information on the remainder of the students was obtained by phone conversations with the former students or the contact persons they designated or by interviews with other members of the school staff or students who had certain knowledge of the activities of last year's seniors.

### Analysis

The results of this study are broken down into eight major categories (1) College (2) Vocational-technical school (3) Business school (4) Military (5) Employed (6) Married-house-wife (7) Unemployed (8) Unable to locate. Each student was ranked in only one category even though some could have been placed in more than one. For instance, a student who was attending college and also was employed part-time was placed in the college category.

An explanation of the eight categories is given below.

#### 1. College

The study indicated that 44 of the 114 1973-74 Monticello seniors surveyed were enrolled in a college or university. This number represents 39% of the total senior class. Of these 44 students 32 were enrolled at the University of Arkansas at Monticello representing 28%, 8 representing 7% were enrolled at other in-state institutions and 4 representing 4% were enrolled in out-of-state institutions.

Of the 135 1974-75 Monticello seniors surveyed 60 were enrolled in a college or university. This number represents 44% of the total senior class. Of these 60 students 45 were enrolled at the University of Arkansas at Monticello representing 33%, 13 representing 10% were enrolled at other in-state institutions and 2 representing 1% were enrolled in out-of-state institutions.

Of the 42 1974-75 Drew Central seniors surveyed 17 were enrolled in a college or university. This number represents 41% of the total senior class. Of these 17 students 13 were enrolled at the University of Arkansas at Monticello representing 31%, 4 representing 10% were enrolled at other in-state institutions and 0 representing 0% were enrolled in out-of-state institutions.

Of the 20 1974-75 Tillar seniors surveyed 6 were enrolled in a college or university. This number represents 30% of the total senior class. Of these 6 students all were enrolled at the University of Arkansas at Monticello.

Of the 28 1974-75 Wilmar seniors surveyed 6 were enrolled in a college or university. This number represents 21% of the total senior class. Of these 6 students 3 were enrolled at the University of Arkansas at Monticello representing 11%, 3 representing 11% were enrolled at other in-state institutions and 0 representing 0% were enrolled in out-of-state institutions.

## 2. Vocational-technical School

The study indicated that 1 of the 114 1973-74 Monticello students surveyed was enrolled in a vocational-technical school. All of these students are enrolled in schools within the state. This number represents 1% of the total senior class.

Of the 135 1974-75 Monticello seniors surveyed 2 were enrolled in a vocational-technical school within the state. This number represents 1% of the total senior class.

Of the 42 1974-75 Drew Central seniors surveyed 0 were enrolled in a vocational-technical school within the state. This number represents 0% of the total senior class.

Of the 20 1974-75 Tillar seniors surveyed 1 was enrolled in a vocational-technical school within the state. This number represents 5% of the total senior class.

Of the 28 1974-75 Wilmar seniors surveyed 3 were enrolled in a vocational-technical school within the state. This number represents 11% of the total senior class.

## 3. Business School

The study indicated that 0 of the 114 1973-74 Monticello students were enrolled in a business school within the state. This represents 0% of the total senior class.

Of the 135 1974-75 Monticello seniors surveyed 0 were enrolled in a business school within the state. This represents 0% of the total senior class.

Of the 42 1974-75 Drew Central seniors surveyed 0 were enrolled in a business school within the state. This represents 0% of the total senior class.

Of the 20 1974-75 Tillar seniors surveyed 0 were enrolled in a business school within the state. This represents 0% of the total senior class.

Of the 28 1974-75 Wilmar seniors surveyed 2 were enrolled in a business school within the state. This represents 7% of the total senior class.

#### 4. Military

The study indicated that 6 of the 114 1973-74 Monticello students were serving in the United States military service. This number represents 5% of the total senior class.

Of the 135 1974-75 Monticello seniors surveyed 4 were serving in the United States military service. This number represents 3% of the total senior class.

Of the 42 1974-75 Drew Central seniors surveyed 1 was serving in the United States military service. This number represents 2% of the total senior class.

Of the 20 1974-75 Tillar seniors surveyed 0 were serving in the United States military service. This number represents 0% of the total senior class.

Of the 28 1974-75 Wilmar seniors surveyed 3 were serving in the United States military service. This number represents 11% of the total senior class.

#### 5. Employed

The study indicated that 46 of the 114 1973-74 Monticello students were employed on either a full-time or part-time basis. This number represents 40% of the total senior class. This number excludes those students who are employed in part-time jobs while enrolled in an educational institution.

Of these 46 students, 41 representing 36% of the total senior class are employed within Drew County, 2 representing 2% are employed in other areas of the state, and 3 representing 3% are employed out-of-state.

Of the 135 1974-75 Monticello seniors surveyed 50 were employed on either a full-time or part-time basis. This number represents 37% of the total senior class. This number excludes those students who are employed in part-time jobs while enrolled in an educational institution.

Of these 50 students, 43 representing 32% of the total senior class are employed within Drew County, 3 representing 2% are employed in other areas of the state, and 4 representing 3% are employed out-of-state.

Of the 42 1974-75 Drew Central seniors surveyed 13 were employed on either a full-time or part-time basis. This number represents 31% of the total senior class.

This number excludes those students who are employed in part-time jobs while enrolled in an educational institution. All 13 of these students are employed within Drew County.

Of the 20 1974-75 Tillar seniors surveyed 3 were employed on either a full-time or part-time basis. This number represents 15% of the total senior class. This number excludes those students who are employed in part-time jobs while enrolled in an educational institution.

Of these 3 students, 2 representing 10% of the total senior class are employed within Drew County, 0 representing 0% are employed in other areas of the state, and 1 representing 5% was employed out-of-state.

Of the 28 1974-75 Wilmar seniors surveyed 9 were employed on either a full-time or part-time basis. This number represents 32% of the total senior class. This number excludes those students who are employed in part-time jobs while enrolled in an educational institution.

Of these 9 students, 8 representing 29% of the total senior class are employed within Drew County, 0 representing 0% are employed in other areas of the state, and 1 representing 3% was employed out-of-state.

#### 6. Married-Housewife

The study indicated that 8 of the 58 1973-74 Monticello female students were married and listed housewife as their primary occupation. This number represents 7% of the total senior class.

Of the 135 1974-75 Monticello seniors surveyed 11 of the 67 female students were married and listed housewife as their primary occupation. This number represents 8% of the total senior class.

Of the 42 1974-75 Drew Central seniors surveyed 1 of the 25 female students was married and listed housewife as their primary occupation. This number represents 2% of the total senior class.

Of the 20 1974-75 Tillar seniors surveyed 0 of the 12 female students were married and listed housewife as their primary occupation. This number represents 0% of the total senior class.

Of the 28 1974-75 Wilmar seniors surveyed 1 of the 19 female students was married and listed housewife as their primary occupation. This number represents 1% of the total senior class.

#### 7. Unemployed

The study indicated that 6 of the 114 1973-74 Monticello students were unemployed and were not enrolled in any educational or training program. This number represents 5% of the total senior class.



Of the 135 1974-75 Monticello seniors surveyed 6 were unemployed and were not enrolled in any educational or training program. This number represents 5% of the total senior class.

Of the 42 1974-75 Drew Central seniors surveyed 2 were unemployed and were not enrolled in any educational or training program. This number represents 5% of the total senior class.

Of the 20 1974-75 Tillar seniors surveyed 2 were unemployed and were not enrolled in any educational or training program. This number represents 10% of the total senior class.

Of the 28 1974-75 Wilmar seniors surveyed 4 were unemployed and were not enrolled in any educational or training program. This number represents 15% of the total senior class.

#### 8. Not Located

The study indicated that it was not possible to determine the current activities of 3 of the 114 1973-74 Monticello students. This represents 3% of the total senior class.

Of the 135 1974-75 Monticello seniors surveyed it was not possible to determine the current activities of 2 of the students. This represents 1% of the total senior class.

Of the 42 1974-75 Drew Central seniors surveyed it was not possible to determine the current activities of 8 of the students. This represents 19% of the total senior class.

Of the 20 1974-75 Tillar seniors surveyed it was not possible to determine the current activities of 8 of the students. This represents 40% of the total senior class.

Of the 28 1974-75 Wilmar seniors surveyed it was not possible to determine the current activities of 0 of the students. This represents 0% of the total senior class.

#### Future Plans

Plans have been made to follow up each senior class for a period of two years. Information has already been gathered in preparation for a follow-up study of the 1975-76 senior classes.

**1973-74 Senior Class  
Monticello High School**

	Number	Percentage	Male	Female
College	44	39	21	23
University of Arkansas at Monticello	32	28	12	20
Other (In-state)	8	7	6	2
Other (Out-of-state)	4	4	3	1
Vocational Technical School	1	1	1	0
Business School	0	0	0	0
Military Service	6	5	6	0
Employed	46	40	26	20
Drew County	41	36	25	16
Other (In-state)	2	2	0	2
Other (Out-of-state)	3	3	1	2
Married (Housewife)	8	7	0	8
Unemployed	6	5	2	4
Not Located	3	3	0	3
Total	114		56	58

**1974-75 Senior Class  
Monticello High School**

	Number	Percentage	Male	Female
College	60	44	31	29
University of Arkansas at Monticello	45	33	23	22
Other (In-state)	13	10	7	6
Other (Out-of-state)	2	1	1	1
Vocational Technical School	2	1	1	1
Business School	0		0	0
Military Service	4	3	4	0
Employed	50	37	30	20
Drew County	43	32	26	17
Other (In-state)	3	2	1	2
Other (Out-of-state)	4	3	3	1
Married (Housewife)	11	8	0	11
Unemployed	6	5	2	4
Not Located	2	1	0	2
Total	135		68	67

1974-75 Senior Class  
Drew Central High School

	Number	Percentage	Male	Female
College	17	41	5	12
University of Arkansas at Monticello	13	31	3	10
Other (In-state)	4	10	2	2
Other (Out-of-state)	0		0	0
Vocational Technical School	0		0	0
Business School	0		0	0
Military Service	1	2	0	1
Employed	13	31	7	6
Drew County	13	31	7	6
Other (In-state)	0		0	0
Other (Out-of-state)	0		0	0
Married (Housewife)	1	2	0	1
Unemployed	2	5	1	1
Not located	8	19	4	4
Total	42		17	25

1974-75 Senior Class  
Tillar High School

	Number	Percentage	Male	Female
College	6	30	0	6
University of Arkansas at Monticello	6	30	0	6
Other (In-state)	0	0	0	0
Other (Out-of-state)	0	0	0	0
Vocational Technical School	1	5	0	1
Business School	0	0	0	0
Military Service	0	0	0	0
Employed	3	15	2	1
Drew County	2	10	1	1
Other (In-state)	0	0	0	0
Other (Out-of-state)	1	5	1	0
Married (Housewife)	0	0		0
Unemployed	2	10	1	1
Not Located	8	40	5	3
Total	20		8	12

1974-75 Senior Class  
Wilmar High School

	Number	Percentage	Male	Female
College	6	21	1	5
University of Arkansas at Monticello	3	11	0	3
Other (In-state)	3	11	1	2
Other (Out-of-state)	0		0	0
Vocational Technical School	3	11	3	0
Business School	2	7	0	2
Military Service	3	11	2	1
Employed	9	32	3	6
Drew County	8	29	2	6
Other (In-state)	0		0	0
Other (Out-of-state)	1	3	1	0
Married (Housewife)	1	3	0	1
Unemployed	4	15	0	4
Not Located	0	0	0	0
Total	28		9	19