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ABSTRACT

A study examined the effectiveness of secondary level vocational education in Oregon. Using the five project-developed survey instruments, researchers collected data from the following population: 1,609 10th and 12th grade students from 10 high schools throughout Oregon, 13 coordinators/administrators, 36 teachers, 140 parents of 12th grade vocational education students, and 56 local advisory committee members. Included among those areas addressed by the study were the following: program goals and objectives, curriculum, instructor qualifications, inservice, facilities and equipment, student support services, funding, safety, vocationally-related youth organizations, use of employer and community resources, and the role of advisory committees. A majority of the students and parents surveyed were satisfied with the quality and type of instruction provided in the vocational programs. However, parents, students, vocational teachers, and vocational counselors all gave relatively low ratings to vocational counseling and job placement assistance. Recommendations for improving existing vocational programs called for increased communication with employers and better in-house coordination of cluster curriculum activities, improved counseling and job placement activities, more emphasis on reading and mathematics skills, and further research to secure program evaluation and student achievement and placement data. (All five survey instruments are appended.) (MN)

IMPLEMENTATION OF THE OREGON VOCATIONAL EDUCATION SECONDARY EFFECTIVENESS STUDY

FINAL REPORT

Contract 38-334-364

Prepared for the

Oregon Department of Education

Division of Vocational Education

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August 1982

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(Completed by Project Director/Principal Investigator)

ABSTRACT

A. PROJECT DESCRIPTION

1. Project Title: Implementation of Oregon Vocational Education Secondary Effectiveness Study

2. Principal Investigator and Organization: Dr. Thomas R. Owens, Education and Work Program, Northwest Regional Educational Laboratory

Address: 300 S. W. Sixth Avenue, Portland, Oregon 97204

Telephone: (503) 248-6800

3. Special Population Target Groups
Check Primary Group(s)

Racial/Ethnic

American Indian or Alaskan Native	XX	Limited English Proficiency	
Asian or Pacific Islander	XX	Handicapped	XX
Black, Non-Hispanic	XX	Disadvantaged	XX
Hispanic	XX	Displaced Homemaker	
White, Non-Hispanic	XX	Single Head of Household	
		Part to Full-Time Employment	
		Persons in Non-Traditional Vocations	
		Others	

4. Number of Students Affected 1,609; Number of Staff Affected 49

5. Project Objectives: (1) Design and print assessment instruments, (2) maintain contact with the Steering Committee and Advisory Committee, (3) prepare research design, (4) obtain agreement from 12 schools to participate, (5) coordinate data collection, (6) analyze the data, (7) prepare reports, and (8) disseminate the results.

6. Project Procedures: NWREL worked with the Steering Committee and Division of Vocational Education representative in preparing the design and instruments. Data collection was coordinated with the regional vocational education coordinators and local school contact persons. Data were coded by NWREL, keypunched by the Department of Education and analyzed and reported by NWREL.

7. Project Products: Project Flyer, Survey Instruments, Final Report.

8. Expected Contribution or Potential Impact on Vocational Education: This project has developed eight vocational education assessment instruments available for use in schools in Oregon. The report and data base of information will provide a clearer understanding of the strengths and weaknesses of vocational education in the high schools in Oregon.

9. Will the product be placed in a classroom within your district in the five years?

____ Yes XX No

ACKNOWLEDGMENTS

The successful completion of this project required the assistance of a number of people. The project director appreciates the continued advice and support provided by Gene Vinarskai of the Oregon Department of Education and to Wanda Monthey who provided comparative data from other Oregon studies. Sharon Owen of the Northwest Regional Educational Laboratory's (NWREL) Title I Technical Assistance Center provided much of the data analysis, while Chris Landry assisted by typing the instruments, coding data and typing this final report.

A Steering Committee was most helpful in reviewing the design of the study and the proposed instruments. They also reviewed the findings and provided advice regarding the interpretation of findings and recommendations. The Steering Committee included Al Doan of Centennial School District; Ruth McFarland, an Oregon legislator; Carl Mason, president of a private consultant firm; John Pendergrass, Regional Career Education Coordinator, Washington County ESD; Gene Vinarskai of the State Department of Education and Warren Westgarth, a senior environmental engineer with CHEC Consulting Engineers, Inc.

Without the cooperation of principals and contact persons in 11 high school through Oregon, there would be no data to report. Special thanks go to the high school staff at Canby, Culver, Gladstone, Grant, Hermiston, Newberg, North Bend, North Marion, Rogue River, Roseburg and Scio. Staff at these schools collected the survey data and returned them to NWREL. After organizing the data, survey instruments were delivered to Donna Zahn in the Department of Education who coordinated their accurate and prompt keypunching. Special thanks are also due to Tom Hilton of Educational Testing Service (ETS) who gave us permission to use the reading and mathematics tests developed by ETS for "High School and Beyond" as part of our student survey instrument.

BACKGROUND

This project is a follow-up to an earlier one completed by NWREL in December 1981 entitled "A Model for Measuring Secondary Level Vocational Education Program Effectiveness in Oregon." That project was organized to: (1) review existing literature and instruments for assessing the effectiveness of high school vocational education programs, (2) examine current practice in vocational education evaluation in Oregon and several other states, (3) develop criteria for judging vocational education effectiveness, (4) develop a model for measuring vocational education effectiveness at the state level, (5) locate or develop appropriate assessment instruments, (6) pilot test and revise the instruments and (7) document and disseminate the findings.

As a result of the first contract, NWREL constructed a model that accounts for inputs, processes and outcomes of vocational education. The outcomes were categorized under employment, education and training, ancillary effects on youth, and community/societal effects. Based on this model and a review of existing instruments, sample instruments were developed and pilot-tested in Oregon for use with:

- Currently enrolled high school tenth and twelfth grade vocational education students and nonvocational education students
- Parents of vocational education students
- Employers
- Vocational education staff
- Advisory committee members

Goals and Objectives

The goal for the present project has been to design and conduct a study in Oregon, using the model and instruments previously developed, to determine the effectiveness of vocational education at the high school level. With the assistance of the Steering Committee, the design and instruments were prepared. Agreements were reached with 12 schools in Oregon to participate in this study, however, one school withdrew because of the coordinator's illness. Other objectives included the coordination

of data collection in accordance with the study design, training and coordination with the schools' contact persons, analyzing the data, preparing separate reports for the state and the individual schools, incorporating existing employer data into the report and disseminating the results of this study within Oregon and to participating Vocational Education RCU directors from five cooperating states.

Design and Model

The design of this study called for administering instruments to in-school vocational education and nonvocational education students, vocational instructors and coordinators, parents of twelfth grade vocational education students, and to vocational eduction advisory committees in the participating schools.

The study sample consisted of 12 schools, composed of two large schools (over 1,200 students); six medium size (500-1,200 students); and four smaller schools (under 500 students). These numbers reflect the approximate proportion of various sized districts in the state as a whole. Schools were also selected to give a geographic balance across the state. To be eligible schools had to: (1) have operated one or more state-approved vocational education programs for at least two years, and (2) express willingness to collect the data in late April or early May of 1982.

All twelfth grade students enrolled in state-approved vocational education programs in the selected schools were surveyed. A sample of 50 nonvocational education twelfth grade students taking the same English or social studies classes as vocational education students were also to be surveyed. At the tenth grade level, a sample of approximately 50 students planning to take vocational education in eleventh or twelfth grade and 50 students not planning to take vocational education were used. Whenever possible, entire tenth grade English or social studies classes were surveyed. The primary purpose of assessing tenth grade students was to determine the extent to which students planning to take vocational education in eleventh and twelfth grade may be different from those not planning to take vocational education (general or academic students).

Students completed the surveys in a group setting so that questions could be answered for all students at once, and so that timed achievement tests could be administered according to the standardized procedure. Survey booklets were distributed so that a random half of the students received the reading achievement test and half the mathematics achievement test.

The contact persons in the schools received orientation and training from the project director in systematic procedures for testing, collecting and handling the data. A detachable cover sheet attached to the twelfth grade vocational education student form was used to gather their addresses. The parent surveys together with an explanatory cover letter and postage-paid return envelope were mailed directly to all parents by the NWREL staff. The remaining student, staff, coordinator and advisory committee surveys were collected and returned to NWREL by the individual school contact persons.

Each of the survey instruments had been designed to assess the most important processes and outcomes of high school vocational education as determined by the six state Advisory Committees and the Oregon Steering Committee during the first contract. These instruments reflected the model that had been developed by NWREL in conjunction with the two previously named committees.

Chart 1 on the following page 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 needs. An analysis of these needs should lead to the design of appropriate vocational education programs.

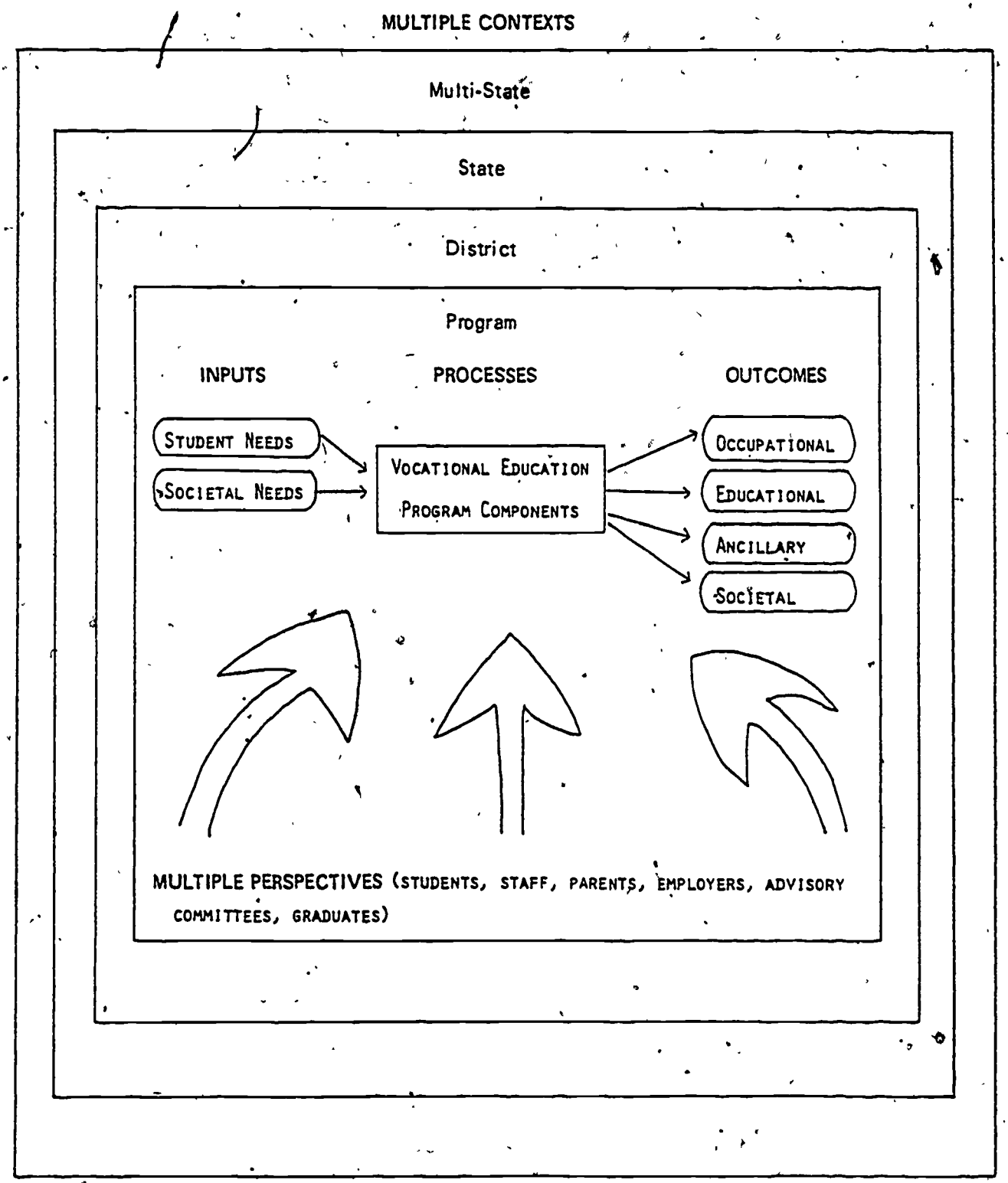
The components of a program which we consider especially important to describe and assess include:

- the program's goals and objectives
- the curriculum
- instructor qualifications 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 outcomes of a vocational education program can be classified under four headings--occupational, educational, ancillary and societal.

CHART 1
Model of Secondary Vocational Education Effectiveness



Number and Types of Participants

Useable student survey data were collected from 1,609 high school students throughout Oregon. Because of our primary interest in the impact of vocational education on students, the design called for gathering data on all available twelfth grade vocational students and on a sample of students in three comparison groups--twelfth grade nonvocational students and tenth grade vocational and nonvocational students. There were 615 twelfth grade vocational students, 307 twelfth grade nonvocational students, 355 tenth grade students who planned to enter vocational education the following year and 332 tenth grade students who planned not to enter vocational education. The characteristics of these students are described in the student findings section of this report.

The vocational administrator survey was completed and returned by 13 administrators in nine schools while 36 teachers completed the teacher survey. Advisory Committee surveys were returned by 56 members in seven schools. One hundred and forty parents of twelfth grade vocational education students in 11 schools throughout Oregon completed and returned the parent survey.

Limitations and Problems

In order to capture the perceptions of vocational education students who were about to complete their program, it was decided that the data collection should occur in late April or early May. This timing was also intended to avoid conflicts in late May or early June with graduation and the closing of the school year. Orientation and training about the data collection were provided to the school contact persons by Tom Owens in early May and materials were given directly or mailed to the contact persons by mid-May. In order to help assure the participation of 12 schools, an extra school was sampled and invited to participate. Of these 13 schools, 12 signed letters of agreement to participate, 11 participated by collecting some data and 10 collected student data. The remaining schools were contacted frequently but eventually declined participation because of the pressures at that time of year.

Advisory committee data were gathered in only seven schools because a few schools did not have a local school advisory committee and others had committees but they did not meet in April or May.

The collection of twelfth grade vocational education parent data proved to be the most difficult to obtain. Based upon discussions with several school administrators, it was decided that a direct mailing to the parents was the most reliable way to reach parents. Staff felt that if students were asked to take the surveys home to their parents and return them to school many or most would never be returned. Home addresses were obtained directly from the students but without telling them that the information would be used to mail out parent surveys. The 140 returned surveys represented a 25 percent return rate of those mailed out. Because parents were told that their responses would be anonymous, and since home addresses were generally not received until late May or June, no blanket second mailout to parents was conducted.

Student Findings

Student survey data were collected from 1,609 students in ten high schools throughout Oregon. Of the 602 twelfth grade vocational education students who listed their area of study, over half were in either business and office occupations or trade and industry. Responses to the first question in Appendix A show the percentages of twelfth and tenth grade students in each of seven vocational clusters. Forty-four percent of the twelfth grade vocational students and 55 percent of the tenth grade students were females while 49 percent of the twelfth grade and 57 percent of the tenth grade nonvocational students were females.

In the student groups approximately 10-15 percent were ethnic minority students. No minority group represented over five percent of the population. At the tenth grade level 14 percent of the vocational students were minority versus 12 percent of the nonvocational students. At the twelfth grade level 8 percent of the vocational and 19 percent of the nonvocational students were minority.

Based on students' self-reported high school grades, seven percent of the vocational versus 23 percent of the nonvocational students reported getting mostly A's. About half of the twelfth graders had mostly A's and B's (49 percent for vocational and 50 percent for nonvocational students). At the tenth grade level fewer vocational students reported A's and B's than did nonvocational students (28 percent versus 36 percent). The percentage of students reporting mostly D's and F's was consistent across all groups and ran one or two percent. These data appear consistent with other studies of high school vocational students.

Eighty percent or more of the fathers and mothers of students participating in this study were high school graduates and about 20 percent had completed college. The educational level of parents of vocational and nonvocational students was approximately equal.

Vocational education students at both the tenth and twelfth grade were asked to identify their main reason for entering vocational education. Conversely, students electing not to enter vocational

education were also asked why. Students report entering a vocational education program primarily because they have an interest in the area and to a lesser extent because they wanted to learn specific job skills. Less than five percent gave as reasons: because my friends were in the program, I didn't like the general school courses, or advice from parents, counselors or teachers. Reasons given by minority students for entering vocational education were not different from those of nonminority students.

The main reason students chose not to enter vocational education were that they felt it was necessary to take other courses in order to reach their goals and because they preferred other courses. About five percent stated that they plan to delay training in a vocational area until after they finish high school. Less than three percent of the students reported not entering vocational education because of advice from relatives, teachers or counselors, influence of having friends in nonvocational courses or because being in academic courses has more status.

All students were asked to rate the various characteristics of their education. Vocational education students at both the tenth and twelfth grade level rated the quality of instruction and the up-to-date nature of the instructional materials high. These areas were rated significantly higher by the vocational than the nonvocational students. Areas rated relatively low by all four groups were counseling about careers and help in finding a job after program completion. The vocational students, however, rated this latter area significantly higher than did the nonvocational students.

There were no significant differences between the two groups on their ratings of career counseling. In rating overall satisfaction with the general nonvocational education they were receiving in high school, the vocational students were significantly less satisfied than were the other students. The vocational students rated their overall satisfaction with their vocational courses significantly higher than they did for their nonvocational courses.

Twelfth grade vocational students and nonvocational students were asked to rate how well prepared they felt they were in various outcomes considered important in getting a job. Of the 14 outcomes listed, twelfth grade vocational students felt they were best prepared in their willingness to learn new things, being on time for work, completing tasks, getting along with others and understanding the importance of being productive on the job. They felt least well prepared in the technical skills needed to get an entry-level job, preparing a job resume and using math skills to do job tasks.* Relative to the nonvocational twelfth graders, the vocational students rated themselves at least slightly higher on 11 of the 12 outcomes asked of both groups. The exception was using reading skills to do job tasks where the ratings were slightly higher for the nonvocational students. Responses of twelfth grade vocational and nonvocational students were compared. Students in vocational education showed significantly more positive attitudes in feeling that their high school education will help prepare them for their first full-time job after high school, and in rating themselves as well prepared in: (1) understanding the importance of being productive on the job, (2) knowing how to look for and obtain a job; (3) being on time for work, (4) completing tasks, and (5) preparing a job resume.

* Data from Oregon's Follow-up Study of 1980 indicated both students and employers also rated the students' technical knowledge relatively low. On the Oregon 1981 mail survey, technical skills and math skills were again the two areas receiving the lowest rating employers gave to vocational completers. Getting along with others, work attitude and work quality were rated much higher by employers.

Comparisons were also made between vocational and nonvocational seniors on four items used to measure self-concept. The vocational students were slightly higher on each item although the differences were not statistically significant.

Between 50 and 60 percent of the students in each group had worked for pay the prior week. The figures ran 10 percent higher for twelfth graders than tenth graders. The major school related out-of-class activities involving students were Cooperative Work Experience, FBLA and VICA.

Students in all groups were asked about their plans one year after graduation. As would be expected, 13 percent of the nonvocational students planned to be working while 27 percent of the vocational students said the same. Seventeen percent of the vocational seniors planned to attend a four-year college full- or part-time. In Oregon's 1982 secondary three-year follow-up study, 15 percent of the vocational completers and 17 percent of the nonvocational completers had actually attended college between six and nine months after high school graduation. In addition, 11 percent planned to take technical or vocational subjects at a community college and nine percent plan to take academic courses there. An additional seven percent plan to take vocational courses at a trade or business school and seven percent plan to enter the military. While 60 percent of the nonvocational seniors plan to complete a four-year college program, 33 percent of the vocational students also intend to do so.

Some twelfth grade vocational students seem to be uninformed about postsecondary training opportunities in areas related to their high school vocational training. Of those who were aware of such postsecondary training, a third were not knowledgeable about the courses or general content available in these programs. Slightly over half plan to take postsecondary training in a related area and approximately 60 percent plan to get a job in an area related to their high school vocational training within the year. Approximately 60 percent planned to work in a related area three years after high school graduation. These figures are very close to those found across the nation.

All but one or two percent of the twelfth grade vocational and nonvocational students have worked for pay. Restaurant work, store clerk and farm work were the most common jobs. These jobs were closely related to their high school training for a third of the vocational twelfth grade students and 13 percent of the nonvocational students. Most students felt their job encouraged good work habits.

Students in all four groups were administered a functional reading or math survey test of 20-25 items. Results indicated no significant differences between vocational and nonvocational students at the tenth grade level although the nonvocational students scored slightly higher. At the twelfth grade level nonvocational students scored significantly higher than vocational students on both the reading and mathematics tests. The means, standard deviation (SD) and number of students in each group (N) are shown below in Table 1.

TABLE 1
READING AND MATHEMATICS SCORES FOR
VOCATIONAL EDUCATION (VE) AND NONVOCATIONAL EDUCATION (NVE)
STUDENTS AT THE TWELFTH AND TENTH GRADE LEVEL

		12th VE	12th NVE	10th VE	10th NVE
Reading	Mean	10.4	11.9	9.6	10.1
	SD	4.2	4.2	4.0	4.2
	N	295	156	170	162
		$p < .001$		NS	
Math	Mean	14.7	16.6	14.2	14.9
	SD	5.3	5.2	4.8	4.6
	N	300	142	154	157
		$p < .001$		NS	

Since the student self-reported grade point average was somewhat higher for nonvocational than for vocational twelfth grade students, a separate analysis was run to determine if the reading and math test scores were significantly different when scores were adjusted for differences in school grades between the two groups. The analysis of

covariance indicated that the differences between vocational and nonvocational students was still significant even when differences in their grades were taken into consideration.

Vocational Education Coordinator Survey

The coordinator/administrator survey was completed and returned by 13 people in nine schools. Results are displayed in Appendix C. Eleven of these administrators are men. Eight are vocational coordinators, four are curriculum directors and one is an assistant superintendent.

In rating the quality of various vocational education program components, these administrators rated highest the quality of instruction, staff training and experience, program coordination and realistic instructional experiences. Assistance in job placement for program completers, vocational counseling, functioning of the advisory council and availability of cooperative work experience opportunities were rated lower.

Articulation with postsecondary training programs and collaboration between the vocational program and local business and industry were rated high by the administrators. Collaboration with the rest of the school and increasing economic development in the community were considered objectives that were only partly met.

Vocational administrators felt completers of their programs were especially well prepared in the technical skills needed to get an entry level job and understanding the importance of being productive on the job. They rated the completers as being relatively less well prepared in using math and reading skills to do job tasks.

Handicapped and economically disadvantaged students were enrolled in almost all schools surveyed. The most frequently provided support services were counseling, tutoring, use of a learning center for remedial work and special textbooks or other materials. These support services were judged as satisfactory for both special populations.

Suggestions for improving vocational education including adding computer, electronics and food services classes, increased funding,

upgrading equipment, improved job placement, better communication with employers and better in-house coordination of cluster curriculum activities.

Vocational Education Teacher Survey

The teacher survey was completed and returned by 36 teachers from nine high schools in Oregon. Results are displayed in Appendix C. The major vocational education areas represented were trade and industry (40 percent), business and office (29 percent) and technical (17 percent). Two-thirds of the teachers surveyed were men. They had been vocational education teachers for nine years on the average. Slightly over half of the teachers had a master's degree and all but one teacher had had previous occupational experience in the areas they taught.

Teachers were asked to rate the quality of their vocational education program. Areas rated the highest were: quality of instruction, realistic instructional experiences for students, and available occupational information. Areas rated the lowest were job placement assistance for program completers and vocational counseling.

Staff felt their high school vocational curricula were adequately articulated with postsecondary training programs but rated their programs substantially lower on collaboration with the rest of the high school and with local business and industry. Approximately 80 percent of the staff felt that the vocational goal of increasing the attractiveness of the community for economic development was only partially met.

About 60 percent of the teachers reported having handicapped and economically disadvantaged students in their program. Special counseling, tutoring and learning centers for remedial work were provided to such students. The support services for both types of special populations were rated as satisfactory by the staff.

Although it is intended that teachers be involved in their district's annual plan for vocational education, over half of the staff reported little or no involvement with it.

Teachers indicated that approximately half of their program completers find jobs in areas related to their vocational training and

about a quarter enroll in postsecondary programs related to their high school vocational training.

Teachers rely heavily on talking with employers and on input from their advisory committee in helping to assure that their vocational program is meeting current and future labor market needs.

When asked to rate how well prepared their program completers are along various dimensions, the staff felt they were best prepared in the technical skills to get an entry-level job, in understanding the importance of being productive on the job, doing work that meets acceptable standards, being on time, completing tasks and in understanding the positive and negative aspects of a job. They felt students were relatively less prepared in using basic skills to do job tasks, interviewing for a job and preparing a job resume.

Among the suggestions given by two or more teachers for improving vocational education were: providing opportunities for teachers to visit other trade schools and to attend workshops, having better, up-to-date equipment, and better support from administrators.

Advisory Committee Survey

Advisory Committee surveys were completed and returned by 56 members representing seven schools throughout Oregon. Results are displayed in Appendix D. Three quarters of the advisory committee members were men. Committee members represented primarily the vocational education areas of trade and industry, agriculture, health, and business and office programs. The vast majority of members represented business/industry in the vocational area under consideration.

Advisory committee members were asked to rate the degree to which they felt various vocational program criteria were met. Criteria judged to be most fully met were that the program was in compliance with all applicable federal and state laws, rules and regulations, teachers are vocationally certified, and that the program operates ten hours or equivalent per week. Criteria judged by a quarter or more of the committee members as not being met were: "job and educational placement services are provided to students who complete or leave vocational

programs," and "at least half of the students completing vocational programs who are available for placement are working in occupations related to their vocational training."

Other nonstudent vocational education program outcome standards rated most frequently as being met were effective collaboration between the program and the rest of the school and effective collaboration between the program and local business and industry. Advisory committee members were less sure that vocational programs increase the attractiveness of the community for economic development.

Committee members were asked to rate the degree to which they felt vocational program completers were prepared in various areas. They perceived that program completers were especially well prepared in being on time to work, completing tasks, getting along with others, understanding the importance of being productive on the job, and having a desire to learn new things. Students were rated positively but somewhat less high on using reading skills to do job tasks, being aware of the positive and negative aspects of jobs, preparing a job resume and the technical skills needed to get an entry-level job. For example, eight percent of the advisory committee rated students as not being well-prepared in being to work on time, 17 percent rated them as not being well-prepared in making out a job resume.

Since the function of advisory committees is important in vocational education, committee members were also asked questions about the role, functions and performance of their own committee. Committee areas rated the highest were including experts from the field(s) represented by the occupational area, their active role in recommending program policy and improvement in program operations, and being provided with a description of the program's philosophy, goals, objectives and instructional activities. The committee members rated lower: effective communication between the advisory committee and the community, parents and local business and industry; and being provided with adequate program evaluation information and with student achievement and placement data.

Parent Survey

Parent surveys were completed and returned by 140 parents of twelfth grade vocational education students in 11 schools throughout Oregon. Results are displayed in Appendix E. Eighty percent of the parents responding were female. Of the parents responding approximately 60 percent were in blue collar or service occupations, 20 percent were housewives and 10 percent were white collar workers. A third of the parents represented students in business and office occupations, 17 percent were parents of students in a technical cluster like electronics and 17 percent were parents of students in a trade and industry cluster such as construction.

When parents first learned that their own son or daughter was planning to enter a vocational program in high school, 88 percent liked the idea while only two percent were opposed.

Parents were asked how satisfied they were with certain aspects of their child's vocational program. About three-quarters of the parents were satisfied or very satisfied that their daughter or son has received the necessary occupational skills to get an entry-level job and 16 percent were not satisfied. In other areas, parents were generally satisfied that their child, if in cooperative work experience, was getting supervised work experiences. Approximately a quarter or more of the parents were not satisfied with their child getting help in finding a job, with vocational counseling, and with current occupational information available at school.

A separate analysis was made to determine if there were significant differences in views about vocational programs or their outcomes depending on whether the parents were blue collar or white collar workers. No statistically significant differences were found except for parental rating of the impact of vocational education in increasing their child's willingness to do things or suggest ideas without first being asked. Parents employed in white collar positions saw greater improvement in this area.

When rating their overall satisfaction with the vocation education program of their son or daughter, 54 percent were very satisfied, 35

percent were somewhat satisfied and 10 percent were not satisfied. As a result of being enrolled in vocational education, 38 percent of the parents reported that their child's satisfaction with school increased while only three percent reported that it decreased. The rest felt the level of satisfaction with school remained about the same.

As a result of being enrolled in a vocational education program, parents reported noticing an improvement in certain areas of their daughter's or son's performance. The greatest improvement reported was in doing work that meets acceptable standards and in being willing to learn new things. A somewhat smaller percentage of parents reported seeing improvements in their child's willingness to take on added responsibilities at home or in school and in a willingness to do things or suggest ideas without first being asked. These findings seem reasonable since the latter changes are more global and less related to vocational education as such.

Ninety-one percent of the parents felt that a student completing a high school vocational education program has a better chance of getting a job than students without such training and only four percent disagreed with that opinion.

Five percent of the parents reported a handicapped child in vocational education. Three percent said their child was receiving additional services and almost all of them were satisfied with the services being provided.

Parents were asked how important they felt it is that high schools keep vocational education programs when districts are faced with the need for budget cuts. Eighty-three percent felt vocational education programs should be of high priority, 16 percent of medium priority and only one percent said low priority. A variety of suggestions were given for improving vocational education. These included improving counseling and job placement activities, bringing in more people from the field to add their expertise, more community involvement in planning and monitoring programs, improving the public relations image of vocational education students and programs and adding programs in the areas of computer

science, food management, fiberglass trades, medical services, construction, social service occupations and diesel mechanics.

Comparisons Across Groups

The individual survey questionnaires were constructed so that some common items would appear on surveys for two or more audiences while other items were designed to be unique to a single audience., The rating of many items related to program characteristics and to student outcomes appeared on all five forms. Under program characteristics, the issue of effective collaboration between the program and local business and industry was rated especially high by the advisory committees and the vocational coordinators but lower by the vocational teachers. The quality of instruction and realistic instructional experiences were rated high by both the vocational education teachers and the coordinators. Students also rated the quality of instruction high. The issue of effective collaboration between the program and the rest of the school was rated very high by the advisory committees but much lower by the vocational teachers and coordinators. This may be because the teachers and coordinators are closer to the situation and more aware of how their programs could relate better with the rest of the school curriculum.

The function of vocational education in increasing the attractiveness of the community for economic development was rated relatively low by vocational teachers, coordinators and advisory committee members. Vocational counseling and job placement assistance were rated relatively low by parents, students, vocational teachers and vocational coordinators.

Program completers were rated high in the vocational and technical skills needed for entry level jobs by parents and by vocational education teachers and coordinators. Advisory committee members as well as vocational teachers and coordinators rated program completers high in understanding the importance of being productive on the job. Students also rated themselves high in this area. Willingness to learn new things was rated particularly high by students, advisory committee members and vocational education teachers.

Using basic skills to do job tasks was a student outcome rated relatively low by advisory committee members, students, vocational teachers and coordinators.

In general there was moderate consistency in ratings across the various groups.

Application of the Model

The vocational education effectiveness model used as the basis for this project was previously described in the background section of this report. That framework together with the prioritized list of vocational education outcomes served as the basis for the development of the survey instruments.

The first dimension of the model looks at needs related to vocational education. As inputs two major sets of needs were identified--student and societal. One way that student needs related to vocational education were identified was by asking students why they decided to enter a vocational program. Students were motivated primarily by an interest in the vocational area they signed up for and because they wanted to learn specific job skills. Societal needs center on providing employers with a trained workforce prepared for entry-level positions.

Student responses indicate they were more satisfied with their vocational training than with their nonvocational high school training. Three-quarters of the twelfth grade vocational education students and 85 percent of the advisory committee members felt students were well prepared for the vocational skills needed to get an entry-level job. Approximately sixty percent planned to enter a job related to their high school vocational training and 54 percent plan to take further training related to their vocational program. While 42 percent of the advisory committee members felt vocational programs are meeting the labor market needs at the present and as projected over the next several yeas, 56 percent felt this objective was only partially being met. Similarly, 45 percent felt their vocational program is reflecting the emerging trends in the occupational field while 45 percent felt this was only partially being met.

The second dimension of the model focuses on the components of vocational education. These components included the quality of instruction, available occupational information, help in finding a job after program completion, career counseling, curriculum, instructional materials, equipment, physical facilities, program coordination and the function of the the program advisory committee. The ratings on these components have been discussed in the previous pages.

The third dimension of the model identifies outcomes of vocational education classified as occupational, eductonal, ancillary and societal. Occupational outcomes include the job skills needed for entry-level positions, doing work that meets acceptable standards, knowing how to look for and obtain a job and understanding the importance of being productive on the job. Generally speaking, the participants in this study expressed satisfaction with these occupational outcomes of vocational education although a quarter of the twelfth grade vocational students felt they were not well prepared for the vocational skills needed to get an entry-level job.

Educational outcomes include reading and math skills as well as the articulation of high school and postsecondary training programs. On applied reading and math tests twelfth grade vocational students performed less well than did the nonvocational students. While 42 percent of the advisory committee members felt the high school vocational curriculum is appropriately articulated with postsecondary training programs, 56 percent felt this objective was only partially met. Of the twelfth grade vocational students aware of related postsecondary training, a third were not knowledgeable about the courses or general content available in these programs.

Ancillary outcomes of vocational education included getting along with others, ability to follow directions, willingness to learn new things and willingness to do things or suggest ideas without first being asked. Parents of twelfth grade vocational students felt that their children, as a result of enrollment in a vocational education program, had made much improvement especially in willingness to learn new things.

Societal outcomes of vocational education include the provision of a supply of people trained to meet existing and emerging occupational needs and increasing the attractiveness of the community for economic development. Advisory committee members and vocational staff who rated these areas were generally more positive about meeting occupational needs than about the effects on economic development. In regard to the latter areas, 43 percent of the advisory committee members felt they could not judge the impact on economic development.

CONCLUSIONS AND SUMMARY

This 1982 study at 11 high schools throughout Oregon presents a comprehensive picture of vocational education in Oregon. Over 1,600 students were surveyed., They represented four groups--vocational and nonvocational students at the tenth and twelfth grade level. In addition, vocational coordinators and staff advisory committee members, and parents of twelfth grade vocational education students were surveyed. The instruments used in the study were carefully designed and pilot tested. They were constructed after a careful review of the research literature to assess the most critical components and outcomes of vocational education. Opinions of the Oregon Steering Committee and an Advisory Committee consisting of vocational education research coordinating unit directors in six states and staff at the National Center for Research in Vocational Education were used in determining priorities among vocational outcomes. The major findings are summarized below.

- Students enter a vocational education program primarily because they have an interest in the area and to a lesser extent because they want to learn specific job skills.
- Students entering vocational education to learn specific job skills or because they had an interest in the area were more likely to report planning to get a job or taking further training in the area related to their high school vocational program than were students who entered because their friends were in the program or because of advice from parents, relatives or teachers.
- In contrast to the stereotype that some adults have of young people's view of the work world, very few teenagers viewed their present job as a place where people goof off. Most of them saw their job while in high school as encouraging good work habits.
- Twelfth grade vocational students, in comparison with ratings or nonvocational students, rated themselves as better prepared in (1) understanding the importance of being productive on the job, (2) knowing how to look for and obtain a job, (3) being on time for work, (4) completing tasks, and (5) preparing a job resume.
- On ratings of self-concept, there were no significant differences between vocational and nonvocational students.

- Vocational education students rated their overall satisfaction with their vocational courses significantly higher than they did for their nonvocational courses.
- Vocational students in twelfth grade scored lower on applied reading and math tests than did nonvocational students. At the tenth grade level there were no significant differences between those planning to enter or not enter vocational education. Data from the Oregon 1981 employer mailed survey also indicate some employer dissatisfaction with student performance in mathematics.
- Slightly over half of the twelfth grade vocational students plan to take postsecondary training in a related area and approximately 60 percent plan to get a job in an area related to their high school vocational training. This is consistent with the state's findings from the 1980 follow-up study of high school vocational completers where 55 percent were employed or pursuing further education in areas related to their vocational preparation.
- Students were rated high in the vocational and technical skills needed for entry level jobs by parents and by vocational education teachers and coordinators.
- Advisory committee members as well as vocational teachers and coordinators rated students high in understanding the importance of being productive on the job. Students also rated themselves high in this area.
- Willingness to learn new things was rated particularly high by students, advisory committee members and vocational education teachers.
- Parents were asked how satisfied they were with certain aspects of their child's vocational program. About three-quarters of the parents were satisfied or very satisfied that their daughter or son has received the necessary occupational skills to get an entry-level job and 16 percent were not satisfied. Approximately a quarter or more of the parents were not satisfied with their child getting help in finding a job, with vocational counseling, and with current occupational information available at school.
- When rating their overall satisfaction with the vocation education program of their son or daughter, 54 percent were very satisfied, 35 percent were somewhat satisfied and 10 percent were not satisfied. As a result of being enrolled in vocational education, 38 percent of the parents reported that their child's satisfaction with school increased while only three percent reported that it decreased. The rest felt the level of satisfaction with school remained about the same.

- As a result of being enrolled in a vocational education program, parents reported noticing an improvement in certain areas of their daughter's or son's performance. The greatest improvement reported was in doing work that meets acceptable standards and in being willing to learn new things.
- Ninety-one percent of the parents felt that a student completing a high school vocational education program has a better chance of getting a job than students without such training and only four percent disagreed with that opinion.
- Five percent of the parents reported a handicapped child in vocational education. Three percent said their child was receiving additional services and almost all of them were satisfied with the services being provided.
- Parents were asked how important they felt it is that high schools keep vocational education programs when districts are faced with the need for budget cuts. Eighty-three percent felt vocational education programs should be of high priority, 16 percent of medium priority and only one percent said low priority.
- Effective collaboration between the program and local business and industry was rated especially high by the advisory committees and the vocational coordinators but lower by the vocational teachers.
- Quality of instruction and realistic instructional experiences were rated high by both the vocational education teachers and the coordinators. Students also rated the quality of instruction high.
- The function of vocational education in increasing the attractiveness of the community for economic development was rated relatively low by vocational teachers, coordinators and advisory committee members.
- Vocational counseling and job placement assistance were rated relatively low by parents, students, vocational teachers and vocational coordinators.
- Handicapped and economically disadvantaged students were enrolled in almost all of the schools surveyed. The most frequently provided support services were counseling, tutoring, use of a learning center for remedial work and special textbooks or other materials. These support services were judged as satisfactory for both special populations by vocational coordinators and by the staff.
- Although it is intended that teachers be involved in their district's annual plan for vocational education over half of the staff reported little or no involvement with it.

- Teachers rely heavily on talking with employers and on input from their advisory committee in helping to assure that their vocational program is meeting current and future labor market needs.

RECOMMENDATIONS

Vocational education coordinators listed some suggestions for improving vocational education. These included adding computer, electronics and food services classes; increased funding; upgrading equipment; improved job placement; better communication with employers and better in-house coordination of cluster curriculum activities.

Among the suggestions given by two or more teachers for improving vocational education were: providing opportunities for teachers to visit other trade schools and to attend workshops, having better, up-to-date equipment, and better support from the administrators.

Parents recommended improving the counseling and job placement activities, bringing in more people from the field to add their expertise, more community involvement in planning and monitoring programs, improving the public relations image of vocational education students and programs. Adding or expanding programs in the areas of computer science, food management, fiberglass trades, medical services, construction, social service occupations and diesel mechanics were also recommended.

The evidence from student tests and opinion data gathered in this study together with a recent Oregon employer survey suggest that vocational education programs need to give more attention to improving applied reading and mathematics skills. Such basic skills can be integrated with other vocational skills needed for successful performance on entry-level jobs and in postsecondary education.

The impact of high school vocational education in increasing a community's economic development appears questionable. For those communities where this is an important concern, clarification needs to be given to the role that vocational education can play. Vocational staff, school administrators and advisory committees need to understand how vocational education can enhance economic development and then learn how to communicate clearly this role to the private sector and to the public.

As with studies in other states, this Oregon study found that career counseling and job placement help for program completers were two areas

rated weak by most of the people surveyed. With declining budgets and increased workload on counselors and teachers, it may become important to consider alternative ways of delivering these services. Both tasks are important to young people and both can require a substantial time commitment by an adult as well as by youth. These may be two areas where parents and people in the private sector could contribute time and talent as mentors to individual young people.

One of the areas of weakness noted by advisory committees is in not having adequate program evaluation information and student achievement and placement data. If advisory committees are to be productive, such information should be provided to them so that they can more appropriately understand the program and make constructive recommendations to staff and administrators.

VOCATIONAL EDUCATION STUDENT SURVEY
(N=1609)

This survey will be used to help us learn about the vocational education program in your school. Your answers will be combined with those of other students and never identified with you. Please answer each item as well as you can. However, if there is anything you do not wish to answer, feel free to omit that item. Thank you for your help!

1. In which of the following vocational education program areas are you enrolled? (CIRCLE ONE NUMBER)

	Percent of Respondents At Each Grade Level	
	12th (N=602)	10th (N=328)
Agriculture (Forest Products)	10.6	11.0
Business and Office (Accounting, Clerical, Secretarial)	32.4	34.5
Distributive Education (Food Service, Marketing)	7.1	3.0
Health Occupations	6.5	2.4
Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service)	1.7	3.4
Technical (Electronics, Mechanical)	12.5	21.0
Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service)	29.2	15.5
Multiple Programs	--	9.1

2. How long have you been taking vocational education courses in the area you are now enrolled in?

	(N=600)	(N=330)
Less than one month	.5	13.6
Year 1 - 4 months	5.5	13.6
One 5 - 9 months	16.0	36.1

		12th (N=600)	10th (N=330)
Year Two	10 - 13 months	7.0	9.1
	14 - 18 months	17.2	20.3
Year Three	19 - 22 months	6.5	.9
	23 - 27 months	17.8	3.0
More than three years		29.5	3.3

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

Percent

	12th (N=615)	10th (N=355)
My friends were in the program	2.0	1.7
I wanted to learn specific job skills	28.3	31.5
I didn't like the general school courses	3.4	2.5
My parents or relatives advised me to enroll	2.5	5.1
I have an interest in the area	55.8	48.2
My counselor or teachers advised me to enroll	.3	1.7
Other reason (Please state)	5.2	4.8
No response	2.6	4.5

3B. What was the <u>main</u> reason you did not decide to enter a vocational educational program? (CIRCLE ONLY <u>ONE</u> NUMBER)

	12th NVE	10th NVE
My friends were in other courses	1	3
I preferred other courses	38	36
Being in academic courses has more status	1	2
My parents or relatives advised me not to enroll	1	1
My counselor or teachers advised me not to enroll	1	0
It was necessary for me to take other courses in order to reach my goals	37	42
I plan to delay my training in a vocational education area until after I finish high school	6	5
Other reason (Please state)	15	11

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".)

	Percent				Number	
	Very Satis-fied	Satis-fied	Dissat-isfied	Very Dissat-isfied	Don't Know	Mean
Quality of the instruction						
12thVE	35	56	6	3	15	1.78
12thNVE	11	73	15	1	12	2.06
10thVE	35	56	5	3	62	1.76
10thNVE	12	71	11	5	26	2.09
Occupational information available						
12thVE	22	60	14	3	36	1.98
12thNVE	11	56	27	6	15	2.27
10thVE	28	56	13	3	83	1.91
10thNVE	16	59	20	5	42	2.12
Help in finding a job after program completion						
12thVE	14	40	29	17	185	2.49
12thNVE	8	30	34	28	107	2.81
10thVE	17	56	18	9	188	2.20
10thNVE	10	50	23	17	141	2.48
Counseling about careers						
12thVE	14	48	27	10	78	2.34
12thNVE	14	46	28	12	14	2.38
10thVE	16	56	22	6	126	2.17
10thNVE	18	54	22	7	52	2.17
The instructional materials are up-to-date						
12thVE	31	54	10	5	39	1.88
12thNVE	11	60	23	6	19	2.24
10thVE	29	57	13	1	62	1.86
10thNVE	10	61	21	8	50	2.27
Paid work experience which is part of your vocational program						
12thVE	26	34	20	20	262	2.35
10thVE	14	41	29	15	224	2.45

		Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know	Mean
Overall, how satisfied are you with the vocational education you have received in high school?							
	12thVE	40	51	6	3	NA	1.71
	10thVE	37	51	9	2	NA	1.76
Overall, how satisfied are you with the general nonvocational education you have received in high school?							
	12thVE	14	66	16	5	NA	2.12
	12thNVE	17	63	15	5	NA	2.08
	10thVE	15	68	13	4	NA	2.06
	10thNVE	23	62	11	4	NA	1.96

5. If you did not have the chance to take the vocational education courses you selected the past two years in school, to what extent would you consider dropping out of school? (CIRCLE ONE)

	Percent	
	12th VE	10th VE
I definitely would not drop out	71.8	65.6
I probably would not drop out	22.1	27.6
I probably would drop out	4.1	4.4
I definitely would drop out	2.0	2.4

6. As a result of your vocational education program, how well prepared do you feel in each of the areas listed below? (CIRCLE ONE NUMBER for each area.)

	Percent				
	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Mean
Vocational or technical skills you need to get an entry-level job					
12 VE	16	60	21	3	2.10
12 NVE	NA	NA	NA	NA	NA

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Mean
Knowing how to look for and obtain a job					
12 VE	26	53	18	3	1.97
12 NVE	16	54	30	0	2.15
Being able to follow directions					
12 VE	49	48	3	0	1.55
12 NVE	43	53	4	0	1.61
Willing to learn new things					
12 VE	67	31	1	1	1.36
12 NVE	60	37	3	0	1.44
Being on time for work or in completing tasks					
12 VE	58	38	2	2	1.47
12 NVE	48	41	8	2	1.64
Getting along with others					
12 VE	60	37	2	1	1.44
12 NVE	60	36	4	0	1.45
Preparing a job resume					
12 VE	27	43	24	5	2.07
12 NVE	20	48	25	7	2.19
Interviewing for a job					
12 VE	30	51	16	4	1.93
12 NVE	26	46	22	5	2.08
Using reading skills to do job tasks					
12 VE	34	58	7	1	1.75
12 NVE	39	52	9	0	1.71
Using math skills to do job tasks					
12 VE	26	48	23	4	2.04
12 NVE	28	42	25	5	2.07
Being aware of both the positive as well as the negative aspects of jobs					
12 VE	37	55	7	2	1.74
12 NVE	33	56	10	2	1.80
Understanding the importance of being productive on the job					
12 VE	58	39	2	1	1.44
12 NVE	51	43	6	0	1.56

		Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Mean
Being able to use speaking and listening skills in work situations	12 VE	42	49	8	1	1.68
	12 NVE	40	50	10	0	1.71
Doing work that meets acceptable standards	12 VE	48	48	2	1	1.56
	12 NVE	NA	NA	NA	NA	NA

7. How well do you feel your high school education will help you or prepare you for the first full-time year-around-type job you take after leaving high school? (CIRCLE ONE NUMBER)

	12th VE %	12th NVE %
Will help me very much	59.0	42.5
Will help me a little	38.5	53.1
Will not help me at all	2.5	4.4

8. Are there programs available in community colleges, business schools, etc., that would provide more advanced training in thevocational area you are studying in high school? (CIRCLE ONE NUMBER)

	% 12th VE (N=602)
Yes	82.9
No	3.7
Don't Know	13.5

If Yes, do you know about the courses or general content available in the program(s)? (CIRCLE ONE NUMBER)

	%	N
Yes	66.1	345
No	33.9	177
		522

9. After graduation do you plan to take further training related to your high school vocational education program? (CIRCLE ONE NUMBER)

	12th VE	10th VE
Yes	54.3	50.3
No	22.8	10.7
Don't Know	22.8	39.1

10. Within the next year, do you plan to get a job that is (CIRCLE ONE NUMBER)

	12thVE
Directly related to your vocational education program?	21.0
Closely related to your vocational education program?	36.2
Not related to your vocational education program?	16.7
Don't know	26.1

11. Three years from now do you plan to be in a job that is (CIRCLE ONE NUMBER)

	12th VE	10th VE
Directly related to your vocational education program?	31.4	18.6
Closely related to your vocational education program?	30.4	43.1
Not related to your vocational education program?	15.2	12.9
Don't know	23.0	25.4

12. How do you feel about each of the following statements? (CIRCLE ONE NUMBER for each rating

	Percent				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I take a positive attitude toward myself					
12 VE	43	54	3	0	1.61
12 NVE	39	56	5	0	1.66
Good luck is more important than hard work for success					
12 VE	4	7	51	38	3.22
12 NVE	2	5	48	45	3.35

	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean
I am able to do things as well as most other people					
12 VE	41	56	2	0	1.63
12 NVE	39	56	4	1	1.66
Every time I try to get ahead, something or somebody stops me					
12 VE	3	16	61	19	2.97
12 NVE	3	14	68	15	2.95
When I make plans, I am almost certain I can make them work					
12 VE	28	65	6	1	1.80
12 NVE	25	67	8	0	1.82

13. What is the <u>one</u> thing that most likely will take the largest share of your time in the year after you leave high school? (CIRCLE ONE NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
Working full-time	27	13	15	15
Entering an apprenticeship or on-the-job training program	4	2	7	3
Going into regular military service (or service academy)	7	6	7	7
Being a full-time homemaker	1	0	1	0
Taking <u>vocational or technical</u> courses at a trade or business school full-time or part-time	7	4	9	3
Taking <u>academic courses</u> at a junior or community college full-time or part-time	9	16	6	7
Taking <u>technical or vocational</u> subjects at a junior or community college full-time or part-time	11	5	8	4
Attending a four-year college or university full-time of part-time	17	41	26	39
Working part-time, but not attending school or college	7	8	9	7

	12th VE	12thNVE	10thVE	10thNVE
Other (travel, take a break,)	1	1	2	1
No plans	3	1	4	8

14. As things stand now, how far in school do you think you will get? (CIRCLE ONE NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
Less than high school graduation	0	0	1	2
High school graduation only	19	9	18	18
Vocational, trade, or business school after high school				
Less than two years	12	6	8	4
Two years or more	17	9	19	8
Less than two years of college	3	3	1	2
Two or more years of college (including two-year degree)	16	12	16	16
College program				
Finish college (four- or five-year degree)	19	32	18	26
Master's degree or equivalent	6	14	6	10
Ph.D., M.D., or other advanced professional degree	8	14	12	11

15. 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 NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
Have not worked for pay	2	3	5	5
Lawn work or odd jobs	5	4	9	14
Waiter or waitress in a restaurant or drive-in	15	15	6	11
Babysitting or child care	5	7	23	24

	12th VE	12thNVE	10thVE	10thNVE
Farm or agricultural work	12	7	21	10
Factory work, unskilled or semi-skilled	6	4	2	1
Skilled trade	9	6	1	3
Other manual labor	9	7	9	7
Store clerk or salesperson	16	22	9	11
Office or clerical	9	6	4	3
Hospital or health	3	4	1	0
Other (Please state)	10	16	10	10

16. In describing your present or most recent job, would you say it (CIRCLE THE NUMBER FOR EACH LINE).

		12th VE	12thNVE	10thVE	10thNVE
Is a place where people goof off?	Yes	16	17	15	16
	No	84	83	85	84
Is something you do just for the money?	Yes	55	62	66	60
	No	45	38	34	40
Is more enjoyable than school?	Yes	53	37	55	48
	No	47	63	45	52
Encourages good work habits?	Yes	81	79	76	77
	No	19	21	24	23
Is more important for you than school?	Yes	17	12	10	9
	No	83	88	90	91
Is directly or closely related to your high school training	Yes	34	13	16	12
	No	66	87	84	88

17. The job described above is (CIRCLE ONE NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
A cooperative work experience job	26	18	18	15
Another school-related job	5	3	4	2
A CETA sponsored job	2	2	2	2
Another type of job	68	77	77	81

18. How many hours do you normally work at a paid job or in a family business during the school year? (CIRCLE ONE NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
None, do not work for pay	16	20	22	22
1 to 4 hours per week	12	13	25	28
5 to 14 hours per week	19	21	24	27
15 to 21 hours per week	24	22	13	11
22 to 29 hours per week	13	13	5	6
30 to 34 hours per week	7	6	2	2
35 hours or more per week	8	5	8	4

19. Did you do any work for pay last week, not counting work around the house? (CIRCLE ONE NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
Yes	63	57	52	47
No	37	43	48	53

20. Which of the following activities have you participated in during this school year (not just in summer)? (CIRCLE ALL THAT APPLY)

	12th VE	12thNVE	10thVE	10thNVE
Cooperative Work Experience (paid or unpaid)	33	26	14	14
CETA work programs (e.g., youth employment and training programs)	4	5	2	5
DECA	5	3	2	1
FBLA	9	7	4	2
FFA	6	2	10	1
FHA	1	2	4	2
FTA	0	1	.1	0

	12th VE	12thNVE	10thVE	10thNVE
VICA	9	2	9	2
HERO	1	1	1	1
OEA	0	0	1	0
Junior Achievement	2	2	2	2
Explorer Scouts which have a career focus	1	1	1	0

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.

21. Sex: (CIRCLE ONE NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
Male	56	45	51	43
Female	44	55	49	57

22. Ethnic Background (CIRCLE ONE NUMBER)

Asian or Pacific Islander	1	4	1	2
Black	2	4	4	2
White	92	81	86	88
Hispanic	1	2	3	1
American Indian/Native American	2	5	3	4
Other (Please specify)	2	4	2	2

23. What have your grades been like so far in high school? (CIRCLE ONE NUMBER)

Mostly A's (a numerical average of 90-100)	7	23	13	14
About half A and half B (85-89)	21	27	15	22
Mostly B's (80-84)	21	19	15	18

25. What was the highest level of education your mother (or female guardian) completed? (CIRCLE ONE NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
Less than high school graduation	12	8	14	16
High school graduation only	36	34	39	34
Vocational, trade, or business				
Less than two years school after high school	11	11	9	8
Two years or more	8	7	8	7
Less than two years of college	3	5	2	4
Two or more years of college (including two-year degree)	6	8	6	6
College program				
Finish college (four- or five-year degree)	8	11	8	13
Master's degree or equivalent	4	5	3	4
Ph.D., M.D., or other advanced professional degree	10	10	10	8

	12th VE	12thNVE	10thVE	10thNVE
About half B and half C (75-79)	32	18	26	22
Mostly C's (70-74)	13	7	19	11
About half C and half D (65-69)	6	4	9	10
Mostly D's (60-64)	1	1	2	2
Mostly below D (below 60)	0	1	2	1

24. What was the highest level of education your father (or male guardian) completed? (CIRCLE ONE NUMBER)

	12th VE	12thNVE	10thVE	10thNVE
Less than high school graduation	18	13	20	17
High school graduation only	28	22	29	26
Vocational, trade, or business school after high school				
Less than two years	7	7	6	5
Two years or more	10	7	9	8
Less than two years of college	2	4	3	3
Two or more years of college (including two-year degree)	6	8	5	7
College program				
Finish college (four- or five-year degree)	11	14	11	14
Master's degree or equivalent	7	10	4	8
Ph.D., M.D., or other advanced professional degree	11	15	12	11

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

COORDINATOR/ADMINISTRATOR SURVEY
N=13

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 9 districts

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.)

	Number Responding				
	Excellent	Good	Fair	Very Poor	Can't Judge
Quality of Instruction	7	6	0	0	0
Available occupational information	4	7	2	0	0
Job placement assistance for completers	0	3	6	4	0
Vocational counseling	1	6	5	1	0
Up-to-date equipment and materials (or appropriate to the technological range of employers in your area)	6	5	2	0	0

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

	Excellent	Good	Fair	Very Poor	Can't Judge	Mean
Availability of enough equipment and materials for the numbers of students	5	7	1	0	0	1.73
Realistic instructional experiences	8	5	0	0	0	1.46
Adequate physical facilities	4	6	3	0	0	1.82
Availability of cooperative work experience opportunities for all who desire it	4	4	3	2	0	2.27
Training and experience of the instructional staff	7	6	0	0	0	1.46
Program coordination and administration	7	6	0	0	0	1.46
Program advisory council	3	3	7	0	0	2.36

3. Approximately what percentage of your vocational education students complete high school? _____%
   Voc Ed Coord. estimate 89%
   Curr. Dir. estimate 47%

4. Approximately what percentage of the nonvocational education students complete high school? _____%
   Voc Ed Coord. estimate 85%
   Curr. Dir. estimate 42%

5. Are there postsecondary vocational programs available in your region or local area which extend the training your program's completers receive? (CIRCLE ONE)

   Yes 13

   No 0

   Don't Know 0

5a. If yes, what proportion of your vocational education completers are informed of these programs and their content?
(CIRCLE ONE)

All 7

Most 6

Some 0

None 0

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? _____% Voc Ed Coord. estimate 38%
Curr. Dir. estimate 33%

7. Do you see any evidence that your school's vocational education program has improved the public's attitudes toward the schools?

Yes 13

No 0

What evidence do you see?

Tremendous support for vocational activities

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?

Yes 13

No 0

What evidence do you see?

9. 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 the advisory council 11

Input from the advisory committees 10

Staff participation in local business conferences or meetings such as Chamber Of Commerce 6

School or district participation in Work-Education Councils or Private Industry Councils (PICs) 5

Other (specify) Cooperation of Skills Center 4

10. 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 needed to get an entry-level job	4	9	0	0	0
Knowing how to look for and obtain a job	2	8	3	0	0
Being able to follow directions	2	10	1	0	0
Having a desire to learn new things	0	12	1	0	0
Being on time to work or in completing tasks	2	9	2	0	0
Getting along with others	2	11	0	0	0

	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro-priate
Preparing a job resume	3	8	2	0	0
Interviewing for a job	2	9	2	0	0
Use of reading skills to do job tasks	0	10	3	0	0
Use of math skills to do job tasks	0	11	2	0	0
Being aware of the positive as well as the negative aspects of jobs	2	10	1	0	0
Understanding the importance of being productive on the job	6	5	2	0	0
Being able to use speaking and listening skills in work situations	1	12	0	0	0
Doing work that meets acceptable standards	4	8	1	0	0
Being able to "do the job" for which they have been trained	5	8	0	0	0

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."

	Fully Met	Partially Met	Not Met	Can't Judge
The vocational program is meeting local labor market needs at the present and as projected over the next several years.	3	8	1	1
Effective collaboration exists between the program and the rest of the school.	3	9	3	0
Effective collaboration exists between the program, and local business and industry.	4	8	1	0
The high school vocational curriculum is appropriately articulated with post-secondary training progams.	6	7	0	0
The vocational program reflects the emerging trends in the occupational field.	3	8	2	0
The vocational program increases the attractiveness of the community for economic development.	1	7	2	3

12. Are there any handicapped students in your vocational education programs?

Yes	11
No	2
Don't Know	0

13. Are there any economically disadvantaged students in your vocational education program?

Yes 12

No 1

Don't Know 0

14. What support services are available to assist handicapped or economically disadvantaged students to succeed in their vocational education program? (CIRCLE ONE OR MORE NUMBERS FOR EACH GROUP)

	For Handicapped	For Economically Disadvantaged
Tutoring	11	9
Counseling	12	11
Interpreter/sign language	5	4
Interpreter/English limited proficiency	5	3
Learning center for remedial work	12	8
Special textbooks or other materials	11	9
Special cooperative work experience	9	6
Other (please list).	2	2

special transportation

15. If support services are provided, how satisfactory are these support services in helping handicapped students in vocational education?

Very satisfactory 5

Satisfactory 7

Unsatisfactory 0

Very Unsatisfactory. 0

Not Applicable 1

16. If support services are provided, how satisfactory are these support services in helping economically disadvantaged students in vocational education?

Very satisfactory 2

Satisfactory 10

Unsatisfactory 0

Very Unsatisfactory. 0

Not Applicable 1

17. Are support services needed by your handicapped or economically disadvantaged students that are not being given?

Yes 2

No 11

If yes, please identify needed services. additional training

Background

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.

18. What is your sex?

Male 11

Female 2

19. What is your current position?

Vocational Coordinator 7

Counselor 0

Curriculum Director 4

Assistant Superintendent 1

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

Add computer classes
More funding to improve the program
Upgrade equipment
Have a voc ed fair
Update the five-year plan
More basic skills classes in wood shop and metals before being placed into a building construction program
More electronics and food service clusters
Improve job placement
Have an earned tax base
Better communication with employers
Better in-house coordination of cluster curriculum activities
Better developed work experience

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

VOCATIONAL EDUCATION TEACHER SURVEY

(N=36)

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 9 schools

2. What vocational education area(s) do you teach? (CIRCLE ONE OR MORE)

	Percent
Agriculture (Forest Products)	3
Business and Office (Accounting, Clerical, Secretarial)	29
Distributive Education (Food Service, Marketing)	6
Health Occupations	6
Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service)	0
Technical (Electronics, Mechanical)	17
Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service)	40

3. Rate the quality of the following components of your 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.)

	Percent				Number	
	Excellent	Good	Fair	Very Poor	Can't Judge	Mean
Quality of Instruction	50	41	9	0	2	1.59
Available occupational information	22	58	17	3	0	2.00
Job placement assistance for completers	3	33	36	27	3	2.88
Vocational counseling	3	42	30	24	3	2.76
Up-to-date equipment and materials (or appropriate to the technological range of employers in your area)	17	57	17	9	1	2.17
Availability of enough equipment and materials for the numbers of students	20	49	17	14	1	2.26
Realistic instructional experiences	37	46	17	0	1	1.80
Adequate physical facilities	23	31	29	17	1	2.40
Availability of cooperative work experience opportunities for all who desire it	14	62	7	17	7	2.28
Program coordination and administration	12	67	18	3	3	2.12
Program advisory council	13	57	27	3	6	2.20

4. Approximately what percentage of your vocational program's completers find jobs in areas related to their vocational training? median 50 % Range from 18% to 50% across vocational areas

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)

	Percent
Yes	83
No	11
Don't Know	3
No response	3

5b. If Yes, what proportion of your vocational education completers are informed of these programs and their content? (CIRCLE ONE)

All	50
Most	31
Some	3
None	3
No response	14

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?
median 25 % Range 5% to 80%

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	67
Teachers talking to employers	86
Teachers' participation in local business conferences or meetings such as Chamber of Commerce	28
Other (specify)	28

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.

	Percent				Number	
	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro-priate	Mean
Vocational or technical skills to get an entry-level job	44	53	0	0	3	1.50
Knowing how to look for and obtain a job	24	46	24	3	3	2.00
Being able to follow directions	8	78	11	0	4	1.97
Having a desire to learn new things	3	86	3	6	0	2.06
Being on time to work or in completing tasks	25	56	17	0	0	1.86
Getting along with others	19	69	8	0	0	1.83
Preparing a job resume	28	35	21	14	7	2.14
Interviewing for a job	29	21	39	7	8	2.18
Use of reading skills to do job tasks	0	69	25	3	4	2.25
Use of math skills to do job tasks	3	72	22	0	7	2.13
Being aware of both the positive as well as the negative aspects of jobs	18	71	9	0	2	1.85
Understanding the importance of being productive on the job	35	54	9	0	1	1.69

	Percent				Number	
	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Not Appro-priate	Mean
Being able to use speaking and listening skills in work situations	3	79	12	3	3	2.09
Doing work that meets acceptable standards	25	64	8	0	3	1.78
Being able to "do the job" for which they have been trained	22	67	8	0	3	1.81

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."

	Percentage			Number	
	Fully Met	Partially Met	Not Met	Can't Judge	
The vocational program is meeting local labor market needs at the present and as projected over the next several years.	19	77	0	10	1.73
Effective collaboration exists between the program and the rest of the school.	20	63	14	1	1.89
Effective collaboration exists between the program, and local business and industry.	24	53	21	2	1.91
The high school vocational curriculum is appropriately articulated with post-secondary training progams.	41	53	3	4	1.56

	Percent				Number
	Fully Met	Partially Met	Not Met	Can't Judge	Mean
The vocational program reflects the emerging trends in the occupational field.	18	76	3	3	1.79
The vocational program increases the attractiveness of the community for economic development.	12	81	4	10	1.92

10. Are there any handicapped students in your particular vocational education program?

Yes	58
No	31
Don't Know	8
No response	3

10a. If yes, how many handicapped students are involved? Median 4, Range 0-8

11. Are there any economically disadvantaged students in your vocational education program?

Yes	63
No	3
Don't Know	31

11a. If yes, how many economically disadvantaged students are involved? Median 5, Range 0-25

12. What support services are available to assist handicapped or economically disadvantaged students to succeed in their vocational education program? (CIRCLE ONE OR MORE NUMBERS FOR EACH GROUP.)

	For Handicapped	For Economically Disadvantaged
Tutoring	63	43
Counseling	60	46
Interpreter/sign language	6	3
Interpreter/English limited proficiency	11	14

	For Handicapped	For Economically Disadvantaged
Learning center for remedial work	60	46
Special textbooks or other materials	31	23
Special cooperative work experience	17	11
Other (Please list)	3	3

13. If support services are provided, how satisfactory are those support services in helping handicapped students in vocational education?

Very satisfactory	16
Satisfactory	56
Dissatisfactory	6
Very dissatisfactory	0
Not Applicable	22

14. If support services are provided, how satisfactory are these support services in helping economically disadvantaged students in vocational education?

Very satisfactory	3
Satisfactory	53
Dissatisfactory	10
Very dissatisfactory	0
Not Applicable	33

Background

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.

15. Sex: (CIRCLE ONE NUMBER)

Male	63
Female	34
No response	3

16. Number of years you have been a vocational education teacher: Range 1-25 years, Median 9 years

17. What is your highest earned degree? (CIRCLE ONE)

	Percent
Less than a Baccalaureate	6
Baccalaureate	37
Masters	54
Doctorate	0
No response	3

18. How many years of occupational experience have you had in your vocational teaching area(s), outside of education? (CIRCLE ONE)

None	3
Less than one year	6
1-4 years	51
5-8 years	17
9-12 years	9
More than 12 years	0
No response	3

19. To what extent were you involved in planning and/or making changes in your local district's annual plan for vocational education?

Extensively	11
Moderately	29
Little	20
None	37
No response	3

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

a. Provide opportunities for teachers to visit other trade schools and attend workshops.
b. Allow more school planning time.
c. More up-to-date equipment and materials needed.
d. Better support from the administrators.
e. Better vocational counseling.
f. More funds needed.
g. Need an active placement service.

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

LOCAL ADVISORY COMMITTEE SURVEY

(N=56)

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 7 Schools

2. School (if your committee serves only one school) _____

3. Your Sex (CIRCLE ONE)

	Number
Male	42
Female	13

4. What vocational education area does your Advisory Committee serve? (CIRCLE ONE OR MORE) Areas represented (by sex)

	M	F	
Agriculture (Forest Products)	16	6	22
Business and Office (Accounting, Clerical, Secretarial)	5	8	14
Distributive Education (Food Service, Marketing)	3	4	7
Health Occupations	7	6	14
Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service)	0	2	2
Technical (Electronics, Mechanical)	5	3	8
Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service)	20	5	25
Not indicated			3

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

By Sex M	By Sex F	5. Please indicate your classification below (CIRCLE ONE)	Number
28	10	Business/industry (related to the vocational area(s) identified above)	39
1	0	Business/industry (not related to the vocational area(s) identified above . .	1
4	1	Community Member	5
1	0	Counselor	1
2	0	Labor Representative	2
0	0	School Administrator	0
0	0	Student	0
3	2	Teacher	5
		Other (please list)_____	2

6. Listed below are program criteria often used in judging a vocational program. Not all of these criteria need apply to every program. As a total advisory committee please read over the criteria listed, determine if each is appropriate for your program and cross out those you feel are inappropriate. For your program please circle whether each criterion, in your opinion, is Fully Met (1), Partially Met (2), or Not Met (3). If you don't have enough information to judge please circle CJ for "Can't Judge."

Program Criteria	Percentage Criterion is				Number
	Fully Met	Partially Met	Not Met	Can't Judge	Mean
Program operates ten hours or equivalent per week.	91	7	2	12	1.12
Facilities, equipment and supplies are adequate to achieve the course goals.	57	43	0	5	1.44
The curriculum for an occupational area leads to entry-level employment and/or advanced vocational training.	59	33	8	5	1.49

Program Criteria	Percentage Criterion is Fully Met	Partially Met	Not Met	Number Can't Judge	Mean
The planned curriculum includes standards or goals for student performance achievement.	80	18	2	7	1.23
The program is in compliance with all applicable federal and state laws, rules and regulations.	94	6	0	22	1.06
An active occupational advisory committee assists and advises the program.	80	19	2	3	1.23
The program involves a two-year (11th and 12th grade) vocational cluster.	86	12	2	7	1.17
Cooperative work experience, either paid or unpaid, is integrated into the program.	67	22	11	10	1.44
A state recognized vocational student organization is an integral part of the program.	72	17	10	27	1.39
A student-teacher ratio exists that is appropriate for this program.	69	26	5	14	1.37
The instructional design emphasizes realistic projects (hands-on experience).	74	26	0	3	1.27
Vocational guidance and counseling are provided to vocational students in a planned and systematic way.	59	41	0	17	1.42
Vocational staff coordinate local industry involvement in projects, student organizations and curriculum activities.	44	52	4	8	1.62

Program Criteria	Percentage Criterion is			Number	
	Fully Met	Partially Met	Not Met	Can't Judge	Mean
At least half of the students completing vocational programs who are available for placement are working in occupations related to their vocational training.	45	30	25	36	1.84
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.	38	38	24	48	1.88
Job and educational placement services are provided to students who complete or leave vocational programs.	8	54	39	30	2.32
Teachers are vocationally certified.	90	10	0	17	1.11
Vocational teachers are experienced in their occupational field.	79	21	0	8	1.19
Vocational teachers participate in upgrading of their technical knowledge and skills.	84	14	3	19	1.19
Data regarding labor market conditions, student achievement and student placement are used in local program planning and improvement.	20	70	10	26	1.89
Vocational programs are readily accessible to women, minority members and handicapped, disadvantaged and limited English-speaking students.	78	22	0	19	1.22

Percentage Number

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	Mean
Vocational or technical skills needed to get an entry-level job	25	60	15	0	16	1.90
Knowing how to look for and obtain a job	31	59	9	0	24	1.77
Being able to follow directions	28	67	5	0	13	1.77
Having a desire to learn new things	33	64	3	0	17	1.68
Being on time to work or in completing tasks	44	47	8	0	20	1.63
Getting along with others	34	66	0	0	18	1.65
Preparing a job resume	26	57	17	0	33	1.91
Interviewing for a job	27	58	15	0	30	1.88
Using reading skills to do job tasks	23	63	14	0	21	1.92
Using math skills to do job tasks	23	70	7	0	26	1.83
Being aware of the positive as well as the negative aspect of jobs	10	69	11	0	20	1.91
Understanding the importance of being productive on the job	38	56	3	3	16	1.69
Being able to use speaking and listening skills in work situations	27	60	13	0	19	1.89

	Percentage				Number	
	Very Well Prepared	Well Prepared	Not Well Prepared	Very Poorly Prepared	Can't Judge	Mean
Doing work that meets acceptable standards	33	56	11	0	20	1.77
Being able to "do the job" for which they are being trained	29	61	8	3	18	1.84

8. 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 (1), Partially Met (2), or Not Met (3). If you don't have enough information to judge, circle CJ for "Can't Judge."

	Fully Met	Partially Met	Not Met	Can't Judge	
The vocational program is meeting the labor market needs at the present and as projected over the next several years.	42	56	3	20	1.61
Effective collaboration exists between the program and the rest of the school.	50	50	0	24	1.52
Effective collaboration exists between the program, and local business and industry.	49	49	2	9	1.54
The high school vocational curriculum is appropriately articulated with postsecondary training programs.	42	56	3	20	1.60
The vocational program reflects the emerging trends in the occupational field.	45	45	10	14	1.66
The vocational program increases the attractiveness of the community for economic development.	31	59	9	24	1.77

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."

	Percentage			Number	
	Criterion is				
	Fully Met	Partially Met	Not Met	Can't Judge	Mean
There is a systematic procedure for selecting advisory committee members.	71	19	10	15	1.40
Specific vocational or cluster programs have an advisory committee that includes experts from the field(s) represented by the occupational area.	74	24	2	2	1.26
The advisory committee meets at regular intervals throughout the school year.	69	24	7	2	1.40
Members are informed in writing of the mission of the advisory committee.	74	15	11	3	1.39
The advisory committee members are provided with a description of the program's philosophy, goals, objectives and instructional activities.	76	21	4	3	1.29
Advisory committee members are provided with adequate program evaluation information and with student achievement and placement data.	39	45	16	5	1.78
The advisory committee members have an active role in recommending program policy and improvements in program operations.	76	22	2	2	1.26

	Percentage			Number	
	Criterion is				
	Fully Met	Partially Met	Not Met	Can't Judge	Mean
The advisory committee members are provided with feedback concerning actions taken in response to their recommendations.	64	30	6	3	1.42
Effective communication exists between the advisory committee and vocational education faculty, district administrators and the school board.	48	[illegible]	6	4	1.59
Effective communication exists between the advisory committee and the community, parents and local business and industry.	28	53	19	9	1.94

Thank you for your participation in this study.

VOCATIONAL EDUCATION EFFECTIVENESS STUDY

PARENT SURVEY

(N=140)

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 11 schools represented

2. In which of the following areas is your daughter/son now receiving vocational training? (CIRCLE ONE)

	Percent
Agriculture (Forest Products)	10
Business and Office (Accounting, Clerical, Secretarial)	33
Distributive Education (Food Service, Marketing)	9
Health Occupations	7
Home Economics Occupations (Child Care, Clothing, Institutional and Home Management Service)	2
Technical (Electronics, Mechanical)	17
Trade and Industry (Construction, Drafting, Forest Products, Graphics, Metals, Service)	17
No response	4

3. How did you feel about your daughter or son entering vocational education in high school? (CIRCLE ONE)

I liked the idea	88
I didn't have strong feelings either way	9
I didn't like the idea	2

4. What occupational area does your daughter/son plan to enter after high school? not coded
(If you don't know, please write "Don't Know".

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	Mean
Understanding of how to look for and obtain a job	41	26	31	0	0	1.87
Being able to follow directions	35	40	20	1	0	1.84
Willing to learn new things	46	34	17	0	0	1.68
Being on time for work or in completing tasks	43	27	26	1	0	1.82
Getting along with others	38	34	24	2	0	1.88
Being aware of both the positive as well as the negative aspects of jobs	37	42	17	0	0	1.78
Understanding the importance of being productive on the job	43	36	15	1	0	1.70
Doing work that meets acceptable standards	50	29	17	0	0	1.63
Willing to take on added responsibilities at home or in school	32	26	34	2	1	2.05
Willing to do things or suggest ideas without being asked first	27	36	32	1	1	2.07

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

	Very Satisfied	Somewhat Satisfied	Not Satisfied	Don't Know	Mean
Vocational counseling	23	35	27	14	2.05
Help in finding a job	18	29	37	15	2.22
Obtaining current occupational information at school	23	37	23	16	1.99
Getting supervised work experiences at employer sites (if in cooperative work experience)	37	17	17	29	1.70

7. How satisfied are you that your daughter/son has received the necessary occupational skills to get an entry-level job? (CIRCLE ONE)

Very Satisfied	44	1.67
Somewhat Satisfied	29	
Not Satisfied	16	
I Don't Know	11	

8. As a result of being enrolled in vocational training, how has your daughter's/son's satisfaction with school changed? (CIRCLE ONE)

It's increased	38
It's about the same	57
It's decreased	3

9. Overall, how satisfied are you with your son or daughter's vocational education program? (CIRCLE ONE)

Very satisfied	54	1.54
Somewhat satisfied	35	
Not satisfied	10	

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)

Yes 91

No 4

Don't Know 5

11. If your son or daughter is handicapped are additional services being provided to assist him or her to succeed in vocational education?

Yes 3

No 2

Not Appropriate . . . 95

12. If yes, how satisfied are you that these services are helping your daughter or son?

Very satisfied 1

Satisfied 4

Dissatisfied 1

Very dissatisfied 0

Not Applicable 94

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)

High 83

Medium 16

Low 1

14. What is your relationship to this vocational education student? (CIRCLE ONE)

Mother	77
Father	18
Female Guardian	1
Male Guardian	0
Other	2

15. Please describe the type of work you do or have usually done in the past year.

1	White collar	10
2	Blue collar	59
3	Unemployed	0
4	Housewife	20
5	Other (i.e.,student)	2

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

More voc ed needed
Improve job placement activities
Voc ed should be more job-oriented
More computer classes
More counselors and better counseling needed
Bring in more people from the field to add their expertise
Math should be required for four years
Start voc ed before junior year
Have three years of welding training
Enforce stricter study habits
Better supervision and instruction on the job
Better trained instructors with actual work experience
Informed counseling and counseling without sex bias
More community involvement in planning and monitoring programs
Improved public relations image of voc ed students and programs
More student privileges and less strict rules
Better administration
Have students repair the schools, not build houses
Programs that were suggested to be added to voc ed were:
computer science, food management, fiberglass trades, medical services, construction, social service occupations, and diesel mechanics
In addition, several parents commented on the importance of voc ed at the high school level and how it helps retain some students who otherwise would drop out of school

BUDGET

TITLE OF PROJECT _____

	TOTAL COSTS	LOCAL COSTS	FEDERAL COSTS
A. 1000 Instruction			
100 Salaries			
200 Employee Benefits			
300 Travel			
Other Purchased Services . . .			
400 Supplies			
Instruction Subtotal			
B. 2210 Improvement of Instructional Services			
100 Salaries	9211		9211
200 Employee Benefits	2443		2443
300 Travel	200		200
Other Purchased Services . . .	5788		5788
400 Supplies	110		110
Improvement of Instructional Services Subtotal	17752		17752
C. 2220 Educational Media Services			
100 Salaries			
200 Employee Benefits			
300 Purchased Services			
400 Supplies			
Educational Media Services Subtotal			
D. 2500/2600 Support Services Business/ Central			
Indirect Cost @ 17.3 %	3071		3071
Support Service Business and Central Subtotal			
E. Other (include explanation)			
Other Subtotal			
COLUMN TOTAL	20823		20823