

FILMS: North Dakota State University Film Library, Fargo,
North Dakota

"Applying for A Job"

"Your Job; Fitting IN"

"Your Job; Finding the Right One"

Your Job; Good Work Habits"

"Your Job; You and Your Boss"

Values; Understanding Ourselves"

"Toward Emotional Maturity"

"Case History of A Dropout"

"When I'm Old Enough - Goodbye"

TABELS I, II, III, IV, V

WECEP STUDENT DATA AND EVALUATIONS

BEN FRANKLIN JUNIOR HIGH WE/CEP EVALUATION

The statistical results for the 1975-76 evaluation period are as follows:

Note: All statistical information can be found on Tables I, II, III, IV, and V.

1. The total number of days absent for the participating students was 419½ days during the year prior to their being in WECEP, an average of 23.3 days per student. (It should be noted that this total and average is not complete because some records were not available for the statistics.)

This same group of students was absent a total of 304 days; an average was 16 days per student. This constitutes a 28% decrease in student absences.

71% of students (that had records) improved attendance over 74/75 records with a 28% decrease in 75/76 absences.

It should be noted that in column labeled "Days Absent - 8th grade" the total of 419.5 days is not complete. This information would make the percentage of decrease (28% now) a larger figure:

- 2 students have no record for 8th grade
- 1 student had incomplete records because of school in different parts of the country (8 weeks or more)

Refer to Table I.

2. The total number of days tardy to this date are not applicable for accurate evaluation because of inconsistency in the recording procedures.

It was not predetermined whether just a tardy for the first class should be the kept record, or if tardy for any or all classes should be the recording requirement.

In some cases the tardies were for reasons beyond the students' control; for example, when coming back to school for a last class after work was completed. Sometimes the student would work a few minutes later or sometimes the ride back to school would be late for one reason or another.

Sometimes the teachers would let the students into a class without a tardy pass, while other times tardy slips were requested. Different teachers had different requirements.

3. Combined referrals to the principal and assistant principal for the 1974-75 school year for this group of students were 116 or an average of 7.7 referrals per student.

The 1975-76 records show a combined total of 27, or an average of 1.4 referrals per student.

93% of the students have a decrease in their referrals.

The total decrease in referrals is 77%.

Refer to Table I.

4. The total official days of suspension from the school building for 1974-75 was 12 days with an average of .86 days per student.

This school year of 1975-76 had the grand total of 7 days official suspension, making an average of .36 days per student.

This is a 42% decrease in suspended days.

Refer to Table I.

5. On a grade scale ranging from 4 to 0 (4 = A, 3 = B, 2 = C, 1 = D, 0 = E, S = Satisfactory, P = Pass on condition).

In 1974-75 the participating students totaled 17.15 and averaged a .95 G.P.A. This was their 8th grade record.

During the 1975-76 school year their grades improved to a 21.84 total and a 1.32 G.P.A. average for the group.

This is a 39% increase in G.P.A. for the group.

Refer to Table II.

Refer to Table III for the individual grades and what classes were taken during 8th and 9th grades.

G.P.A.'s, which are not a direct or actual goal of the program, have increased compared to 74/75.

78% of the students have maintained the same G.P.A. or have increased their G.P.A. over grade 8 G.P.A.

11% students same G.P.A.

28% students increased grades .0 to .5 grade points

11% students increased G.P.A. .5 to 1.0 grade points

22% students increased G.P.A. 1.0 to 1.5 grade points

6% students increased G.P.A. 1.5 to 2.0 grade points

The 22% that decreased, 4 students out of 18:

11% decreased by .0 to .5 grade points

11% decreased by .5 to 1.0 grade points

6. The employers' evaluations are listed as letter grades on Table II. Their total average for the 1975-76 school year is 2.4 or a C+.

Refer to Table II.

- Note:
- a. It must be taken into consideration that some of the WECEP students were out of the building and on the job as much as one-half of the school day. The totals on the preceding evaluation items #1, 3, and 4 for the 1975-76 first semester would undoubtedly be affected by this factor.
 - b. Students in this program had a high visibility among the teachers. The staff was encouraged to refer their misbehavior to the WECEP coordinator and to the assistant principal's office.
 - c. Since the program was in its infant stages, students were gradually added to the program as a need was obvious. Their school situation was breaking down. The data reflects their performance for the entire year (1975-76) and not just for the period of time they were with the WECEP program.

The date entering the program and departing from the program may vary with the student.

Refer to Table I.

7. The WECEP students rated their attitudes about the program as shown on Table III. The rating is on a five point scale, (5 = great amount, 4 = considerable amount, 3 = some, 2 = almost not at all, 1 = not at all) of positive reaction.

The total average was 4.3 at the end of the first semester of participation. The comments written by the students are also listed. Refer to Table IV.
8. The WECEP students' parents rated their attitudes about the program as shown on Table V on a scale of five points as in #7. The total average was 4.1 at the end of the first semester.
9. The comments written by the parents are contained in Appendix C.
10. For faculty evaluation, letters of observation and opinion were written "to whom it may concern" by the principal, vice principal and counselors and are contained in Appendix C.

TABLE I

#	Date Entered	Date Completed	DAYS ABSENT						REFERRALS		DAYS SUSPENDED	
			8th total	Ninth Grade				9th total	8th	9th	8th	9th
1	9/2	6/4	56	8	7	6	7	28	25	1	2	0
2	9/2	6/4	18	3	3	6	3	15	18	3	4	0
3	9/2	2/2	40 NC	9	11	3	-	23	15	3	1	0
4	9/2	6/4	4	0	1	1	2	4	12	0	0	1
5	9/2	6/4	26	0	0	0	0	0	10	2	0	0
6	9/2	6/4	32	5	5	5	3	18	5	1	1	0
7	9/7	11/4 M	NR	0	-	-	-	-	NR	0	NR	0
8	9/10	3/29 HB	66	11	17	18	-	46	3 NC	2	NR	0
9	10/2	6/4	11	1	3	1	0	5	5	0	0	0
10	10/2	6/4	14	0	0	1	1	2	NR	0	NR	1
11	10/13	12/4 M	NR	4	2	-	-	6	NR	0	NR	0
12	10/27	6/4	41	18	5	14	7	44	4	2	1	0
13	10/23	6/4	2	0	0	1	1	2	4	0	2	0
14	11/19	6/4	20	5	4	1	5	15	1	3	0	0
15	1/23	6/4	26	6	4	5	3	18	NR	1	NR	0
16	11/7	6/4	1	2	0	5	0	7	6	1	0	0
17	1/23	8/4	31	6	8	2	3	19	0	2	0	0
18	11/7	6/4	16	3	4	10	5	22	6	5	1	5
19	1/23	6/4	27	8	12	8	2	30	2	1	0	0
TOTAL			419.5	(89	86	87	42)	304	116	27	12	7
AVERAGE PER STUDENT			23.3	(6	7	5.12	2.8)	16	7.7	1.4	.86	.36

Note:
 NE = Not Employed
 NR = No Record
 M = Moved
 NC = Not Complete Records
 HB = Homebound

28% decrease in absence

77% decrease in referrals

.42% decrease

TABLE II

	G.P.A.			Employ. E.			
	8th gr.	1st sem	2nd sem	1st	2nd	3rd	4th
1	.45	1.2	1.0	C	C	C	C
2	.5	1.1	1.5	B	D	C	C
3	.42	1.6	-	D	NE	-	-
4	.46	1.45	1.5	B	B-	B	B
5	.45	1.2	1.7	B	D+	C	D
6	1.3	2.2	1.8	C	A	A	A
7	1.6	3.0	-	B	-	-	-
8	1.0	1.4	.6	B	C-	NE	NE
9	1.0	1.3	1.5	B	C	B	B
10	1.5	1.75	2.2	C	B	B	B
11	NR	1.32	-	C	-	-	-
12	1.2	1.3	.83	NE	NE	NE	NE
13	1.3	1.4	1.33	NE	C	C	C
14	2.2	1.4	1.83	NE	C+	C	B
15	1.6	1.0	1.25	NE	NE	C	C
16	1.0	.0	1.6	NE	NE	C	C
17	1.4	1.25	1.6	NE	NE	B	B
18	1.1	.85	.0	NE	NE	NE	NE
19	1.2	1.0	1.6	NE	NE	C	C
TOTAL	17.15	24.20	21.84	26.0	22	32	32
AVERAGE	.95	1.27	1.37	2.3	2.2	2.7	2.7

39% Increase

Average 2.4

Key: A = 4
 B = 3
 C = 2
 D = 1
 E = 0

NE = Not Employed

TABLE III

Grades for the year 1975-76 compared to grades for the same classes in year 1974-75 (8th grade).

Student #1	8	9 ¹	9 ²
English	E	D	D
Social	E	D	D
Math	E	D	D
P.E.	P	E	
Average	E	D	D

Student #2	8	9 ¹	9 ²
English	E	C	D
Social	E	D	D
Math	E	D	
P.E.	C	E	
	E	D	D

KEY:
 A = Excellent
 B = Above average
 C = Average
 D = Below average
 E = Not pass
 NC = No class
 NR = No record
 M = Moved
 P = Pass on condition
 9¹ = 1st semester
 9² = 2nd semester

Student #3	8	9 ¹	9 ²
English	E	C	-
Social	E	C	-
Math	E	C	-
P.E.	E	E	-
	E	C	(M)

Student #4	8	9 ¹	9 ²
English	E	D	D
Social	E	D	D
Math	E	D	D
P.E.	C	C	D
	E+	D+	D

Student #5	8	9 ¹	9 ²
English	E	D	D
Social	P	D	D
Math	E	D	D
P.E.	C	D	D
	E	D	D

Student #6	8	9 ¹	9 ²
English	D	B	C
Social	D	B	D
Health			E
Math	C	C	
P.E.	E	E	
	D	C	D

Student #7	8	9 ¹	9 ²
English	P	B	(M)
Social	C	B	-
Math	P	A	-
Health		B	-
	E	B+	(M)

Student #8	8	9 ¹	9 ²
Reading		C	P
English	P	C	D
Social	E	C	D
Math	P	D	D
P.E.	C	E	-
Health	-	-	E
	E	D+	D

Student #9	8	9 ¹	9 ²
English	D	D	D
Social	D	D	D
Math	E	D	D
Science	E		
	E	D	D

Student #10	8	9 ¹	9 ²
English	D	C	C
Social		D	D
Science	D	D	
Health			C
	D	D	C

Student #11	8	9 ¹	9 ²
English	NR	D	(M)
Social		D	-
		D	(M)

Student #12	8	9 ¹	9 ²
English	C	C	C
Social	D	C	C
Math	B	D	D
Reading	B		P
Health			E
	D+	D	D

Student #13	8	9 ¹	9 ²
English	E	D	D
Social	P	D	D
Math	E	D	D
P.E.	B	C	D
	E	D	D

Student #14	8	9 ¹	9 ²
English	D-	D	D
Social	C-	E	D
Health			C
Ind. Art	B-	C	
P.E.	A	C	B
	C	D	C

Student #15	8	9 ¹	9 ²
English	D		P
Social	D	E	
Math	C-	D	D
P.E.	S	B	
Science	C+	E	
Ind. Art		D	
	C-	D	D

Student #16	8	9 ¹	9 ²
English	P		D
Social	P	E	
Ind. Art	C	E	C
Health		E	
P.E.	C-	E	
Science	P	E	
Art	C		C
	D	E	C-

Student #17	8	9 ¹	9 ²
English	D	D	D
Social	P	D	
Math	D	E	
Ind. Art	C	D	
Art	C	C	C
Health			C
P.E.	A	B	D
Science	D	E	
	D	D	C-

Student #18	8	9 ¹	9 ²
English	P	D	E
Math	C	D	E
Social	E	D	E
Ind. Art	C	D	E
Health		E	
P.E.	C	D	E
	D	D+	E

Student #19	8	9 ¹	9 ²
English	C	D	D
Social	E	E	
Math	D	E	
Science	P	E	
Ind. Art	D	C	C
Health		C	
P.E.	C	C	D
	D	D	D+

Note: Regarding grade 8 grade average - the average letter grade shown as a total average for grade 8 is the average grade for all the classes the student was registered for, not just the 8th grade classes listed here.

This questionnaire asks you, the parent of a Ben Franklin student, to evaluate the results of your child's participation in this program.

Please answer each statement or question by placing a check (✓) in the appropriate column.

	Great amount (5)	Considerable (4)	Some (3)	Almost not at all (2)	Not at all (1)	
1. Do you as a parent feel that WE/CEP has helped your child?	6 (30)		1 (3)			4.7
2. Do you think being employed has been a "positive" experience for your child?	3 (15)	4 (16)				4.4
3. Do you think being employed has been an important part of your child's education this year?	3 (15)	4 (16)				4.4
4. Do you think being employed while attending school has improved your child's	2 (10)	3 (12)	1 (3)		1 (1)	3.7
A. school attendance	2(10)	2(8)	3(9)			3.85
B. tardiness problems	2(10)	3(12)	1(3)	1(2)		3.85
C. appearance and grooming						
5. Have you noticed any improvement in your child's attitude						
A. toward himself (self-confidence)	3(15)	1(4)	3(9)			4.0
B. about his own capabilities	2(10)	1(4)	4(12)			3.7
6. Do you feel that you as a parent have been kept up-to-date						
A. on your child's progress this year	5(25)	1(4)	1(3)			4.5
B. about problems at school this year	4(20)		2(6)	1(2)		4.0
7. Do you, as a parent, feel more comfortable in contacting the school about your child this year?	3 (15)	2 (8)	2 (6)			4.1
	TOTAL					45.2
	AVERAGE					4.1

Comments: Please write comments on back regarding observations and opinions about the WE/CEP program.

What do you think has been the most important aspect of the program?

(NOTE: Seven parents responded to the questionnaire.)

APPENDIX A

WECEP OBJECTIVES

BASIC OBJECTIVES - WE/CEP

The Work Experience Career Exploration Program (WE/CEP) is designed to help the 14 and 15 year old student who has not responded to the traditional junior high curriculum.

The program is planned and structured:

1. To help the student learn about him/her self.
2. To help the student learn about his/her abilities and capabilities.
3. To hopefully improve the student's attitude towards:
 - a) self
 - b) school
 - c) community
 - d) work and employment
4. To learn about the world of work through a work experience.
5. To experience a successful job experience.
6. To explore careers and career opportunities.
7. To better understand personal money management.

To meet the basic WE/CEP objectives the following objectives have developed:

1. Student Development
2. Employer Development
3. Parent Development
4. Instructional Development
5. Classroom Management Development
6. Community Relations Development
7. Personal Development

Student Development

1. To implement goal setting. Each week the student will set an achievable, observable and desirable goal. To be rewarded at end of the week.
2. To encourage student to express his values to others and express how he lives his values.
3. To encourage competition among students for positive behavior modification:
 - a) Better attendance at school
 - b) Better grades for subject area
 - c) Better "on time" responsibility
4. To attempt to visit privately with student at least once a week or more.
5. To implement group gatherings of WE/CEP students for social reasons.
 - a) Students plan and organize
 - b) Guests invited
 - c) Student orientated activities. Ex. bowling outing, Christmas party, pizza, or breakfast
6. To help student do charity project. Something for group of needy persons other than self.

7. Require students to complete all or most of homework assignments prior to leaving the school building.
8. Keep file on each student of:
 - a) forms
 - b) personal data sheet
 - c) school work or pertinent data relating to school
 - d) job responsibilities or information relating to job

Employer Development

1. To develop and keep a close working relationship with each employer or supervisor.
2. To contact each employer and explain WE/CEP concept completely.
3. To give employer some insight into each individual's abilities and capabilities.
4. To contact with age certificate and work agreement.
5. To work out a training plan, task analysis of each student's job. To help student work better for employer.
6. To contact employer a minimum of once a month. To evaluate or discuss student's work progress.
7. To evaluate student at quarter time for a letter grade on report card.
8. To make self available to employer for help in any situation that may arise.
9. To implement and help students plan employer-student appreciation supper - in the spring.

Parent-Teacher Relationship Development

1. To inform all parents a minimum of once a quarter about student's progress, including:
 - a) job hours and school schedule
 - b) school subject grades
 - c) progress on the job
 - d) compare changes in attitude and attendance and grades
2. To encourage all parents to come to school:
 - a) Back-to-School Night
 - b) Parent-Teacher Conferences
 - c) To visit classroom during day as long as it does not interfere with scheduled classes.

Instructional Development

To develop an employable skills seminar curriculum and instruction course that will attempt to meet the individual student's needs in WE/CEP.

1. To examine available filmstrips and films within the context of the study course to be used in seminar sessions.
2. To compile a feasible seminar "Teaching Manual" and utilize the material.

3. To schedule regular seminar sessions so each student has one seminar a day - or a minimum of 3 seminars a week.
4. To prepare student to apply for a job
 - a) appearance
 - b) application blanks
 - c) attitude
5. To help student realize what it takes to keep a job.
6. To teach a student about payroll deductions
 - a) Social security
 - b) Income tax
 - c) Savings programs
7. To encourage student to share experiences at work and how they coped with problems.
8. To schedule informative and educational field trips.
9. To invite outside speakers.
10. To make the Take a student to work idea a workable and important portion of vocational education of student.
11. To develop with a committee of counselors, principals, ass't principals and faculty representatives guidelines, standards and procedures for student candidates.
12. To keep records of student's progress:
 - a) attendance
 - b) G.P.A.
 - c) tardiness
 - d) work evaluation
13. To develop an application for WE/CEP form for student applicants.
14. To develop an interview sheet for follow-up of application.

Classroom Management Development

1. To acquire furnishings for classroom
 - a) curtains
 - b) study carrels
 - c) plants
 - d) mobiles
 - e) blackboard
 - f) bulletin boards
2. To create a pleasant atmosphere
 - a) posters
 - b) warm colors
 - c) conversation area
 - d) classroom area
 - e) work table area
 - f) independent study area

Community Relations Development - to improve communication and involvement with community.

1. To design brochure introducing the WE/CEP concept.
2. To develop a "Take a Student to Work" form.

3. To photograph the students and establishments where they are employed for a slide presentation.
4. To participate in speaking engagements - in the community and within the school system:
 - a) clubs
 - b) schools
 - c) School Board
 - d) faculty at Ben Franklin
 - e) PTA
5. To publish a quarterly WE/C? report for distribution including:
 - a) pictures - student and employer
 - b) letters of improvement
 - c) points of interest in program
 - d) people of interest in helping program
6. To gather information and statistics of student improvement in relation to slide presentations.
 - a) attendance
 - b) tardiness
 - c) G.P.A.

Personal Development

1. To develop a notebook of students' names, addresses, phone numbers, birthdays and firms where each is employed - can be used when traveling in community.
2. To keep accurate records of mileage.
3. To keep accurate records of calls and where time is spent.
4. To be a model or positive example for students:
 - a) caring for others
 - b) patient but firm
 - c) appearance
 - d) enthusiasm
 - e) positive thinking
 - f) honesty
 - g) vocabulary usage
5. To set a behavioral or attitude objective about each student and attempt student to help self to achieve.
6. To be knowledgeable of program
 - a) guidelines
 - b) limitations
 - c) forms
 - d) philosophy
7. To be aware of necessary forms and what and how they are to be used.

APPENDIX B

WECEP FORMS

WE/CEP
Work Experience-Career Exploration Program

Ben Franklin Jr. High
Fargo Public Schools

APPLICATION BLANK

NOTE TO STUDENT: Your application with WE/CEP does not guarantee you a position. The school will do all that it can to secure suitable job interviews for you, and then it is up to you and the employer to discuss the requirements and responsibilities of the job. The employer will decide whether or not you will be hired.

NAME _____

ADDRESS _____

PHONE _____

AGE _____ **BIRTHDATE** _____

SOCIAL SECURITY NUMBER _____

* (Do not write in this area.)

*** PLACEMENT RECORD**

Date placed in WE/CEP _____

Date released from WE/CEP _____

*** SCHOOL RECORDS**

Attendance

Days absent: **Grade 7** _____ **Grade 8** _____ **Grade 9** _____

Days tardy: **Grade 7** _____ **Grade 8** _____ **Grade 9** _____

G.P.A.: **Grade 7** _____ **Grade 8** _____ **Grade 9** _____

Father's Name _____

Occupation _____

Mother's Name _____

Occupation _____

Do both your parents reside at above address? _____

If not, please explain _____

Number of brothers and sisters at home _____

Are you involved in extracurricular activities? _____

If so, please list them: _____

What is your favorite class? _____

Teacher? _____

Do you have any hobbies? _____

If so, please list them: _____

Are you ill quite often? _____

Do you have any physical disabilities or illnesses that WE/CEP should know about?

From whom have you heard about WE/CEP:

- | | |
|------------------|------------------|
| _____ friends | _____ counselors |
| _____ teachers | _____ principal |
| _____ classmates | _____ family |
| | _____ others |

Why are you interested in applying for WE/CEP?

What can you do for the WE/CEP program?

What do you think the WE/CEP program can do for you?

Do you want the WE/CEP to help you find a job? _____

Would your parents approve of your working during the school day? _____

Are you currently employed? _____

If so, where? _____

What do you do? _____

Do you plan on using your present job for WE/CEP credit? _____

Are you currently employed but seeking a different position? _____

List some occupations or businesses in which you would be interested in working part-time:

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Will you have dependable transportation:

for school? _____

for work? _____

Do you plan on completing high school? _____

Do you have any vocational plans now? _____
for after high school? _____

I plan to train for the following career after 9th grade: _____

I will achieve my career goal by:

_____ high school education

_____ technical school education

_____ on-job training

_____ full-time employment

State of North Dakota

DEPARTMENT OF LABOR

EMPLOYMENT AND AGE CERTIFICATE

(To be issued in triplicate)

No. _____ City _____ County _____

Name of Minor: _____ Date: _____

Address: _____ Grade Completed _____

Age _____ Sex _____ Race _____
(Year) (Months)

Birth Date: _____
(Month) (Day) (Year)

Place of Birth: _____
State County City or Township

Type of Evidence of Age Accepted _____

Description: Color of Hair _____ Color of Eyes _____

Height: _____ Ft. _____ In. Weight _____ Lbs. Facial Marks _____

Signature of Minor _____ Parent or Guardian: _____

Address: _____

The above named Minor is to be employed by:

Employer _____ Business Address: _____

Industry: _____

Duties (occupation) of Minor: _____

The undersigned issuing this certificate hereby certifies that the evidence, of age, promise of employment, and school record have been examined and approved, and that the child named herein has appeared before him and been examined.

David C. Tebbe

Issuing Officer

Title

Address

(THE EMPLOYER should keep this certificate on file while the minor is in his employ and he should return it immediately by mail to the issuing officer when the minor leaves his employ.)

(EMPLOYERS COPY)

"Buy North Dakota Products"



FARGO PUBLIC SCHOOLS
VOCATIONAL & CAREER EDUCATION DEPARTMENT
COOPERATIVE WORK EXPERIENCE TRAINING AGREEMENT

School: North _____ South _____ Ben Franklin _____

Program Area: Office Education _____ Distributive Education _____ Occupational Development _____
Special Needs _____ WE/CEP _____ Natural Resources & Agribusiness _____

This agreement certifies that _____
(Name of Student)

who is _____ years of age will work under the cooperative training
program for _____ which is engaged in
(Name of Firm)

(Type of Business)

During this period of training which begins on _____
(Year) (Month) (Day)

and ends on _____ this student will be supervised by
(Year) (Month) (Day)

(Name of person from the business firm)

During the period of training, the employer will see to it that the duties performed are a variety of duties which will contribute to the learning experience of the student in Cooperative Work Experience. The supervisor in the business firm will have close supervision of the student and report any difficulties to the coordinator immediately.

The student agrees to pursue to his/her regular course of study and agrees to perform all work to the best of his/her ability. The student will also maintain high moral standards and always uphold the standards of the business.

The supervisor will evaluate the job performance of the student periodically.

The coordinator will assist the employer with the training programs and will offer counseling and guidance whenever necessary. The coordinator will, at all times, maintain a close contact with the employer.

The student will receive _____ per hour as his/her wages.
(amount)

This agreement may be terminated before the termination date given above upon the recommendation and decision of the employer and the coordinator.

(Employer's Signature)

(Student's Signature)

(Coordinator's Signature)

(Parent's Signature)

**FARGO PUBLIC SCHOOLS
WORK EXPERIENCE CAREER EXPLORATION PROGRAM
EMPLOYER'S EVALUATION**

Date: _____ to Date: _____

Name of Student _____ Employer _____ Date Report is Due _____

TO THE EMPLOYER: On each line place one check mark over the phrase which describes this worker most accurately. Any additional comments you wish to make will be helpful.

Coordinator High School

1. Ability to follow instructions

Needs repeated detailed instructions	Follows most instructions with little difficulty	Follows instructions with no difficulty	Uses initiative in interpreting and following instructions
--------------------------------------	--	---	--

2. Ability to get along with people

Sometimes lacks poise and understanding—seems indifferent	Usually gets along well with people	Usually poised, courteous, tactful in working with people	Unusually tactful and understanding in dealing with all types of people
---	-------------------------------------	---	---

3. Attitude toward appearance of work station

Allows work station to become disorganized	Follows good housekeeping rules	Takes pride in appearance and arrangement of work station	Keeps work place outstandingly neat and efficiently organized
--	---------------------------------	---	---

4. Cooperation

Cooperates reluctantly	Cooperates willingly when asked	Usually cooperates eagerly and cheerfully	Always cooperates eagerly and cheerfully without being asked
------------------------	---------------------------------	---	--

5. Industry

Sometimes attempts to avoid work	Does assigned job willingly	Does more than assigned job willingly if given directions	Shows originality and resourcefulness in going beyond assigned job without continual direction
----------------------------------	-----------------------------	---	--

6. Quality of work

Does less than required amount of satisfactory work	Does normal amount of acceptable work	Does more than required amount of neat, accurate work	Shows special aptitude for doing neat, accurate work beyond the required amount
---	---------------------------------------	---	---

7. Dependability

Sometimes fails in obligations even under careful supervision	Meets obligations under careful supervision	Meets obligations with very little supervision	Meets all obligations unflinchingly without supervision
---	---	--	---

8. Appearance

Sometimes neglectful of appearance—ineffective personality	Satisfactory appearance and personality	Neat and appropriately groomed—pleasing personality	Exceptionally neat and appropriately groomed—outstanding personality
--	---	---	--

PROGRESS

Lets down on the job somewhat	Maintains a constant level of performance	Shows considerable progress	Shows outstanding progress
-------------------------------	---	-----------------------------	----------------------------

STUDENT'S GRADE

A _____ B _____ C _____ D _____ F _____

COMMENTS

Signature of Rater _____



APPENDIX C

WECEP COMMENTS

Benjamin Franklin Junior High School

1420 NORTH EIGHTH STREET
FARGO, NORTH DAKOTA 58102
TELEPHONE 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

June 10, 1976

To Whom It May Concern:

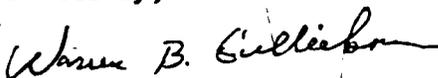
At this time I would have to label the WE/CEP program a definite success for the following reasons:

- 1) Increased students' attendance
- 2) Increased grade point average
- 3) Better student attitudes towards school
- 4) Favorable parent comments
- 5) Positive responses from the employers
- 6) Positive responses from our teachers

We hope the students develop a better feeling about themselves, school, and their jobs. If they do, we know the students will continue and hopefully become high school graduates. This will be the true evaluation of the WE/CEP program.

I believe all schools should have certain alternate programs to enrich the total school offerings. The WE/CEP program is one of these alternative programs. I highly recommend its continuance in Ben Franklin Junior High School.

Sincerely,



Warren B. Gullickson
Principal

Benjamin Franklin Junior High School

1420 NORTH EIGHTH STREET
FARGO, NORTH DAKOTA 58102
TELEPHONE 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

January 30, 1976

To whom it may concern:

Although it may seem premature to label the WECEP program for the 1975-76 school year a success, the positive results to date are most encouraging. The most notable improvements which may be attributed to the WECEP program and staff are demonstrated in several ways. There has been a definite improvement in the attitude of the students both in and out of school; attendance records of the WECEP students are better this year; and most of the students in the program are earning better grades in their classes. Parental response and cooperation of employers and other members of the Fargo community have been very supportive.

The most positive proof that the program should be continued may be somewhat difficult to measure, but it is possible to observe the growth of these students as they develop a more positive sense of personal worth. The real proof is the student - the way he feels about himself, school, and his job.

I sincerely believe that more students in the Fargo Public Schools in future years should have an opportunity to participate in the WECEP program.

Sincerely,



Warren B. Gullickson
Principal

Benjamin Franklin Junior High School

1420 NORTH EIGHTH STREET
FARGO, NORTH DAKOTA 58102
TELEPHONE 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

June 10, 1976

To Whom It May Concern:

This report is a year-end summary of the WE/CEP program at Ben Franklin Junior High School. A mid-year report was submitted on Jan. 26, 1976.

Final Summary and Observations

1. Most of the statistical data bears out the observations made during the January summary. This included a significant drop in teacher referrals, poor school effort, disruptive classroom behavior, and truancies.
2. The impact of the program on social and personal growth and maturity was also noticeable in most of the students.
3. As the year progressed a more positive parental involvement in the school and work program of their children was noted.
4. It appears that most all the students in the program will continue their education. Some of the students had indicated earlier in the year a definite decision to terminate their education at the end of grade nine.

The program did not attain similar results for all students but the overall assessment of the program is most gratifying. Mrs. Jackie Anderson, the WE/CEP director, provided outstanding leadership in providing an educational climate for students who had little interest or incentive to attend or continue in school. There is an apparent need to continue some type of program for these and similar students through the senior high school.

Sincerely,



Jack Leier
Assistant Principal

Benjamin Franklin Junior High School

1420 NORTH EIGHTH STREET
FARGO, NORTH DAKOTA 58102
TELEPHONE 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

January 26, 1976

To whom it may concern:

This summary is at the request of Mrs. Jackie Anderson, WECEP coordinator at Ben Franklin Junior High School.

The WECEP program at Ben Franklin has been in effect for approximately 5 months. In this period of time 14 students have been in the program full or part time. Of the 14 students enrolled in the program, 11 were students at Ben Franklin in grade 8 last year. The following observations regarding the general school attitudes of these students is outlined below:

1. The number of referrals from individual teachers regarding poor school effort and disruptive classroom behavior has lessened dramatically.
2. A marked change in the number of absent days from school. This includes both excused and unexcused (truancies).
3. In the majority of the students an improvement in their social attitudes with other students and adults.
4. Typically, most of the students in the program have a low self concept. Because of the close personal relationship with the adult team in the program, this aspect of personality development has improved.
5. It is difficult to assess the value of the work skills developed for each student. In most cases it is the first formal work experience. In my opinion this work experience could be one of the most valuable outcomes of the program. In many cases, family members of the students have a history of unemployment. The development of work skills at this time could provide the incentive to be employable in the future.

Sincerely,


Jack Leier
Assistant Principal

Benjamin Franklin Junior High School

1420 NORTH EIGHTH STREET
FARGO, NORTH DAKOTA 58102
TELEPHONE 232-7157

NARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASST. PRINCIPAL

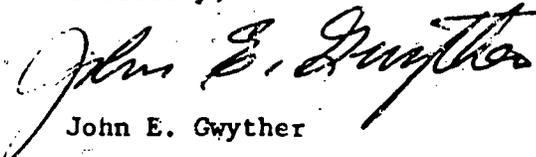
January 21, 1976
June 9, 1976

To whom it may concern:

The following are my observations of the boys who have been associated with the WE/CEP program this year:

1. A significant improvement in school attendance has taken place.
2. There has been a noticeable change of attitude in a more positive direction.
3. School behavior problems have been reduced to a minimum.
4. Relationships with peers and adults have become more congenial.
5. The WE/CEP program has, I feel, been instrumental in bringing about the above changes.

Sincerely,



John E. Gwyther

Benjamin Franklin Junior High School

1420 NORTH EIGHTH STREET
FARGO, NORTH DAKOTA 58102
TELEPHONE 232-7157

WARREN B. GULLICKSON
PRINCIPAL

JACK LEIER
ASS'T. PRINCIPAL

January 27, 1976
June 9, 1976

To whom it may concern:

I have been very interested in the development of our school's WE/CEP program. I feel several positive observations to be worthy of note:

1. There has developed a close and meaningful relationship between the coordinators of the program and the students involved.
2. Enrollment in the program is still small enough for individualized and personalized instruction.
3. The children relate well to each other and seem to have a more positive self image.
4. School attendance has improved as a result of the concern and personal "follow-through" by the coordinators when one of the group fails to show up.

Sincerely yours,



Marion Strasser

PAGES 61 THROUGH 63 CONTAINING COMMENTS ABOUT
PROGRAM PARTICIPANTS WERE REMOVED FROM THIS
DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE
ERIC DOCUMENT REPRODUCTION SERVICE.

05007713