ED 211 717

CE 030 980

TITLE

INSTITUTION

Oregon Secondary Vocational Education Effectiveness Model. Education and Work Program. Project Report. Northwest Regional Educational Lab., Portland,

. Oreg

SPONS AGENCY Oregon State Dept. of Education, Salem. Div. of

Community Colleges and Vocational Education.

PUB DATE Dec 81

CÓNTRACT 38-334-363

NOTE 101p.

EDRS PRICE DESCRIPTORS

MF01/PC05 Plus Postage.
*Educational 'Assessment; Evaluation Criteria;

*Evaluation Methods; Guidelines; *Models; Program Effectiveness; *Program Evaluation; *Research Methodology; School Surveys; Secondary Education;

*Vocational Education

IDENTIFIERS

Oregon

ABSTRACT

'This publication contains a model which is a framework for evaluation of secondary vocational education effectiveness, at the school, district, regional, and state levely in Oregon. The model can also be used to obtain information on the characteristics of students enrolled in vocational education and of those who choose not to take vocational education. The document is organized in five sections, plus appendixes. Section 1, the introduction, contains a description of some major obstacles faced in evaluating vocational education; purposes for the model; discussion of the key concepts of vocational education, evaluation, and effectivenes's; and assumptions underlying the model. Section 2 presents a conceptual framework for viewing vocational education evaluation, while section 3 discusses some of the key-elements of evaluation already in place or available in some districts. Section 4° describes the evaluation instruments developed by this project; in Section 5, some ways that the model can be used are suggested. A brick description of the total project is found in appendix A, while the remainder of the appendixes consist of student survey instruments for vocational education evaluation. (KC)

Reproductions supplied by EDRS are the best that can be made from the original document.

EFFECTIVENESS MODEL

Prepared for the

Oregon Department of Education

Division of Vocational Education -

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION.
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization organization organization it.

- Mind changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official NE position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. J. Case

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Thomas R. Owens ...
Project Director *

Education and Work Program
Northwest Regional Educational Laboratory
300 S. W. Sixth Avenue

Portland, Oregon 97204

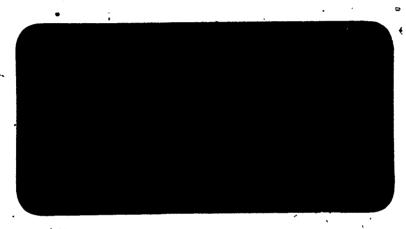
December 1981

CE 030 982



Education & Work Rrogram
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue, Portland, Oregon 97204

This report is produced by the Northwest Regional Educational Laboratory, a private, nonprofit corporation. The work upon which this report is based was performed pursuant to Contract 38-334-363 of the State of Oregon Department of Education, Division of Vocational Education. It does not, however, necessarily reflect the views of the agency:



Education WORK Program

NWREL's Education and Work Program helps agencies and institutions improve their services to persons making school/work transitions. This help is provided through a variety of research, development, evaluation, training, technical assistance and dissemination activities.

Among the program's objectives are these:

- To identify, develop and adapt proven educational strategies to increase employability – particularly for persons faced with unusual transition and equity problems, such as disadvantaged youth, migrants, young women and mid-career adults
- To conduct research on the characteristics of successful experiential programs
- To provide training in (1) how to establish effective career education and school to work programs, using community resources and (2) how to improvecollaboration among education agencies, CETA, business, labor and the community
- To develop user-oriented manuals and handbooks that are based on promising practices in the field
- To provide evaluation and technical assistance

For information about these activities and services, contact:

Larry McClure, Director
Education and Work Program
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204
(503) 248-6800



OREGON SECONDARY VOCATIONAL EDUCATION EFFECTIVENESS MODEL

"Determining the effects of participation in vocational education is a complex and difficult task. Unlike medicine, in which true experiments with random assignment to treatment and control groups are possible, vocational education must rely on less rigorous methods in which cause and effect cannot be absolutely determined."

Robert E. Taylor, Executive Director
National Center for Research in Vocational Education

I. Introduction

The Challenge

The above testimony of Robert Taylor to a subcommittee of the House of Representatives Committee on Education and Labor in 1980 aptly states one of the major issues facing vocational education. The challenge to us is to improve the evaluation process given the constraints that exist.

Robert Taylor goes on to identify five major problems faced by evaluators of vocational education.

- Vocational education programs are not uniform across states and localities. A wide range of programs are
 offered--often with different anticipated outcomes.
- Many students cannot be solely identified as vocational, general, or academic students; rather, many students take differing amounts of each of the three types of curricula and cannot be classified into a single category.
- There is literally no control group against which to compare vocational students. Because students self-select vocational education, there are widely divergent types of students with equally divergent purposes for enrolling in courses. Therefore, data must be collected from existing students as they are found in the various courses.
- The state-of-the-art in many measurement areas is insufficient to produce appropriate and reliable instruments and data collection techniques.

• There are many external program factors (e.g. family and economic conditions) that influence student success (placement) during and after program completion (Taylor, 1980, p. 257).

Contents of this Report

This paper contains five sections plus appendices. Section I, the introduction, contains a description of some major obstacles faced in evaluating vocational education; purposes for the model; discussion of the key concepts of vocational education, evaluation and effectiveness; and assumptions underlying the model. Section II presents a conceptual framework for viewing vocational education evaluation. Section III discusses some of the key elements of evaluation already in place or available in some districts. Section IV describes the evaluation instruments developed by this project, while Section V suggests ways that this model can be used. A brief description of the total project is found in Appendix A.

Purposes

The model is intended as a framework for evaluating secondary vocational education effectiveness at the school, district, regional and state level in Oregon. Although the framework is broad enough for evaluating the total system of secondary vocational education at the state level, it could be used with some modification by local vocational education staff in a single high school vocational program. It can also be used to obtain information on the characteristics of students enrolled in vocational education and of those who choose not to take vocational education.

Basic Concepts

Evaluation. In this model evaluation is viewed as the process of obtaining and using information for decision making. As with any evaluation, the information obtained has both a descriptive and judgmental aspect. The information obtained can be used in planning for, initiating, modifying or terminating a particular program. It can be used for communicating the needs and condition of wocational education and its outcomes to school boards, the general public and to state legislators. It can help document compliance of programs with federal, state and local vocational education quality assurances:

Vocational Education. Over the years there has been disagreement at the federal, state and local levels about what purposes vocational education should serve and how it should be defined. In Oregon, certified secondary vocational education programs are those offered at the eleventh and twelfth grade levels which purport to impact entry level job skills for a specific gainful occupation.

In an attempt to identify key components for successful vocational programs in Oregon, the Oregon Department of Education in March 1978

listed 15 criteria used to determine "good practice." Of these 15 criteria, the following five were considered required: 1) ten instructional hours per week or two credits, or equivalent; 2) facilities, equipment and supplies adequate to achieve the course goals established for the program; 3) a planned curriculum germane to the occupational area which leads treentry level employment and/or advanced vocational education training, and which includes industry standards as goals for student

performance achievement; 4) a vocational program in compliance with all applicable federal and state laws and rules and regulations, and 5) an active occupational advisory committee assisting and advising in the vocational program.

In <u>Guidelines for Using Data in Vocational Program and Curriculum</u>

Planning at the State Agency Level (Career and Vocational Education.

Section, Oregon Department of Education, 1977); a systems approach is proposed for planning, organizing and evaluating vocational education.

The overall assumption for the planning model is that "state support for instruction in occupational skills will be given only to those occupational program areas where jobs are available or needed for the maintenance or continued growth of the Oregon economy."

Effectiveness. The problem of defining the effectiveness of 'vocational education has been one of the biggest obstacles to conducting quality evaluation. Houston has defined impact or effectiveness as "the capacity of a program to cause changes in those who are exposed to it."

Burnstein and Freeman present requirements for impact measurement:

- (1) Document the extent to which the social action program has or has not achieved its stated goals.
- (2) Attribute any effects or changes that are discovered to the implementation of the program.
- (3) Delineate, if possible, the conditions or combination of conditions under which the program is most effective.
- (4) Delineate, if possible, any unanticipated consequences or side effects of the program.

The Joint Dissemination Review Panel is a federal committee made up of members "chosen for their experience in education and their ability to analyze evaluative evidence on the effectiveness of educational products and practices" (Tallmadge, 1977, p. 1). This panel periodically reviews

evidence of effectiveness submitted for a wide variety of federally funded projects. To be considered effective by this panel, a program must have evidence that is "valid and reliable, the effect must be of sufficient magnitude to have educational importance and it should be possible to reproduce both the intervention and its effects at other sites" (Tallmadge, 1977, p.2). These three criteria might also be used in judging vocational education effectiveness.

In this project we have avoided an a priori definition of effectiveness. Instead, we reviewed much of the prior research on vocational education effectiveness and from that review extracted a list of outcomes and of quality program indicators. A project steering committee composed of vocational educators, administrators and employers reviewed the lists and provided us with a rating of importance for each outcome and quality program indicator. A similar process was used to obtain ratings from vocational education Research Coordinating Unit (RCU) directors in five other states, who are collaborating with Oregon on this project. The rank orderings of these two groups on the outcomes guided us in understanding vocational education effectiveness.

Assumptions k

There are several important assumptions that underlie this model.

They are listed below.

• There is no single instrument or data collection system that is best for determining the effectiveness of vocational education. Depending on the aspect of vocational education to be assessed and the level at which it is to be assessed (e.g. individual program, district, region, or statewide), different sources and data collection systems may be appropriate.

- A number of elements of vocational education evaluation, already exist (e.g. the Oregon Vocational Education Secondary Program Evaluations that include self-assessments and site visitation teams, vocational completer follow-up studies, etc.) and should be incorporated into a comprehensive evaluation model.
- Because vocational education is decentralized in Oregon, it is important that local vocational education staff have an active role in evaluation at their school and district level. This involvement will also help to encourage active use of the evaluation findings for program planning and improvement.
- The effectiveness of vocational education needs to be viewed from multiple perspectives. It is important to obtain the perceptions of currently enrolled students, program completers, parents, vocational staff, employers and local advisory committees and councils. These same representatives plus state legislators, school board members and the community—at—large have need for information about vocational education effectiveness.
- An effective evaluation uses records such as the number of students served in each program area, perceptions of the students and staff involved, external perceptions by others such as employers, and objective student performance data.
- Data on vocational education effectiveness need to be planned and collected in as sound and objective a way as possible. Whenever possible, meaningful student comparison groups should be used.

II. Conceptual Framework

Chart 1 represents the five key features of this model for evaluating vocational education effectiveness: 1) student and societal needs.

2) program components, 3) outcomes, 4) multiple perspectives for judging effectiveness and 5) multiple contexts in which vocational education operates.*

One can begin a view of the model by describing the key <u>needs</u> that lead to vocational education: 1) an individual's need for skills necessary for obtaining an entry level job or postsecondary education in an occupational area, and 2) society's need for an available qualified work force to meet labor market demands. An analysis of these needs should lead to the design of appropriate vocational education programs.

The components of a program which we consider especially important to describe and assess include:

- the program's goals and objectives
- the curriculum
- instructor gualifications and inservice
- facilities and equipment
- student support services (such as guidance, cooperative work experience, placement and follow-up)
- funding
- safety
- vocationally-related youth organizations
- use of employer and community resources
- the role of advisory committees

Criteria for assessing these program elements are in the Oregon vocational.

program evaluation and planning system guide called Planning for Progress

(Multnomah County Education Service District, 1981).

*The development of this model draws heavily upon Daniel Stufflebeam's CIPP (context, input, process and product) model (Stufflebeam, 1971), Robert Stake's transactional model (Stake, 1967) and a model of natural experiments in human ecology (Bronfenbrenner, 1979).

The <u>outcomes</u> of a vocational education program can be classified under four headings--occupational, educational, ancillary and societal.

Examples of these outcomes are shown in Chart 2.

CHART 1 (CHART 1 Model of Secondary Vocational Education Effectiveness

MULTIPLE CONTEXTS

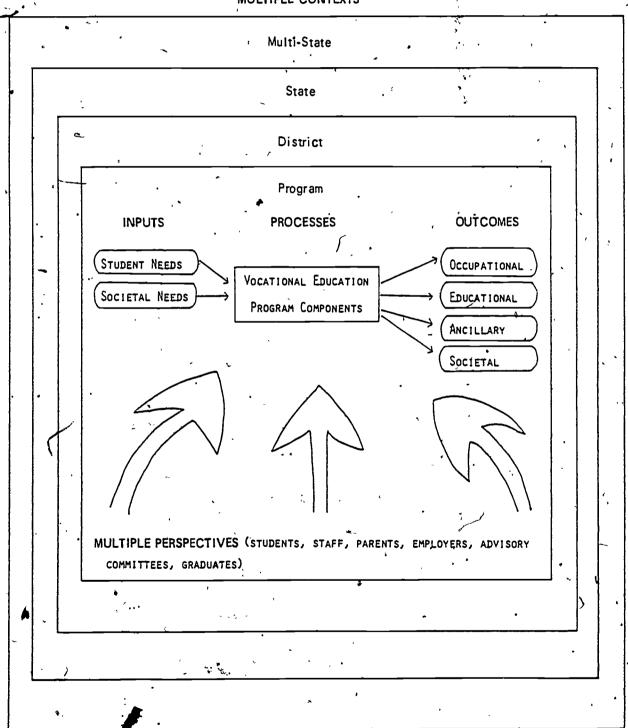




CHART 2

EXAMPLES OF VOCATIONAL EDUCATION OUTCOMES

Category

Illustration

Occupational

- Possession of occupational skills needed
 for job entry level
- Possession of transferable occupational skills

Educational

- Adequate understanding of fundamental principles as a basis for advanced training
- Articulation of high school and postsecondary training programs

Ancillary

- Possession of leadership skills
- Ability to cope with changing technology

Sócietal

- Providing a supply of people trained in emerging occupational areas
- Effective collaboration between the business community, and the schools

This model uses <u>multiple perspectives</u> to describe and judge vocational education effectiveness. It is not enough to ask students how they like their programs. Other stakeholders whose perceptions are important to assess include program completers, staff, parents, employers and advisory committees. The need for assessing these multiple perspectives has led to development of the evaluation instruments described in Section IV of this report.

This model also recognizes the existence of multiple contexts for vocational education, ranging from an individual vocational education class to a multi-state vocational education effort. Acknowledging these distinct contexts helps us recognize that the evaluation questions raised at each level are often of only limited interest to higher or lower levels. It is usually not necessary to aggregate data from every single local school program to derive state or national information. When state or multi-state information is needed, selection of a sample of schools or districts is often adequate.

Recent devalopments in human ecology (Bronfenbrenner, 1979) suggest that it is essential to examine the interrelationships between a microsystem and the macrosystem. For example, in evaluating an individual vocational education program in a single high school it is useful to consider the expectations, support or constraints imposed on the program by the district, state or federal level. Such an analysis might reveal discrepancies in program purposes between local staff and those at the state or federal level.

III. Evaluation Systems

A tendency for researchers developing new models is to overlook existing evaluating systems that are already in place in at least some districts in the state. A review of existing documents in Oregon and discussion with state, regional and district vocational education staff have revealed various evaluation systems being used. Some of these systems are mandated by federal or state laws, such as Minimum Standards and Vocational Program Evaluations, which apply to all districts. Other evaluations are mandated but limited to special federally funded programs . for economically disadvantaged and handicapped students. Chart 3 lays out nine existing evaluation systems for vocational education. They include Minimum Standards, Vocational Program Evaluations, career and vocational program assessments, student follow-up surveys, employer surveys, individual evaluation of special disadvantaged and handicapped programs, State Advisory Council on Vocational Education evaluations, a district program evaluation system and the State Accountability Report. Each of the systems in the chart is identified in terms of its purpose, description, persons conducting the evaluation and areas assessed in the evaluation.

Data derived from these systems may help local school staff or advisory committee members improve vocational education in their school or district.

CHART 3

EXISTING VOCATIONAL EDUCATION EVALUATION SYSTEMS IN OREGON

**	Туре	*Purpose	Brief Description	Done By	Areas. Assessed
1.	Minimum Standards	To determine if schools are in compliance with Oregon Administrative Rules governing public school systems	All programs in all schools evaluated once every five years Evaluation team members interview teachers, students,	Oregon Department of Education (ODE) vocational program specialists and regional coordinators	objectives, opera- in tional components, facilities and equipment, student leadership organizations, placement
		` <u>'</u>	counselors, admini- strators, validate observations made during the self- evaluation and inspect		and follow-up ser- vices, guidance, safety, curriou- lum, advisory committees, in-
,	· · · · · · · · · · · · · · · · · · ·		classrooms, labora- tories, equipment and general facilities		structor qualifi- cations, evalua- tion, student enrollment policy
2:	Vocational Program Evaluation	To determine compliance of voc ed programs with requirements of the federal Vocational	Same as for minimum standards	Optional self- evaluation by school staff	Instructor quali- fications, facili- ties and equipment, counseling, youth
		Education Act of 1976	• • • •	DE vocational program specialists, regional career and vocational	organizations, advisory committees, student projects, articulation, community resources,
•		3		education coordinators, district vocational	co-ops, goals, and objectives, student follow-up, instructor inservice,
	17		,	education staff	safety

ERIC

18

EXISTING VOCATIONAL EDUCATION EVALUATION SYSTEMS IN OREGON (Continued),

					•
	(ffrm)	Purposo	Brief Description	Done By	Areas { Assessed
	Type	Purpose	Bilei bescription	bone by	t · ussessed
. 3.	Career and vocational program assessments	To assist local districts with career and vocational education program planning and improvement of programs	These assessments are requested by the district and are not required	ODE vocational program specialists and regional coordinators	Administrative structure and process, planning, finance, facilities and equipment, evaluation,
•					personnel qualifi- cations, profes- sional development, advisory committees, community resources, communications, career guidance, curriculum design and process
. 4.	Student follow-up surveys	To gather data about activities and perceptions of vocational graduates and early leavers	Student follow-ups are conducted annually one year after leaving high school. Three year follow-ups are conducted periodically with volunteer		Number of former students employed and/or enrolled in education programs related to their high school vocational training, job
			districts		income, ratings of satisfaction with vocational preparation, current educational and employment status, area of residence, rating of current job satisfaction
۰				•	3

EXISTING VOCATIONAL EDUCATION EVALUATION SYSTEMS IN OREGON. (Continued)

	Type	• Purpose	Brief Description	Done By	Areas
5.	Employer surveys	To assess employer' ratings of ability and performance of vocational education completers	Employer follow-up surveys are not currently conducted statewide but only on a sample basis	ODE	VEDS form required employer's rating of former students' technical knowledge, work attitude, work quality, overall
,					comparative rating with other employees
	Evaluation of special dis-advantaged and handicapped	To monitor program com- pliance with rules and regulations	Districts with federal disadvantaged and/or handicapped grants are required to complete	School district project directors	Verification of en- rollment of needy handicapped/disad-, vantaged in state- approved vocational

programs

disadvantaged and/or handicapped grants are required to complete a final report that includes an evaluation checklist. A random 20 percent sample of projects are validated by a third party funded by the ODE.

Third party observers for 20 percent of projects Verification of enrollment of needy
handicapped/disad-,
vantaged in stateapproved vocational
programs, monitoring of funds, selfassessment of program at mid-year
and end-of-year,
evidence of use of
Individual Education
Plans for each student

		Vocational	
	J	'Education (SACVE)	١.
		evaluation	
		• •	
		*	
7		•	
			•
		_	
,		**	
		•	
	8.	District Program	
		Planning and	
		Evaluation Syste	m
	•		
		*.	
	t	•	
		•	
		•	
•		٠ · ·	
		,	
		ر	
	9.	State .	
		Accountability	
21	بة ر	Report, Section	,
~ (٠.٠	5 Vocational	
		Education	
	_	, Evaluation,	

State Advisory

Council on .

To conduct an annual evaluation of a state's vocational education plan and activities and review its annual accountability

Purpose

report

To provide information for local program planning

To summarize findings from other vocational education evaluation activities

Brief Description

SACVE The 1980 SACVE study identified evaluation consultant criteria and framework ·for evaluating vocational education. It conducted a survey of vocational instructors, administrators, counselors, advisory committee members, and SDE staff to assess 28 areas of vocational education

This system; developed & Local school by the Multnomah County Education Service District, is designed to collect\information useful for reviewing an existing program, deciding on a new or alternative program and for synthesizing plans for individual programs within schools

Chapter 5 contains a summary of vocational program and service evaluations and recommendations based on these evaluations

Areas Assèssed

The 28 areas cover those listed under vocational program evaluation

Instructor qualifications, employment trends, enrollment trends, studentes achievement data, curriculum, fiscal records, employer ratings, student evaluations, and student.

A summary of six varieties of vocational education evaluations: Minimum Standards Evaluations, A

organizations

Vocational Program Evaluations, Vocat Program Assessments Evaluative Criteria

Evaluations, Good Practice Program Evaluations and

and district

staff

Done By

IV. New Instruments

Under this contract, evaluation instruments were developed and pilot tested for use with the following groups: high school students in the sophomore and senior year, parents of high school vocational education seniors, employers, vocational education instructors, vocational coordinators/administrators, and vocational education advisory committee members. Each instrument assesses both vocational education program components as well as outcomes of vocational education. An annual follow-up instrument for assessing vocational education completers already exists and is being used by the Oregon Department of Education.

Each of the NWREL-developed instruments was designed to assess the vocational education outcomes rated as most important by the project steering committee and by Research Coordinating Unit Directors from five other states who are collaborating with this project.

At the student level, four instruments have been designed to assess vocational and nonvocational education students at both the tenth and twelfth grade level. The design is planned to determine the effects of two years of participation in vocational education in comparison to students not electing to take vocational education and in comparison to those who have enrolled but have not participated (tenth grade vocational enrollees). In addition, by making comparisons between tenth grade vocational enrollees and those who are not, the design allows us to account for initial differences in the groups.

The four student instruments contain some items adopted from . . . :
instruments in other states and some items taken directly from the new



2.5

national longitudinal study "High School and Beyond" sponsored by the National Center for Educational Statistics (Epstein, 1980). Use of some relevant questionnaire items and the senior high reading and math tests from this study (which were developed by Educational Testing Service) will enable some excellent comparisons to be made.

A description of the purpose, key questions to be answered and design for administration of each of these NWREL instruments appears in the final report for this project.

V. Using This Model

Within the past 10 years there have been many books and articles dealing with the issue of using evaluation findings. This section of the report is not an attempt to duplicate or summarize that extensive literature; it is intended merely to suggest some specific ways that vocational educators, advisory committee members or program evaluators might use the model:

- A reading of Section II, the conceptual framework, may be useful to evaluators and vocational educators in planning and designing local evaluations of vocational education. For example, this framework might help them be conscious of the extent to which vocational education programs address student and societal needs identified in the local community.
- A review of elements of vocational education evaluation that are already in place in Oregon would be useful in identifying available data regarding the effectiveness of procational education programs.
- The availability of nine new evaluation instruments for assessing vocational education effectiveness can be of great use to districts desiring to evaluate a vocational education program. These instruments can be adapted, if necessary, to fit the needs of a particular school, district or region. Sections of the instruments might be used if one wanted to assess only selected components of a vocational education program.

References

- Bronfenbrenner, U. The Ecology of Human Development. Cambridge, MA: Harvard University Press, 1979.
- David, H. The Vocational Education Study: The Interim Report.

 Washington, D.C.: U.S. Government Printing Office, September 1980.
- Epstein, N. L. Youth Employment During High School--An Analysis of High School and Beyond, a National Longitudinal Study for the 1980s.

 Washington, D.C.: U.S. Government Printing Office, May 1981.
- Multnomah County ESD. Planning for Progress. Oregon Department of Education, October 1981.
- Stake, R. E. The Countenance of Educational Evaluation. Teachers College Record, 1967, 68, 523-540.
- Stufflebeam, D.L., et. al. Educational Evaluation and Decision-Making in Education. Itasca, IL: Peacock, 1971.
- Tallmadge, G.K. Ideabook: Joint Dissemination Review Panel.
 Washington, D.C.: U.S. Government Printing Office, October 1977.
- Taylor, R. E. Current Issues in Vocational Education. Prepared statement presented in hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives. Washington, D.C.:
 U.S. Government Printing Office, September 17-30, 1980, p. 257.





Assessing Secondary Vocational Education Effectiveness

This Education and Work project is developing criteria, an operational framework and evaluation instruments for measuring the effectiveness of secondary level vocational education programs in Oregon.

The project is funded by the Career and Vocational Education Section of the Oregon Department of Education. Criteria for judging program effectiveness are being established in cooperation with vocational educators in Oregon, the National Center for Research in Vocational Education and the Research Coordinating Unit Directors in five other states (Arizona, Florida, Illinois, Ohio and South Carolina).

A model is being constructed that identifies short—and long-term outcomes of vocational education. The outcomes are-categorized under employment, education and training, ancillary effects on youth, and community/societal effects. Based on this model and a review of existing instruments, prototype instruments are being developed and pilot-tested in Oregon for use with:

- Currently enrolled high school vocational education students
- Parents of vocational education students
- Employers
- Vocational education staff
- Advisory council members

The revised instruments will be available for use in other states.

A nine-person steering committee is guiding the work of this project in Oregon. The committee is comprised of vocational education staff, regional coordinators, private employers, and representatives of private vocational training, the state advisory council for vocational education, a private industry council and the Greater Portland Work-Education Council.

Frequent contact and input from the research coordinating unit directors in the five cooperating states will help to ensure that the evaluation instruments have applicability in their states.

For more information, contact Larry McClure, Director of the Education and Work Program, or Tom Owens, chief investigator on the project, at the Northwest Regional Educational Laboratory, 300 Southwest Sixth Avenue, Portland, Oregon 97204; Telephone (503) 248-6800 or (toll free) 1-800-547-6339 outside of Oregon.









VOCATIONAL EDUCATION STUDENT SURVEY

TWELFTH GRADE LEVEL

School		(1-5)*
programother well a	urvey will be used to help us learn about the vocational education main your school. Your answers will be combined with those of students and never identified with you. Please answer each item as siyou can. However, if there is anything you do not wish to feel free to omit that item. Thank you for your help!	. /
•		, ,
	n which of the following vocational education program areas are you nrolled? (CIRCLE ONE NUMBER)	(6)
	Agriculture (Forest Products)	>
*	Business and Office (Accounting, Clerical,	
	Secretarial) 2	
ŧ	Distributive Education	
	(Food Service, Marketing) 3	•
	Health Occupations 41	
	Home Economics Occupations (Child Care, Clothing, Institutional and Home	
	Management Service) 5	,``
	Technical (Electronics, Mechanical) 6	
	Trade and Industry (Construction; Drafting, Forest Products, Graphics,	. :
	Metals, Service)	1
		•
	low long have you been taking vocational education courses in the are you are now enrolled in?	a (7)
	Less than one month	•
	Year { 1 - 4 months	. 7.
	Year { 10 - 13 months	
· .	Year \{ 19 - 22 months 6 Three \{ 23 - 27 months	ř .
	More than three years 8	
• #m1.cc	is is the numbers in narentheses, they are for keypunching	

ERIC Full Text Provided by ERIC

purposes only.

3. What is the main reason you decided to enter a vocational educational program? (CIRCLE ONLY ONE NUMBER)

19

4. How satisfied are you with the following aspects of your current high school vocational education program? (CIRCLE ONE NUMBER rating for each aspect. For example, if you are satisfied with the quality of instruction, circle 2. If you are very dissatisfied, circle 4. If you have not had experience with some aspect(s), circle DK, "Don't Know".)

		,		-	• (
•	Very Satis- fied	Satis- fied	Dissat- isfied	Very Dissat- isfied	Don't Know	
Quality of the instruction	1	2		4	DK	(10)
Occupational information available	1	2 .	₹. 3	• •4	DK	(11)
Help in finding a • job after program,	•		*	•	•	•
completion	· 1 . '	、, 2	• . 3	4 .	DK	(12)
Counseling about careers	ı.	2	. : 3	4	. DK	(13)
The instructional materials are	•, •		. ` *		,	-
-up-to-date • • • • • • •	,1	~ 2	3	4 \	DK	(14)
Paid work experience which is part of your vocational	•	·	•• • . •		* ,	·
program	1	2 ·	. 3	4	DK	·(15)
Overall, how satisfied are you with the	d -	· · ,	• 3		•	٠ ٠
vocational education you have received in	• .	•	÷	•		•

high school?

		`		
s- fie		ied Dissat		
		isried		. ,
			*	-
	Ø		•	
-	•	•		•
				• •
	2	3 4		(17)
				• '
nance to	take the	vocational	education	~
			-	
				(18)
• •		,		
	•	٠.	•	•
ot arop	out · · ·	• • • • • •	-	
drop ou			•	•
drop od	1			
p out .		3	3 7	,
-			•	•
rop out		4	,	
ional od				- 3
		ogram, now	well brebar	ea
	licted hel	Ove CCTPCT	F ONE NUMBE	י פוי
e areas .	listed bel	.pw? (CIRCI	E ONE NUMBE	rr '
e areas .	listed bel	ow? (CIRCI	E ONE NUMBE	rr _ '
Very	Well	Not	E ONE NUMBE	R _ '
Very Well	Well Prepared	Not l Well .	Very Poorly	rR _ '
Very	Well Prepared	Not	Very Poorly	R _ '
Very Well	Well Prepared	Not l Well .	Very Poorly	rR _ '
Very Well	Well Prepared	Not l Well .	Very Poorly	R
Very Well	Well Prepared	Not l Well .	Very Poorly	· .
Very Well	Well Prepared	Not l Well .	Very Poorly	R _ '
Very Well	Well Prepared	Not l Well .	Very Poorly	(19)
Very Well	Well Prepared	Not Well . Prepared	Very Poorly	· .
Very Well Prepare	Well Prepared d	Not Well . Prepared	Very Poorly	(19)
Very Well Prepare	Well Prepared	Not Well . Prepared	Very Poorly	(19)
Very Well Prepare	Well Prepared d	Not Well . Prepared	Very Poorly	(19)
Very Well Prepared	Well Prepared	Not Well . Prepared 3	Very Poorly	(19) (20) (21)
Very Well Prepare	Well Prepared d	Not Well . Prepared	Very Poorly	(19)
Very Well Prepared	Well Prepared d	Not Well . Prepared 3	Very Poorly	(19) (20) (21)
Very Well Prepared	Well Prepared d	Not Well . Prepared 3	Very Poorly	(19) (20) (21) (22)
Very Well Prepare	Well Prepared d 2 2 2 2 2 2	Not Well . Prepared 3 3 3 3 3 3	Very Poorly	(19) (20) (21) (22)
Very Well Prepare	Well Prepared d 2 2 2 2 2 2	Not Well . Prepared 3 3 3 3 3 3	Very Poorly	(19) (20) (21) (22)
Very Well Prepared 1 1 1 1 1 1	Well Prepared d 2 2 2 2 2 2 2	Not Well Prepared 3 3 3 3 3 3	Very Poorly	(19) (20) (21) (22) (23) (24)
Very Well Prepared 1 1 1 1 1 1	Well Prepared d	Not Well Prepared 3 3 3 3 3	Very Poorly	(19) (20) (21) (22)
Very Well Prepared 1 1 1 1 1 1	Well Prepared d 2 2 2 2 2 2 2	Not Well Prepared 3 3 3 3 3 3	Very Poorly	(19) (20) (21) (22) (23) (24)
	hance to past two ng out or drop out drop out	pance to take the past two years in ag out of school? ot.drop out	p fied isfied Dissate isfied Dissate isfied Dissate isfied Dissate Dis	se fied isfied Dissat- Know isfied 2 3 4 hance to take the vocational education past two years in school, to what extenting out of school? (CIRCLE ONE) ot drop out

		Very Well	Well Second	Not Well	Very Poorly	
	•	Prepared		Prepared	Prepared	
	Using reading skills		•		,	
•	to do job tasks	1	2, '	. 3	4	(27)
	Using math skills to do job tasks	, 1	•2	3 -	4	(28)
	Being aware of both the positive as well as the					
	negative aspects of jobs	1	2	3 '	, 4, ,	(29)
· · .	Understanding the importan of being productive on	ce .		,	•	
	the job	1	2	3 ،	4	(30)
	Being able to use speaking		•			, ,
	and listering skills in work situations	1,.	2	3	4 .	(31)
•	Doing work that meets / acceptable standards	1	2	. 3 *	4	(32)
7.	How well do you feel your prepare you for the first after leaving high school Will help me very muc	full-time? (CIRCL	e year-aro	und-type j		(33)
	Will help me a little		2	• ′		. •
•	Will not help me at a		3			•
		,		_	•	
8.	Are there programs availa schools, etc., that would vocational area you are s	provide :	móre advan	ced traini	ng in the	(34)
	Yes	1	•••	•		
	No	2	-~	•	•	,
	Don't Know	• • • 3		*		
٦.	If Yes, do you know about the program(s)? (CIRCLE O)	ral conten	t available in	(35)_
•	Yes	1		,		va '*

9•	After graduation do you plan your high school vocational e						(36)
		` • _			÷		_
	Yes	. 1		•	•		_
	,No	. 2	•		,	•	
	Don't Know	3		•	. ;	,	
					,'		
.0 •	Within the next year, do you (CIRCLE ONE NUMBER)	plan t	o get a	job that	is / ا		(37)
	, - , - , -			•	. •		(-,,
	Directly related to your	vocati	onal ed	ucation pr	ogram?	1 .*	
	Closely related to your	vocatio	onal edu	cation pro	gram?'	2	•
	Not related to your vocat	cional	educati	on program	?	3	
•	Don't know	. is	• • • •	• • • • •		4	ý
•		•		•	• ,		
11.	Three years from now do you p	oļan to	be in	a job that	is `.	•	(38)
	, ,		• .	•			
	Directly related to your	vocati	lonal ed	ucation pr	ogram?	1	
	Closely related to your	vocatio	onal edu	cation pro	gram?	2	
•	' Not related to your vocat	cional	educati	n program	?	3	
	Don't know	2				Δ	
	boil t know t t t t t	,	,	• • • •	• • • • •	-	•
L2 •.	. How do you feel about each of NUMBER for each rating.	the f	followin	g statemen	ts? (CIRCLE	ONE	~
		rongly Agree	Agree	Disagree	Strongly Disagree		
		,					
	I take a positive					•	_
	attitude toward myself	ļ	2	3	4		(39)
	Good luck is more				•		
	important than hard					,	J
,	work for success	1 1	2	3,	4		(40)
	Tomoble to de this	•					
	I am able to do things . as well as most other *		,			•	
	people .	1	· 2.	3	4,		(41)
	— — — — — — — — — — — — — — — — — — —				•		-

	<u>.</u>	Strongly Agree	Agree	Disagree	Strongly Disagree	-
	Every time I try to get	•	**			
	ahead, something or	•			•	
	somebody stops me	1.	2	3	4	(42)
	, sementary proper me		-		*	(42)
-	When I make plans, I am			,		•
#	almost certain I can		*	~	•	*
	make them work	1	2	3	'4 ·	· * (43)
	•		D.	•		•
	•	•	V	•.		
13.	What is the one thing tha					e
	of your time in the year	after you	leave h	igh school	.?	
	(CIRCLE ONE NUMBER)	٠				(44-45)
	Moreling Cull-time			. •	•	-
	Working full-time		• • •	• • • • • •	1	
	Entering an apprenticeshi	n or on-th	e-ich +	raining_nr	ogram 2	P.5
		p or on en	י מסו		Ogram • • 2	
	Going into regular milita	rv service	(or se	rviće acad	emy) 3	•
		•	•			
•	Being a full-time homemak	er			4	
	• •	•			•	
	Taking vocational or tech business school full-ti			a trade or	· · · · · 5	
	Taking açademic courses a full-time or part-time	t a junior	or com	munity col	lege 6	~
	Taking technical or vocat or community college fu					
	Attending a form-room rel	T n'		f11 -	,	
	Attending a four-year col time or part-time			y rull-		
	time of part-time	• • • • •	• • •			1
	Working part-time, but no	t attendin	g schoo	ol or colle	ge ^9	8 *
	Other (travel, take a bre	ak,)	• • •		10	
	No plans	• • • •	• • •		11	,
14.	As things stand now, how (CIRCLE ONE NUMBER)	far in sch	ool do	you think	you will get?	(46)
•	Less than high school	graduatio	n		1	
	. High school graduatio	n only			2	

	Vocational, trade, or business school after high school:	E Less than two years 3
,		Two years or more 4
•	•	Less than two years of college 5
	<i>)</i> :	Two or more years of
	•	college (including two- year degree)
•		year degree,
	College Program	<pre>Finish college (four- or five-year degree) 7</pre>
٠		Master's degree or
	•	equivalent 8
,		Ph.D., M.D., or other
4		advanced professional degree 9
•	NUMBER)	d you the most per; week.) (CIRCLE ONE (47-48)
	Have not worked for pay	
	Have not worked for pay Lawn work or odd jobs	
	Lawn work or odd jobs	urant or drive-in 3
	Lawn work or odd jobs	rant or drive-in 3
	Waiter or waitress in a restaution Babysitting or child care	rant or drive-in
	Lawn work or odd jobs	rant or drive-in
	Lawn work or odd jobs Waiter or waitress in a restaution of the control	rant or drive-in
	Lawn work or odd jobs Waiter or waitress in a restaution of the control	irant or drive-in
-	Babysitting or child care	irant or drive-in
	Lawn work or odd jobs Waiter or waitress in a restaution of the control	irant or drive-in
· ·	Lawn work or odd jobs	rant or drive-in

16.	In describing your present or most recent job, (CIRCLE THE NUMBER FOR EACH LINE)	would you	say it	
	•	Yes	No	·
	Is a place where people goof off?	1	2 .	(49)
	Is something you do just for the money?	1	.2 .	(50)،
•	Is more enjoyable than school?	: 1	2	(51)
	Encourages good work habits?	. 1.	2	(52).
	Is more important for you than school?	1 ,	2	(53)
	Is directly or closely related to your			•
	high school training	1	2	(54)
•		٠ ﴿	•	
17.	The job described above is (CIRCLE ONE NUMBER)	,	· •	(55)
	A cooperative work experience job	1		``
·	Another school-related job	2		
	A CETA sponsored job	3	1	•
. **	Another type of job	4		•
19.	How many hours do you normally work at a paid during the school year? (CIRCLE ONE NUMBER)	job or in a	a family busines	ss \$56)
	None, do not work for pay	. 1		
	. 1 to 4 hours per week	. 2	•	
•	5 to 14 hours per week	. 3	*	9
	15 to 21 hours per week	. 4 .	•	•
	22 to 29 hours per week	. 5		
*	30 to 34 hours per week	. 6		٢

35 hours of more per week

19.	Did you do any work for pay <u>last week</u> , not counting work around the house? (CIRCLE ONE NUMBER)	(57)
٥	Yes · · · · · · 1	
	No 2	
20.	Which of the following activities have you participated in during this school year (not just in summer)? (CIRCLE ALL THAT APPLY)	
4	Cooperative Work Experience (paid or unpaid) 1	(58)
•	CETA work programs (e.g., youth employment and training programs)	(59)
	DECA	(60)
	FBLA	(61)
	FFA	(62)
•	FHA	ຶ (63)
	FTA	(64)
	VICA	(65) ·
,	HERO	(66)
	OEA	·(67)
	Junior Achievement	(68)
	Explorer Scouts which have a career focus 12	(69)
Back	ground Information	ı
	ould like to know some information about you. This information will w us to group the data in different ways for analysis.	_
21.	Sex: (CIRCLE ONE NUMBER)	(70)
	Male · · · · · l	<i>J</i>

ERIC

Female

. 4. •	beinite Background (CIRCLE ONE NOMBER)	(/1)
	Asian or Pacific Islander 1	
	Black	
-	White	
	Hispanic	, .
`	American Indian/Native American 5	•
	Other (Please specify) 6	9
23.	What have your grades been like so far in high school? (CIRCLE ONE NUMBER)	(72)
_	Mostly A's (a numerical average of 90-100) 1	
	About half A and half B (85-89) 2	
	Mostly B's (80-84)	
	About half B and half C (75-79) 4	
,	Mostly C's (70-74) 5	
	About half C and half D (65-69) 6	
	Mostly D's (60-64)	
•	Most les heless D. (heless 200)	

24 •	What was the highest level of education your father (or male guardian) completed? (CIRCLE ONE NUMBER)	(73)
•	Less than high school graduation 1	•
	High school graduation only	
	Vocational, trade, or business Less than two years 3 school after high school	,
	Two years or more 4	
	Less than two years of college 5	
•	Two or more years of college (including two-year degree) 6	
	College program Finish college (four- or five-year degree) . 7	, , se
	Master's degree or equivalent 8	•
	Ph.D., M.D., or other advanced professional	,
	degree 9	
25•	What is your father's (or male guardian's)	(74-75)
	. Job title?	
	Job duties? (Give a brief description)	

ERIC Full Text Provided by ERIC

,		
, 26.	What was the highest level of education your mother (or female	* . *
	guardian) completed? (CIRCLE ONE NUMBER)	(76)
	/agratativ completed. Methorn out housely	(76)
	Torre than his about 1 and 2 and 2 and 2	
VQ	Less than high school graduation 1	
)		
- /	High school graduation only	
	Vocational, trade, or business / Less than two years 3	
	school after high school	
	, ,	
	\ \ Two years or more 4	
	_·	
	Less than two years .	
	of college · · · · · 5	>
	Two or more years of	•
	college (including	
	, , , , , , , , , , , , , , , , , , , ,	• ,
~	two-year degree) 1 6	
	College program / Finish college (four	•
	or five-year degree) • 7	
	Master's degree or	
	,	
•	equivalent 8	
_		
•	Ph.D., M.D., or other	
	advanced professional	
	degree 9	
27 .	They is your methods for female mondiants	7 701
.21.	'What is your mother's (or female guardian's) (7	7-78),
	Job title?	
	Job duties? (Give a brief description)	*
•		

Thank you very much for your help!

(80) = "1

STUDENT SURVEY

TWELFTH GRADE LEVEL

(1-5)*

School	•		•	,		-			
. ,	C #	; • ,	•						
in your s students as you ca	school. You and never	ur answe Identifi r, if th	rs will ed with ere is	be com you. anythin	bined wi Pleasè a g you do	th those nswer eac not wish	ional progr of other h item as w to answer,	vell	•
\ l. What	t was the m	ain reas	on you	did not	decide	to enter	a vocationa	il	
	cational pr						. 1		(8)
educ For circ	It was ned in order plan to area un other reas satisfied cational prexample, icle 2. If	d other cademic or relace or or te essary for to readelay my stil after on (Pleader you are you are you are	courses courses tives a achers or me to the course or me to the course or me to the course of training and training training or training t	has mo dvised o take oals ng in a ish hige) e follo one nu fied wi ssatisf	re statu me not t me not co ther co vocation h school wing asp mber rat th the q ied, cir	o enroll to enroll urses nal educa ects of y ing for e	our high so ach aspect instruction f you have	on,	
had	experience	with so	me aspe	ct(s),	circle D	K, "Don't	Know"∙)		
•		•			•		, 5		1 7
• •		• ,	Very Satis- fied		Dissat Jisfied		ti∸. Know	•	•
' One1	· ,	**	, , ,	,		N	- ;	-	**
	ity of the ruction		1	2	-3	. 4	DK -		(10)
	pational ir on availabl		. 1.,	2	3	5 4	DK	-	. (11)
	in finding r graduatio		1.	2.	, · · · 3	4	. DK		(12)
٠, ه	,	(, ,	,	\$,	*		•
	.ignore the	numbers	in par	enthese	s; they	are for k	eypunching		•

	Ver Sat fie	is- fi	atis- led	Dissat- isfied	Very Dissat- isfied	Don't Know	, •	
Counseling abou			•	,		•	•	
careers	1		2 ·	3	4	DK .	, ,	(13)
The instruction materials are	al					•		
up-to-date	1		2	3	4	DK	• •	(14)
Overall, how sa are you with the			٠		٠			
school education	_	_		•	•			•
have received?	1	,	2	3	4	DK	((17)
		\	24	•		•	•	
If you did not	have the ch	ando to	, taka	the course		, 1004000 200	4.1	
past two years	in school,	to what	exten	t would vo	es you se. ou conside	rected in er droppir	tne na	
out of school?	(CIRCLE ON	E NUMBE	ER)				-	(12)
			_	•		V		
I defi	nitely would	d not d	drop ou	it	• • • • :	1	•	
. T nroh	ably would	not dro	n out			2		
, ,	dary would		op out	,	• • • •	•		,
🛰	-1-1 1 3	• .				_		-
I prob	SEDTA MONTO	arop ou	1t^, ·			ن ن		
	ably would					.		•
	nitely would				• • • • •	4		٠
					• • • • • •	3 4		•
I defi	nitely woul	d drop	out .		prepared	d do you		٠
I defi	nitely woul	d drop	out .		prepare	d do you ER for eac	eh	٠
I defi	nitely woul	d drop	out .		prepared	d do you ER for eac	ch	٠
I defi	nitely woul	d drop	out . program below?	how well (CIRCLE	ONE NUMBI	ER for eac	ch	•
I defi	nitely woul	d drop	out . program below?	how well (CIRCLE	ONE NUMBI	ER for eac	ch	•
I defi	nitely woul	d drop ional r listed	out . program below?	t; how well (CIRCLE Well N	ONE NUMBI	ER for eac Very	ch	•
As a result of feel in each of area.)	your educat	d drop ional r listed Very Well	out . program below?	t; how well (CIRCLE Well N	ONE NUMBI	ER for eac Very	c h	•
As a result of feel in each of area.)	your educat the areas	d drop ional r listed Very Well	out . program below?	t; how well (CIRCLE Well N	ONE NUMBI	ER for eac Very	· ·	
As a result of feel in each of area.)	your educat the areas	d drop ional r listed Very Well	out . program below?	t; how well (CIRCLE Well N	ONE NUMBI	ER for eac Very	· ·	(20)
As a result of feel in each of area.) Knowing how to and obtain a jo	your educat the areas	d drop ional r listed Very Well	out . program below?	t; how well (CIRCLE Well N	ONE NUMBI	ER for eac Very	· ·	(20)
As a result of feel in each of area.)	your educat the areas	d drop ional r listed Very Well	out . program below?	t; how well (CIRCLE Well N	ONE NUMBI	ER for eac Very	. (
As a result of feel in each of area.) Knowing how to and obtain a journ able to find the directions	your educat the areas	ional plisted Very Well Prepar	out . program below?	well tepared v	ONE NUMBI	Very Poorly repared	. (
As a result of feel in each of area.) Knowing how to and obtain a journ of the second of the second of the second obtain a journ of	your educat the areas	ional plisted Very Well Prepar	out . program below?	well tepared v	ONE NUMBI	Very Poorly repared).	(21)
As a result of feel in each of area.) Knowing how to and obtain a journ being able to find directions Willing to lear	your educate the areas sollow n new things	ional plisted Very Well Prepar	out . program below?	well tepared v	ONE NUMBI	Very Poorly repared).	(21)
As a result of feel in each of area.) Knowing how to and obtain a journ being able to find directions Willing to lear being on time f	your educat the areas	d drop ional p listed Very Well Prepar	out . program below?	well tepared v	ONE NUMBI	Very Poorly repared). } 	(21)
As a result of feel in each of area.) Knowing how to and obtain a journ being able to find directions Willing to lear	your educat the areas	ional plisted Very Well Prepar	out . program below?	well tepared v	ONE NUMBI	Very Poorly repared). } 	(21)
As a result of feel in each of area.) Knowing how to and obtain a journ being able to find directions Willing to lear being on time f	nitely would your educate the areas look for bollow on new things or work g tasks	d drop ional p listed Very Well Prepar	out . program below?	well tepared v	ONE NUMBI	Very Poorly repared) ((21) (22) (23)
As a result of feel in each of area.) Knowing how to and obtain a journ of directions Willing to lear Being on time for in completing of the feeting along we have a second or the feeting along we have a second or the feeting along we have a second or time for in completing along we have a second or the feeting along the	nitely would your educat the areas look for b look for	d drop ional r listed Very Well Prepar	out . program below?	well tepared verse	ONE NUMBI	Very Poorly repared) ((21) (22) (23) (24)
As a result of feel in each of area.) Knowing how to and obtain a journ Being able to find directions Willing to lear Being on time for in completing	nitely would your educat the areas look for b look for	d drop ional r listed Very Well Prepar	out . program below?	well tepared verse	ONE NUMBI	Very Poorly repared) ((23)
As a result of feel in each of area.) Knowing how to and obtain a journ of directions Willing to lear Being on time for in completing of the feeting along we have a second or the feeting along we have a second or the feeting along we have a second or time for in completing along we have a second or the feeting along the	nitely would your educat the areas look for b look for b or work g tasks ith others resume	d drop ional r listed Very Well Prepar	out . program below?	well tepared verse	ONE NUMBI	Very Poorly repared) (((21) (22) (23) (24)

					3	
¥	Very Well Prepared	Well Prepared	Not Well Prepared	Very' Poorly Prepared	•	•
Using reading skills	, _					
to do job tasks	1 '	· 2	3 ,	4	(27)	
Using math skills "	•		,			
to do job tasks	. 1	2	3	4	(28)	,
Being aware of both the		-		9.) w	
positive as well as the	_	_	•	,	· •	
negative aspects of jobs	1	2 .	3	4	(29)	
Understanding the important of being productive on	nce		,		<i>6</i>	
the job	1	2	3 .	4	(30)	
Being able to use speaking and listening skills in			r			
work situations	. 1	· 2	. 3	4	(31)	
How well do you feel your for the first full-time ye school? (CIRCLE ONE)					prepare you	•
3011001 (O110011 O111)				e*	,/	

' Will help me very much .

Will help me a little

Will not help me at all

6. How do you feel about each of the following statements?

NUMBER for each rating)

	Strongly Agree	Agree	Disagree	Strongly Disagree	 ,
I take a positive attitude toward myself	1	2	, 3	. À	 (39)
Good luck is more	-	-	.,	•	
Work for success I am able to do things as well as most	1	2	3 ' ‹ · · · · · · · · · · · · · · · · · ·	4	(40)
other people	1	. 2	3	4	(41)

	•	Strongly Agree	Agree	Disagree	Strongly Disagree	
	Every time I try to get ahead, something or some-body stops me	1	· · 2	3		∹(42)
•	When I make plans, I am almost certain I can make them work	. 7 .	. 2			
	CHEM WOLK	, *	. 4		4	(43)
7.	What is the <u>one</u> thing that time in the year after you	t most.lik 1 leave hi	ely wil gh scho	1 take the	largest share LE ONE NUMBËR)	of your (44-45)
	Working full-time		. • • •	•. • • • • •	1	
	Entering an apprenticeship	or on-th	e-job t	raining pro	ogram • • 2	• /
•	Going into regular militar	ry service	(or se	rvice acade	emy) 3	. 3
	Being a full-time homemake	er		• • • • •	4	
	Taking vocational or techn	nical cour	ses at	a trade or	• 1	
- ,	business school full-time	me or part	-time	• • • • • • •	· · · · · · · · · · · · · · · · · · ·	•
	Taking academic courses at full-time or part-time	t a junior	or, com	munity coll	lege • • • • 6	
	Taking technical or vocation or community college full				7	
	Attending a four-year coll time or part-time				8	• ,
	Working part-time, but not	attendin	g schoo	l'or colleg	ge 9	•
	Other (travel, take a brea	ak) 1	• • •		10	
	No plans	• • • • •		••••	11	•

'n

8.		things stand now, how far in so RCLE ONE NUMBER)	shool do you think you	will get?	(46)
		Less than high school graduati	on	1	
	•	Migh school graduation only .		• • • • 2,	
		Vocational, trade, or business school after high school:	Less than two years	3	
·			Two years or more .	4	
			Less than two years of college	- - \	
	*	• • •	Two or more years o	•	•
		•	college (includ	ling two-	*
	•	College Program	/ Finish college (for	• -	1
•		correge rrogram	five-year degree		
		,	Master's degree of equivalent	or 8	
					•
			Ph.D., M.D., or wo		
	,		degree	9	
				•	•
9.	you	ch of the job categories below do/did for pay on your current n one kind of work, choose the	: or most recent job? ackprime	(If more	٠,
٤		k.) (CIRCLE ONE)	one witten para you the	s/mosc per	(47-48)
	i	Have not worked for pay	• • • • • • • • •	• 1	• .
,		Lawn work or odd jobs	•. • • • • • • • •	. 2	· .
		Waiter or waitress in a restau	rant or drive-in	• 3	ī
٠.	,	Babysitting or child care		. 4	•
*	•	Farm or agricultural work		• 5	
,	•	Factory work, unskilled or ser	ni-skilled	. 6	
		Skilled trade		• 7	
"		Other manual labor		• `8	
Ì	>	Store clerk or salesperson .	• • • • • • • • •	• •9	٠,
		Office or clerical	• • • • • • • • • •	10	,
		Hospital or health		11 · .	
, · •	• 4	Other (Please state)	5	12	· 🌇
	-		45	.:	· · · · · ·

ERIC

10.	In describing your present or most recent job, would you say it (CIRCLE THE NUMBER FOR EACH LINE)	
	Yes No	
	a. Is a place where people goof off? . 1 2	, (49)
	b. Is something you do just for the money? \ 1 2	(50)
	c. Is more enjoyable than school?	(51)
	d. Encourages good work habits?	(52)
(e. Is more important for you than school? 1 2	(53)
	f. Is directly related to your high school training?	(54)
11.	The job described above is (CIRCLE ONE NUMBER)	(55)
	A cooperative work experience job 1	
	Another school-related job	,
	A CETA sponsored job	
	Another type of job 4	
12.	How many hours do you normally work at a paid job.or in a family business during the school year? (CIRCLE ONE NUMBER)	(56)
	None, do not work for pay	•
	1 to 4 hours per week 2	•
	5 to 14 hours per week	
-	15 to 21 hours per week	
•	22 to 29 hours per week 5	
,	30 to 34 hours per week 6	
	35 hours or more per week	
13.	Did you do any work for pay <u>last week</u> , not counting work around the house? (CIRCLE ONE NUMBER)	(57)
	Yes · · · · · 1	
,	No 2	•

this school year (not just in summer)? (CIRCLE ALL THAT APPLY)	
Cooperative Work Experience (paid or unpaid) 1	(58)
CETA work programs (e.g., youth employment and training programs)	· (59)
DECA	(60)
FBLA	(61)
FFA	(62)
FHA	(63)
FTA	(64)
VICA	(65)
HERO	(66)
OEA	(67).
Junior Achievement	(68)
Explorer Scouts which have a career focus :	(69)
Background Information	
We would like to know some information about you. This information will allow us to group the data in different ways for analysis.	Ø
15. Sex: (CIRCLE ONE NUMBER)	(70)
Male 1	
Female 2	8
16. Ethnic Background (CIRCLE ONE NUMBER)	(71)
Asian or Pacific Islander	
Black	
White	
Hispanic	
American Indian/Native American 5	
Other (Please specify) 6	

ERIC

•	(CIRCLE ONE NUMBER)	(72)
	Mostly A's (a numerical average of 90-100) 1	•
	About half A and half B (85-89) 2	,
	Mostly B's (80-84)	
	About half B and half C (75-79) 4	و
	Mostly C's (70-74)	
	About half C and half D (65-69) 6	
	Mostly D's (60-64)	•
	Mostly below D (below 60)	
		•
18.	What was the highest level of education your father (or male guardian) completed? (CIRCLE ONE NUMBER)	(73)
	Less than high school graduation	
v 3	High school graduation only 2	
•	Vocational, trade, or business Less than two years 3 school after high school	
•	Two years or more 4	
,• `	Less than two years of college 5	
	Two or more years of	
	college (including two-year degree) 6	4
	College program / Finish college (four-	
•	College program (Finish college (four- or five-year degree) 7	,
·, •	Master's degree or	•
	equivalent 8	ı
	Ph.D., M.D., or other advanced professional	
	degree 9	

19.	What is your father's (or male guardian's)	(74-75)
	Job title?	
	Job duties? (Give a brief description)	•
·		_
•		
20•	What was the highest level of education your mother (or female guar completed? (CIRCLE ONE NUMBER)	rdian) (76)
	Less than high school graduation	
	High school graduation only 2	u
_	Vocational, trade, or business Less than two years 3 school after high school	•
•	Two years or more 4	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
	Less than two years of college • • • • • 5	
•	Two or more years of collage (including two-year degree) 6	٠,
	College program (Finish college (four- or five-year degree) 7	
	Master's degree or equivalent 8	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\
•	Ph.D., M.D., or other advanced professional	
4	degree	
21.	What is your mother's (or female guardian's)	· (77-78)
	Job title?	, \
	Job duties? (Give a brief description)	
٠,		
• •	• • • • • • • • • • • • • • • • • • • •	

Thank you very much for your help!

(80) = "1"

VOCATIONAL EDUCATION STUDENT SURVEY

TENTH GRADE LEVEL

School	(
program other stu	vey will be used to help us learn about the vocational education in your scool. Your answers will be combined with those of udents and never identified with you. Please answer each item as you can. However, if there is anything you do not wish to answer, e to omit that item. Thank you for your help:
1. In s	which of the following vocational education program areas are you
	olled? (CIRCLE ONE NUMBER)
•	Agriculture (Forest Products) 1
,	Business and Office (Accounting, Clerical Secretarial)
	Oistributive Education (Food Service, Marketing)
	Health Occupations
	Home Economics Occupations (child care, Clothing, Institutional and Home Management Service)
	Technical (Electronics, Mechanical) 6
·" .	Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service)

*Please ignore the numbers in prentheses; they are for keypunching purposes only.



How long have you been taking courses in the vocational education

More than three years

3. What is the main reason you decided to enter a vocational program?
(CIRCLE ONLY ONE NUMBER) (9)

4. ANSWER THIS QUESTION ONLY IF YOU HAVE ALREADY TAKEN VOCATIONAL EDUCATION CLASSES.

How satisfied are you with the following aspects of your high school vocational education program? (CIRCLE ONE NUMBER rating for each aspect. For example, if you are satisfied with the quality of instruction, circle 2. If you are very dissatisfied, circle 4. If you have not had experience with some aspect(s), circle DK, "Don't Know".)

•	Very Satis- fied	fied.	isfied	Very Dissat- isfied	Don't Know	
Quality of the instruction	1-	2	3,	4	DK	(10)
Occupational infor- mation available	1 .	2	3	• • 4	DK	(11)
Help in finding a job after graduation	1 .	⁵ 2	,		DK,	. (12)

	- '	• `	•					
•		~	Very Satis- fied	Satis- fied	Dissat; isfied	Very Dissat- isfied	Don't Know	,
	Counseling about careers		1	2 .	3	4	DK	(13)
	The instructional materials are		,		*			••
	up-to-date ,		1.	2	3	4	DK	(14)
,	Paid work experience which is part of your							
. 1	vocational program		1	2	3	4	DK	(15)
•	Overall, how satisfied are you with the vocational education	đ	*	, '	, ~			•
	you have received in high school?		, i	`. 2	3, ,	44 , S	DK	(16)
	The general nonvocational education you have received in			*		• .		
	high school?		1	` 2	3	4 🛰	•	(17)
5•	After graduation do high school vocation							(36)
•	Yes	• •	· · i			•		•
	No • • • • •	• •	2	•	•			
	Don't Know	• •	3	-				
6⊷	Five years from now (CIRCLE ONE NUMBER)	do	you think	you will	be in a	job that	is	(38)
,	<u>Directly</u> related	to	your voc	ational e	ducation	program?	1	
	Closely related	to	your voca	tional ed	ucation p	vrogram? •	2	
	Not related to y	our	vocation	al educat	ion progr	ram?	• • 3	
٠.	Don't know	• •					4	

ERIC

7 .	What is the one thing that most likely will take the largest share of your time in the year after you leave high school? (CIRCLE ONE NUMBER) (44-45)
	Working full-time
	Entering an apprenticeship or on-the-job training program 2
,	Going into regular military service (or service academy) 3
	Being a full-time homemaken
	Taking vocational or technical courses at a trade or business school full-time or part-time
• .	Taking academic courses at a junior or community college full-time or part-time
	Taking technical or vocational subjects at a junior or community college full-time or part-time
	Attending a four-year college or university full- time of part-time
	Working part-time, but not attending school or college 9
•	Other (travel, take a break)
•	No plans
8.	As things stand now, how far in school do you think you will get? (CIRCLE ONE NUMBER) (46
	Less than high school graduation
	High school graduation only 2
·	•Vocational, trade, or business (Less than two years 3 • school after high school:
•	Two years or more 4
	Less than two years
*	of college, 5
	Two or more years of college (including two-year degree) 6
•	College Program (Finish college (four-or * five-year degree) 7
•	Master's degree or equivalent 8
	Ph.D., M.D., or other
•	advanced professional degree9

9.	you do/did for pay on your current or mo	st recent job? (If more	•
•	<pre>than one kind of work, choose the one wh week.) (CIRCLE ONE)</pre>	ich paid you the most per	(47-48)
	Have not worked for pay	1	<u>,</u> a
	Lawn work or odd jobs		· -
	Waiter or waitress in a restaurant of	r drive-in , 3	
霉	Babysitting or child care	4	•
	- Farm or agricultural work	5 .	:
,	Factory work, unskilled or semi-skil	led 6	
•	Skilled trade	7	
	Other manual labor	8	,
	Store clerk or salesperson	9 '	
	Office or clerical	10	e
	Hospital or health		•
•	Other (Please state)	. 12	· · ·
	To describing your progent or most reserv	de de le	,
.0•). In describing your present or most recer (CIRCLE THE NUMBER FOR EACH LINE)		•
		Yes No	*
	a. Is a place where people goof off?	. 1 . 2	(49)
	b. Is something you do just for the mor	ney?, 1 2:	(50)
,	c. Is more enjoyable than school?	1 2	(51)
•	d. Encourages good work habits?	1 2	(52)
	e. Is more important for you than school	1 2	· (53¸)
	f. Is directly related to your high sch training?	1 2	(54)

:-

J.

•

11.	The job described above is (CIRCLE ONE NUMBER)	(55)
	A cooperative work experience job	. ;
6	Another school-related job	
	A CETA sponsored job	
	Another type of job 4	•
12.•	How many hours do you normally work at a paid job or in a family business during the school year? (CIRCLE ONE NUMBER)	(56)
•	None, do not work for pay	
•	1 to 4 hours per week 2	
•	5 to 14 hours per week 3	_
	15 to 21 hours per week	•
•	22 to 29 hours per week 5	
	30 to 34 hours per week 6	
	35 hours or more per week	
	•, s	
13.	Did you do any work for pay <u>last week</u> , not counting work around the house? (CIRCLE ONE NUMBER)	(57)
*	Yes- · · · · · · · · · · · · · · · · · · ·	(57)

55

No

14. '	Which of the following activities have you participated in during this school year (not just in summer)? .(CIRCLE ALL THAT APPLY)	,
	Cooperative Work Experience (paid or unpaid)	(58)
	CETA work programs (e.g., youth employment and training programs)	· (59)
•	DECA)	(60)
	FBLA	(61)
	FFA	(62)
	FHA	(63)
	FTA	(64)
	VICA 8	(65)
	HERO	(66)
	OEA	(67)
,	Junior Achievement	(68)
	Explorer Scouts which have a career focus 12	(69)
Pa ok	ground Information	
	ould like to know some information about you. This information will	
	w us to group the data in different ways for analysis.	
15.	Sex: "(CIRCLE ONE NUMBER)	(70)
	Male 1	. A
)	Female 2 ~	
16.	Ethnic Background (CIRCLE ONE NUMBER)	(71)
	Asian or Pacific Islander 1	•
•	Black	
	White	
	Hispanic 4	
	American Indian/Native American 5	
	Other (Please specify)	

ERIC
Full Text Provided by ERIC

L7.	What have your grades been like so far in high school? (CIRCLE ONE NUMBER)	(72)
	Mostly A's (a numerical average of 90-100) 1	•
	About half A and half B (85-89)	
•	Mostly B's (80-84)	
	About half B and half C (75-79) 4	9 .7
•	Mostly C's (70-74)	
•	About half C and half D (65-69)	.
	Mostly D's (60-64)	· •
	Mostly below D (below 60)	*
L8 .	What was the highest level of education your father (or male guardian) completed? (CIRCLE ONE NUMBER)	(,73)
,	Less than high school graduation	•
•	High school graduation only	
	Vocational, trade, or business Less than two years 3 school after high school	
	Two years or more 4	
	Less than two years of college 5	
Na .	Two or more years of college (including two-year degree) 6	; -
•	College program Finish college (four- or five-year degree) . 7	
	Master's degree or equivalent 8	ć
-	Ph.D., M.D., or other advanced professional degree 9	

19.	What is your father's (or male guardian's)	(74-75)
	Job title?	
	Job duties? (Give a brief description)	\$
: .		1
		-
•		,
	What was the highest level of education your mother (or female guar completed? (CIRCLE ONE NUMBER)	dian) /
	Let's than high school graduation	4
	High school graduation only 2	
•	Vocational, trade, or business Less than two years 3 school after high school	•
•	Two years or more 4	,
	Less than two years of college	
	Two or more years of college (including two-year degree) 6	•
	College program (Finish college (four- or five-year degree) . 7	
•	Master's degree or equivalent 8	
•	Ph.D., M.D., or other advanced professional	•
	degree 9	•
1.	What is your mother's (or female guardian's)	(77 - 78
	Job title?	'
, .	Job duties? (Give a brief description)	
ا چينو		•
hank	you very much for your help! (80)= "1"	

STUDENT SURVEY

TENTH GRADE LEVEL

(1-5)*

•		•	,	,	≠e	
his survey will be used n your school. Your an tudents and never ident s you can. However, if	swers will in the second secon	be combi you. Pl nything	ned with t ease answe you do not	hose of c r each it wish to	ther em as well	
eel free to omit that i	tem. Thank	you for	your help) :		
1. What was the main reducational program				enter a vo	ocational	(8)
My friends were I preferred oth Being in academ My parents or r My counselor or It was necessar	er courses ic courses elatives ad teachers a y for me to reach my go	has more vised me dvised m take ot als	e not to ende not to ender course	enroll	6	<i>)</i> .
	m o trainin					
In order to I plan to delay area until a Other reason (P	fter I fini	sh high	school .		• • • 7 • • ₂ 8	* ,
"I plan to delay area until a	fter I fini lease state ou with the c? (Circle are satisf are very dis	following one numbried with satisfie	ing aspects per rating the qual	s of your for each ity of ins	high school aspect. struction, ou have not	
I plan to delay area until a Other reason (F 2. How satisfied are y educational program For example, if you circle 2. If you a	fter I fini lease state ou with the (Circle are satisf re very dis	following one number ied with satisfication.	ing aspects per rating the qual	s of your for each ity of ins 4. If yo "Don't Know Very	high school aspect. struction, ou have not	
T plan to delay area until a Other reason (P 2. How satisfied are y educational program For example, if you circle 2. If you a had experience with	fter I fini lease state ou with the converse (Circle are satisfare very dis some aspect	following one number ied with satisfication.	ing aspects per rating the qual ed, circle ircle DK,	s of your for each ity of ins 4. If yo "Don't Know Very Dissat-	high school aspect. struction, ou have not ow".) Don't	
T plan to delay area until a Other reason (F) 2. How satisfied are y educational program For example, if you circle 2. If you a had experience with	fter I fini lease state ou with the converse (Circle are satisfare very dis some aspect	following one number ied with satisfication.	ing aspects per rating the qual ed, circle ircle DK,	s of your for each ity of ins 4. If yo "Don't Know Very Dissat-	high school aspect. struction, ou have not ow".) Don't	
T plan to delay area until a Other reason (F) 2. How satisfied are y educational program For example, if you circle 2. If you a had experience with Quality of the instruction	fter I fini lease state ou with the (Circle are satisf are very dis some aspec Very Satis- fied	followi one numbied with satisfient(s), ci	ing aspects per rating the qual ed, circle ircle DK, Dissat- isfied	s of your for each ity of ins 4. If yo "Don't Know Very Dissat-	high school aspect. struction, ou have not ow".) Don't Know	

ERIC

•		Very Satis- fied	Såtis- fied	Dissat-	Very Dissat- isfied	Don't Know	, .
	Counseling about	• ,	34			. :	
•	careers	1	2	3	4.	DK	(13)
	The instructional	•	•	ž.			• .
	materials are up-to-date	1	·, 2	,	4 ·	·	
	· · · ·	-	· ~	/	, 4	,DK	(14)
	Overall, how satisfied		•				
	are you with the high school education you			// _* .	. ` ,		·
	have received?	1	, 2	" ′ 3	4	ÐΚ	(17)
	, ,	,	,	*	9.		,
.3.	What is the <u>one</u> thing time in the year after	that mos you lea	t likely ve high	will take	the larg	est share E NUMBER)	of ur (44-45)
	Working full-time	• • • •	• • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •		4 . 1	4
	Entering an apprentices	ship or	on-the-j	ob trainin	ng progr _e m	2	
	Going into regular mil	itary se	rvice (o	r'service	academy).	3	
•	Being a full-time homer	naker .		• • • • •	* * * * *	4	, ·
	Taking vocational or to	echnical	courses	at a trad	le or 📥		·
	, business school full-					• • 5	
	Taking academic courses	s at a i	uniðr or	community	college		
,	full-time or part-time		• • • •	•" • • • •		• • -6	~
•	Taking technical or voc	cational full-ti	subject me or pa	s at a jun	ior	7	
• 1	Attending a four-year of time or part-time .	college	or unive	rsity full	L- &	• . • 8	
	Working part-time, but	not att	ending s	chool or c	college '.	: 9	, , , , , , , , , , , , , , , , , , ,
	Other (travel, take a l	oreak)		· • • • • • • • • • • • • • • • • • • •	• • • •	. 10	, ,
	No plans		• • • •		• • • • •	11	

٠,

4.	As things stand now, how far in school do you think you will get? (CIRCLE ONE NUMBER)	(46)
	Less than high school graduation	
	High school graduation only	
	Vocational, trade, or business Less than two years 3 school after high school: Two years or more 4	-
	Less than two years of college 5	٠١
• • .	Two or more years of college (including two-year degree) 6	
	College Program Finish college (four-or five-year degree) 7	1
. * .	Master's degree or equivalent 8	*
	Ph.D., M.D., or other advanced professional degree 9	
5.	Which of the job categories below comes closest to the kind of work you do/did for pay on your current or most recent job? (If more than one kind of work, choose the one which paid you the most per week.) (CIRCLE ONE)	7-48)
٠.,	Have not worked for pay	
<u>;</u>	Lawn work or odd jobs	
•	Waiter or waitress in a restaurant or drive-in 3	•
•	Babysitting or child care 4	
	Farm or agricultural work	
•	Factory work, unskilled or semi-skilled • • • • • 6	
	Skilled trade	
	Other manual.labor	
	Store clerk or salesperson 9	
	Office or clerical	•
	Hospital or health	

6.	In describing your present or most recent#job, would you say it (CIRCLE THE NUMBER FOR EACH LINE)	,
	Yes No	`* A
	Is a place where people goof off? 1 2	(49)
•	Is something you do just for the money? 1 2.	(50)
	Is more enjoyable than school? 1 2	(51)
	Encourages good work habits?	(52)
	Is more important for you than school? 1 2	(53)
^	Is directly related to your high school training?	(54)
7.	The job described above is (CIRCLE ONE NUMBER)	. (55)
	A cooperative work experience job	•
	Another school-related job	
	A CETA sponsored job	
•	Another type of job 4	
8.	How many hours do you normally work at a <u>paid</u> job or in a family business during the school year? (CIRCLE ONE NUMBER)	₹ (56)
•	None, do not work for pay	. ,
	1 to 4 hours per week	•
	5 to 14 hours per week 3	,
	15 to 21 hours per week 4	•
	22 to 29 hours per week 5	٠,
	30 to 34 hours per week 6	•
	35 hours or more per week	
9.	Did you do any work for pay <u>last</u> week, not counting work around the house? (CIRCLE ONE NUMBER)	_ (57)
	Yes 1	
		,

10.	Which of the following activities have you participated in during this school year (not just in summer)? (CIRCLE ALL THAT APPLY)	
	Cooperative Work Experience (paid or unpaid) 1	(58)
	CETA work programs (e.g., youth employment and training programs)	(59)
	DECA	(60)
	FBLA	(61)
•	FFA	, (62)
	FHA	(63)
•	FTA	(64)
	VICA	(65)
•	HERO	(66)
•	OEA	(_, 67)
	Junior Achievement	(68)
Back	Explorer Scouts which have a career focus	(.69)
	would like to know some information about you. This information will was to group the data in different ways for analysis.	•
11.	Sex: (CIRCLE ONE NUMBER)	(70)
	Male 1	•
	Female 2	э.
12.	Ethnic Background (CIRCLE ONE NUMBER)	(71)
•	Asian or Pacific Islander 1	· •
	Black	
•	Hispanic	
	American, Indian/Native American 5	•
	Other (Please specify) 6	
-	_	



(CIRCLE ONE NUMBER)	far in high school? (72)
Mostly A's (a numerical average	e of 90-100) 1
About half A and half B (85-89)	2
Mostly B's (80-84)	3
About half B and half C (75-79)) 4
Mostly C's (70-74)	, 5
About half C and half D (65-69)) 6
Mostly D's (60-64)	7 *
Mostly below D (below 60)	
14. What was the highest level of education guardian completed? (CIRCLE ONE)	
Less than high school graduation .	
High school graduation only	2
Vocational, trade, or business school after high school	Less than two years 3
	Two years or more 4
	Less than two years of college • • • • 5
,	Two or more years of
	college (including two-year degree) 6
College program	Finish college (four- or five-year degree) . 7
	Master's degree or equivalent 8
· · · · ·	Ph.D., M.D., or other
////	advanced professional degree • • • • • • 9

15.	What is your father's (or male guardian's)	(74-75)
-	Job title?	,
	Tab dution 2 (Gine a builf description)	
	Job duties? (Give a brief description)	
		•
<i>:</i>		
16.	What was the highest level of education your mother (or female guar	
	completed? (CIRCLE ONE NUMBER)	(76)
•	Less than high school graduation 1	_
	• •	•
,	High school graduation only 2	•
•	Vocational, trade, or business / Less than two years 3	
•	school after high school .	
	Two years or more 4	
	Less than two years	
	of college 5	, **
	Two or more years of college (including	•
	two-year degree) 6	
	College program Finish college (four	• (
	or five-year degree) . 7	
	Master's degree or	
	equivalent 8	,
	Ph.D., M.D., or other	
	advanced professional	ç,
	degree 9	
17.	What is your mother's (or female guardian's)	(77-78)
-		
•	Job title?	
	Job duties? (Give a brief description)	
	bob ddcles/ (office a pilot description)	-, ,
		•
)· (_
	· ————————————————————————————————————	•
	`.	
m	ah win mana mush sa mana hala f	
Thai	nk you very much for your help! (8))) = "1"
-	•	_

ERIC

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

VOCATIONAL EDUCATION TEACHER SURVEY

This survey will be used to help in the evaluation and improvement of vocational education both locally and statewide. Responses will be grouped together for reporting purposes. Individual responses will be kept confidential and it is not necessary to give us your name.

1.	Your School	•	(1-5)*
2.	What vocational education area(s) do you teach (CIRCLE ONE OR)	MORE)	ø
•	Agriculture (Forest Products) 1	١.	(6)
	Business and Office (Accounting, Clerical, Secretarial)	•	` (7)
<u></u> .	Distributive Education (Food Service, Marketing)		(8)
	Health Occupations	•	(9) [´]
	Home Economics Occupations (Child Care,		•
	Clothing, Institutional and Home Management Service) 5		(10)
	Technical (Electronics, Mechanical) 6	•	(11)
	Trade and Industry (Construction, Drafting, Forest Products, Graphics,	. `.	• -
	Metals, Service)		(12)



Please ignore the number in parentheses; they are for keypunching purposes only.

3. Rate the quality of the following components of your vocational ducation program. (CIRCLE THE NUMBER corresponding to your rating, i.e., Excellent = 1, Good = 2, Fair = 3, Very Poor = 4, and Can't Judge = CJ.)

*	Excel lent	Good	Fair	Very Poor	Can't Sudge	. `	
Quality of	• • •	, 2	3 ;	4	· cı		(13)
Available occupational information		2	3	4	. CJ		(14)
Job placement assistance for	1 ^	\int_{Ω}		<i>:</i> ,	· .	.'	, , , , , , , , , , , , , , , , , , ,
completers Vocational	1		3	4	CJ,		(1,5)
counseling .	. \$	·. 2	3 .	, 4	CJ '	,	(16)
Up=to=date equipm and materials (or	£ *		•	•	•		
appropriate to the technological randof employers in		•				· · · · · · · · · · · · · · · · · · ·	•
your area)	, 1	2	3	. 4	CJ	• •	(17)
Availability of enough equipment and materials for the numbers of			,		Ž -	* * * * ,,	
students Realistic instruc		2 -	3	. 4	CJ ,	ı	(18)
		1		,	,		
tional experience		2,	3	.4	, CJ	, ·	(19)
_	es • 1	2	. 3	4 ,,	्ट्य ंटा	•	(19)
Adequate, physical facilities Availability of cooperative work experience oppor-	1	, · · · ·	. 3	4	•		
Adequate, physical facilities Availability of cooperative work	1	, · · · ·	3	4	•		
Adequate physical facilities Availability of cooperative work experience opportunities for all	es 1 1 ion	2	3	4	ं व्य 		(20)

5a. Are there postsecondary vocational programs available in your region or local area which extend the training your program's completers have received? (CIRCLE ONE) Yes	4	Approximately what percentage of your vocational program's	,
5a. Are there postsecondary vocational programs available in your region or local area which extend the training your program's completers have received? (CIRCLE ONE) (26) Yes	٠.	completers find jobs in areas related to their vocational training?	(24-25)
or local area which extend the training your program's completers have received? (CIRCLE ONE) Yes			
or local area which extend the training your program's completers have received? (CIRCLE ONE) Yes	5a.	Are there postsecondary vocational programs available in your region	
Yes		or local area which extend the training your program's completers	(26)
No			,
Don't Know	•	Yes · · · · · · · · · · · · · · · · · · ·	, ,
5b. If Yes, what proporation of your vocational education completers are informed of these programs and their content? (CIRCLE ONE) (27) All	•	No	``.
are informed of these programs and their content? (CIRCLE ONE) (27) All		Don't Know 3	:
are informed of these programs and their content? (CIRCLE ONE) (27) All	5b.	If Yes, what proporation of your vocational education completers	
Most			(27)
None		All 1	
None		2 may 2 are	•
None		Most 2	•
6. Approximately what percentage of your vocational program's completers enroll in postsecondary vocational programs directly or closely related to the occupational area of their high school training? (28-29 7. What input is used to help assure that your vocational education program is meeting current and future labor market needs? (CIRCLE ALL THAT APPLY.) Input from advisory committee		Some	
enroll in postsecondary vocational programs difectly or closely related to the occupational area of their high school training? (28-29) 7. What input is used to help assure that your vocational education program is meeting current and future labor market needs? (CIRCLE ALL THAT APPLY.) Input from advisory committee		None 4	
enroll in postsecondary vocational programs difectly or closely related to the occupational area of their high school training? (28-29) 7. What input is used to help assure that your vocational education program is meeting current and future labor market needs? (CIRCLE ALL THAT APPLY.) Input from advisory committee			
related to the occupational area of their high school training? (28-29) 7. What input is used to help assure that your vocational education program is meeting current and future labor market needs? (CIRCLE AIL THAT APPLY.) Input from advisory committee	6•		3
7. What input is used to help assure that your vocational education program is meeting current and future labor market needs? (CIRCLE ALL THAT APPLY.) Input from advisory committee			, , ,
program is meeting current and future labor market needs? (CIRCLE ALL THAT APPLY.) Input from advisory committee			(28-29).
program is meeting current and future labor market needs? (CIRCLE ALL THAT APPLY.) Input from advisory committee	•		
(CIRCLE ALL THAT APPLY.) Input from advisory committee	7.		
Teachers talking to employers			•
Teachers' participation in local business conferences or meetings such as Chamber of Commerce	•	Input from advisory committee	~ (30)
conferences or meetings such as Chamber of Commerce		Teachers talking to employers 2	(31)
of Commerce			₹ /# •
			/221
Other (specify)		or commerce	(34,)
		Other (specify) 4	(33)

8. As a result of your vocational education program, how well prepared are your completers in each of the areas listed below? If your program does not address a particular area, circle "N/A" for Not Appropriate.

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro- priate	•
Vocational or	-		;	•		•
technical skills	•					•
to get an entry-	c	•	,		1,	,
level job.	()	2 _	- · 3	4	N/A	(34)
Knowing how to	٩ ٠			<u>_</u> "	:	, ,
look for and					٠	• ,
obtain a job	1 \	, 2	, 3 ,	Ã.	N/A	(35)
obcarii a job	- `	è	٠.	-4	N/ A	(33)
Being able to foll	OW .		•	·•		
directions	· 1	2	3	4	· N/A	(36)
41166610115	•	4	3	-	, N/A	(30)
Having a desire to	•				• •	
learn new things .	1	s. 2	- 3	4	N/A	(37)
Tour mon change		-			IV A	(3/)
Being on time to						,
work or in	Č.		*			•
completing tasks	1	2	3	° 4	N/A	(38)
compactating casus	. =	. , ,	3	· ·	iy a	(36)
Getting along		,		•	, ,	••
with others	1.	2	3	. 4	N/A	(39)
•		•			- 7	, ,,,,,
Preparing a	t			•		
job resume	1	2	4 3 °	. 4 .	· N/A	(40)
,		_	£.	-	,,	(/ -
Interviewing for	*		:	• *	` `	
a job	·ı	2 .	3	4	N/A	(41)
•		_	•	· -	•	(/
Use of reading ski	11s	• •			• • •	
to do job tasks	. 1	2	` 3	4	N/A	(42)
30 40 300	•	-	٠.	•		(42)
Use of math skills	,	*	•	٥	- '•	• \
to do job tasks	1	2	3	4 '	N/X	(43)
	-	. ~. • •	-			1367
Being aware of bot	h		, ,	;		
the positive as we			•	, ,	٠.	
as the negative as		,		•	•	<u>′</u>
of jobs	1	.2	. 3	4	N/A	(44)
• • • • • • • • • • • • • • • • • • • •	-	7 6 4	3	**	WA	\ ****/ · •
Understanding the		Ĩ.,			•	
importance of bein					٠, .	
productive on	· 9		•	<i>*</i>		•
the job	`, `·	2	.` 3	A	N/A .	1, 1461
cire lon	1	4	, з	4.	M/A .	(45)

ŕ	Very Well Prępared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro- priate	
Being able to use speaking and	3				•	
listening skills i	ın · 🗸	•		•		•
work situations	1	2	3	4	N/A	(46)
Doing work that meets acceptable	••				•	
standards	1.	2 •	3	4.	N/A	(47)
Being able to	عند	,	,	_	•	
"do the job"	,		, ,	•		
for which they	•		~	6		
have been trained	1	2	3	4	N/A	(48)

9. In addition to student oriented outcomes, we would also like your ratings of other vocational education outcome standards. Please rate each standard as "Fully Met," "Partially Met" or "Not Met." If you don't have enough information to judge, circle CJ for "Can't Judge."

· *** ***	Fully Met	Partially Met	Not Met	<u>Can't</u> Judge	•
* .		,	, —		
The vocational program is meeting local labor				•	••
market needs at the			•	· 2	
present and as projected over the next several	•	•	•		
years.	1	2	3	ರ	(49)
Effective collaboration			••		
exists between the program and the rest				• · · ·	
of the school.	ľ	2 .	3	ರ	(50)
Effective collaboration			•	· · ·	
exists between the program, and local		a a			
business and industry.	1 .	2	3	`CJ	(51)
The high school vocational curriculum is appropriately articulated with post-		^.,	•	•	, sex.
secondary. training progams.	1,	2	3	, CI	(52) .

	•	-	:	•		*	₩
		Fully	Partia	ilv ·	'Not	Can't	•
		Met	Met	 2	Met	Judge	
		` '	*			<u>- 11250</u>	
The	vocational program			•		•	•
	ects the emerging		v	. ,	1	•	•
trer	ds in the -			`	-		
occi	pational field.	1	、 2		3	ರ	(53.)
		,			•	1	(00.,
The	vecational program	•				_	
·inci	reases the						
attr	activeness of the		•	•	4	,	
comm	unity for		•			• !	,
e cor	omic development. "	1	. 2		3 ′	ധ .	(54)
		•			~		(00)
		•			•		**
10.	Are there any hadicappe	d students	in your	parti	cular v	ocational	
	education program? 🏲	•	•	_			(55)
	•						
	Yes	· · · 1					
•	_		•		;		. ,
	No	2		,	•		
		•	•		•		
	Don't Know	• • • • 3				•	
	*	•					,
		6					
10a.	If yes, how many handic	apped stude	nts are	invol	.ved?	<u> </u>	(56~57)
	•	~				٠	
1.	3	11 11					٠ ـ
11.	Are there any economica		intaged s	studen	its in y	our	/ m a \
٠	vocational education pr	Ogram?					(58)
	Yes	1	•		12	. , , , , , , , ,	
	165				,	,	
•	No	' 2			1¢- 1	•	w .
							.•
	Don't Know · · ·	3				:	
							•
lla.	If yes, how many econom	ically disa	dvantage	d stu	dents a	re	
	involved?	• ,	,		,		(59-60)
~~					•		(02 00)
•							
12.	What support services a	re availabl	e to ass	ist h	andicap	ped or	
	economically disadvanta						1
	education program? (CI						
			,			•	
	³ •		Fo	r Han	dicappe	d For E	conomically
	,						vantaged
					•		•
	Tutoring . 🕈 `	• • • • • •		1	(61)	1	(69)
	Counseling			2	(62)	2	(70)
	Interpreter/sign langua		• • •	3	(63)	. 3	~ (71)
	Interpreter/English lim	ited profic	iency	4	(64)	. 4	(72)
	· •	· •					• •

Special textbooks or other materials . 6 (66) 6 Special cooperative work experience . 7 (67) 7 Other (Please list) 8 (68) 8 (80)="1" 13. If support services are provided, how satisfactory are those support services in helping handicapped students in vocational education? Very satisfactory	(73) (74) (75) (76) 30)="1" (6)	(65)		•
Special cooperative work experience . 7 (67) 7 Other (Please list) 8 (68) 8 (80)="1" 13. If support services are provided, how satisfactory are those support services in helping handicapped students in vocational education? Very satisfactory	(75) (76) 80)="1" (6)	(q center for remedial work	
Other (Please list)	(76) 80)="1" (6)	5 (66)	textbooks or other materials : .	•
13. If support services are provided, how satisfactory are those support services in helping handicapped students in vocational education? Very satisfactory	30)="1" (6)	7 (67) .	cooperative work experience	~
13. If support services are provided, how satisfactory are those support services in helping handicapped students in vocational education? Very satisfactory	(6)	3 (68)		•
support services in helping handicapped students in vocational education? Very satisfactory		<u> </u>	· · · · · · · · · · · · · · · · · · ·	•
support services in helping handicapped students in vocational education? Very satisfactory		•	,	
education? Very satisfactory				13.
Satisfactory	(7)	•		-
Satisfactory	(7)	•	• • •	
Dissatisfactory	(7)			
Very dissatisfactory	(7)			•
Not Applicable	(7)			
14. If support services are provided, how satisfactory are these support services in helping economically disadvantaged students in vocational education? Very satisfactory	(7)			
support services in helping economically disadvantaged students in vocational education? Very satisfactory	(7)	• 5	ot Applicable • • • • • • • • •	
Satisfactory	,		services in helping economically	14. `
Satisfactory	,	• «		
Dissatisfactory 3	•	• 1		
			-	
				•
Very dissatisfactory 4 Not Applicable		• 4 • 5	ery dissatisfactory	
		•	• • •	
Background		• .		Back
For statistical purposes it is helpful to know the characteristics of those we have surveyed. We would appreciate your giving us the following information; however, if there are any items you wish to omit, feel free to do so.	ving	ur giving us the fo	e surveyed. We would appreciate	those info
15. Sex: (CIRCLE ONE NUMBER)	4 (8)	* 5*		
·		, L ,	CIRCLE ONE NUMBER)	15.

ERIC Full Text Provided by ERIC

Female

16.	Number of years you have been a vocational education teacher:	(9-10)
		•
17.	What is your highest earned degree? (CIRCLE ONE)	(11)
•	Less than a Baccalaureate 1	
	Baccalaureate	
	Masters	
•	Doctorate 4	
18.	How many years of occupational experience have you had in your vocational teaching area(s), outside of education? (CIRCLE ONE)	(12)
	None	•
	Less than one year 2	
	1-4 years	÷
	5-8 years	•
	9-12 years 5	• ′
	More than 12 years 6	
19.	To what extent were you involved in planning and/or making changes in your local district's annual plan for vocational education?	(13)
•	Extensively	
	Moderately	
	Little 3.	
	None · · · · · · · · · · · · · · · · · · ·	• \
20.	What suggestions, if any, do you have for improving vocational education at your school?	
	•	7

Thank you for your participation in this study.

(80) = "2

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

COORDINATOR/ADMINISTRATOR SURVEY

This survey will be used to help in the evaluation and improvement of vocational education both locally and statewide. Responses will be grouped together for reporting purposes. Individual responses will be kept confidential and it is not necessary to give us your name.

1.	Your school/district	٠.		• ,				(1-5)*
Ļ.	_			•	1	 	· .	
			_	*	•			See Supple

2. Rate the quality of the following components of your school's vocational education program. (CIRCLE THE NUMBER corresponding to your rating, i.e. Excellent = 1, Good = 2, Fair = 3, Very Poor = 4, and Can't Judge = CJ.)

			xceľ- ent	`Ġoo	d Fa:	ir Very Poor			` •
Quality of					,		*		~*
Instruction			1	2	3	4	CJ		(6)
Available occupa-									•
tional information (1	2	3	4	CJ	•	(7)
Job placement		0			. •		į		
assistance for		•		_	,	ā			
completers		•	Ţ	2	3	4	CJ	_	(8)
Vocational				_	\ .				:
counseling	•		1	、 2	· / 3	, 4	CJ	<u>,</u>	(9)
Up-to-date equipment and materials (or appropriate to the			•				•	, **	•
technological range					•		•		
of employers in	*	¢	. ^	2	3		0.7	•	(10)
your area)			Τ,	. 4	3	4	CJ	•	(10)

^{*}Please ignore the numbers in parentheses; they are for keypunching purposes only.

•	Excel-	Good	Fair	Very	Can't		
Availability of	lent			Poor	Judge		
enough equipment.					,		
and materials for		· - C					
the numbers of					• •		•
	•	•	•		~-	_	, , , , , , , , , , , , , , , , , , ,
students	1 -	2	3	4	CJ		(11)
Decident a decimal	•						
Realistic instruc-		•	•			•	45 - 1
tional experiences .	1 .	2	3	4	CJ	•	(12)
22							
Adequate physical	.~	_	_			•	
facilities	ı	2	3	4	, Cl		(13)
				,			
Availability of	•					•	
cooperative work			,				-
experience oppor-					•		
tunities for all	_	_	_		1	•	
who desire it	1	2	3	4	CJ	۰, ۱	(14)
Training and experi-	Ì						,
ence of the instruc-					•		
tional staff	1,	2	3	4	CJ	•	(15)
							•
Program coordination							
and administration .	1	2 .	3	4	CJ		(16)
	•			•	,		
Program advisory .							•,
council	1	2 .	٠ 3٠	· 4	CJ		(17)
v		*		•			_
•						_	•
3. Approximately what percent	entage o	f your	vocati	onal ed	ducation		-
complete high school?	` 8			-	•	D.	(18-19)
•			•		• • • •	*	
				•	•		
 Approximately what percent 	entage o	f the r	nonvoca	tional	education	on students	
complete high school?	%			٠			(20-21)
• ,	,	1	٠,				•
A .	·Ł	•	; - i	6			•
.5. Are there postsecondary	vocatio	nal pro	ogřams (availab	ole in yo	our region .	
or local area which exte	end the	trainin	ig your	progra	am's comp	oleters	
receive? (CIRCLE ONE)						-	(22),
•	•			,	,	•	
Yes		1				•	
•			, ,	,			-
\ No		2			•		
		•					
Don't Know		3	•	,	•	•	ζ,



	are informed of these programs and their content?	
	(CIRCLE ONE)	(23)
	All 1	,
	Most 2	~
	Some · · · · · · · · · · · · · · · · · · ·	-
	None · · · · · · · · 4	
6.	Approximately what percentage of your vocational program's completers enroll in postsecondary vocational programs directly or closely related to the occupational area of their high school	
	training?	(24-25)
7•	Do you see any evidence that your school's vocational education program has improved the public's attitudes toward the schools?	· (26)
•	Yes	
	No	- / · .
	What evidence do you see?	(27-28) (29-30)
		, , ,
		•
8.	Do you see any evidence that your school's vocational education program has improved collaboration linkages with the business/industrial community and/or organized labor?	(31)
	Yes 1	•
	No	
	What evidence do you see?	(32 - 33) (34 - 35)

						,
9. What input is us / program is meeti (CIRCLE ALL	ng current	and future				
Input from the a	dvisory cou	mcil		ı ' '		(36)
Input from the a	dvisory com	mittees .	·	2	•	(37)
Staff participat	eetings suc			•	•	
Of Commerce School or distri Work-Education C	ct particip			3	;	· (38)
Industry Council			• , • • • •	4		(39) -
Other (specify)_		<u>, </u>	·	_5 -	• • •	(40)
,		•	•			•
program does not Appropriate.	. Very	Well		Very	Not	
v	Well		√ Well			
•	Prepared		-	Prepared		•
Vocational or	•	•		•	. `	,
technical skills		•		•		٠. ٥
needed to get an	a			•	» /-	4433
entry-level job ,	1 .	2	3	4	N/A	(41)
Knowing how to	• `					
look for and						
obtain a job 📶	1	2 ,	3	4	N/A	(42)
Being able				-		
to follow .	•			~	•	
directions	į	2	3	. 4	N/A	(43)
'Having a desire						•
to learn new		O				
things	1	· ·	•		N/A	(44)

Being on time to work or in completing tasks,

things

1

1

[′] 3

4 , N/A

N/Ą

(45)

(44)

Getting along with others

2

2 ,

3

3

4

N/A (46)

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly. Prepared	Not Appro- priate	. \
Preparing a job resume	1,	2	3	4	N/A	(47)
Interviewing for a job	1	. 2	3 ~	4	N/A	(48)
Use of reading. skills to do job tasks	s 1	2	3	4	'N/A	, (49)
Use of math skills to do job tasks	. 1	. 2	3	4 .	N/A	(50)
Being aware of the positive as well as the negative aspects of jobs	. 1	2	. 3	4	N/A	(51)
Understanding the importance of being productive on the job	1	2	3	4	n/a	(52)
Being able to use speaking and listening skills in work situa-					•	•
tions	1	2	3	4	N/A	(53)
Doing work that meets acceptable standards	1	2	. 3	. 4	N/A	(54)
Being able to "do the job" for which they have been trained	(1.	2	3 —	4	n/a	(55)

11. In addition to student oriented outcomes, we would also like your ratings of other vocational education outcome standards. Please rate each standard as "Fully Met," "Partially Met" or "Not Met." If you don't have enough information to judge, Circle CJ for "Can't Judge."

Judge."	••	·		•	
•	Fully	Partially	Not	Can't	
	Met	Met.	Met.	Judge	•
The vocational program is meeting local labor market needs at the present and as projected over the next several	`			•	,
years.	1	2	3	CJ	(56)
Effective collaboration exists between the program and the rest			e e		
of the school.	1	2 .	3	CJ	(57).
Effective collaboration exists between the program, and local	٠			· 4	
business and industry.	1	2	3	, ab	(58)
The high school vocational curriculum is appropriately articulated with post-	•		•		
secondary training progams.	° 1	2	` 3.	CJ	(59)
The vocational program reflects the emerging trends in the occupational field.	<i>f</i>		3	ČT.	(60)
The vocational program increases the attractiveness of the community for	•		•		•
economic development.	1	2	3 • .	CJ	(61) ·
. 12. Are there any handicapp programs?	ed entent	s in your vo	cational	education	(62)
,	_			,	

Don't Know



13•	Are there any economically disadvantaged education program?	students in	n your voca	tional	(63)
	Yes 1		1		*
	No 2 7	, ,	1	•	
	Don't Know 3	,	•	/00	
	•		-	r (80)="1"
14.	What support services are available to as economically disadvantaged students to su edcuation program? (CIRCLE ONE OR MORE N	cceed in the	heir vocati	.on ')	•
	For Han	dicapped	For Econo Disadvant	_	
	Tutoring 1	. (6)	1 '	(14)	
	Counseling 2	(7)	2	(15)	,
	Interpreter/sign language 3	. (8)	3,	(16)	
	Interpreter/English limited proficiency 4	(9)	4 .	(17)	*
	Learning center for remedial work	(10)	5	(18)	
	Special textbooks or other materials 6	(11)	, 6	(19)	۲.
	Special cooperative work experience	(12)	- * 7 _.	(20)	·
	Other (please list) 8	(13)	8	(21)	
- '		•		•	
		•		•	7
					٥
15.	If support services are provided, how sat services in helping handicapped students				(22)
~ <u>`</u>	Very satisfactory 1			, , , , , , , , , , , , , , , , , , ,	
	Satisfactory 2	*			•
	Unsatisfactory 3	•	•	,	
	Very Unsatisfactory 4	2	•	ĺ	
-	Not Applicable N/A			7	

ERIC Full Text Provided by ERIC

10.	services in helping economically disadvantaged students in vocational education?	(23)
	Very satisfactory 1	
	Satisfactory 2	
	Unsatisfactory 3	
	Very Unsatisfactory 4	٠
	Not Applicable N/A	•
		,
17.	Are support services needed by your handicapped or economically disadvantaged students that are not being given?	(24)
	Yes 1	
	No	
	If yes, please identify needed services.	
•		
Back	reground ,	
thos info	statistical purposes it is helpful to know the characteristics of se we have surveyed. We would appreciate your giving us the following ermation; however, if there are any items you wish to omit, feel free to so.	
18.	What is your sex?	(25)
	Male 1	#
	Female 2	
		,
19.	What is your current position?	(26)
	Vocational Coordinator 1.	•
	Counselor	•
	Curriculum Director 3	-

20. What suggestions, if any, do you have for improving vocational education in your school or district?

Thank you for your participation in this Study.

(80)="2"

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

EMPLOYERS' SURVEY

This survey will be used in the evaluation and improvement of vocational education both locally and statewide. Your responses will be grouped with those of other employers and individual responses will be kept strictly confidential. Thank you in advance for helping with this study.

strictly confidential. Thank you in advance for helping with this study. (1-5)*Your Position (6-7)**♪**Company/Agëncy Address (including Zip Code) 1. Briefly describe the general work of your company -- what it does: How many people work at your company or agency? (CIRCLE ONE NUMBER) Less than 5 . . . 100 - 500

Please ignore the numbers in parentheses; they are for keypunching purposes only.

3,	Approximately what pare high school voc				red by your	r company	(16)
	None 1-5 percent	• • • • • •	1	L 2 '		`	•
	6-10 percent		3		-		•
	11-20 percent		4	1			1
	21-50 percent			5	乔	•	/
	51-80 percent		• • • 6		•		I
	More than 80 p		• • •	7			
	bon t know .		• • • •			•,	
4.	Does your company µ education students?		high sch	nool work e	xperience/	cooperative	•
•			_		1	-	•
•	Yes	• • • • • •			/	,	` .
	No Don't know .				F .		(17)
	bon't know .		• • • •	,		•	. (17)
	with high school graphow would you rate.					ation in	
- '/	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area,	those who h ng areas. n high scho ndicating y	If you and ol vocation	leted vocat re not awar ional educa	ional educe e of wheth tion pleas	er se omit	,
-	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i	those who h ng areas. n high scho ndicating y	If you are ol vocation. Tour ratin for "Can"	leted vocation of not awar ional education of for each 't Judge".	ional educate of whether tion please area. If	er se omit	· - ·
- / · .	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i	those who h ng areas. n high scho ndicating y Circle CJ	If you and ol vocation of the court ration of	leted vocat re not awar ional educa ng for each 't Judge".	ional educate of whether tion please	er se omit	•
- / · .	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i	those who h ng areas. n high scho ndicating y Circle CJ Better	If you are ol vocation of vocation of vocation of the contract	leted vocate not awar ional educate not awar ional educate not each 't Judge". Less Well	ional educate of whether tion please area. If	er se omit	· -
- / 	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i	those who h ng areas. n high scho ndicating y Circle CJ Better	If you are ol vocation of vocation of vocation of the contract	leted vocate not awar ional educate not awar ional educate not each 't Judge". Less Well	ional educate of whether tion please area. If	er se omit	· · ·
- / · .	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills	those who h ng areas. n high scho ndicating y Circle CJ Better	If you are ol vocation of vocation of vocation of the contract	leted vocate not awar ional educate not awar ional educate not each 't Judge". Less Well	ional educate of whether tion please area. If	er se omit	
- ' ' .	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared	If you are old vocation. Our ration for "Can" About The Same	leted vocate not awar ional educational educational education for each transfer tran	ional educate of whether the please area. If Can't Judge	er se omit	· - ·
- ' · .	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills	those who h ng areas. n high scho ndicating y Circle CJ Better	If you are ol vocation of vocation of vocation of the contract	leted vocate not awar ional educate not awar ional educate not each 't Judge". Less Well	ional educate of whether tion please area. If	er se omit	(18)
- - - -	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared	If you are only of vocation of	leted vocate not awar ional educational educational education for each transfer tran	ional educate of whether the please area. If Can't Judge	er se omit	(18)
· · ·	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an entry-level job	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared	If you are old vocation. Our ration for "Can" About The Same	leted vocate not awar ional educational educational education for each transfer tran	ional educate of whether the please area. If Can't Judge	er se omit	(18)
	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an entry-level job Knowing how to look	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared	If you are only of vocation of	leted vocate not awar ional educational education of for each to Judge". Less Well Prepared	ional educie of whether tion please area. If Can't Judge	er se omit	
	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an entry-level job Knowing how to look for and obtain a jo	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared	If you are only of vocation of	leted vocate not awar ional educational education of for each to Judge". Less Well Prepared	ional educie of whether tion please area. If Can't Judge	er se omit	
	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an entry-level job Knowing how to look for and obtain a jo Being able to follodirections	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared 1 b 1 w 1	ave complifyou and ol vocation of vocation	leted vocate not awar ional educational educational education for each transfer tran	ional educate of whether the control of the control	er se omit	(19)
<i>'</i>	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an entry-level job Knowing how to look for and obtain a jo Being able to follodirections Willing to learn ne	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared 1 b 1 w 1	ave complifyou and ol vocation of vocation	leted vocate not awar ional educational educational education of for each to Judge". Less Well Prepared 3 3 3	ional educie of whether of whether of whether of the contract	er se omit	(19)
	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an entry-level job Knowing how to look for and obtain a jo Being able to follodirections	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared 1 b 1 w 1	ave complifyou and ol vocation of vocation	leted vocate not awar ional educational educational education for each transfer tran	ional educate of whether the control of the control	er se omit	(19)
	how would you rate. each of the followi employees have take this question. CIRCLE THE NUMBER i know about an area, Vocational or technical skills needed to get an entry-level job Knowing how to look for and obtain a jo Being able to follodirections Willing to learn ne	those who h ng areas. n high scho ndicating y Circle CJ Better Prepared 1 b 1 w 1	ave complifyou and ol vocation of vocation	leted vocate not awar ional educational educational education of for each to Judge". Less Well Prepared 3 3 3	ional educie of whether of whether of whether of the contract	er se omit	(19)

	Better Prepared	About The Same	Less Well Prepared	Can't Judge	•	
Getting along with others	1	2 .	3.	CJ	,	(23) .
~	_			30		. (23)
Preparing a job resume	1	2	, 3	0.7		. (24)
resume				, ਘ	•	(24)
Using reading skills to do						
job tasks	1, .	2 .	3	े ध्य	•	(25)
. Using math skills	~				4	
to do job tasks	`1	2	3 (ದ		(26)
Being aware of both the positive as wel as the negative			. 7			/
aspects of jobs	1	2 ,	(3	ಛ	,	(27)
Understanding the importance of being	,		,	~	_	
productive on the j	ob 1	-2	. 3	. ಯ	ı	(28)
Being able to use speaking and listen ing skills in work	,		*	, -	•	
situations /	1,	*2	¥ 3 **	ໍດາຸ	•	(29)
Doing work that mee		1	•	•	-	
acceptable standard	ls 1	2.	3 .	, CJ		(30)

Based on your knowledge of local high school vocational education programs, rate the following components of the training. CIRCLE ONE NUMBER indicating your rating. If you are not sure about a certain area, circle CJ for "Can't Judge."

Judge•"						•	
	·	Excel- lent	Good	Fair	Véry Poor	Can't Judge	* , , , , ,
Job placement assis	stance q	; 1	' 2 '	3	4	cı ,	(31)
Up-to-date equipment materials (or approto the level of technique)	priate	•	**	٠.		•	
in your situation)	,	ļ	2	3 .	4	ထ •	(32)
Adequate amount of equipment and mater available	ials	1	2	3	4	CJ	(33)
Realistic instructi	onal		•			•	

ERIC

experiences

8.5

	•	Excel- lent	Good	Fair ,	Very . Poor . ~	Can't Judge	~
	Training and experience						•
	of the instructional	• •	•			•	
	staff	1	2	3	4	_ CJ	(35) 9
			-			· ·	•
	,				•		. '-
	٤			*			
7 ••	Rate the extent to which						
	college, trade school, b					tion progr	ams
	link up with and build o	n the high	n schoo	l progra	um(s).	,	
	The transmission 1 Marsh 1	Cotto Com			// // // // // // // // // // // // // //	14	
	Extremely Well	Satisfac	- P	oorly'	Can		
	Well	torily	•	0 0	Jud	.ge	-
,	1 2	3	,	. 4	~	J.	(36)
		3 ,		• •			(30)
	Comments:			`	•	•	•
,	Commencs:	•.				.	
	. *	•			•		
	· / . *		,			,	,
							Service .
8a •	Do you see any evidence	that you	r local	high so	chool voc	ational	,
•	education program(s) ha	s improve	d colla	boration	n or link	ages with	the
	business/industrial com						•
•	(CIRCLE ONE)	•	•	,			(37)
	•						,
•	Yes 1					•	
	•	•					
	No 2		224		·		
			-				
8b•	What evidence do you	see?				. :	(38–39)
		•		•		,	(40-41)
		•			`	٠a.	•
				2			
	مو	•		• •			*
					•	•	• •
•	, .	•				•	. •
,	' *			6		٠.	•
	•	(•		•
_							/42 42)
8c.	. If no, how can colla	poration.	pe ımbi	oved?	•		(42-43)
•					•	. 1	(44-45)
	•	•,		•			
	•		-			,	

9.	What input is used to help assure that your local school's vocation education program is meeting current and future labor market needs (CIRCLE ALL THAT APPLY)	
	Tom mot fordline with the subself setting	•
	I am not familiar with the school's actitivities in this matter	(46)
	Input from advisory committee or council 2	(47) '
	Staff talking to employers	(48)
.	Staff participation in local business conferences, or meetings such as Chamber of Commerce 4	(49)
	School or district participation in Work-Education Councils or Private Industry Councils (PICs) 5	(50)
	Other (Specify)	
ė ,	6	(51)
Bac	kground Information	
	would like to know some information about you. This information witto group the data in different ways for analysis. Sex: (CIRCLE ONE NUMBER)	(52)
٠	Male 1	
	Female 2	•
11.	Ethnic Background (CIRCLE ONE NUMBER)	(53)
) ·	Asian or Pacific Islander	* , *
	Black	
• .	White	
	Hispanic	•
-	American Indian/Native American	ç ··
•	Other (Please specify) 6	• '

ERIC PROVIDENCE PROVID

12. For how many years have you worked in your current occupation?

(54-55)

13. What suggestions do you have for improving vocational education at the high school level?

Thank you for your participation in this study.

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

LOCAL ADVISORY COMMITTEE SURVEY

This survey is intended to obtain the perceptions of vocational education advisory committee members regarding the vocational program in your \ school or district. Please take a few minutes to complete the survey and return it to your advisory committee chairperson.

1.	School District	(1-5)*
		•
2.	School (if your committee serves only one school)	
3.	Your Sex (CIRCLE ONE)	
,	Male	(6)
	Female	
4.	What vocational education area does your Advisory Committee serve? ONE OR MORE)	(CIRCLE
	Agriculture (Forest Products)	(7)
	Business and Office (Accounting, Clerical, Secretarial) 2 .	. (8)
•	Distributive Education	
	(Food Service, Marketing) , 3	. (9)
, •	Health Occupation 4	(10)
	Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service)	· · · (11)
	Technical (Electronics, Mechanical) 6	(12)
•	Trade and Industry (Construction, Drafting, Forest Products, Graphics,	
	Metals, Service)	(13)



^{*} Please ignore the numbers in parentheses; they are for keypunching purposes only.

5. Plea	ase indicate your c	lassificati	on below	(CIRCLE	ONE)	-	· ·	(14)
	Business/industry		` .	٠ سـ		•		
	(related to the vo	ocational a	rea(s) io	dentified	above)	• • •	. 1	
	Business/industry	•	,			•		`
	(not related to the	he vocation	al area(s	s) identi:	fied abo	ve .	. 2	•
~	<i>a</i>	, «		•	•			•
	Community Member		• • •	• • • •	• • • •	• • •	. 3	•
· •	Counselor	. ,	·	• • • •	• • • •	• • •	. 4	
	Labor Representati	ive					. 5	
	•							•
•	_School Administrat	tor	• • •		• • • •		• б	. •
•			(•		_	
	Student		· /	***	• • • •	• ••	• 7	`,
•	Teacher		\ \			~	• •	
	reacher		(.	• • • •		• • •	• 0	•
•	Other (please list	t))	•			•	
· .	•							
6. Lis	ted below are progra				· · · · · · ·	. ,		•
a to deto you gac	gram. Not all of the otal advisory commit ermine if each is an feel are inappropriate to the criterion, in your Not Not (3). If you	ttee please ppropriate iate. For r opinion,	read ove for your your pro- is Fully	program gram plea Met (1),	iteria l and cros se circl Partial	isted, s out d e whet! ly Met	those ner (2),	· '', °
a to det you eac or	otal advisory commit ermine if each is an feel are inappropr h criterion, in you Not Met (3). If you	ttee please ppropriate iate. For r opinion, u don't hav	read ove for your your pro- is Fully	program gram plea Met (1),	iteria l and cros se circl Partial	isted, s out d e whet! ly Met	those ner (2),	; ₩, °
a to detayou each or i	otal advisory commit ermine if each is ap feel are inappropr h criterion, in you	ttee please ppropriate iate. For r opinion, u don't hav	read over for your your pro- is Fully re enough	program gram plea Met (1),	iteria l and cros se circl Partial	isted, s out d e whet! ly Met	those ner (2),	z Ψ , °
a to detayou each or i	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju	ttee please ppropriate iate. For r opinion, u don't hav udge."	read over for your your prod is Fully e enough	program plea Met (1), informat	iteria land cros se circl Partial ion to j	isted, s out t e whet! ly Met udge p	those ner (2),	3 Ψ . °
a to detayou each or i	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju	ttee please ppropriate iate. For copinion, u don't have udge."	read over for your progress Fully re enough Crite	program plea Met (1), informat	iteria land crosse circle Partial ion to j	isted, s out to e wheth ly Met udge p	those ner (2),	2 Ψ , °
a to detayou each or i	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju	ttee please ppropriate iate. For r opinion, u don't hav udge."	read over for your your prod is Fully e enough	program plea Met (1), informat	iteria land crosse circle Partial ion to j	isted, s out t e whet! ly Met udge p	those ner (2),	2 Ψ , °
a to det you gac or i cir Program	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria	ttee please ppropriate iate. For r opinion, u don't hav udge.". Fully Met	read over for your progress Fully re enough Crite	program plea Met (1), informat	iteria land crosse circle Partial ion to j	isted, s out to e wheth ly Met udge p	those ner (2),	3 Ψ . °
a to detryou eac or learn Program	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria	ttee please ppropriate iate. For r opinion, u don't hav udge.". Fully Met	read over for your progress Fully re enough Crite	program plea Met (1), informat	iteria land crosse circle Partial ion to j	isted, s out to e wheth ly Met udge p	those ner (2),	(15)
a to detryou eac or learn Program	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria	ttee please ppropriate iate. For r opinion, u don't hav udge.". Fully Met	read over for your your prodis Fully re enough Crite Partial Met	program plea Met (1), informat	iteria land crosse circle Partial ion to j	isted, s out e whet ly Met udge p	those ner (2),	(15)
a to det. you eac or circ Program Program Program Program	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria operates ten hours valent per week. ies, equipment and	ttee please ppropriate iate. For r opinion, u don't hav udge.". Fully Met	read over for your your prodis Fully re enough Crite Partial Met	program plea Met (1), informat	iteria land crosse circle Partial ion to j	isted, s out e whet ly Met udge p	those ner (2),	(15)
a to det. you eac. or circ Program Program or equiv Facilit. supplies	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria operates ten hours valent per week. ies, equipment and s are adequate to	ttee please ppropriate iate. For r opinion, u don't hav udge.". Fully Met	read over for your progress Fully re enough Crite Partial Met	er the cr program gram plea Met (1), informat aria is ly Not Met	iteria 1 and cros se circl Partial ion to j	isted, s out to e wheth ly Met udge p	those ner (2),	
a to det. you eac. or circ Program Program or equiv Facilit. supplies	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria operates ten hours valent per week. ies, equipment and	ttee please ppropriate iate. For r opinion, u don't hav udge.". Fully Met	read over for your your prodis Fully re enough Crite Partial Met	program plea Met (1), informat	iteria 1 and cros se circl Partial ion to j	isted, s out e whet ly Met udge p	those ner (2),	(15)
a to detryou gac or circ Program or equivalent supplies achieve	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria operates ten hours valent per week. ies, equipment and s are adequate to the course goals.	ttee please ppropriate iate. For r opinion, u don't hav udge.". Fully Met	read over for your progress Fully re enough Crite Partial Met	er the cr program gram plea Met (1), informat aria is ly Not Met	iteria 1 and cros se circl Partial ion to j	isted, s out to e wheth ly Met udge p	those ner (2),	
a to detryou each or circ Program or equivalle achieve	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria operates ten hours valent per week. ies, equipment and s are adequate to the course goals. riculum for an	ttee please ppropriate iate. For ropinion, u don't have udge." Fully Met	read over for your progress Fully re enough Crite Partial Met	er the cr program gram plea Met (1), informat aria is ly Not Met	iteria 1 and cros se circl Partial ion to j	isted, s out to e wheth ly Met udge p	those ner (2),	
a to det. you eac or circ Program Program or equi Facilit. supplies achieve The cursoccupat.	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria operates ten hours valent per week. ies, equipment and s are adequate to the course goals.	ttee please ppropriate iate. For ropinion, u don't have udge." Fully Met	read over for your progress Fully re enough Crite Partial Met	er the cr program gram plea Met (1), informat aria is ly Not Met	iteria 1 and cros se circl Partial ion to j	isted, s out to e wheth ly Met udge p	those ner (2),	
a to det. you eac or circ Program Program or equivalent extry-leaction of the current of the current entry-leaction entry-lea	otal advisory commit ermine if each is ap feel are inappropri h criterion, in you Not Met (3). If you cle CJ for "Can't Ju Criteria operates ten hours valent per week. ies, equipment and s are adequate to the course goals. riculum for an ional area leads to evel employment advanced vocational	ttee please ppropriate iate. For ropinion, u don't have udge." Fully Met	read over for your progress Fully re enough Crite Partial Met	er the cr program gram plea Met (1), informat aria is ly Not Met	iteria 1 and cros se circl Partial ion to j	isted, s out to e wheth ly Met udge p	those ner (2),	

. Program Criteria

Criteria is

						+
Ĭ		Fully	Partially	Not	Can't	
•		Met	Met	Met	Judge '	
Tr)	he planned curriculum		₩,		&	•
	ncludes standards or	•			•	
	oals for student					
-	erformance achievement.	ì	2 -	3	. CJ	(18)
P	ozzozmanoc dorze v omenev	-	-	J		(20)
T	he program is in					
	ompliance_with, all	,	•		• • •	
	pplicable federal and v		0		•	•
	tate laws, rules and				•	
	egulation	1	, 2	3	CJ	(19)
~	. /		, –			,,
A	n active occupational	•			•	
	dvisory committee assists		••		•	
	nd advises the program.	- 1	2	3	, CJ	(20)
				, -		, ,
T	he program involvės	•	, ,		·	
	two-year (11th and 12th			. *		
	rade) vocational	_				
_	luster.	Z	2	3	CJ	(21)
		T	•	J		
C	ooperative work experience,	4:		·		• •
е	ither paid or unpaid, is					
i	ntegrated into the program.	1	2	` З	Ć. Ć	(21)
					4	•
A	state recognized voca-		`•		1	•
t	ional student organization		r			
i	s an integral part of	•			•	
ŧ	he program.	1	2	3	CJ	(23)
	•				*	*
	student-teacher ratio					
	xists that is appropriate	•	•			
f	or this program.	1	,	· 3	CJ	· (24)
				1	•	
	he instructional design				• *	•
	mphasizes realistic projects		,	•		(05)
(hands-on experience).	1	2	3	Ćī	(25)
				, ,	•	•
	ocational guidance and		_	}	•	
	ounseling are provided to		`	ζ.		
	ocational students in a	,	2	P 2,	СТ .	1263
p	lanned and systematic way.	1	2 .	, <i>P</i>	CJ.	. (26)
**	denstioned state		•	•	•	••
	ocational staff coordinate	•		•		
	ocal industry involvement				•	•
	n projects, student reganizations and					
•	urriculum activities.	·		3 :	, <u>-</u> cr .	· (27)
Ü		*	4	- J		(47)
	-					

		Fully `	Partially	Not	Can't .	
		Met	Met	Met	Judge	· · · · · · · · · · · · · · · · · · ·
				?		
	At least half of the students	;	•			
,	completing vocational programs	3	•			•
	who are available for	•				
٠.	placement are working in	*			,)
	occupations related to their			•		
	vocational training. ,	1	2	3	CJ	(28)
			•			Ł
	At least three-quarters		,			
	of the students who have		•		,	
	completed vocational programs,	,				
	are not attending school and	-				
	are employed in occupations related to their vocational				,	
	training are considered by					•
	their employers to "					
	be well-trained and	,	· '		•	•
	prepared for employment.	1	2	3	CJ ,	(29).
	property for emproymence.	-	٠,	3	CO	(29).
	Job and educational placement				·	
	services are provided to			•	•	•
	students who complete or		•	•		
	leave vocational programs.	1	2	3. •	СĴ	° (30)
					<u>.</u>	
	Teachers are vocationally			•	•	
	certified.	. 1	2	з.	₹ CJ	(31)
			•			
	Vocational teachers are			. *		
	experienced in their .					1
	occupational field	1 🏚	2 ~	3	CJ	(32)
	}				• •	
	Vocational teachers '		•	•	1	•
	participate in upgrading					,
	of their technical		•		•	
	knowledge and skills.	1	2	3	CJ	(32)
					~	
	Data regarding labor market		•			,
	conditions student	,		,	•	•
	achievement and student				•	
	placement are used in		•	•		, &
	local program planning and	_	, ,	_		
	improvement.	. <u> </u>	2	3	Ć.J	(3,3)
	We sale and I may see a		•	•	· • • •	
	Vocational programs are				,	
	readily accessible to women,		Y,		•	,
	minority members and				,	-
_	handicapped, disadvantaged		•		4-	٠
	and limited English- '	- 1	, , , , , , , , , , , , , , , , , , , 		_	
	speaking scudenes.	∸ .	4 ,	ş	Cu	(34)

7. As a result of students participating in the secondary vocational education program, how well prepared do you feel they are in the areas listed below? Circle one rating number for each area. If you don't have enough information to judge, circle CJ for "Can't Judge".

•	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Can't Judge	•
Vocational or technical skills		•	•	\	•	•
needed to get an entry-level job	1	2 .	. 3	4	. CJ	(36)
Knowing how to look	~				·	
for and obtain a job	. 1	2	3 -	4 ,.	-ej	- (37)
Being able to follow, directions	_√ 1	2	3	4	က် , ကို	(38)
Having a desire to learn new things	. 1	2	, 3	 4	c .	(39)
Being on time to work or in completing tasks	1	2	3	4	යා ,	~ (40)
Getting along with others	1	2		4	CJ .	(41)
Preparing a job '	1	2	3	4	· CJ	(42)
Interviewing for a interviewing	^ 1	2	3	4 ~	,CJ	(43),
Using reading skills to do job tasks	1	2 .	, 3	4	cJ	(44)
Using math skills to do job tasks	1	2	3	4	C J	·(45)
Being aware of the positive as well as	<u>.</u>	•	:			
the negative aspect of jobs	. 1,	. 2.	. 3	4	८उ	(46)
Understanding the importance of being productive on the job	1	· • • • • • • • • • • • • • • • • • • •	3 .	4	· CJ	(47)
Being able to use speaking and listening		,	• •			
skills in work situations	· 1	2	3 .	4	c 1.	(48)

•	•	i							,
•	Very	We	11	Not	J.	ery	Can't	. 6 .	•
• 7	Well		ared	Well			Judge.	~	بر •
	Prepare	_			ed Pre	_	vaage.		
	erebare	u		Erebar	ed Fre	barea_			
Doing work that meets	•					`~ .			
	•		•	_	•			•	
acceptable standards 🐞	. 1	• 、	2	. 3		4 .	CJ		(49)
•					•		_	,	
Being able to							• •		
."do the job" for			,						
which they are				•		-			
_being trained	1		2 `	. 3		4	CJ		(50).
	-,	•	_	, •	•	-	CO ,		.,(50).
* 4,					r				
0 7 17111		. • .	_						
8. In addition to studer	nt orie	nted c	utcom	es, we	would	also li	ke your		
ratings of other voca	ational	educa	tion	outcom	e-stand	ards	Please :	rate	
each standard as "Ful	lly Met	, [₩] ^ħ Pa	rtial	ly Met	" or "N	ot Met.	" If yo	ou	•
don't have enough inf	formati	on to	judge	, circ	le CJ f	or "Can	't Judge	e."	•
*				•	•	•			•
•	, •	Fully	Part	iallv	Not	Can	Lt.		,
·	•	Met		et	Met	· -	- -		
		Hec		-	Mec	Jud	<u>ye</u>		•
mba assatitus 1	_					•	٠.	•	
The vocational program is	3	•	•		٠,		٠,	•	
meeting the labor market	•						•		
needs at the present and		` , •	•		,	_		•	` `
as projected over the						,			•
next several years		ĺ		2	. 3	Ć	J		- (51) ၞ
•	•		,		•				, 4
Effective collaboration	. •		,		• ′		k	• .	
exists between the progra			•					٠.	٠ .
		, ,			•	•		•	•••
amd the rest of the school	5π*	Ţ		2	3	С	J	•	(52)
, ,					•				•
Effective collaboration	i			•	١,			•	•
exists between the	• * •		`	•		•	•		
program, and local	•		•		•		-		,
business and industry	_	1 '		2 `	3	Ć.	J f	ř .	(53)
	, ··		-	_	•	_	· ,,		
-The high school	, -		•						•
		,•	` ,			•		•	,
· vocational curriculum	4.4					•	,		
is appropriately	۲. ۰		Ξ		• *	•			
articulated with	. •	· .	181 -	•11	. · ·	٥	•	ر ۳ ت	(** · · ·
postsecondary		•	• •	. i - i i			•	•	
training programs	•	. 1. ~	40	2 .	* 3	´ · c	រ ``		(54)
• • • •		6	· '\' '		• }	*	,		, , , ,
The vocational program	•	•	•	•		* 1.*			
		•		. •	, 1		• .	* * *	
reflects the emerging	•						· • •	٠,	
trends in the occupa-		_	-		٠.		_	•	
tional field		1	-	2.	3°	C	រ ្		(55)
		٠.		,	•	•			
The vocational program				1.		•		• '	•
increases the attractive-	-			, -			1		• • •
ness of the community for		,					. ,	•	- '
economic development	• -	1		,	5		<i>ः</i> ा		/E#\
echiumite development		1,		4			<u> </u>	/	(56)
				•		•			, \

9. The following items relate to the role, functions and performance of your advisory committee. Please rate each criterion as "Fully Met"(1), Partially Met"(2) or "Not Met" (3). If you don't have enough information to judge, circle CJ for "Can't Judge."

Criterion is

				Criterio	on is	، ل	•		
	, · · · · · · · · · · · · · · · · · · ·			•			_		
	, · · · · · · · · · · · · · · · · · · ·	<u>Fully</u>	Par	ctially	Not	9	Can't	•	
		Met	•	Met	Met	٠, ١	Judge	,	,
		•							
	There is a systematic				,*				•
	procedure for selecting _	•			' -				
	advisory committee		•	•		,			
-	members.	1		2 '	3	j.	CJ		(57)
						•		•	
_	-Specific vocational or .								
	cluster programs have an	,					`.		
	advisory committee that		•						
	includes experts from the '	_							
	field(s) represented by .		1,6				•		
	the occupational area.	, I	•	'2	3		CJ	\(\)	·(58)
				`		•			**
	The advisory committee			-	•			•	
	meets at regular	◀			4		•		
	intervals throughout		_	-			•		
٠	the school year.	1		2	3	*	CJ	,	• - (59)
	, , , , , , , , , , , , , , , , , , ,	-			_		,		,• (= 0)
	Members are informed in	•				`	. •		,
	writing of the mission				•				
-	of the advisory.			' · · · ·	-••	•			~
	committee.	`1		2	3		CT	·	(60)
	*Commit c Lee •	•	з,		, ,	•	, 40		(00)
-	The advisory committee		÷				. , ,		•
		. • •		A 14			*•		• •
	members are provided	• • • • •	, , *				•		•- :
	with a description of	,	. 7				,	` .	
	the program's philosophy,	·* •	•	•	/ 🔻	李	.	•	•
	goals, objectives and	٠ .		•	ه م	~		•	
	instructional activities.	7		2 - 🛴	3.		C1.	•	(61)
٠,		,	٠	•	•		_		
	Advisory committee members	•			•		•		•
	are provided with adequate				•	Wage-			•
	program evaluation	•	•	• *	r				*
	information and with		-	•.	,	•			•
	student achievement	•			,	• .	-,	, -	
,	and placement data.	<u> </u>		2 ^	. 3	* .	CJ ·		, (62)
	*							•	•
	The advisory committee		J	-		•			•
	members have an active		•	•		• ••	٠,	•	•
٠_	role in recommending	1	٠.	· 🛌	*	•	• /		ŗ
	program policy and		,	• •	• -	· , · •			
	improvements in program	•	-			•			
	operations.	1		2 ,	· 3		CJ	•	(63)
				్	-		_		

* Criterion is

	Fully Met	Partially Met		Can't Judge	,	4
The advisory committee (members are provided with feedback concerning actions				•	•	. 1
taken in response to	٥			-		
their recommendations.	. 1	2	3 .	CJ∙	•	(64)
Effective communacation	`					
exists between the '	•			,	•	
advisory committee and		*		,		••
vocational education			+ •	e	•	,
faculty, district			6 0	. ,	<i>/</i> ,	0
administrators and		,	• • • • • • • • • • • • • • • • • • • •			\
the school board.	1	2	3	CJ	, 4 ³	(65)
Effective communication	3	٠	v · -	, ,		
exists between the		•		٩	,	
advisory committee and the	•	•	_			*
community, parents and		· ,	•		,	, ,
local business and	•),	•
industry.	., 1	2 ,	3	CJ .	.•	(66)

Thank you for your participation in this study.

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

PARENT SURVEY

Please take a few minutes to answer the questions on this survey. The information from parents will be used by the school in helping to improve vocational education.

1.	School Name	(1°-5)*
2.	In which of the following areas is your daughter/son now receiving vocational training? (CIRCLE ONE)	· (6)
, •	Agriculture (Forest Products) 1	9
	Business and Office (Accounting, Clerical, Secretarial)	•
	Distributive Education (Food Service, Marketing)	,
•	Health Occupations 4	•
	Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service)	* o
.•	Technical (Electronics, Mechanical) 6	•
No.	Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service)	
	How did you feel about your daughter or son entering vocational . education in high school? (CIMPLE ONE)	(7)
	I liked the idea	1: "
•	I didn't have strong feelings either way • • • 2	,
*	I didn't like the idea	
*	Please ignore numbers in parentheses; they are for keypunching purposes only.	

4. What occupational area does your daughter/son plan to enter after high school?

(If you don't know, please write "Don't Know". (8-9)

5. As a result of being enrolled in a vocational education program, what changes have you noticed in your daughter's/son's performance in the following areas: (CIRCLE THE NUMBER corresponding to your rating for each item.)

	• ,		,	••		•
• ;	Very Improved	Somewhat Improved	No Change	Somewhat Worse	Much Worse	·
Understanding of .				•	-	•
how to look for:	•	•		•	•	
and obtain a job	1	2	3	` 4	• 5	(10)
,	_	•		• -	J	(_0)
Being able to	it.					• •
follow directions	, 1	2	3	Λ .	5	(11)
10110" (11100110)	, -	~	J ,	-3	, J	. (11)
Willing to learn	*	•		•		
new things	i	· 2	3	. 4	, E .	(12)
new critings	-	2	,	, ,	. J ·	(12)
Being on time	• .		*	• ,	•	4 .
for work or in				•		ć
completing tasks	1	2	, 3 .	4	. 5	(12)
completing casks	.	۷ .	3	4	, 3	. (j3)
Getting along	`			`		
with others		2	3	4	5	(1.4)
with others	1	. 4	3	4	5	(14)
Being aware of			••	٠	•	•
both the positive	``					*
as well as the	•	•	•		•	
				. (
'negative aspects	•	2	3	7	5	(15)
·of jobs .	т,	2	3	4	5	(15)
range and the state of the	٠ '		•	•		
Understanding the		:	ŕ	_		
importance of	^ ^					1.
being productive		,	_	•	_	
on the job	1	, <u>ž</u>	. 3	4 、	5	(16)
	b		•	•		
Doing work that ,		•		,		
meets acceptable	_	_		_	_	
standards	1 ,	2	, 3	4	5	(17)
			, ,	,	•	
Willing to take	•		•		•	•
on added responsi-	•	•			~	•
bilities at home			1	*		
or in school	• 1	2 .	, 3	4	5 .	. (18)
	· Tarakan		3		~	<u>.</u> -
Willing to do things		The sales for the		1.1		
or suggest ideas				· /j.		
without being .		-		/ *		
asked first	1	. 2 .	` 3	\4	<u>;</u> 5	(19)
•	•			¥		
,	•	•		· /: .		•

6. How satisfied are you that your daughter/son has received assistance in the following areas? (CIRCLE ONE)

	Very Satis- fied	Somewhat Satis- fied	Not Satis- fied	Don't Know	
Vocational counseling.	1	, 2 .	3	· DK	(20)
Help in finding a job	1	2 ,	3 ,	, DK	(21)
Obtaining current occupational	*	•		,	-
information at school	,1	2	3	DK	. (22)
Getting supervised work experiences at employer sites (if in	· , • •	,			
cooperative work experience)	1 .	2	3	DK	(23)
7. How satisfied are you necessary occupations (CIRCLE ONE) Very Satisfied.	al skills to o	_			(24)
Somewhat Satisfie	 ed	. 2	1 20%		,
Not Satisfied .	• • • • • • •	. 3	3 ' ·		
I Don't Know	• • • • • •	• 4 .	•		,
8. As a result of being daughter's/son's sati				how has you:	r (25)
It's increased .	•••••	, 1			
It's about the sa	ame	• 2	÷		•
It's decreased .	· ,	. 3			, ,
9. Overall, how satisfic education program?		th your son	or daughte	er's vocation	onal (26)
Wery satisfied		1,		•	•
*Somewhat satisfic	eď • • • •	2	•	Z	
Not satisfied.		• • 3 .			

• ~		
10.	Do you feel a high school student completing a vocational education program has a better chance of getting a job than students without training? (CIRCLE ONE)	(27)
		(-,,
	Yes 1	
- \	No	
	Don't Know 3	٣
łı.	If your son or daughter is handicapped are additional services being provided to assist him or her to succeed in vocational education?	(28)
	,	• • • •
•	Yes • • • • • • • 1	
	No 2	
	Not Appropriate • • • 3	
12.	If yes, how satisfied are you that these services are helping your daughter or son?	(29)
	•	•
	Very satisfied 1	
	Satified 2	•
٠.	Dissatisfied · · · · · · · · 3	
	Very dissatisfied 4	٠,
	Not Applicable 5	
13.	Many school districts today are faced with budget cuts and have to decide about the relative importance of different course offerings	
	compared to other high school programs. How important is it that	
	high schools keep vocational education programs?	
	(CIRCLE ONE)	(30
	High	•
`	Medium	

ERIC

Full Text Provided by ERIC

Low

14 •	(CIRCLE ONE)	b do curs	· vocational	education student;	(31)
•	Mother]	L ',	· · · · · · · · · · · · · · · · · · ·	• .
	Father	2	2 '		
•	Female Guardian	3	3		
	Male Guardian	• • • 4	•		
. "	Other	5	5 ••• • • • • • • • • • • • • • • • • •	•	
15.	Please describe the type past year.	of work	you do or ha	ave usually done in	the (32)
				~	,

16. What suggestions, if any, do you have for improving high school vocational education?

Thank you for your participation in this Study.