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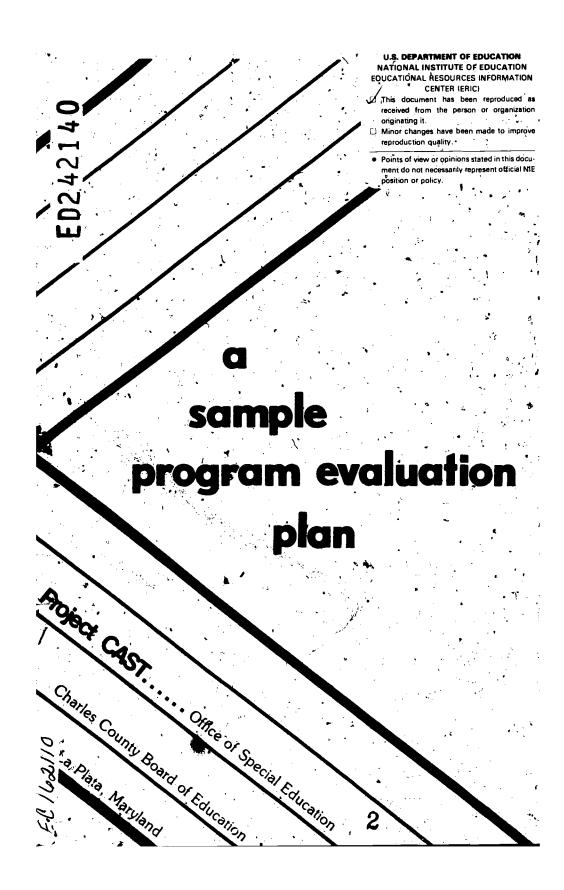IDENTIFIERS   *Project Community and School Together

ABSTRACT
                The booklet describes the conceptual approach and
operation of the evaluation plan used by Project CAST (Community and
School Together), a community-ased career education program for
handicapped students. Three levels of evaluation are proposed for
providing data for both formative and summative evaluation; these
levels are: (1) effort evaluation, (2) performance evaluation, and
(3) outcome evaluation. Sample evaluation strategies described
include summative evaluation of student outcomes, such as acquisition
of life skills and basic skills; summative evaluation of the impact
of other program activities on the community (specifically the
resource persons and parents); and formative evaluation of program
process objectives. The booklet concludes with sample instruments,
including the interview protocol and questionnaires for resource
persons, the parent opinion survey, and the student survey and
interview protocol. (CL)

ED242140

a

sample

program evaluation

plan

Project CAST......

Charles County Board of Education

Office of Special Education

a Plata, Maryland

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Program Evaluation:

a sample plan for select

community-based career

education programs.

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Program Evaluation

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Project CAST

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INTRODUCTION

The evaluation of a novel demonstration program, such as Project CAST, is needed for both operational and dissemination purposes. From an operational viewpoint, it is important that program planners, administrators, and line staff have access to information that indexes the extent which an intervention is achieving anticipated outcomes. The timing of the acquisition of such information can be critical to the success of a project. Of course, certain outcomes require specific time frames over which they must be measured. Many student outcome objectives fall into this category. However, other program objectives can be assessed without such temporal restrictions. Enabling (or process) objectives generally can be examined at any time after the operations relating to their accomplishment have been initiated.

A major thrust of this document is related to the distinction made regarding outcome and process objectives. An evaluation that is geared exclusively to the evaluation of outcome objectives is less useful than one that encompasses both outcomes and processes. This is particularly true when an organization is attempting to implement a program which differs radically and significantly from previous efforts with a particular population. In such cases, it is not appropriate to wait for an extended period of time (e.g., one or two years) to

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collect data that relates only to outcomes. The danger in such a strategy rests in the fact that inadequate or inappropriate operational procedures (i.e., enablers) go undetected. Thus, it would be possible for a program to operate for an extended period of time only to discover, after the fact, that desired outcomes were not achieved. Had the processes used to achieve outcomes been assessed during their implementation, corrective actions could have been taken that would have enhanced the probability of success, or if appropriate, outcome objectives (based on natural, pragmatic and relevant judgements) could have been revised.

The major point being made is that the function of evaluation is to optimize the probability of program success. It behooves program implementors to provide for continuous assessment of activities. Often it is difficult for those intimately engaged in design, development and implementation activities to view these efforts in a detached, dispassionate manner; therefore, it may be beneficial for the program to provide for comprehensive evaluation services that are external to the project. These services may come from within the system if quality resources are available or be provided by organizations external to the system.

This introductory discussion has focused on operational considerations. Evaluation activities are also important for dissemination purposes. Adopters

of a program should be provided information regarding the conditions under which the intervention was made in addition to information related to outcomes. Such "treatment conditon" information is available if process as well as outcome evaluation has occurred. The potential adopter can be provided with documentation related to potential problem areas and critical operational and administrative issues.

The next section presents the conceptual approach to evaluation that was used by Project CAST. It is not offered as the only approach, merely one that was found useful in addressing both outcome and process evaluation.

EVALUATION PLAN

The evaluation plan for this project derived its
conceptual basis from the works of both Michael Scriven
and Phillip Suchman. These individuals articulated the
concepts of formative versus summative evaluation.
(Michael Scriven) and levels of evaluation (Phillip
Suchman).

. Formative evaluation, in general, is concerned
with the processes that enable the achievement of pro-
gram goals. The refinement of curriculum materials,
the methods used to communicate program intent to
parents, and the planning of dissemination/outreach
conferences are all examples of events that are eval-
iated formatively. Summative evaluation, in general
s concerned with assessing the achievement (or extent
of achievement) of program outcomes or impact. Student
earning outcomes, parental and/or resource person
ttitudes, and the number of participants at outreach
onferences are examples of the types of phenomena
hat involve summative evaluation.

Formative evaluation can be thought of as a
uidance mechanism which allows for "in-course"
orrections. By providing a continuous examination,
escription, and assessment of on-going project
ctivities, information is made available to decision-
akers which allows them to insure project success.

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Within the context of the formative-summative model, Suchman's "levels of evaluation" concept applies. The concept of "levels of evaluation" provides program planners a framework within which they can examine and assess program phases both singularly and interactively. Three (3) interdependent levels of evaluation are pro- posed that will provide data capable of satisfying both formative and summative objectives. The three levels are: (1) effort evaluation, (2) performance evaluation, and (3) outcome evaluation.

EFFORT EVALUATION

The objects of investigation here are those which establish, activate, and maintain a program. Effort evaluation has two major goals. The first is to describe the condi- tions under which various activities are performed. Planning, staff selection, pre- service training, selection of materials, and scheduling are examples of activities that must be described. The second goal is to assess the quality of these activi- ties using both historical and consequent data. To summarize briefly, effort eval- uation attempts to specify the mechanics and nature of treatments.

PERFORMANCE EVALUATION

Performance evaluation is concerned with the description and measurement of instrumental program forces. The objects of investigation can be defined as program behaviors. In one sense, performance evaluation can be thought of as an

extension and refinement of effort
evaluation in that it represents a
more rigorous specification of treat-
ment conditions. Whereas effort eval-
uation attempts to get at what was done
(and why), performance evaluation addresses
itself to the issues of how and when
(i.e. how much). Whenever possible,
performance evaluation attempts to
quantify the independent variable
(treatment conditions) of a program.
The range of instructional procedures
employed, the distribution of material
usage, and teacher/student inter-
actions are examples of factors perceived
to be relevant for performance eval-
uation. A major goal of performance
evaluation is the explication of a
range of potential causal factors that
can be related to outcomes. In addition,
data on these factors may provide useful
insights for long-range program planning
independent of the cause-and-effect
relationships obtained.

OUTCOME EVALUATION

Outcome evaluation is concerned
with the description and measurement of
specific objectives and target popula-
tion behaviors. The primary concern
is the specification (quantitative
when possible) of the status of the
relevant dependent variables. Student
gains and other student behavior are
examples of outcome evaluation factors.

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SAMPLE EVALUATION STRATEGIES

'This section discusses the specific procedures
that were used for Project CAST and can be used
to provide the necessary evaluative information
for other similar career education programs.
Both formative and summative evaluation procedures
are provided.

SUMMATIVE EVALUATION (OF STUDENT OUTCOMES)

The evaluation of Project CAST student out-
comes is based on six (6) major questions:

1. How well do handicapped students
   deal with activities at experience
   sites?

2. Do students acquire specific
   knowledge and opinions/attitudes
   about their career goals as a
   function of Project CAST exper-
   iences?

3. Do students acquire life skills?

4. Will normative growth in basic
   skills (academics) be maintained?

5. What are student attitudes/opinions
   regarding their participation in
   Project CAST?

6. Do students acquire salable skills?

The specific methodology that has been used
by Project CAST for obtaining the answers to these
questions follows.

Student Site Functioning

Five measures have been used to
determine the extent to which students
were able to function at experience
sites. At the end of each site place-
ment the resource person, the learning
coordinator, and the student complete
evaluation forms which rate student
behavior and performance along a variety
of dimensions. A fourth documented
measure is a resource person ques-
tionnaire. This instrument provides
overall attitude and opinion information
regarding Project CAST. Finally,
interviews were conducted with a
sample of all involved parties (i.e.,
resource person, learning coordinator,
student) regarding experience site
activities.

Acquisition of Career Goal Knowledge,
Opinions and Attitudes

Two means were used to acquire
information relating to this question.
A student questionnaire/interview
instrument was developed. This
instrument is designed so as to obtain
data relating to student perceptions
and motivations. The second data source
pertaining to this issue is the Individ-
ual Education Plan. The career educa-
tion objectives found therein were
examined in terms of the extent to

which they were achieved by the students.

Acquisition of Life Skills

As with the previous question, the Individual Education Plan is a major data source in assessing student outcomes. Life skills objectives (particularly those derived from the curriculum developed by Project CAST staff) were reviewed in terms of extent of achievement. A second data source is the Social and Prevocational Information Battery (SPIB). This instrument was administered on a pre-test - post-test basis.

Basic Skill Achievement

Three data sources will be used to collect information regarding basic skill and academic achievement. The Woodcock-Johnson Psychoeducational Battery was administered on a pre-test - post-test basis. This instrument provides information in reading, mathematics, written language, knowledge, and skills. A second data source is the student's Individual Education Plan. The academic objectives were examined in terms of extent of achievement.

Student Attitudes/Opinions Regarding Project CAST

In order to determine student perceptions of the program, a questionnaire has been developed. This questionnaire can be administered in written or oral form. These data were augmented with student interviews which were conducted on a sample of students.

Acquisition of Skills by Phase IV Students

A major goal for Phase IV students is to receive on the job training so that the student has the skills for entry level employment in a self-selected occupation. Data regarding attainment of this objective was gathered through interviews with employers. In addition, specific student achievements (e.g., job offers, technical school enrollments, etc.) were collected as data to report. The student's Individual Education Plan objectives which are related to career training were also examined.

SUMMATIVE EVALUATION (OF OTHER PROGRAM ACTIVITIES)

In addition to student outcomes, a second major outcome area involves the impact the program has on the community. This evaluation focuses on two subsets of the community: the experience site personnel (resource persons) and parents. The opinions and attitudes of these groups regarding operation of Project CAST and its value to students are the key issues. In order to determine opinions and attitudes, separate questionnaires were developed and administered to the targeted groups.

The evaluation questions are important as they reflect the key summative issues. That is, what

effect has the program had on students in terms of the program objectives, and what effect has the program had on the community? In addition to the summative issues, there are key formative issues related to processes (i.e., effort and performance evaluation) that must be answered.

FORMATIVE EVALUATION OF THE PILOT SEMESTER

The formative evaluation procedures to be carried out focus on the process objectives identified by the project. The following strategies can be used to obtain the needed information:

1. Student - case studies,

2. Project - specific criterion - referenced instruments

3. Survey questionnaires

4. On-site visitations to project and employer sites

5. Structured interview sessions with project staff, local school staff, employers, students, parents, and representatives from the community

6. Analysis of project documentation

7. Review of key project products - such as, student learning outcome objectives

8. Advisory Council review

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SAMPLE FORMATIVE EVALUATION STRATEGIES

The following are sample evaluation designs
for selected process objectives:.

```
┌──────────────────────────────────────────────────┐
│  Sample Strategy # 1                             │
│                                                  │
│  Process              Adapt and modify           │
│  Objective            materials and tech-        │
│                       niques for use with        │
│                       handicapped secondary      │
│                       students .                 │
│                                                  │
│  Evaluation           The evaluator pro-         │
│  Purpose              vides formative            │
│                       assistance by re-          │
│                       viewing the key            │
│                       project activities         │
│                       for this objective -       │
│                       Student Learning           │
│                       Outcome Objectives,        │
│                       Service Delivery           │
│                       Techniques adapted         │
│                       for use with handi-        │
│                       capped students, and       │
│                       other student              │
│                       activities.                │
│                                                  │
│  Evaluation           Jointly developed.         │
│  Instrument           checklist                  │
│                                                  │
│  Data Source          Completed checklists       │
│  and Time of          as materials and           │
│  Administration       techniques are             │
│                       adapted or modified .      │
└ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┘
```

Criteria of   Review the student
Success   learner outcome
                   objectives and
                   adapted delivery
                   techniques for:

                   (1). comprehensive-
                        ness of curri-
                        culum areas

                   (2) relevance to
                        current working
                        conditions

                   (3) appropriateness
                        to the target
                        population

                   (4) comprehensive-
                        ness of student
                        career develop-
                        ment needs

                   (5) ability of
                        objectives to
                        be measured

Reporting   The results will be
                   reported to the project
                   personnel with recom-
                   mendations for revision
                   or approval.

Sample Strategy # 2

Process   Provide students with
Objective   individualized instruc-
                   tional. plans that

include career educa-
tion concepts infused
into their academic
instructional objec-
tives.

Evaluation
Purpose

The evaluator will
analyze the Indivi-
dual Instructional
plans that include
career education
concepts infused
into the academic
instructional obj-
ectives.

Evaluation
Instruments

Jointly developed
Review Checklists and
Content Analysis Chart

Data Source
and Time of
Administration

All student Indivi-
dual Education Plans
will be analyzed.

Criteria of
Success

Student's Individual
Education Plans should
illustrate:

(1) career education
    concepts infused
    with basic skills
    development

(2) work experience
    related activities
    infused with basic
    skills development

```
                (3)  good educational
                     planning
              .- (4)  EBCE delivery
                     techniques

Reporting          The results of the
                   checklists-will be
                   reported to project
                   personnel and indicate
                   if the existing strat-
                   egies will meet estab-
                   lished objectives of
                   the program.
```

Sample Strategy # 3

```
Process            Provide students with
Objective          career explorations at
                   work experience sites
                   and at least one indepth
                   career exploration in
                   an occupation of their
                   own choosing.

Evaluation         The evaluator will
Purpose            analyze student work
                   relating to work site
                   experiences - student
                   journals, student
                   assessments of the
                   experiences, employer
                   evaluations, student
                   attendance records,
                   etc. - to determine
```

	the kinds of activities performed by students and the reaction of students to the project.
Evaluation Instruments	Student case studies, interviews with students, parents, and staff, survey questionnaires, analysis of documentation.
Data Source and Time of Administration	Student interviews and document review will be conducted throughout the project year. Parent interviews and survey questionnaires will be administered near the end of each semester.
Criteria of Success	Responses to the student case studies checklist and content analysis charts should indicate: (1) variety of activities student performed in school, (2) variety of activities student performed on site, (3) the infusion of career education

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concepts with
basic skill
development, and

(4) ████████ rrelated-
████████ individ-
████████ instruc-
████████ plan and
████████ rk experience.

Re████ses to survey
questionnaires and
interviews should
indicate:

(1) positive attitudes
of students,
parents, and
project staff to
EBCE project,

(2) an understanding
by staff to the
value of work
experiences for
handicapped
students, and

(3) an understanding
by students of the
value of work
experience.

The results of the
student case studies,
content analysis, and
survey questionnaires
will be reported to the
project personnel
periodically. These
results should indicate

the effectiveness of
project activities as
critiqued by staff,
employers, and students.

Sample Strategy # 4

Process   Provide local employers
Objective   with the experience of
                        working in a structured
                        work experience program
                        with 'handicapped
                        students.

Evaluation   The evaluator will
Purpose   analyze employer
                        reaction to the program.

Evaluation   Evaluator-developed
Purpose   survey questionnaire

Criteria of   Results from the
Success   survey questionnaires
                        should indicate that
                        employers:

                        (1) view the project
                             as beneficial to
                             them as employers,

                        (2) view the project
                             as a valuable
                             method for teach-
                             ing handicapped

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students about
current work
situations, and

(3) view the project
as a successful
way to bring the
world of work and
the world of
education together.

Reporting   The results from the
survey questionnaires
and employer evaluation
forms will be reported
to project personnel.
These results should
indicate the reaction
of employers to the
project and the need
for alternative strat-
egies for employers
and students.

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sample instruments

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community

INTERVIEW PROTOCOL - RESOURCE PERSON

Key areas:

1.   Apprehensions vis-a-vis
     "handicapped"

2.   Student site functioning:

     a.   evidence of
          attitudes
     b.   evidence of
          maturity
     c.   evidence of
          interest

3.   Were there any students you
     worked with who you feel would
     be unable to function at a site
     on a permanent basis? (Probe
     why, what characteristics, etc.)

4.   Did you get enough information
     about student prior to his/her
     arrival? (Probe more information,
     different information)

5.   Staff behavior

RESOURCE PERSON QUESTIONNAIRE

This questionnaire gives you a chance to express your feelings about the Project CAST program. The questionnaire consists of a series of questions. There are no right or wrong answers. Your thoughts and feelings are the important things in this questionnaire. The answers you give will help determine how well the program is doing. These answers will also help improve the program in future years.

Thank you for taking the time to fill out this questionnaire.

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RESOURCE PERSON QUESTIONNAIRE

NAME OF RESOURCE PERSON _____

TITLE OF RESOURCE PERSON _____

NAME OF COMPANY _____

ADDRESS OF COMPANY _____

_____

TELEPHONE NUMBER _____

The Project CAST program has many types of activities in which a community member can participate. Please ( ) check the activities in which you have participated during the 1980-1981 school year.

_____ sponsored a field trip

_____ presented as a guest speaker

_____ sponsored a one day job shadowing (a student spent one day observing my job)

_____ sponsored a student spending four (4) weeks in observing and trying out my job

_____ sponsored a student working at my site for pay (for over 4 weeks and up to one year in duration)

1. [If you were a guest speaker only, do not answer this question, proceed to question # 2.]

When the student was at your site, approximately how many hours did you spend with him/her?

Number of hours per day _____

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2. Which of the following activities do you (or others in your organization) provide for the CAST students?

	yes	no
a. do you talk about job opportunities	____	____
b. do you talk about the student's personal problems	____	____
c. do you talk about activities at your site	____	____

[If you were a guest speaker only, do not complete (d) - (g).]

	yes	no
d. do you evaluate individual student's performance at your site	____	____
e. do you supervise students in performing specific job-related tasks at your site	____	____
f. do you ever help the students in academic skills (e.g., arithmetic skills, reading, measuring, etc.) related to the job	____	____
g. do you ever help the student to develop skills in dealing with people	____	____

[If you were a guest speaker only, do not complete this question, proceed to question # 4.]

How do students spend their time at your site? Indicate the approximate time most appropriate.

	great deal	often	seldom
a. observing site activities	____	____	____
b. actively performing site activities	____	____	____
c. talking with me	____	____	____
d. talking with other site personnel	____	____	____
e. other (specify) _____	____	____	____

3. How do students spend their time at your site? Indicate the approximate time most appropriate.

	Great deal	Often	Seldom
Observing site activities	____	____	____
Actively performing site activities	____	____	____
Talking with me	____	____	____
Talking with other site personnel	____	____	____
Other (specify) _____	____	____	____

4. How did you become involved with the Project CAST program: Check appropriate response(s).

_____ CAST personnel contacted me about the program.

_____ A student talked to me about the program.

_____ Another employer talked to me about the program.

_____ Company personnel talked to me about the program.

_____ Other (specify) _____

5. Did the Project CAST Program Coordinator provide you with enough information to help you to direct student activities at your site?

_____ Yes   _____ No

If you answered no, what information would have been helpful?

_____

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6. Did the CAST teacher provide you with enough information to help you direct student activities at your site?

_____ Yes   _____ No

If you answered no, what information would have been helpful?

_____

7. Would you recommend to another person (potential employer or resource person) that he/ she also become involved with Project CAST?

_____ Yes   _____ No   _____ Why? _____

_____

8. To what extent has the Project CAST program had an impact on the following items?

	How Much Impact			
	No Impact	Some Impact	Much Impact	Don't Know
A. Quality of work performed by regular employees	____	____	____	____
B. Amount of work performed by regular employees	____	____	____	____
C. Company training practices	____	____	____	____
D. List other possible impacts and indicate extent of impact				

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9. In general, do you think the Project CAST students you have worked with are really interested in your job site? Circle the appropriate number from 1 (definitely no) to 5 (definitely yes).

```
    Definitely                        Definitely
       No                                Yes
   ┌───────────────────────────────────────┐
   │   1       2       3       4       5    │
   └───────────────────────────────────────┘
```

10. How have employees at your site reacted to participation in the Project CAST program?   Check one.

_____ Positive reaction   _____ No reaction

_____ Negative reaction   _____ Not applicable

_____ Mixed reaction   _____ Don't know

11. In what ways (if any) have the employees at your site benefited? Check appropriate response(s).

_____ They haven't benefited

_____ Increased their awareness of handicapped youth.

_____ Motivated the regular employees to further training.

_____ Reduced their workload.

_____ Increased interest in their own work.

_____ I don't know

_____ Other (please specify) _____

12. Do you receive adequate feedback about the effectiveness of your work with the students?

```
    Never                              Always
   ┌───────────────────────────────────────┐
   │   1       2       3       4       5    │
   └───────────────────────────────────────┘
```

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13. Do you believe that your communication with Project CAST staff during the year has been adequate?

_____ Yes   _____ No   Explain _____

_____

_____

14. To what extent have you had to make changes in your normal work habits to accommodate the students?

	Seldom		Often		Always
	1	2	3	4	5

Specify: _____

_____

_____

15. To what extent does working with students interfere in any way with getting your job done?

	Seldom		Often		Always
	1	2	3	4	5

16. To what extent are you willing to work with students next year?

Not at All		Moderately		Completely
1	2	3	4	5

17. Do you plan to continue participating in the Project CAST program?

Yes _____   No _____   Don't Know _____

Why? _____

_____

_____

18. What do you think are the greatest strengths of the Project CAST
    program?

    _____

    _____

    _____

19. What do you think are the greatest weaknesses of the Project CAST program?

    _____

    _____

    _____

20. What other comments or recommendations about the Project CAST program
    would you like to make?

    _____

    _____

    _____

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parent

PARENT OPINION SURVEY

This survey gives you a chance to express your
feelings about the Project CAST program. The survey
consists of a series of questions. There are not
right or wrong answers. Your thoughts and feelings
are the important things in this survey. The answers
you give will help determine how well the program
is doing. These answers will also help improve the
program in future years.

Thank you for taking the time to fill out
this survey.

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PARENT OPINION SURVEY

How well does the Project CAST program compare
overall with the past school experiences of your
daughter or son?

Much better _____

Somewhat better _____

About the same _____

Somewhat worse _____

Much worse _____

If you had it to do over again, would you want your
daughter or son to participate in the Project CAST
program?

Definitely yes _____

I don't know _____

Definitely no _____

How well do you think your daughter or son likes
the Project CAST program compared with past school
experiences?

Likes it much better _____

Likes it a little more _____

About the same _____

Dislikes it somewhat _____

Dislikes it a lot _____

Do you feel you have received enough information
about your child's progress in the Project CAST
Program?

Have received enough
information _____

Have received informa-
tion but need more   _____

Have received very
little information   _____

Have received no
information   _____

5. In comparison with past school experiences,
   how much opportunity did the Project CAST
   Program provide your daughter or son for
   learning about occupations?

   Much more.   _____

   A little more   _____

   About the same   _____

   A little less   _____

   Much less   _____

6. Do you think the Project CAST Program has helped
   your child to form job or career plans?

   Helped a lot   _____

   Helped somewhat   _____

   I don't know   _____

   Has not helped at all   _____

7. In comparison with past experiences in school,
   how motivated is your daughter or son to learn
   in the Project CAST Program?

   Much more motivated   _____

   Somewhat more
   motivated   _____

   About the same   _____

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Somewhat less motivated _____

Much less motivated _____

8. How often does your daughter or son talk to you about what's going on in the Project CAST Program?

Almost daily _____

Often _____

Sometimes _____

Almost never _____

Never _____

9. How often have you had any contact with your child's teacher (or teachers) or other Project CAST staff members?

Very frequently _____

Often _____

Sometimes _____

Almost Never _____

Never _____

10. What do you think of the job plans of your son or daughter?

There aren't any firm
plans yet. _____

The plans should be
changed. _____

The plans seem to
be good. _____

We haven't really had
a chance to discuss
the plans. _____

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11. What do you think your daughter or son will be doing a year after high school?

    Working   _____

    Attending a job training program   _____

    Attending a community college or college   _____

    Going to a business or trade school   _____

    Military   _____

    Other (please specify)   _____

For the last five questions in this survey you are being asked to write your answers rather than to select from a list of possible answers. After reading a question, please write in your answer in the space provided. If you need more space, feel free to write on the back of this paper. Thank you for your cooperation.

12. How did you first hear about the Project CAST Program?

_____

_____

13. What changes for the better have you noticed in your daughter or son that might be a result of participation in the Project CAST Program?

_____

_____

14. What changes for the worse have you noticed in your daughter or son that might be a result of participation in the Project CAST Program?

_____

_____

15. What do you think are the greatest strengths of the Project CAST Program?

_____

_____

16. What do you think are the greatest weaknesses of the Project CAST Program?

_____

_____

Thank you again for your cooperation.

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student

INTERVIEW PROTOCOL FOR PHASE I STUDENTS

GROUP INTERVIEW

Responses will be obtained to questions that get at the following issues:

1. Awareness of the many occupations that exist within the community

2. Awareness of jobs that interested the student

3. Awareness of jobs which did not capture their interest

4. Aspects of jobs they liked. Specific probes will be made to get at factors, such as:

   a. people

   b. nature of work

   c. self perceptions of maturity, responsibility

   d. knowledge of job related tasks

5. Student aspirations that stemmed from Phase I experiences

6. Attitudes toward CAST. Probes regarding:

   a. comparison with previous school experience

   b. staff

   c. worthiness/value (e.g., would you recommend CAST to a friend)

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PROJECT CAST
SAMPLE OF STUDENT SURVEY
PHASE I

During the school year you visited different
sites and heard various guest speakers from the
community. Name five jobs available in your
community.

1. _____

2. _____

3. _____

4. _____

5. _____

Please name two jobs that were of the most
interest to you, from the different sites you
visited or heard about.

1. _____

2. _____

For each of the jobs names above please name a
task that someone performed.

1. _____

2. _____

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4. Please name the two jobs that were of least
   interest to you from the different sites you
   visited or heard about.
   1. _____
   2. _____

5. For each job named above please tell what you
   did not like about the job.
   1. _____
   2. _____

6. Name one job that you would like to shadow next
   year.
   1. _____

NAME _____

SCHOOL _____

DATE _____

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BECAUSE OF PROJECT CAST:

	Not at all	A little bit	Pretty much	Very much
1. The program has helped me feel like going to school more than I used to.	___	___	___	___
2. The program showed me more about the world of work than my other school experiences did.	___	___	___	___
3. The program was worthwhile and worth the time involved.	___	___	___	___
4. Since I've been in the program, I talk with my parents about what kind of job I would like more than I did before.	___	___	___	___
5. I feel better about myself since I've been in the program.	___	___	___	___

	Better than my past school experiences	The same as my past school experiences	Worse than my past school experiences
6. Project CAST was:	___	___	___

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NAME _____   SCHOOL _____   DATE _____

INTERVIEW PROTOCOL FOR PHASE III STUDENTS
GROUP INTERVIEW

Responses will be obtained to questions that
get at the following issues:

1. Identification of a job(s)
   that interested the student.

2. Identification of a job(s)
   which did not capture their
   interest.

3. Aspects of jobs they liked.
   Specific probes will be made
   to get at aspects such as:

   a. people
   b. nature of work
   c. self-perceptions of
      maturity, responsibility
   d. knowledge of what
      the job entailed

4. Student aspirations that stemmed
   from Phase III experiences.

5. Attitudes toward CAST. Probes
   regarding the following:

   a. comparison with
      previous school
      experience
   b. staff
   c. worthiness/value
      (e.g., would you
      recommend CAST to
      a friend)

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PROJECT CAST

SAMPLE OF STUDENT SURVEY

PHASE III

1. During this school year you spent time at
   different sites learning about jobs. Which of
   the jobs did you like best and which did you
   like least?

   Best liked job _____

   Least liked job _____

2. Please answer the following questions about the
   job you liked best.
   a. Name two job related tasks.
      (1) _____
      (2) _____
   b. What did you like best about the job?

      _____

   c. What did you like least about the job?

      _____

   d. Do you think you could learn to do that job?

      Yes _____   No _____

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e. Would you like to spend next year being
    trained to do that job?

    Yes _____   No _____

    If your answer is no, name another job
    you are interested in being trained for.

    _____

f. Would you also like to do the job you
    liked best after you complete high school?

    Yes _____   . No _____

3. If you could not receive training for the job
    you liked best, is there another job you would
    like to be trained to do?

    Yes _____   No _____

    If your answer is yes, please list the job below.

    _____

4. Please answer the following questions about the
    job you liked least.

    a. Name two job related tasks.

        (1) _____

        (2) _____

b.   What did you like least about the job?

_____

c.   Was there anything about the job that you did like?

Yes _____   No _____

If you liked something about the job please describe it.

_____

d.   Do you think you could learn to do that job?

Yes _____   No _____

NAME   _____

SCHOOL _____

DATE   _____

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BECAUSE OF PROJECT CAST:

	Not at all	A little bit	Pretty much	Very much
1. I like going to school more than I used to.	___	___	___	___
2. I know more about the world of work than I learned before.	___	___	___	___
3. I was able to go to the sites that I wanted.	___	___	___	___
4. I started getting skills I could use to get a job.	___	___	___	___
5. I learned a lot about working with other people.	___	___	___	___
6. I worked closer with my teacher.	___	___	___	___
7. I will have a better chance of getting a job.	___	___	___	___
8. I talk with my parents about what kind of job I would like more than I did before.	___	___	___	___

	Not at all	A little bit	Pretty much	Very much
9. I have a better idea about what I want to do when I graduate.	___	___	___	___
10. I feel better about myself.	___	___	___	___
11. The program was worth my time.	___	___	___	___
12. The people at the sites took an interest in helping me do and understand the job.	___	___	___	___

13. Project CAST was:	Better than my past school experiences	The same as my past school experiences	Worse than my past school experiences
	___	___	___

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Name _____

School _____

Date _____

NOTES

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