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ABSTRACT

By fiscal year 1994, all local educational agencies (LEAs) in West Virginia had implemented the statewide system of standards and measures mandated by the 1990 Perkins Act. The second evaluation under this system indicated that the majority of vocational programs met the standards for student satisfaction, placement, employer satisfaction, and special populations enrollments. In operation were 30 secondary and 8 postsecondary sex equity programs. Single parents, displaced homemakers, and single pregnant women received services through LEAs, community colleges, and special vocational-technical programming, assistance, and support services. All 64 LEAs participated in recruitment, placement, and monitoring of special populations, disadvantaged persons, and individuals with limited English proficiency in vocational-technical programs. To update the curricular offerings in vocational-technical education, 61 programs were dropped and 19 new programs were initiated. Major emphasis was placed upon initiation of programs in applied academics for vocational students. The Tech Prep Associate Degree effort was expanded to include 40 county school systems. Sixty high schools and vocational-technical centers participated in the High Schools that Work program. Consumer and homemaking education, career guidance and counseling, and correctional education programs were continued. (Appended to the 26-page report are the standards and measures, enrollment charts, and descriptions of sex equity programs.) (YLB)

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ANNUAL PERFORMANCE REPORT

FOR

VOCATIONAL EDUCATION

(Activities Utilizing Federal Funds)

FISCAL YEAR 1994

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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**West Virginia
Joint Commission for Vocational-Technical-Occupational Education
West Virginia Board of Education
West Virginia Board of Directors**

CE 06 9361

FOREWORD

The West Virginia Department of Education directs all activities supported with state and federal vocational education funds toward providing high quality programs and services for the students of West Virginia, the ultimate goal being that of high student achievement.

The Department has prepared this annual performance report for vocational education in order to provide descriptions of activities supported by federal vocational funds. It is not intended to be a comprehensive report for all of vocational education in the state.

Descriptions contained in the report cover handicapped, disadvantaged, single parents, sex equity, adults needing training or retraining, public service training, persons in correctional facilities, vocational education research, vocational guidance and counseling, evaluation, technical assistance provided to counties, community based organization cooperative activities, and consumer and homemaking.



Henry R. Marockie
State Superintendent of Schools

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**ANNUAL PERFORMANCE REPORT
WEST VIRGINIA DEPARTMENT OF EDUCATION**

Fiscal Year 1994

I. PERFORMANCE STANDARDS AND CORE MEASURES

Section 115 of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Public Law 101-392) requires each state to develop and implement a statewide system of core standards and measures of performance for secondary and postsecondary vocational education programs. West Virginia's statewide system was developed in coordination with the Committee of Practitioners as prescribed by Section 115(a) of the Act. The Committee reviewed and commented upon the draft statewide system throughout the development process. The standards and measures included in the system reflect consideration by the Committee and appropriate state-level agencies of standards and measures developed under Job Opportunities and Basic Skills (JOBS) and the Job Training Partnership Act (JTPA). The state formally approved the statewide system of core standards and measures of performance in May, 1992. See Appendix I for standards and measures for secondary and adult programs and Appendix II for postsecondary standards and measures.

Secondary and Adult

All local educational agencies have implemented the statewide system of standards and measures. The Division of Technical and Adult Education Services has provided extensive technical assistance to local vocational education personnel during the implementation of the system. This has been accomplished through statewide meetings with local vocational administrators and teachers, as well as individual technical assistance visits to school sites.

The annual evaluation prescribed in Section 117 of the Act has been mandated for all vocational education programs regardless of whether the program receives Perkins funds. The first evaluation was completed late in the second semester of the 1992-93 school year. This evaluation provided baseline performance data.

The second evaluation under the statewide system of standards and measures was completed at the end of the 1993-94 school year. From the data generated by this evaluation, it was possible to ascertain that most vocational programs have shown an increase in performance in the area of programmatic content achievement. The majority of programs meet the standards for student satisfaction, placement, employer satisfaction, and special populations enrollments. The Comprehensive Test of Basic Skills (CTBS), administered during the first evaluation to assess gains in basic academic skills, proved to be inappropriate in that it is not designed to assess the achievement of applied academic competencies being taught in vocational programs. Consequently, it was decided that for the second evaluation, the CTBS would not be administered. Instead, the results of the National Assessment of Educational Progress (NAEP), administered to vocational

completers at *High Schools That Work* sites, were used for assessment of basic skills. For the third evaluation, scheduled for the spring of 1995, the ACT/Work Keys will be used. The results will become baseline data for academic skills achievement for vocational program completers.

Where significant progress toward the standards was not made, local improvement plans were prepared and copies of these plans were provided to the Division of Technical and Adult Education Services.

Postsecondary

All higher education institutions that are allocated Perkins vocational funds are required to adopt standards and participate in the statewide system of standards and measures assessment. All of the affected institutions have compiled data and produced documentation for the academic years 92-93 and 93-94. Because institutions have been involved in the process for only two years, at this time there is no visible evidence of a major impact.

Overall, eligible institutions are meeting the majority of the standards; however, 80 percent of the institutions did not meet at least one of the standards. The second year data collection will be reviewed and compared to the first year data to determine if progress is being made in meeting the standards.

II. SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

Secondary and Adult

For enrollment totals for the 1993-94 school year, please see the enrollment tables included with this report as Appendix III for secondary and Appendix IV for postsecondary. Because federal vocational education funds were spent for a variety of activities and services authorized by the Act, it is difficult to be exact in the determination of the number of students directly involved in programs receiving federal funds. The expenditure of federal funds for such services as those provided by a special populations coordinator may affect all of an eligible recipient's students, while the modification of equipment to serve disabled students in a specific program affects a more easily determined number of persons.

The types of secondary and postsecondary institutions and the number of programs they offered during 1993-94 are as follows:

Number of Programs:

Secondary, Occupational	988
Secondary, All Other	858

Postsecondary, College	170
Postsecondary, Non-College	90
Adult Supplemental	1,136
JTPA	175
NEIT	15
Total	3,432

Number of Facilities:

Multi-County Centers	7
County Vocational Centers, Five or More Programs	29
High Schools, Five or More Programs	27
Special Schools, Five or More Programs	2
Colleges, Five or More Programs	11
Colleges, Less Than Five Programs	2
All Other	256
Total	334

There are 64 local educational agencies in the state, including 55 county school districts, 7 multi-county vocational centers, the West Virginia Schools for the Deaf and the Blind, and the Office of Institutional Education Programs, which administers instructional programs for the incarcerated.

Sixty-four local educational agency plans were submitted under the provisions of Section 240 of the Act. Federal funds in the amount of \$4,735,571 were made available to the local educational agencies, an increase of \$149,934 from the FY-1993 total of \$4,585,637.

All of the plans were prepared according to the requirements of Section 235 of the Act, including the provisions that funds be directed to a limited number of sites and a limited number of program areas based upon the highest concentrations of special populations students.

Postsecondary

There were 17,715 students served by the thirteen institutions offering 170 career-technical education programs. Of the thirteen institutions offering these programs, nine received Perkins funding.

Career-technical education programs are delivered by institutions offering certificate and associate degree programs under the jurisdiction of both the State College and University Systems of West Virginia. These institutions include community colleges, community college divisions of

four-year colleges, a regional campus of West Virginia University, a junior college, and two four-year colleges offering one associate degree program each.

All community colleges and community college divisions utilizing Perkins funds are presently offering career-technical programs through coherent sequences of courses and are of such size and quality as to be effective. The Central Office program review process is a mechanism used to determine if a program is of the size and scope to be effective. On-site reviews and annual assessments of programs based on the Perkins standards and measures determine if the programs are ones of quality.

All institutions have utilized Perkins funds in upgrading equipment to meet the demands of changing technology. Also, funds have been used to provide for the instruction of remedial courses that have provided students with the basic academic skills necessary to be successful in college level academic courses in the basic skills areas. Developmental education programs are a fundamental part of all career-technical programs.

All institutions receiving Perkins funds have allocated those funds to the career-technical programs that have the highest concentration of special population students. All institutions, through local plans, have made assurances that special populations will have equal access to career-technical programs and that supplemental services will be available to give these students every opportunity for success.

III. SEX EQUITY PROGRAMS

Sex equity programs are designed to assist the State Board of Education and the State College System of West Virginia in providing equal educational opportunities in secondary and postsecondary technical education programs for males and females. It is also the intent of equity projects to eliminate sex bias, sexual harassment, sex stereotyping and sex discrimination while promoting nontraditional occupational training for women.

By utilizing funds appropriated through the Carl D. Perkins Act, a total of 30 secondary programs operated in local educational agencies (LEAs), and eight postsecondary programs met the needs of students in eight community colleges for FY-94. Of these programs, 22 addressed the elimination of sex bias and stereotyping in technical education and 16 provided activities designed to enable girls and women to support themselves and their families. Three programs were statewide in scope and trained approximately 408 educators through professional development activities.

During FY-94, the number of participants receiving services provided by sex equity funding included: 5,112 community college students and adult learners, 24,659 secondary students, 6,055 middle school/junior high school students and 1,208 elementary students.

Funds supported a wide range of activities, including recruitment and outreach efforts, career exploration, career and educational counseling, and occupational training in nontraditional careers. Child care assistance enabled 166 students to participate in sex equity activities, and 1,542 received transportation assistance through the program.

In FY-89, a comprehensive, statewide network of sex equity leaders was formed. In building upon this initiative, sex equity coordinators from the local educational agencies and community colleges continued to disseminate information and provide leadership in the area of sex equity.

The Sixth Annual State Sex Equity Leadership Conference for local sex equity coordinators, administrators, and community based organization leaders provided opportunities for updates on trends and issues that impact equity in education, as well as innovative programming ideas. One hundred and fifty participants attended the three-day statewide conference.

In addition, the State Sex Equity Advisory Council and local sex equity coordinator's network continued to work cooperatively with educators from eleven community colleges in the state, as well as leaders of community based agencies, to provide leadership and support in the area of sex equity.

Other statewide activities involved the development of a promotional sex equity awareness program that included brochures, buttons, and a portable display featuring current sex equity issues and topics.

Two sex equity programs received four awards during FY-94:

Debbie Fleming, a heavy equipment operator and student in the Center For Economic Options, Nontraditional Jobs For Women Program, located in Clarksburg, West Virginia, received a national award. Debbie was the recipient of the National Association Award for Private Industry Council (NAPIC), one of eleven national awards given. It was the first award of its kind for a student in the state of West Virginia. Debbie received the award for overcoming significant barriers to work.

In addition, Kanawha County School's Project NEST received the following awards:

Joe Cooney Award, a national award for Innovative Excellence in Employment and Training, received November 22, 1993;

Alma and Claude Rowe "Excellence Through Equity" Award, West Virginia University, Center for Women's Studies, received Spring of 1994;

NAHRO Award, a national award of merit, by the National Association of Housing and Redevelopment Officials, 1994.

The broad scope and affective nature of sex equity projects make their results challenging to measure. However, programs have definitely resulted in heightened awareness of the limiting effects of sex bias, sex stereotyping, sex discrimination, and sexual harassment, and of the full range of career and educational choices available to male and female students.

Elimination of Sex Bias/Discrimination/Stereotyping

One full-time staff person was employed by the West Virginia State Department of Education and the West Virginia State College System of West Virginia to coordinate activities relating to the elimination of sex bias, sex discrimination and sex stereotyping in technical education programs in

the state. The sex equity coordinator administered eighty (80) programs for sex equity, single parents, displaced homemakers, and single pregnant women.

On-site technical assistance was available to all programs and utilized by one-half of the state's local educational agencies and all participating community colleges. The staff person also worked with a wide variety of community based organizations.

The state sex equity coordinator reviewed proposed actions and programs to ensure that the needs of women and nontraditional students were addressed. Data related to effectiveness of technical programming and status of male and female students were analyzed and disseminated. Recommendations and priorities were developed for outreach programs and informational services to women.

For additional information regarding sex equity, single parents, displaced homemakers, and single pregnant women's programs, please refer to Appendix V.

Single Parents/Displaced Homemakers/Single Pregnant Women's Programs

During FY-94, monies were awarded to thirty-four (34) local educational agencies (LEAs) and eight (8) community colleges conducting single parents, displaced homemakers, and single pregnant women's programs serving 175 males and 2,437 females.

Special vocational-technical programming, assistance, and support services were available for eligible participants. Funded programs served 2,612 participants, 1,143 of whom were single parents, 1,220 of whom were displaced homemakers, and 249 of whom were single pregnant women. Approximately 629 of the participants were enrolled in full-time occupational programs, and 511 received adult basic education, which provided opportunities for further training and employment.

The majority of the programs included components such as: outreach, assessment, basic skill training, nontraditional occupational training, pre-employment training, prevocational exploration,

transitional services from homemaking to wage earning, personal development skills, GED preparation, placement services, technological updates, and sexual harassment training.

A variety of support services for single parents, displaced homemakers and single pregnant women was provided. Three hundred and fifty-nine participants received child care assistance. In a rural state such as West Virginia, the lack of transportation is a significant barrier for many potential students. Transportation assistance was provided to 209 single parents, displaced homemakers, and single pregnant women this year. Additionally, other support services provided tuition and fee-waivers to 172, instructional supplies and materials to 742, job placement services to 130, and support services for 469 from other agencies.

Various techniques and strategies designed to actively recruit single parents, displaced homemakers, and single pregnant women were utilized by local educational agencies.

In addition to those served in funded projects, 1,565 adult students were identified as single parents, displaced homemakers, and/or single pregnant women. Efforts were made to provide comprehensive programs to meet the special needs of these groups.

As a direct result of this program, single parents, displaced homemakers, and single pregnant women have gained personal and marketable skills which enabled them to gain employment and support themselves and their families.

IV. SPECIAL POPULATIONS

Secondary and Adult - Disabled

All 64 local educational agencies in West Virginia participated in recruitment and placement efforts and monitoring of special populations in vocational-technical programs. The number of students with disabilities who participated in vocational-technical programs in the most integrated setting possible as determined by the Individualized Education Plan Committee (IEPC) is indicated in the enrollment table incorporated in this report.

Students with disabilities who were enrolled in vocational-technical programs were assessed for interest, ability, and learning styles; were provided, where appropriate, with counseling, basic skills instruction, and instructional aides and devices; and with transition services. In addition, a four-year transition plan was developed for each disabled student enrolled.

Secondary and Adult - Disadvantaged and Limited English Proficient

All 64 local educational agencies in West Virginia participated in recruitment and placement efforts and monitoring activities for disadvantaged students and students of limited English proficiency in vocational-technical programs. The number of disadvantaged students who

participated in vocational-technical programs in the most integrated setting possible is indicated in the enrollment table incorporated in this report.

Disadvantaged students who were enrolled in vocational-technical programs were assessed for interest, ability, and learning styles. Where appropriate, they were provided with counseling services, curriculum and/or equipment modification, resource personnel, basic skills instruction, and instructional aides and devices. Disadvantaged students were also provided with a four-year transition plan and transition services.

As required by Section 118 of the Act, special populations parents and students were provided with the following information relating to vocational education programs and services in a language and form that was understandable:

- Opportunities available in vocational education
- Eligibility requirements for enrollment
- Specific courses/programs available
- Employment opportunities
- Placement rates
- Special services available, such as guidance, placement, and supportive services

Postsecondary

All community colleges and community college divisions that receive Perkins funds have provided supplemental services to special populations. All institutions have provided developmental programs in the basic skills, tutorial programs, special counseling services, adaptation of equipment when needed, and other supplemental services as needed by individual students. Special population students have been provided equal access to all academic programs and have been given an equal chance for success through the supplemental services provided.

Economically and academically disadvantaged students, as well as the disabled, have been successful in academic and technical courses because of the supplemental services provided. Through the developmental programs in the basic skills area, these students have gained basic academic skill knowledge that has enabled them to be successful in obtaining higher level academic skills. through tutorial programs and other services, such as note takers, the use of talking books, and the moving of class location to make them more accessible, special population students have been successful in completing the technical aspect of their program.

V. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Secondary and Adult

During FY-1994, in order to update the curricular offerings in vocational-technical education, 61 programs were dropped and 19 new programs were initiated. Major emphasis was placed upon the initiation of programs in applied academics for vocational students.

Priority Area Institutes:

In FY-94, the West Virginia Department of Education, Division of Technical and Adult Education Services, conducted or funded staff development workshops on a statewide basis. Workshops were held in 25 different county sites permitting most teachers in the state access to staff development activities within driving distance of their schools. All workshops were designed to encompass the State Board of Education goals, as well as the goals of the Division of Technical and Adult Education Services. Major areas of emphasis in FY-94 were the integration of basic skills into vocational programs, occupational updating, Tech Prep, and *High Schools That Work*.

The Division also conducted six educational teleconferences during the fiscal year. With a few exceptions, most vocational centers and comprehensive high schools now have downlinking equipment for teleconferences. Many teleconferences provide business and industry with valuable information, as well as updating classroom teachers; e.g., pesticide certification. In addition, three national teleconferences were promoted and downlinked on relevant educational goals.

Technological Updating Workshops:

Technical update workshops were sponsored by business and industry on a statewide basis. Business and industry did the training for teachers from various vocational education program areas. Teachers also traveled out of state in some program areas where it was cost effective. Teachers attended workshops to learn the latest techniques, materials, and equipment being used in their program areas. New technology; i.e., flexible manufacturing, automotive electronics, culinary arts, and the latest trends in health care require teachers to update annually. Workshops provide teachers with knowledge of today's workplace and its needs.

Public Service Training:

FY-94 was a productive year for public service training in West Virginia. Enrollments reached 28,985 which is an unprecedented high. Continued emphasis was placed on assisting instructors and developing materials to improve instruction.

Sixty-five classes in hazardous materials training were held, with an enrollment of 1,401. Classes included the following areas: HazMat, First Responder, HazMat Incident Response, HazMat Recognizing and Identifying, and HazMat Incident Command.

Public service training continued to be actively involved in West Virginia's testing and accreditation for firefighters with the National Fire Prevention Professional Qualification Board (Pro-Board). The applicants must pass a written examination and also pass a practical application test of actual firefighting skills. West Virginia continued to be the only state in the United States where applicants and the examination are rated for three levels of accreditation at one time: Firefighter Level 1, Firefighter Level 2, and Firefighter Level 3. Two hundred eighty firefighters from all parts of the state have been certified through the test. Over 18,000 firefighters received training in all areas of the fire service program.

In FY-94, over 9,500 students were served in the area of Emergency Medical Services. Students received training in Basic Emergency Medical Technician, EMT Recertification, EMT-Mining, and First Responder classes. Classes were provided on a regional basis for the purpose of serving all areas of need in the state. This is a cooperative effort between the West Virginia Department of Education and the West Virginia Department of Health.

Major changes have been made in law enforcement training over the last several years. With new laws and requirements, public service training has discontinued the basic law enforcement training, which is now done at the State Police Academy. However, a continued effort is made to meet the statewide demand for inservice and supervisory training. Some of the classes held in FY-94 included: Law Enforcement Inservice, Law Enforcement Officer/Supervisor Training, and Specialized Law Enforcement Training.

Environmental Training Center:

Through the West Virginia Environmental Training Center many new activities in the environmental area have been initiated. Certification classes have been expanded to six wastewater levels, including lab certification, three water levels, as well as fluoride certifications.

Enrollment for FY-94 was a total of 908 students and included operators, managers, engineers, and regulatory officials. Many new programs were offered on topics related to microbiology, lab procedures, sludge regulations, record keeping, and management.

A continuing cooperative venture with the American Water Works Association resulted in two all new satellite teleconferences offered for the first time at the Environmental Training Center. Innovative math teaching strategies developed at the ETC received national attention by the National Environmental Trainer's Association.

The Environmental Training Center continued its service to EPA through a continuation grant for development and printing of the *Onsite/Oversite* newsletter. Continued assistance was provided to the Cedar Lakes wastewater treatment plant through lab analysis and process control.

The over-the-shoulder training program continued to provide valuable operation assistance to a number of communities including Spencer, Farmington, McMechen, and Lubeck PSD.

Improvements at the Spencer facility earned a Regional Award from the USEPA. This program continues to employ operators as field trainers to improve operations of small wastewater plants and significantly reduced violations in an effort to achieve permit compliance.

Postsecondary

State leadership funds have been utilized for professional development activities in the following areas: assessment of academic programs, integration of academic and technical education, cooperative efforts with business and industry, faculty development in utilizing the electric classroom and work force development issues.

Funding from state leadership funds have also been utilized for curriculum development and piloting an adult tech prep program. Funds continue to be utilized for the refinement of the standards and measures system required by the Perkins Act. Site visits to provide technical assistance and evaluate programs are funded with statewide leadership funds.

VI. COMMUNITY BASED ORGANIZATIONS (CBO)

For FY-1994, a total of \$96,485 in federal funds was available to support county educational services through community based organizations. Ten CBOs, eight rural and two urban, applied and received funding. A description of programs, services, activities, and numbers of students served follows:

Barbour County CARE Project

The "Community Association Reinforcing Education" (CARE) program for families operated from October, 1993, through May, 1994. Classes were offered on Monday, Tuesday, and Thursday evenings, and on Saturday afternoons. Adult students brought their children with them to class, permitting the children to work with preschool and elementary computer programs. This allowed the adults to participate more easily in the program since they didn't have to be concerned with babysitting problems. Students received instruction in word processing, time management, and telecommunications. Every student was taught how to prepare a personal resume.

Students served by the program were as follows:

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
Preschool	9	White	39
1st-6th Grade	3	Males	19
7th-9th Grade	1	Females	20
Adults	17		

Cabell County NAACP Job Training - Reentry Program

The purpose of the Reentry Program is to make a place available for Cabell County out-of-school youth to receive vocational training, learning job seeking and job keeping skills, and secure remedial instruction in academic skills in order to have the option of returning to the public school system.

Before being admitted to the Reentry Program, a student must demonstrate the ability to benefit from the program through testing administered by the program and by test scores provided by the Cabell County Board of Education. Students admitted to the program must attend both the adult education class and a vocational class at the Vocational Center. They may choose from any of the vocational programs offered at the Center. A career awareness plan is offered to participants in order to expose them to a wide array of training program options.

All existing services for vocational students are available to the students, including counseling, special services for disabled and disadvantaged, and job placement. Participants are offered needs-based payment to help them with transportation costs. They are also eligible for the limited internship, child care, and summer vocational school.

Students served by the program were as follows:

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
Out-of-school		White	28
Youth	28	Males	16
		Females	12

Hampshire County Special Services Center

This program provided assessment and counseling to adults interested in enrolling in the vocational education programs offered by the Hampshire County Board of Education. Participants were apprised of deficiencies in basic academic skills and informed of occupational training options. The school system was provided with information necessary for effective counseling and program/course selection. Enrollment in Adult Basic Education classes was made available to those participants lacking a high school diploma.

Students served by the program were as follows:

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
Adults	8	White	8
		Males	1
		Females	7

12

Harrison County - Association of Retarded Citizens

Classes offered by the ARC are intended for people with severe intellectual and physical disabilities. Participants learn to plan and prepare meals for themselves and for large groups of people. They learn to work as part of a team and develop social and business skills necessary for employment.

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
Adults	33	White	33
		Disabled	28
		Males	15
		Females	18

Kanawha County - OIC, Inc.

For the past five years, Garnet Career Center and the Opportunities Industrialization Center, Inc. have been educational partners in providing prevocational and vocational preparation for adults. OIC students receive instruction in reading, mathematics, language arts, study skills, time management, and decision-making. Students attend classes thirty hours per week for six weeks and then take the Garnet admission test, participate in an orientation, and begin the twelve month training program in Information Processing.

Participants must be unemployed adults and meet income guidelines under JTPA. Approximately 75 percent of OIC students have successfully completed training and obtained unsubsidized training-related employment.

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
Adults	13	Black	5
		White	8
		Males	1
		Females	12

Marion County - At-Risk Students

In cooperation with the North Central West Virginia Community Action Agency, Marion County identified students who, for various reasons, were considered to be at risk of dropping out

of school. Appropriate intervention was provided, including developmental guidance, problem solving, goal setting, motivation and self-esteem, and instruction in summer school.

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
7th Grade	2	Oriental	1
8th Grade	3	Black	31
9th Grade	134	White	441
10th Grade	142	Other	2
11th Grade	110	Males	287
12th Grade	77	Females	188
Out-of-school Youth	7		

Mineral County - Dropout Prevention and Adult Training

Through the cooperation of the Developmental Center and Workshop, Inc., Mineral County is able to more effectively assess the education and training needs of at-risk youth and unemployed or underemployed adults. The Developmental Center provides assessment through the administration of such instruments as JEVS, APTICOM, and VIEWS. The results are then used to facilitate the proper vocational services to the youth and adults so assessed. Without this CBO arrangement, the County would lack the capacity to perform the necessary assessments.

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
9th Grade	11	Black	15
10th Grade	15	White	78
11th Grade	13	Disabled	7
12th Grade	9	Males	63
Adults	53	Females	33

Preston County - Conflict Resolution

In an effort to more effectively meet the needs of students, Preston County has arranged for at-risk adolescents to participate in a Conflict Resolution Skills program. Students are provided with group and individual counseling sessions designed to teach appropriate interpersonal relations with peers and others. The resultant improvement in personal attitude on the part of the students enhances their education and training experience. A total of one hundred fifteen students were served.

Putnam County - Literacy Volunteers of America

Literacy Volunteers of America, in cooperation with the Putnam County Vocational-Technical Center, provided literacy instruction to out-of-school youth and adults in the County who needed to increase their levels of basic academic skills in order to participate in vocational training and placement in unsubsidized employment.

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
Out-of-school		Black	5
Youth	65	White	91
Adults	31	Disabled	1
		Males	84
		Females	12

Webster County - Employment Development

The Webster Employment Development Organization (WEDO) provided instruction to Webster County youth and adults in the skills required to produce and market handcrafted products, thereby improving employment opportunities in a region of the state that suffers from chronic unemployment.

<u>Age Group</u>		<u>Race/Disability/Gender</u>	
9th Grade	128	White	139
Adults	11	Disabled	7
		Males	54
		Females	78

VII. CONSUMER AND HOMEMAKING EDUCATION

For enrollments in Consumer and Homemaking programs in West Virginia during the 1993-94 school year, please see enrollment tables in Appendix III.

Consumer and homemaking personnel development activities continued to be offered in 1993-94 in conjunction with graduate credit and in cooperation with other state and federal agencies.

Approximately 400 persons were served through home economics program activities and staff technical assistance.

Approximately 200 home economics teachers in West Virginia attended the Annual Technical and Adult Education Conference. Sessions focused on the following topics: sexism and sexual harassment in the classroom, International Year of the Family, development of young adolescents, nutrition labeling, fashion basics (including clothing fit, body image and professional dress), state agency resources, coping with the death of a child, "make 'n take" ideas for childhood education, child care and food service tech prep models, the impact on school nutrition standards on occupational food service programs, and learning to cope with stress.

During a joint session between the Technical and Adult Education Conference and the Leaders of Learning Conference, staff offered technical assistance on innovations for teaching thinking skills.

A conference for new teachers oriented eight individuals to the policies, procedures, and content expectations for home economics programs in the state. All teachers received revised core content tests to measure student progress in achieving program instructional goals and objectives.

Teen parent coordinators continued to meet quarterly in 1993-94. The following issues were addressed: medical care for pregnant teens, teen parent retreats, management tools and tips, sex equity, and careers/job search. As a result of the initial interest of teen parents program coordinators in paternity rights and responsibilities, information regarding this topic was shared statewide. In cooperation with Department of Health and Human Resources, high school students participated in a teleconference or distance learning conference on parental rights and responsibilities. Capital High School students served as the live audience.

Staff working with teen parent program coordinators planned and organized two retreats for approximately 25 teen mothers and their babies. The overall goals were to help build self esteem, form a peer support network and to give career information to the teen parents.

Some in-school teen mothers were helped in 1993-94 by a community project initiated by the Bureau of Public Health Division of Maternal and Infant Services. *Helping Young Moms to Survive* (HYMS) is a local voucher system that offers teen parents financial assistance from their community. Such special assistance has helped teen mothers stay in school and provided basic necessities like diapers and formula.

Ten home economics teachers attended a Food Science Institute in North Carolina. In consultation with science personnel at the local, regional and state levels, these teachers will design a state curriculum guide to aid home economics teachers in teaching a year-long food science course for 9th or 10th grade level students. Using food as the basis for study and experiments, science and chemistry principles will be explored. Students will use scientific processes through hands-on experiences in measuring, recording, graphing data, writing lab reports and predicting and evaluating

experimental results. Students will also learn about the physical and chemical changes that occur during the processing, packaging, preparation and preservation of foods. Local home economics teachers will work cooperatively with their schools' science teachers to implement and achieve curriculum goals.

Staff worked cooperatively with the Division of Child Nutrition to sponsor a seminar on the nutritional needs of pregnant teens. The goal was to assist county personnel in implementing one phase of the state's new policy on Nutrition Standards for schools. The importance of supplemental food for pregnant and lactating teens was emphasized. Attending were school food service directors, cooks, counselors, nurses, home economics teachers and extension home economists. A total of 77 participants attended representing 32 counties.

Efforts to improve the quality of state child care workers were continued on the cooperative project developed between the West Virginia Department of Education and the United States Department of Labor and River Valley Child Development Services. Sixty-five master teachers have been trained as apprenticeship instructors with 48 actively teaching. The curriculum guide for the apprenticeship program entitled, "Starting Point" has been developed. The West Virginia State Department of Education printed the curriculum for use by present and future instructors. Two apprenticeship classes, each four semesters in length, have been completed with 25 apprentices receiving the nationally recognized credential of Child Development Specialist from the United States Department of Labor. Eight counties now participate in the child care apprenticeship program. Two additional instructor training workshops will be held resulting in 20 instructors being certified.

In the areas of occupational tech prep, staff actively worked with other staff to explore the feasibility of a statewide Hospitality Tech Prep Program. Approximately five counties were involved in program planning discussions and included vocational directors, secondary instructors, and school administrators, as well as higher education instructors and administrators.

The West Virginia Association of FHA/HERO involved over 1,100 members and advisors in two state-sponsored activities. Sixty-four members and advisers attended the National Leadership Meeting in Anaheim, California. Thirty-four students participated in nine competitive events and earned twenty-nine gold medals and four silver.

Twelve chapters exhibits were displayed at the West Virginia State Fair and were viewed by approximately 100,000 persons. Exhibit topics included child abuse, skin cancer and parenting education.

VIII. TECH PREP ASSOCIATE DEGREE (TPAD)

The West Virginia Tech Prep Associate Degree (TPAD) model encompasses four years of high school and two years of college, leading to an associate degree. Formal TPAD programs are

implemented by partnership consortia at public schools and institutions of higher education, with active involvement of the business, industrial, and labor sector.

In fiscal year 1994, the West Virginia TPAD effort was expanded to include 40 county school systems, including 6 multi-county vocational-technical centers, and 12 colleges. These consortia emphasize technician level preparation in the following areas:

- Physical Therapy Assistant
- Allied Health
- Business Technologies
- Electronics Engineering
- Manufacturing Technology
- Industrial Technology
- Environmental Technologies
- Business Management Technologies
- Electrical Engineering Technologies

All of the West Virginia consortia are essentially rural in nature and subscribe to a very defined organizational structure, including quarterly meetings with state-level personnel representing the public schools, community colleges and the Joint Commission. Each of the consortia has a designated state-level liaison through which technical assistance is provided.

In FY-94, approximately 11,000 students were served within the TPAD consortia statewide, including a high percentage of special populations students. Each TPAD project involves provisions for applied academic coursework, an emphasis on educational planning and guidance, and a technical studies component, all of which are articulated through the four plus two program of studies.

In most instances, the Tech Prep Associate Degree program of studies has caused the elimination of the general track as an option for students. Also, the Tech Prep movement has been the catalyst for the initiation of approximately 150 applied mathematics programs; 80 principles of technology (Applied Physics) offerings; a more integrated, applied focus in language arts; and the continued development and piloting of other higher-level, applied academic offerings.

The state's TPAD structure has become a primary focus of efforts to build a School-to-Work opportunities system, with four of the original TPAD consortia chosen as pilot sites to expand their efforts to fully implement the provisions of the School-to-Work Opportunities Act.

IX. INTEGRATING APPLIED ACADEMICS

Secondary and Adult

A great deal of emphasis continues to be placed on integrating academic and vocational studies. This emphasis has been due, in large part, to the requirements of the Perkins Act and has led to the creation of the State's Tech Prep Associate Degree (TPAD) program and participation in the Southern Regional Education Board's *High Schools That Work* program. It is a documented fact that a large number of students can achieve at much higher levels if their instruction is made more relevant and application based.

High Schools That Work

Since 1987, West Virginia has been involved in this Southern Regional Education Board initiative designed to raise the achievement levels of students enrolled in vocational-technical education. Data generated at the state's participating sites indicate that significant gains in the reading/language arts, math, and science achievement of students can be realized when such instruction is integrated with vocational-technical studies. During the 1993-94 school year, West Virginia has had a total of 60 high schools and vocational-technical centers participating in *High Schools That Work*.

High Schools That Work identifies ten key practices as being essential for improving student achievement. These include:

- Establishing higher expectations for students in both academic and vocational classes.
- Revising vocational courses and developing new ones to expand significantly the emphasis on advancing communication, mathematics, and science competencies and the cognitive, intellectual, and problem-solving skills of students.
- Revising academic courses or developing new ones to teach concepts from the college preparatory curriculum.
- Requiring students in vocational studies to complete a challenging program of study.
- Encouraging vocational and academic teachers to integrate academic and vocational curriculum and instruction by providing them with staff development, materials, and time to work together.
- Revising the instructional process so that the student is a worker who is actively engaged in the learning process.
- Providing guidance and counseling services to help students see the connection

between what they learn in school and their goals beyond high school and to involve parents in the process of planning and annually updating a high school program of study.

- Providing extra help to enable students to complete successfully a program of study that includes high level academic content.
- Participating in and using student assessment and program evaluation information to check and improve the curriculum, instruction, school climate, and school organization and management.
- Providing career-bound students access to a structured system of work-based learning that is planned in collaboration with high-status school-based learning and that results in an industry-recognized credential and employment in a career pathway.

Postsecondary

All community college occupational technical programs require an academic component. All students, including special populations students, are required to take academic courses that are prerequisites or corequisites for the purpose of integrating these courses with the technical courses.

Due to the involvement with programs such as tech prep, institutions have developed an awareness of the importance of the integration of academic subject matter into technical curricula. Faculty and administrators, because of the national emphasis and the involvement with local employers, are well aware of the non-technical skills employers are demanding of our graduates. Efforts to document and evaluate to what extent integration is taking place will continue.

X. CAREER GUIDANCE AND COUNSELING

Secondary

The Division of Technical and Adult Education Services of the West Virginia Department of Education maintains responsibility for vocational guidance counselors, placement persons, and works cooperatively with the department's Office of Educational Support Services and other state agencies employing counselors.

The statement of purpose in the Carl D. Perkins Vocational and Applied Technology Education Act sets forth an ambitious and important agenda for vocational education to help our nation meet the challenges it faces today and tomorrow, nationally and internationally. The following purposes focus on a number of important roles for guidance and vocational education personnel, both in West Virginia and the United States:

1. meeting the nation's need for qualified (productive) workers;
2. responding to individuals of all ages and circumstances who require more programs and service;
3. strengthening economically depressed communities;
4. keeping vocational education relevant; and
5. responding to the nation's gender goals.

Guidance assists individuals of all ages and circumstances in dealing effectively with their lifelong development, including occupational choice and job adjustment.

The mission, goals, objectives, activities and funds utilized in career development/guidance in West Virginia will help to ensure that all students will:

1. be competent in the basic academic skills required for adaptability in our rapidly changing society;
2. be equipped with self-understanding and understanding of educational-vocational opportunities sufficient for making sound career decisions;
3. acquire skills necessary to achieve specific career goals;
4. be able to apply educational skills in the planning and preparation for entry into one's chosen career and progress within the career or change the direction of one's career if necessary or desirable;
5. understand the value of school subjects in terms of their function within and outside the classroom;
6. understand the relationship between career development and the function, value, and application of educational skills;
7. be able to make realistic occupational choices through experiences in working with others and understand the psychological aspects of work as they relate to temperament, personality, and values;
8. recognize education as a continuing life process that is relevant to life needs;
9. be equipped with a personally meaningful set of attitudes and foster in one the desire to be productive; and

10. be aware of the dignity of work, and that a career can provide satisfaction.

The State Board of Education's policy requires all eighth grade students to develop a four-year educational plan. The purpose of this policy is to direct students into a program that, upon completion, will have prepared students for entry into college or for employment.

The Division of Technical and Adult Education Services offers inservice activities, workshops, conferences, seminars, and specific training in professional development activities for vocational guidance and job placement personnel in the public schools. The Division has a cooperative working relationship with the Director of the State Occupational Information Coordinating Committee (SOICC), the state guidance supervisor, personnel of the Division of Rehabilitation Services, and the Department of Employment Security in providing guidance professionals with appropriate career development and occupational information.

The goals and objectives of the Division of Technical and Adult Education address the following issues:

1. All counselors will have a more complete understanding of the interrelationship of academic and occupational competencies.
2. High quality occupational information will be available to all counselors and students.
3. Counselors will remain current on the nature of occupations.
4. School-to-work transition programs will be developed for all students.
5. The Division of Technical and Adult Education will coordinate with other state agencies in employment and training systems.
6. Technical and Adult Education will coordinate with providers of apprenticeship training programs.
7. Inservice activities related to Career Exploration, Development Guidance, and Scope and Sequence for Vocational Education will be provided to all counselors.

Some ongoing activities related to the goals/objectives that are occurring were:

1. Mailing of current information to all counselors, middle junior high schools, high schools, and vocational schools.
2. The Job Placement Vocational Guidance Workshop.

3. Programs at the Annual Technical and Adult Education Conference.
4. Interagency cooperation and workshops on "Teamwork," "At-Risk Youth," "Vocational Education and the Future," and additional workshops as requested.
5. Development of curriculum for grades 7-8, Career Exploration and Developmental Guidance.
6. Providing Improved Career Decision Using Labor Market Information workshops.
7. Development of "Scope and Sequence for Vocational Education," which has been distributed to every counselor in West Virginia.

Each county board of education provides counseling services for pupils in the public schools. Counselors work with individual pupils and groups of pupils in providing developmental, preventive, remedial guidance, and counseling programs to meet academic, social, emotional, and physical needs, including programs to identify and address the problem of potential dropouts. The Division of Technical and Adult Education provides state level technical assistance and leadership in dropout prevention, transition services, and job placement functions.

The Division of Technical and Adult Education Services realizes that school-based guidance and placement services are an essential part of the educational system, but the responsibility of a vocational center does not end with preparing a student for employment. If the student does not plan to pursue further education, efforts are made to assist the student in finding suitable employment.

The job placement coordinator goals are for:

1. Permanent job placement of those students seeking immediate employment upon graduation.
2. Part-time employment during the school year and for summer job placement.
3. Coordinating and facilitating the counseling and guidance staff's efforts in processing the students involved in a work experience or cooperative education program.
4. Setting up a communications system among teachers who are currently academically involved with a particular student and the placement office, and obtaining teacher input as part of the screening process to match the student to the work experience.
5. Basic statistics and follow-up data concerning on-the-job training and student placement.

6. Conducting follow-up studies on immediate placement and educational plans of students upon graduation with additional follow-up studies of these students after one year and after five years.

Because the placement activity is used as an indicator of modern quality training, the emphasis of placement must become a jointly-sponsored, jointly-shared activity with teachers having a vital part to play as well as the counselors, advisory committee members, and community agencies and groups.

In a society where employment is becoming more competitive, the counselor/placement personnel are now involved in a variety of transitional and supported employment alternatives for at-risk students and special populations students to ensure a smooth transition from school to adult life and the world of work in West Virginia.

Career guidance, vocational counseling, and placement programs will be evaluated based on the mission, goals, and objectives outlined previously. Specific monitoring of programs is conducted as an integral part of the total state-level monitoring and evaluation system prescribed in Section 113(b)(3)(C) of P.L. 101-392.

Career guidance, counseling, and placement activities have had direct contact with over 5,500 persons during FY-94. It is impossible to estimate the impact of materials and programs on persons not directly contacted.

Postsecondary

All community colleges and community college divisions receiving Perkins funds have career guidance and counseling available for all students enrolled in career-technical programs. All institutions have computerized guidance systems, career counselors, and academic advisors available to students. In addition, some institutions have integrated into their curriculum a course in career planning. These programs have had a great impact on providing those students who are undecided about career plans an opportunity to explore different careers and make informed decisions.

XI. CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

The State has designated one State Corrections Education Agency, known as the Office of Institutional Education Programs. In cooperation with the Division of Health and Human Resources (DHHR) and the Division of Corrections, the Office of Institutional Education Programs administers vocational-technical education programs for juvenile and adult criminal offenders in correctional institutions.

Division of Health and Human Resource. Residential Centers for Adjudicated Youth

ABRAXAS: This facility is located in Mountwood Park near Parkersburg, West Virginia. The facility is funded by the West Virginia Department of Health and Human Resources and operated by the Abraxas Foundation to provide the treatment program for these residential youth.

The Department of Education in turn provides the educational program. Last year 94 students participated in a prevocational/career exploration program at this facility. The present population

consists of 48 adjudicated juvenile males and 22 sexual offender males between the ages of 12 and 18. All students are enrolled in the prevocational/career exploration program during some period of their stay.

ELKINS MOUNTAIN SCHOOL: This office has been serving this facility for a little more than two years. During the last school year 80 students participated in a technology education/career exploration program. The program continues to expand and enhance the teaching units by developing an interdisciplinary approach.

Division of Corrections Facilities

ANTHONY CORRECTIONAL CENTER: All the programs at the Anthony Center are full time. There were 397 students (non-duplicated count) enrolled in T & I programs. Anthony is a state certified welding test site. Residents who complete the electricity program are allowed to take the Electrical Trades Apprenticeship Test. Program completers from the Anthony Center have a passing rate of over 86 percent. The staff at the Anthony Center, working in conjunction with supervisors from the West Virginia Department of Education, have developed a vocational curriculum specifically geared for the resident population at the center.

DAVIS: The Davis Correctional Center had 106 students participate in vocational education. Construction has been completed on the addition to the existing school building and on a new metal trades building. Career exploration units have been added to the program this year and there are plans to offer Marketing Education as resources are available.

HUTTONSVILLE: Huttonsville has completed the construction of a new vocational center, academic education and inmate program services wing. All education programs are now located within the fenced compound. A new vocational program, metals technology, which combines skills from welding, machining and sheet metal fabrication is being offered in the vocational center. A result of this change in programming is the ability to offer a new course in drafting and blueprint reading. The Huttonsville programs are also instituting applied mathematics in their vocational programs.

INDUSTRIAL HOME FOR YOUTH: The Industrial Home for Youth served 234 students (210 male/24 female) in T & I programs last year and this same 234 students participated in

consumer and home economics classes. Each student in the education program at the Industrial Home must participate in both program areas of vocational education. The Career Exploration Center has expanded its curriculum and program offerings. Staff from the West Virginia Department of Education, Division of Technical and Adult Education Services, along with staff from the Office of Institutional Education Programs, are coordinating this effort.

PENITENTIARY: This facility will be closing in the upcoming fiscal/program year. The new facility, Mount Olive Correctional Complex, will be able to offer not only the present programs, but will expand the program by offering Graphic Communications, expanding the welding program into a metals technology program and by replacing the carpentry program with facilities technology. Additionally, we will be able to offer courses in business education. The Mount Olive facility will open in January, 1995. The transfer of inmates will begin during January and will be completed sometime in March, 1994. A dialogue with the West Virginia Institute of Technology is continuing in an effort to develop an articulation agreement for the Graphic Communications program.

PRUNTYTOWN: The Office of Institutional Education Programs has been notified that it will be receiving a grant to offer a full-time Life/Social Skills Program. The facility is presently adding another dorm to house minimum security male inmates who are in the process of exiting the system. Pruntytown education programs have experienced a 31 percent growth in enrollments and student contact hours during the past year.

APPENDICES

APPENDIX I

WEST VIRGINIA

**CORE STANDARDS AND MEASURES
TECHNICAL AND ADULT EDUCATION**

West Virginia Department of Education

1994

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FOREWORD

The Carl D. Perkins Vocational and Applied Technology Act of 1990 has changed significantly the nature of accountability for federal vocational education funds. Whereas previous federal laws focused on fiscal accountability -- THIS LAW IS CLEAR IN ITS INTENT THAT STUDENT PERFORMANCE IMPROVE AS THE RESULT OF FEDERAL DOLLARS.

It is equally clear that recipients of Perkins funds must engage in rigorous evaluation procedures in order that:

- (1) programs needing improvement can be identified,
- (2) the expenditures of federal funds do in fact bring about measurable improvement, and
- (3) the needs of all populations are met through quality vocational education programs.

The assessments required for the preparation of the Local Plan were not the end. Rather they were simply the beginning of systematic measurement of the effectiveness of the educational experience for students. It is not how many times, for how long or how often students are touched by school, but what students can do or do better as the result of that contact. The performance evaluation required by Perkins is in concert with outcome assessments increasingly being required by states throughout the nation. It is also consistent with expectations of parents, citizens and employers who have vested interests in how well schools perform. Educators must hold themselves and each other accountable for how well students are prepared for their place in society.



Henry Marockie
State Superintendent of Schools

INTRODUCTION

Section 115 of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 specifies the authority and requirements for the development of State and local standards and measures for vocational programs:

SEC. 115 STATE AND LOCAL STANDARDS AND MEASURES.

(a) **GENERAL AUTHORITY.**--Each State board receiving funds under this Act shall develop and implement a statewide system of core standards and measures of performance for secondary and postsecondary vocational education programs...

(b) **REQUIREMENTS.**--Each system developed under subsection (a) shall include--

(1) measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills;

(2) 1 or more measures of performance, which shall include only--

(A) competency attainment;

(B) job or work skill attainment or enhancement including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared, including occupational skills in the industry the student is preparing to enter;

(C) retention in school or completion of secondary school or its equivalent; and

(D) placement into additional training or education, military service, or employment;

(3) incentives or adjustments that are--

(A) designed to encourage service to targeted groups or special populations; and

(B) for each student, consistent with the student's individualized education program developed under section 614(a)(5) of the Education of the Handicapped Act, where appropriate; and

(4) procedures for using existing resources and methods developed in other programs receiving Federal assistance.

Pursuant to the Perkins requirements, the State of West Virginia, operating through the Joint Commission for Vocational-Technical-Occupational Education as the sole State agency, organized a Committee of Practitioners to

review and approve a set of six core standards and measures for all secondary and adult vocational-technical programs. These standards and measures reflect the degree of success of individual instructional programs in terms of:

- academic achievement of completers;
- technical competency attainment of completers;
- placement of completers;
- services to special populations;
- employer satisfaction with graduates; and
- student satisfaction with the quality of the instructional program.

The primary purpose of the standards and measures is to determine the effectiveness of vocational programs for: (1) program improvement, and (2) federal reporting. It is the responsibility of each local school system which receives Perkins funds to: (1) collect and report appropriate data that measure program effectiveness, and (2) apply the standards to all applicable vocational-technical programs within their system (even those that do not receive Perkins funds).

Section 117 of Perkins gives directions on how the standards and measures are to be used to evaluate vocational programs. It states that:

- (a) ANNUAL EVALUATION.--Each recipient of financial assistance under part C of title II shall annually evaluate the effectiveness of the program conducted with assistance under this Act based on the standards and measures developed as required by section 115. As part of each such evaluation, each such recipient shall:
- (1) review programs, with the full and informed participation of representatives of individuals who are members of special populations, to:
 - (A) identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and
 - (B) evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and
 - (2) evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.
- (b) LOCAL PROGRAM IMPROVEMENT PLAN.--Beginning not less than 1 year after the implementation of the provisions of section 115, if any recipient described in subsection (a) determines that the recipient is not making substantial progress in meeting the standards and measures developed as required by section 115, such recipient shall develop a plan, in consultation with teachers, parents, and students concerned,

for program improvement for the succeeding school year. Such plan shall describe how the recipient will identify and modify programs funded under part C of title II, including:

- (1) a description of vocational education and career development strategies designed to achieve progress in improving the effectiveness of the program conducted with assistance under this Act; and
 - (2) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.
- (c) **STATE AND LOCAL JOINT PLAN.**--if, after 1 year of implementation of the plan described in subsection (b), sufficient progress in meeting the standards and measures developed as required by section 115 has not been made, the State shall work jointly with the recipient and teachers, parents, and students concerned to develop a plan for program improvement. Each such plan shall contain:
- (1) a description of the technical assistance and program activities the State will provide to enhance the performance of the eligible recipient;
 - (2) a reasonable timetable to improve the school performance under the plan;
 - (3) a description of vocational education strategies designed to improve the performance of the program as measured by the evaluation; and
 - (4) if necessary, a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.
- (d) **FURTHER ACTION.**--The State shall, in conjunction with the eligible recipient, annually review and revise the joint plan developed under subsection (c) in order to improve performance and will continue to do so each consecutive year until the recipient sustains, for more than 1 year, fulfillment of the State and local standards and measures developed under section 115.

IMPLEMENTATION OF CORE STANDARDS AND MEASURES

In this section, each of the six standards and measures is defined, along with a discussion of data collection and reporting procedures for each. Pursuant to Perkins requirements, the initial implementation of the standards and measures began in the 1992-93 school year and applies to defined vocational-technical education student groups. The report date for the six standards and measures is June 30 of each year.

NOTE: THE ACT/WORK KEYS WILL NOT BE GIVEN TO VOCATIONAL COMPLETERS THIS YEAR (1993-94). WE WILL ADMINISTER THE ACT/WORK KEYS TO VOCATIONAL COMPLETERS NEXT YEAR 1994-95.

CORE STANDARDS AND MEASURES

ACADEMIC ACHIEVEMENT

1. MEASURE

All students who complete an occupational program will be tested to determine their level of basic academic skills.

STANDARD

Student average test levels in reading and math will be at or above the levels required for their occupational area as established by ACT/Work Keys.

REPORTING REQUIREMENT

The LEA will report average test results by levels in reading and math for occupational program completers to the State by June 30 of each year.

DATA COLLECTION/TESTING

- The ACT/Work Keys tests, Reading for Information and Applied Mathematics will be used to measure all occupational program completers basic skills, both secondary and adult.
- Students in non-occupational programs will not take basic skills tests. Refer to definitions, secondary program completer, item C on page v.
- The only occupational program completers who will be exempt from these tests are those with an IEP stating that they cannot take a standardized test such as WORK KEYS. Special education is to provide these students math and reading levels using appropriate tests.
- To determine exactly who is to be tested, refer to the definitions for secondary program completers (a and b only) and adult preparatory completers on page v.
- The local vocational administrator is to provide an accurate count of occupational program completers, secondary and adult, to the State by March 15. The local administrator is also to provide the name of the person who will be the local test administrator. Use TEST ADMINISTRATOR FORM, Appendix A, page 9.

- The State will provide to the LEA test administrator by April 1 of each year, directions for administering the ACT/Work Keys tests along with the requested number of tests and answer sheets. The test administrator will be responsible for administering the tests during the month of April and returning all score sheets and tests (including those not used) to the State by May 1.
- The test administrator is responsible for test security and all tests and answer sheets must be accounted for. Test security is critical and is covered in detail in the WORK KEYS administrative manual, provided.

PROGRAM REPORT (Appendix B, page 10)

- Secondary and adult preparatory program completers reading and math levels are to be recorded by student name in the basic skills column of the PROGRAM REPORT.
- Reading and math levels for students who do not take the WORK KEYS are to be recorded in the basic skills column and circled.
- An asterisk (*) is to be put in front of all adult students.
- Math and reading levels are to be averaged at the bottom of the basic skills column. Do not include circled scores in the average.

PROGRAMMATIC CONTENT

2. MEASURE

All students who complete a State-approved vocational program or course will be post-tested to determine their attainment of the core instructional objectives.

A goal profile (checklist), based on the State-approved instructional objectives, is to be maintained for each student enrolled in a program or course that is 180 hours or more in length starting in the fall of 1993.

STANDARD

The average program participant will score a minimum of 80 percent on a State-adopted core content test. If a test is not available for a specific program or course, then the LEA will document what percent of the core instructional objectives the student has achieved using goal profiles.

REPORTING REQUIREMENT

The LEA will report average programmatic test results to the State by June 30, beginning in 1993.

DATA COLLECTION/TESTING

- To determine exactly who is to be tested, refer to definitions for Secondary Program Completer (a, b, c) and Adult Preparatory Programs Completer on page v.
- The only program completers who will be exempt from these tests are those with an IEP stating that they cannot take a standardized test. Instructors are to determine the percent of the instructional objectives these students have acquired based on their IEP.
- The State will provide to the local test administrators, by April 1 of each year, core content tests, answer sheets and directions for all programs listed on their Approved Curriculums by Facility list in which tests are to be given.
- Tests are to be administered during the month of April and teachers may use the results as part of the students final grade (optional).
- The local test administrator is to provide directions and duplicate the required number of tests and answer sheets for each program.
- Tests are to be administered and scored by the local test administrator or a staff member other than the student's teacher. Tests can be administered to more than one program at a time.

- Tests will have no more than 100 questions and should take approximately one hour to complete.
- Goal profiles are to be maintained on all students beginning in the 1993-94 school year.

PROGRAM REPORT (Appendix B, Page 10)

- The score for each student tested is to be recorded by percent in the Content Test Score column. The percent of instructional objectives obtained by students who are not tested is to be recorded in the same column and circled. The scores are then to be averaged and recorded at the bottom of the column. Do not include circled scores in the average.

Note: Be sure to enter an asterisk (*) in front of all adult students.

Note the Following Exceptions:

Licensed Practical Nursing, Cosmetology, and Respiratory Therapy Technician have their own particular testing requirements for licensure. Therefore, there will not be a content test for completers of these programs. The licensing examination will serve as the content test for purposes of Standards and Measures.

The report required of these programs will be due to the State within two weeks of the availability of licensing test results. The Programmatic Content standard will require that 80 percent of program completers will pass the licensing examination.

SPECIAL POPULATIONS

3. MEASURE

Compare the percentage of all special populations students enrolled in vocational programs with the percentage of all eligible special populations students in the general school population of the LEA(s) served.

STANDARD

The percentage of all special populations students being served in individual vocational programs is greater than the percentage of all eligible special populations students in the general population of the LEA(s) being served.

REPORTING REQUIREMENT

The percentages are to be reported (by program) to the State by June 30, beginning in 1993.

PROGRAM REPORT (Appendix B, page 10)

- Refer to definition of Eligible Populations on page v.
- Using all information available, determine the percent of all eligible special populations students in the general school population of the LEA(s) served. This percentage is to be recorded at the top of the program report form, Percentage Special Populations Enrolled: LEA. This same percentage should be at the top of all program report forms.

NOTE: Adult students are not to be used in any of the calculations.

- Multi-county centers are to determine the total of all eligible special populations students and general school populations of their participating counties and use the grand total to calculate the percent of special needs students in their general school population.
- Using the number of all students enrolled in the program, determine the percentage of these students that are identified as special populations. Record this percentage at the top of the Program Report Form Percentage Special Populations Enrolled in Program.

PLACEMENT

4. MEASURE

Occupational program completers must be contacted within one (1) year after leaving the program to determine their employment or educational status in reference to:

- Percent in the military
- Percent employed in the occupational area or related field for which trained
- Percent employed in some other occupational area
- Percent continuing their education
- Percent continuing their education in field trained
- Percent employed
- Percent unavailable
- Percent states unknown

STANDARD

At least 85 percent of the students who complete an occupational program will be employed, in the military full-time, or continuing their education. Of those employed, at least 65 percent will be employed in the field or related area for which they were trained.

REPORTING

Placement information will continue to be provided to the State using the Placement Report Form, VE-0006.

- Placement data will be compiled by the State from information provided by the LEAs on the VE-0006 report form. This data will be entered at the bottom of the Program Report, Appendix B, by the State.
- A computer printout of placement data by program will be returned to the LEA for their records and to determine compliance with the standard.

EMPLOYER SATISFACTION

5. MEASURE

All employers who employ occupational program completers will have the opportunity to evaluate their job performance within one year of employment using a state-adopted employer survey instrument, administered by the LEA.

STANDARD

Eighty (80) percent of employers will respond to the survey. The average employee rating will be three (3) or more on a four (4) point scale for each occupational program.

REPORTING

Report average program ratings to the State beginning June 30, 1994.

Completed survey forms will be maintained in the LEA for 5 years.

EMPLOYER SURVEY (Appendix C, pages 11-12)

- Included in Appendix C is a sample letter from the local vocational director, principal, etc., to the employer. This can be revised as necessary.
- In reference to the actual Employer Survey, the school is to enter the former student's name, social security number (if known) and program completed. The employer is to complete the balance of the form. (Optional: The bottom of the form can be used by the LEA to gather additional information, ask questions and solicit comments from employers that may be of use for program improvement.)
- The survey should be sent to the employer after six months, but no longer than one year, after the completer leaves the school.

Note: The survey is designed so the information may be obtained by phone.

PROGRAM REPORT (Appendix B, page 10)

- The average employer satisfaction is to be entered at the top of the program report.

STUDENT SATISFACTION

6. MEASURE

All students, prior to completing a vocational program or course, will have the opportunity to evaluate the quality and effectiveness of the instructional offering using a state-adopted student survey instrument.

STANDARD

The average student rating will be 2.5 or more on a four (4) point scale for each program.

REPORTING

Report average program ratings to the State beginning by June 30, 1993.

STUDENT SURVEY (Appendix D, page 13)

- The survey is to be completed by students near the end of the program (within the last thirty instructional days). It is to be administered by a faculty member, other than the teacher, and then given to the vocational director.
- Students are to be told to be honest in their answers, not to mark the survey so they can be identified, and that the survey will not be seen by their teacher.
- The survey can be administered verbally to non-readers providing the faculty member is very careful not to influence the results.
- The bottom of the form can be used by the LEA to gather additional information that may be useful for program improvement.

PROGRAM REPORT FORM (Appendix B, page 10)

Report the average student satisfaction rating in the space provided at the top of the report form.

APPENDIX A

WEST VIRGINIA
CORE STANDARDS AND MEASURES

TEST ADMINISTRATOR FORM

LEA _____

LEA Vocational Administrator _____

Number of Vocational Completers to be tested _____
(Accurate count, total secondary and adult)

LEA Test Administrator _____

School Address _____

Phone: _____

Return by March 15

TO:

Vocational Evaluation Coordinator
West Virginia Department of Education
Capitol Building 6, Room 243-B
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
(304) 558-3110
FAX: 558-1149

WEST VIRGINIA CORE STANDARDS AND MEASURES

EMPLOYER SURVEY

Employee's Name: _____ SS#: _____

Employee's Vocational Program: _____

Employee's position/job: _____ Currently Employed: Yes ___ No ___

Person completing survey/Title: _____ Date: _____

Company/Organization: _____

Directions: Please circle your level of satisfaction with the employee on the following characteristics that are applicable:

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>	<u>NOT APPLICABLE</u>
1. Practices good safety habits.....	4	3	2	1	NA
2. Use of equipment, tools and materials.....	4	3	2	1	NA
3. Quality of work.....	4	3	2	1	NA
4. Quantity of work.....	4	3	2	1	NA
5. Technical knowledge.....	4	3	2	1	NA
6. Works well with others.....	4	3	2	1	NA
7. Attitude toward work.....	4	3	2	1	NA
8. Willingness to learn.....	4	3	2	1	NA
9. Work attendance.....	4	3	2	1	NA
10. Accepts responsibility.....	4	3	2	1	NA
11. Follows directions.....	4	3	2	1	NA
12. Oral communication.....	4	3	2	1	NA
13. Written communication.....	4	3	2	1	NA
14. Mathematical skills.....	4	3	2	1	NA
15. Reading skills.....	4	3	2	1	NA
16. Decision making.....	4	3	2	1	NA
17. Problem solving.....	4	3	2	1	NA
18. Appropriate grooming for job.....	4	3	2	1	NA
19. Potential for advancement.....	4	3	2	1	NA
20. Customer relations.....	4	3	2	1	NA

OVERALL RATING: (Total points divided by the number characteristics rated) = _____

APPENDIX C (continued)

(SAMPLE LETTER)

PODUNK TECHNICAL CENTER
104 MAIN STREET
ANYWHERE, WEST VIRGINIA 00000

October 32, 1993

Mr. John Doe
Personnel Manager
ABC Manufacturing Company
Hilltop, West Virginia 11111

Dear Mr. Doe:

Our records show that the person named on the reverse side of this letter completed a vocational program at Podunk Technical Center and is now employed by you or your company/organization.

We would like for you or their immediate supervisor to rate their job performance by completing the survey form on the reverse side. This information will be used to improve vocational programs that will better serve the business community and vocational students. The employee's name and social security number will not be used in any way, as we are interested only in the data for program improvement.

Please return this survey in the enclosed self-addressed stamped envelope, even if this person is no longer employed.

Thank you for your help, and if you need to hire in the future, please consider our graduates.

Sincerely yours,

William Blank
Vocational Director

WB/
Enclosure

1250z

APPENDIX D
WEST VIRGINIA CORE STANDARDS AND MEASURES
STUDENT SURVEY

School: _____ Date: _____

Program/Course: _____ Teacher: _____

Directions: Please circle the number that best describes the statements below:

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>
1. Textbook and other resources.....	4	3	2	1
2. Opportunity for students to participate in class activities.....	4	3	2	1
3. Amount and quality of instructional supplies.....	4	3	2	1
4. Amount and condition of equipment and tools.....	4	3	2	1
5. Instructions provided by the teacher.....	4	3	2	1
6. Size and condition of classroom/lab.....	4	3	2	1
7. Teachers knowledge of subject matter.....	4	3	2	1
8. Teachers ability to work with students.....	4	3	2	1
9. Teachers grading of student's work.....	4	3	2	1
10. Job opportunities due to this training.....	4	3	2	1
11. Teachers emphasis on math and reading skills.....	4	3	2	1

=====

Standards and Measures

Carl D. Perkins Vocational
and Applied Technology Education Act
Public Law 101-392

Section 403

State College and University Systems of West Virginia
1018 Kanawha Boulevard, East
Suite 700
Charleston, West Virginia 25301
Phone: (304) 558-0265

Standards and Measures
Carl D. Perkins Vocational
and Applied Technology Education Act

Participating Institutions

Bluefield State College
Community and Technical College

Fairmont State College
Community College Division

Glennville State College
Community College Division

Marshall University
Community and Technical College

Southern West Virginia Community College

West Virginia Northern Community College

West Virginia State College
Community College Division

West Virginia University at Parkersburg

Standards and Measures
Carl D. Perkins Vocational and Applied
Technology Education Act

Community Colleges

Areas to be Assessed:

- Basic Academic Skills
- Advanced Academic Skills
- Technical Competency Attainment
- Technical Program Content Course Retention
- Special Population Enrollment and Services

Basic and Advanced Academic Skills Gain:

Base Year:

Fall 1992 and each fall semester thereafter

Cohort Group:

First time students majoring in an approved vocational-technical program and enrolling into a developmental course (students enrolling for the first time in the spring semester or the summer terms will not be part of the cohort group)

- English (Writing, Reading)
- Mathematics

Duration of Measurement

Each cohort group will be followed for at least three years

Measurement Intervals

Student files will be accessed at the following intervals:

- Spring of 93:* - Those students who have completed 3 to 24 credit hours
- Spring of 94:* Those students who have completed 3 to 36 credit hours
- Spring of 95:* Those students who have completed 3 to 48 credit hours
- Spring of 96:* Those students who have completed 3 credit hours through the end of the program

3 to 12 Credit Hour Interval Data Collected

The number of career-technical students completing the developmental course(s) and the percentage successfully completing the course(s) in:

- developmental writing
- developmental reading
- developmental mathematics

12 to 48 Credit Hour Interval

- the same information as above
 - the number and percentage of career-technical students successfully completing the developmental course(s) and entering and successfully completing:
 - the first college level English course
 - the first college level mathematics course
- or*
- the first college level science course that requires application of college level mathematical concepts

End of Program

- The same information as above
- The percentage of our cohort groups that successfully completed the general education core curriculum for that particular program

Data Collected

- Number and percentage of first time career-technical students placed into developmental courses
- Percentage of developmental courses successfully completed by career-technical students, thus reflecting a gain in basic academic skills
- Percentage of career-technical students successfully completing the developmental course(s) and then successfully completing the next college level course(s) which will reflect a gain in more advanced academic skills
- Percentage of career-technical students that have attained basic and advanced academic skills
 - students not placed into developmental courses but are a part of the institutional-wide outcomes assessment program

Data Analysis

- The career-technical students enrolling into the developmental course(s) and successfully completing the developmental course(s) show a gain in basic academic skills
- The number of career-technical students successfully completing the developmental course(s) and then successfully completing the college level English, mathematics, general education courses can be used to determine the percentage of career-technical students testing into the developmental course(s) showing gains in advanced academic skills
- The institutional general education outcomes assessment program will indicate basic and advanced academic skill attainment for those career-technical students not placed in developmental courses

Standards for Basic and Advanced Academic Gains

- 75% of the developmental courses completed by career-technical students will be done so successfully, based on the local institutional definition of successful completion
- 80% of the career-technical students successfully completing the developmental English course(s) will successfully complete the first college level English course
- 75% of the career-technical students successfully completing the developmental mathematics course(s) will successfully complete the first college level mathematics course, or course requiring college level mathematical concepts
- 85% of the career-technical students who successfully completed the first college level English course will successfully complete the second required English course
- 80% of the career-technical students who successfully completed the first college level mathematics course will successfully complete the second college level required mathematics course

Data Collected

- All required content courses in an approved career-technical program will be identified and compiled, excluding English, mathematics and science
- For each content course in a career-technical program, three to five major competencies, that must be mastered in order to successfully complete the course, will be compiled
- Students majoring in a career-technical program and enrolled in the content course will be identified
- The percentage of students with a career-technical major who successfully completed the course will be determined. (Successful completion will be defined within each program)
- The total number of career-technical students successfully completing the program content courses, divided by the total number of career-technical students completing the courses, will give the percentage of career-technical students per program that attained the competencies

Standards for Competency Attainment

- 80% of the career-technical content courses attempted by career-technical majors will be completed successfully

Course Retention

Data Collected

- A listing of all approved career-technical program content courses.
- The number of career-technical content courses being attempted by career-technical majors for that particular semester.
- The number of career-technical content courses completed by career-technical majors.
- The percentage of career-technical content courses being completed by career-technical majors.

Standards for Course Retention

- Each 100 level career-technical content course will retain 50% or more of the career-technical majors officially enrolled in the course.
- Each 200 level career-technical content course will retain 70% or more of the career-technical majors officially enrolled in the course.

Special Populations

Data Collected

- The percent of approved career-technical program enrollment comprised of special populations as compared to the institutional average
- The percent increase or decrease of special populations enrolled in approved career-technical programs compared to the preceding academic year
- The percent of special populations enrolled in approved career-technical programs receiving special services:
 - equipment adaptation
 - curriculum adaptation
 - tutorial services
 - counseling services
 - other special services
- The retention rate of special populations enrolled in approved career-technical programs

Standards for Special Populations

- Career-technical program enrollment will contain at least the same percentage of special population enrollment as the institution as a whole
- The percent of special populations receiving special services will increase 5% each year for the next four years
- The special population enrollment in approved career-technical programs will increase 5% each year for the next four years

Carl D. Perkins Vocational and Applied Technology Education Act Annual Evaluation

Course Competencies

Institution _____

Academic Program _____

Course Prefix Number	Course Title
<p>Course Competencies</p> <p>In order to successfully complete this course, the student must:</p>	

Faculty Member _____

Division/Department Chair _____

Carl D. Perkins Vocational and Applied Technology Education Act Annual Evaluation

Course Retention Technical Competency Attainment

Institution _____ Academic Program _____ Academic Year _____	Standards for Competency Attainment - 80% of the career-technical content courses attempted by career-technical majors will be completed successfully Standards for Course Retention - Each 100 level career-technical content courses will retain 50% or more of the career-technical majors officially enrolled in the course - Each 200 level career-technical content courses will retain 70% or more of the career-technical majors officially enrolled in the course
--	--

Course Name, Number and Section	Semester Taught	Instructor	Number of career-technical majors enrolled	Number of career-technical majors completing the course	Percentage of career-technical majors completing the course	Percentage of career-technical majors successfully completing the course

G2

Carl D. Perkins Vocational and
Applied Technology Education Act
Annual Evaluation

Basic and Advanced Academic Skills Attainment

Standards for Basic and Advanced Academic Gains

- 75% of the developmental courses completed by career-technical majors will be done so successfully, based on the local institutional definition of successful completion
- 80% of the career-technical students successfully completing the developmental English course(s) will successfully complete the first college level English course
- 75% of the career-technical students successfully completing the developmental mathematics course(s) will successfully complete the first college level mathematics course, or course requiring college level mathematical concepts
- 85% of the career-technical students who successfully completed the first college level English course will successfully complete the second required college level English course.
- 80% of the career-technical students who successfully completed the first college level mathematics course will successfully complete the second college level required mathematics course

Basic and Advanced Academic Skills Attainment
(English)

Institution _____

Academic Area _____

Academic Year _____

1. Number of first-time students with a career-technical major enrolled in a developmental English course(s) for the fall semester _____

2. Total number of developmental English courses that were completed by first time career-technical majors during the fall semester (*career-technical majors x number of developmental English courses completed by career-technical majors = total number of completed developmental English courses*)
3. Percentage of courses in number 2 that were successfully completed
4. The total number of students in number 1 that successfully completed a developmental English course and subsequently completed the first college level English course
5. The percentage of students in number 4 that successfully completed the first college level English course
6. The total number of students in number 5 that completed the second college level English course
7. The percentage of students in number 6 that successfully completed the second college level English course

Carl D. Perkins Vocational and Applied Technology Education Act Annual Evaluation

Basic and Advanced Academic Skills Attainment (Mathematics)

Institution _____

Academic Area _____

Academic Year _____

1. Number of first-time students with a career-technical major enrolled in a developmental mathematics course(s) for the fall semester _____
2. Total number of developmental mathematics courses that were completed by first time career-technical majors during the fall semester (*career-technical majors x number of developmental mathematics courses completed by career-technical majors = total number of completed developmental mathematics courses*) _____
3. Percentage of courses in number 2 that were successfully completed _____
4. The total number of students in number 1 successfully completing a developmental mathematics course(s) and subsequently completed the first college level mathematics course or course requiring college level mathematical concepts _____
5. The percentage of students in number 4 that successfully completed the first college level mathematics course _____
6. The total number of students in number 5 that completed a second college level mathematics course or a course requiring college level mathematical concepts _____
7. The percentage of students in number 6 that successfully completed the second college level mathematics course _____

Carl D. Perkins Vocational and
Applied Technology Education Act
Annual Evaluation

Special Populations

Institution _____

Academic Year _____

Standards for Special Populations

- Career-technical program enrollment will contain at least the same percentage of special population enrollment as the institution as a whole
- The percentage of special populations receiving special services will increase 5% each year for the next four years
- The special population enrollment in approved career-technical programs will increase 5% each year for the next four years

1. Percentage of total institutional enrollment comprised of special population students _____
2. Total number of special population students majoring in career-technical programs _____
3. Percentage of career-technical program enrollment comprised of special populations students _____
4. Percentage of career-technical program special populations students receiving special services _____

Carl D. Perkins Vocational and Applied Technology Education Act Annual Evaluation

Data Summary

Institution _____

Academic Year _____

Contact Person _____

Telephone Number _____

Basic and Advanced Academic Skills Attainment:

1. Percentage of developmental courses successfully completed by career-technical students _____
2. Of the students who successfully completed a developmental English course(s), and subsequently enrolled in the first college level English course, what percentage successfully completed that first college level English course _____
3. Of the career-technical students who successfully completed the first college level English course, and subsequently enrolled in the second college level English course, what percentage successfully completed that second college level English course _____
4. Of the career-technical students who successfully completed a mathematics developmental course(s), and subsequently enrolled in the first college level mathematics course or course requiring college level mathematical concepts, what percentage successfully completed that first college level mathematics course, or course requiring college level mathematical concepts _____

Technical Competency Attainment

1. Pass rate percentage of all career-technical content courses completed by career-technical students for this academic year
(career-technical majors x the number of career-technical courses attempted per career-technical major = total number of career-technical content courses)

Course Retention

1. Percentage of the 100 level career-technical content courses that had a 50% or higher retention rate for career-technical majors officially enrolled in the courses
2. Percentage of the 200 level or higher career-technical content courses that had a 70% or higher retention rate for career-technical majors officially enrolled in the courses.

Special Populations

1. Does the percentage of special populations enrollment in approved career-technical programs equal or exceed the percentage of special populations enrolled in the entire institution?
2. Percentage of increase or decrease, compared to the preceding academic year, of special population enrollment in approved career-technical programs
3. Percentage of increase or decrease, compared to the preceding academic year, of the number of special populations enrolled in approved career-technical programs receiving special services from the college or other entities providing services to special populations

APPENDIX III

OMB NO. 1830-0503
EXP. 1-31-97
Page 1

SECONDARY AND ADULT ENROLLMENT Period report covers: 7-1-93/6-30-94
State West Virginia Name Patricia Perazzoli Ph: (304) 558-6320

OCC PROGRAM ALZA	TOT ENR	UNDUPLICATED ONLY		UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)										COMP-LYER
		TOTAL		REG. VO-TE-ED	DIS-ADV	LSP	DIS-ABLED	CORR	SP/DH /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LYER		
		Male	Female											
AGRICULTURE	6,502	5,118	1,384	3,251	2,465		786			1,367	217	423		
MARKETING	2,981	1,213	1,768	2,006	859	2	114				5,191	901		
TECHNICAL	1,034	790	244	623	343	2	66			234	414	214		
CONS/H'KING ED*	23,920*	10,262	13,658*	13,659*	7,751*	24*	2,486*	193			1,375			
OCC HOME EC	1,069	155	914	524	343	2	200	70		153	84	182		
TRADE & INDUSTRY	11,511	10,257	1,254	5,342	4,098	10	2,061	786		1,233	3,449	2,024		
HEALTH	2,531	192	2,339	1,475	962		94			191	1,499	916		
BUSINESS	26,480**	8,764**	17,716**	19,250**	6,408**	27**	795**			4,391**	5,122	1,621		
TECH ED/I.A.	22,036*	15,139*	6,897*	14,214*	5,994*	131*	1,597*	295			8			
GRAND TOTAL	98,064**	51,890**	46,174**	60,344**	29,223**	198**	8,299**	1,404	0	7,569**	17,359	6,281		

*This enrollment is not collected in an unduplicated form.
**Because of collection process, these are unduplicated and duplicated combined.

Appendix III
 OMB No. 1830-0503
 Exp. 1-31-97
 Page 2

SECONDARY AND ADULT ENROLLMENT Period report covers: 7-1-93/6-30-94

State West Virginia Name Patricia Perazzoli Ph: (304) 558-6320

OCC PROGRAM AREA	UNDUPLICATED ONLY		UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)						CURRENT			
	TOT ENR	TOTAL		LINKAGE			CONT ED	PLACEMENT			TEACHERS	
		MALE	FEMALE	TECH-PREP	CO-OP	APPR		WK-STUDY	EMPLOYED	MIL		OTHER
								R LTD	OTHER			
AGRICULTURE	0			28			125	136	102	34	22	129
MARKETING	0			2,978			362	378	81	45	27	33
TECHNICAL	0			24			61	20	17	17	14	57
CONS/WORKING ED	0.00											117
OCC HOME EC	0			9			36	44	30	2	55	47
TRADE & INDUSTRY	0			83			351	513	453	126	243	463
HEALTH	0.00			68			137	120	55	11	72	151
BUSINESS	0			69			781	221	154	24	191	515
TECH ED/ I A.	0											
GRAND TOTAL	0	0	0	3,259	0		1,853	1,432	892	259	624	1,712

*No breakdown between occupational and non-occupational



APPENDIX IV

POSTSECONDARY ENROLLMENT

Period report covers: Fall 1993

State: West Virginia

Name: James L. Skidmore

Ph: (304) 558-0265

OCC PROGRAM AREA	UNDUPLICATED ONLY		UNDUPLICATED AND DUPLICATED (NOT DUPLICATED IN PARENTHESES)										COMP-LETER
	TOT ENR	TOTAL		REG. 90-TE-EN	DIS-ANW	SEP	DIS-ABLED	CORR	SP/DN /SPN	SEE SO (NON-TRAD)	ADMIT		
		Male	Female										
AGRICULTURE	160	138	22	104	53	0	(4)	*	*	*	160		2
MARKETING	76	17	59	20	56	0	(1)	*	*	*	76		2
TECHNICAL	9,918	5,151	4,767	4,136	5,723	(8)	(185)	*	*	*	9,918		153
CORE/ B'WING ED	144	35	109	41	101	0	(6)	*	*	*	144		0
OCC HOME EC	5	0	5	1	4	0	0	*	*	*	5		0
TRADE & INDUSTRY	540	438	102	187	351	0	(14)	*	*	*	540		18
HEALTH	2,723	445	2,278	1,130	1,576	1	42	*	*	*	2,723		70
BUSINESS	4,149	1,333	2,816	1,969	2,156	(3)	(63)	*	*	*	4,149		101
TECHNOLOGY ED/ENR. AREA	0	0	0	0	0	0	0	*	*	*	0		0
GRAND TOTAL	17,715	7,557	10,158	7,588	10,020	(12)	(315)	*	*	*	17,715	*	346

* not on data base

Period report covers: Fall 1993
 Name: James L Skidmore
 Phone: (304) 558-0265
 Page: 2

Middle Secondary Enrollment
 State: West Virginia

OCC PROGRAM AREA	UNMULTIPLIED ONLY		MULTIPLIED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)										* CURRENT TEACHERS	
	TOT ENR	TOTAL		LINEAOS					PLACEMENT					
		MALE	FEMALE	TECH-PREP	* CO-OP	* APPR	* WK-STUD	* CONT ED	* EMPLOYED	* MIL	* OTHER			
								* B'LTB	* OTHER					
AGRICULTURE	160	138	22	*	*	*	*	*	*	*	*	*	*	
MARKETING	76	17	59	*	*	*	*	*	*	*	*	*	*	
TECHNICAL	9,918	5,151	4,767	*	*	*	*	*	*	*	*	*	*	
COMB/ B'BLING ED	144	35	109	*	*	*	*	*	*	*	*	*	*	
OUT HOME EC	5	0	5	*	*	*	*	*	*	*	*	*	*	
TRADING & INDUSTRY	540	438	102	*	*	*	*	*	*	*	*	*	*	
HEALTH	2,723	445	2,278	*	*	*	*	*	*	*	*	*	*	
EMERGEN	4,149	1,333	2,816	*	*	*	*	*	*	*	*	*	*	
TECHNOLOGY ED/1.A.	0	0	0	*	*	*	*	*	*	*	*	*	*	
GRAND TOTAL	17,715	7,557	10,158	*	*	*	*	*	*	*	*	*	*	

* not on data base

APPENDIX V

SEX EQUITY PROJECTS FOR FY-1994

WEST VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF TECHNICAL AND ADULT EDUCATION SERVICES

LEA/AGENCY

1. Community Association Reinforcing Education (CARE)

Title: WE CARE: Wider Experiences, Community Association Reinforcing Education

WE CARE set up an introductory computer class which met twice weekly for four months. One class per week covered basics of Word Perfect 5.1. The second class featured guest lectures from area agencies which employ persons proficient in word processing or which promote further training in word processing.

Field trips to area businesses employing persons with word processing skills was also highlighted for the second weekly class meeting. Job seeking/job keeping skills were addressed in the class. Male responsibility as an effective method for reducing teen/single women pregnancy was addressed in at least one class period. Participants interned in an office setting for one week at the end of the class. Each student ultimately received 48 hours Word Perfect instruction and 80 hours from guest speakers/field trips/internship.

WE CARE targeted men with moderate to low high school skills, giving precedence to dropouts and unemployed adults. Students were recruited from local agencies such as Barbour County Schools, Barbour County Health Department, Appalachian Mental Health Department, or local churches. To allow personal interaction between students and instructors, no more than ten students participated in a class at any time. Extra classes were formed as time and funding permitted.

Dependent care and transportation was provided where lack of these would preclude participation by the student. Material, supplies, personal and career counseling were available to all participants.

Contact Person: Ruston Seaman
(304) 457-2971

2. Center for Economic Options, Inc.
(Formerly Women and Employment, Inc.)

Title: Nontraditional Jobs For Women Program

Serving women from an eight county area including: Marion, Lewis, Doddridge, Harrison, Ritchie, Monongalia, Taylor, and Upshur counties, this Clarksburg-based program helped participants enter employment. Areas such as: construction, highway maintenance, and heavy equipment operation were included in the curriculum. Training in tool identification and use, blueprint basics, mathematics, and weight training to build stamina and physical endurance prepared participants for nontraditional jobs. The staff linked participants with trade union apprenticeship programs and employers, as well as providing presentations and advocacy for women with regard to employment discrimination and sexual harassment.

**Contact Person: Lisa Diehl or Melissa Ireland
(304) 623-9859**

3. Barbour County

**Title: Mothers and Daughters Making Choices
(Sometimes Mothers DO Know Best)**

The Mothers and Daughters Making Choices project was held in two middle schools with groups of six to eight girls and their mothers (or some other significant woman in the family). It consisted of two-hour meetings, one evening a week for six weeks. An overnight trip was planned as a educational activity.

Book (journals) were provided to the participants. Mothers used CHANGES and daughters used CHOICES which enabled the mothers and daughters to complete their activities together.

The Project:

- a. helped participants develop skills in goal setting, decision making, and career research;
- b. gave opportunities to examine a wide range of career/life options, free of sex-role stereotyping and bias;
- c. provided learning activities that helped the participants understand the effects of sex-role stereotyping, bias, and discrimination on career and educational choices, opportunities, and achievement;

- d. enabled participants to become acquainted with role models and/or mentors who are successful in nontraditional careers;
- e. developed and implemented strategies to inform and involve parents and families in this program;
- f. enhanced mother-daughter communication and mutual respect;
- g. provided a framework in which mothers and daughters show and share their love and support for one another;
- h. motivated girls to expand their vision of themselves and of their capabilities;
- i. improved self-esteem and self-confidence; and
- j. helped build girls' capacities to become economically independent.

This project was repeated in the spring (which enabled Barbour County to serve at least 32 mothers and 32 daughters during the first year of the program).

Contact Person: Charles W. Zinn
(304) 457-3030

4. Berkeley County Schools

Title: Tech Prep Opportunities For Tomorrow

Sessions providing orientation for students to nontraditional career choices were conducted in elementary, middle schools, and high schools during the 1993 school year. Participants were made aware of the nontraditional career opportunities that exist in the future in the geographic area. Berkeley County is experiencing rapid economic growth and students completing their education in Berkeley County will have a wide variety of employment opportunities available for many years to come. Hands-on "mini sessions" stressed the idea that all careers, occupations and programs are open to female and male students. The sessions also promoted vocational programming at the middle and high school levels. Book covers were designed to promote sex equity in today's careers. These book covers were distributed to all of the 11,000 students

in Berkeley County. Advisory committee members, vocational instructors, elementary and secondary instructors assisted in the development and implementation of this project.

Contact Person: Ray Bennett
(304) 267-3585

5. Boone County

Title: Pregnancy and Parenting Program

Assistance was provided to teen parents, adults and post graduates with infant and child care, counseling and tutoring in order for them to continue their education. Twenty-five to thirty parents were identified to receive services which assisted them in overcoming the problems associated with combining the task of parenting and continuing their education. Tutorial services were provided through the dropout prevention program in order to overcome academic deficiencies. Counseling services were provided in order to address personal problems and to provide for an individualized education plan. Services by counselors were provided during the summer as well as the regular school year. Twelve parents of infants were able to graduate from high school and/or complete their GED and vocational programs. Ten of the parents enrolled were able to enter unsubsidized employment. Upon successful completion of the program, students received a vocational certificate and a recommendation for employment. Curriculum for this program included: assessment, counseling, child care, nutrition, family/home management and instruction in basic skills, as well as vocational training.

Contact Person: Jimmy H. Dolan
(304) 369-4585

6. Cabell County

Title: Teenage Pregnancy and Parenting Program

The Cabell County Vocational-Technical Center has offered a developmental child care and parenting program for the past four years. The target population centers primarily around students attending specialized training programs such as ONOW, pregnant teens project, dropout re-entry, and LPN programs. We currently receive referrals from the area Departments of Human Services and other training agencies. The majority of these students are classified as displaced homemakers. The funds were used to provide quality developmental activities in our child care program while the

parent attends training. We were equipped to serve thirty children a day and fifteen pregnant teens a day. A time sheet of the daily activities was posted at the entrance to the day-care site. Children were served a nutritious morning and afternoon snack prepared by our high school food service students. The site was also utilized by the high school home economics and nursing programs as training sites in accordance with their respective curricula covering child care. Enrollment certification and student data sheets were completed on each enrollee. This practice is consistent with the guidelines established under the Carl D. Perkins Act.

Contact Person: Robert McClain
(304) 528-5108

7. Cabell County

Title: Orientation To Nontraditional Occupations For Women
(ONOW)

The Cabell County ONOW Program is an intensive semester exploration program designed to inform women of nontraditional occupational choices. Housed in the Cabell County Vocational-Technical Center, the ONOW Program targets displaced homemakers, the economically disadvantaged and dislocated workers. The participants addressed the barriers of employment that so often keep women from nontraditional employment such as: sexual harassment, isolation, lack of education, lack of self-esteem and discrimination on the job.

The ONOW Program helped women overcome these barriers by providing information about nontraditional jobs, presenting female role models employed in nontraditional occupations, and addressing issues such as assertiveness and lack of self-esteem.

The ONOW Program built skills and confidence, two very key ingredients for success in nontraditional employment for women. Curriculum sections included self-development, career guidance, women's history, physical fitness, mathematics, blueprint reading, tool facility, test sophistication, computer training and job-search skills.

Mathematics was a very important part of the overall curriculum. At least five hours a week was spent on math using Working With Numbers; A Refresher Book. Also shop math such as measurement was taught and applied during the course. Some basic algebra was introduced.

Tours at BASF Wyandotte, INCO, and Chapman Printing were conducted to increase the realities of nontraditional employment.

Contact Person: Jeannie Perry
(304) 528-5109

8. Gilmer County

Title: Reducing Single Parenthood by Males Assuming Responsibility

When males begin taking more responsibility for their own actions, less females will be left as single parents. When males learn parenting skills, they will assume more responsibility in child care and family life. Home Economics classes serve a high percentage of the school population at Gilmer County High School. By impressing upon the male population the importance of being responsible with their own sexual behavior, less pregnancies will result. For the pregnancies that happen, males will be more likely to assume responsibility. Gilmer County has been steadily losing population and employment. Our young people need training for careers without the burden of single parenthood.

This project increased males' awareness and empathy of risks involved when teen-age girls become pregnant. It helped create an understanding of the responsibility of parenthood and the advantage of it occurring after establishment of a career. The program provided an opportunity for the instructor to attend workshops and to network with other teen pregnancy specialists. Additionally, it provided opportunities for both males and females to gain experience in child care.

The youth organization, Future Homemakers of America, extended the awareness created in home economics classes to the rest of the student population of the school. They created posters, bulletin boards, and videos to teach responsibility. Students were also presented with the opportunity to visit a neonatal ward in a local hospital. The total enrollment in the home economics class was 200 students. Awareness was extended to the total student population of 500. An advisory committee provide additional guidance and support for the project.

Contact Person: Frances Fitzwater
(304) 462-7960

9. Greenbrier County

Title: Toward Increasing An Awareness of Vocational Opportunities for Students in Rural Schools

This project was developed to provide junior high school age participants with a comprehensive program that promoted sex equity and overcame the limiting effects of sex-role stereotyping and bias on individuals. It was implemented in an economically-depressed area of the State of West Virginia, with a high concentration of disadvantaged persons. The project was linked with the business partners formed by each school and area business/community organizations.

The Sex Equity Project for Greenbrier County Schools was implemented in two sites. The first, Eastern Greenbrier Junior High School serves 1,084 students in grades 7-9. This school served six communities in the eastern portion of the county. Forty-four percent of the students participated in free and reduced lunch programs. This program was in its second year of operation.

The second site is Crichton School, located in the northwestern part of the county in a former coal-mining town known as Quinwood. Crichton School is a K-9 school with 246 students in ten grades. Sixty-eight percent of those students participated in a free and reduced lunch program. One of the unique features of the school is it is the only school in Greenbrier County which does not offer its 7-9 students any vocational classes. In fact, there are no elective classes offered to students.

The Choices and Challenges curriculum was offered as an elective at Eastern Greenbrier Junior High School. The course was a one-semester class, taught by consumer and homemaking instructors, and offered students 1/2 elective credit upon completion. All eighth grade students participated in a nontraditional career fair, planned and implemented through business, industry, government and educational partners. Approximately 40 students participated in this program. The nontraditional career fair included approximately 370 male and female eighth grade students.

The Crichton School offered the Choices and Challenges curriculum to all ninth grade students for the entire school year. This pre-vocational program emphasized goal setting, decision making, and career planning, assisting students in the completion of their high school scheduling.

Approximately 33 ninth grade students, both male and female, participated in the project.

Contact Person: Sallie Dalton
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10. Hampshire County

Title: Fifth Grade Visit

All students in a chosen grade were be invited to tour all vocational areas at Hampshire High School during a day-long event. This has traditionally occurred in April. Each student had an opportunity to see presentations from all areas.

In each visit, the students received a gift to remind them of their visit. Some examples of this were: pumpkin seeds and instructions on how to enter the county fair from horticulture; band-aids from health occupations; and a ruler from building construction.

All teachers received a text dealing with nontraditional areas. These texts depended on the grade-level of the students.

All students and teachers involved completed evaluations on the event. Students were transported by bus to and from the high school.

Contact Person: Kathi Welton-Davy
(304) 822-3979

11. Jefferson County

Title: Ninth Grade Nontraditional Career Day

All ninth grade students were bused to Shepherd College for a career day. Approximately twenty-five speakers participated. The majority of the speakers were women working in nontraditional careers. Each speaker had a designated table and students rotated from one speaker to another by choice. An evaluation form was completed at the end of the activity. Students and teachers received materials throughout the school year which emphasized and reinforced sex equity.

The major goal of this project involved activities designed to attract young women to nontraditional, technical and professional careers and education programs.

Contact Person: Patricia Hubbard
(304) 725-9741

12. Kanawha County

Title: Vocational Enrichment Opportunities for
Pregnant/Parenting Students (VEOPS)

Pregnant and parenting teens were provided with the opportunity to increase their awareness of the nontraditional and tech prep careers and the academic path(s) related to these opportunities in Kanawha County as well as nationally. Other "at-risk" female students were allowed to participate as time and space permit.

Workshops and group sessions were conducted for students enrolled at the two (2) expectant mothers programs, Cabell Alternative High School, Carver Career Center and two county high schools. In addition to these sessions, the following services were available to the participants and schools on an as needed basis: teen parent sharing sessions, parent education, counseling, information and referral, emergency child care, emergency transportation, assistance in coordinating appropriate teen parent career related activities, and sexual harassment.

Contact Person: Lavetta McKnight
(304) 348-6133

13. Lincoln County

Title: Nontraditional Exploration

Students attended a Nontraditional Career Day and heard at least three presentations on careers they chose. Speakers for the Career Day worked in nontraditional occupations.

Exposure to persons employed in nontraditional roles increased students' awareness of career possibilities.

The eighth and ninth grade students from the four high schools in Lincoln County attended Career Day which was held at the Charles Yeager Career Center.

Each student visited three different area presentations. Each area had a panel of three to five different occupations represented. They chose these areas from eleven career clusters, which included: arts, accommodating, business, protective, plants and animals, physical, humanitarian, leading/influencing, scientific, selling and mechanical.

Each area had presenters who were nontraditional in their jobs. It was hoped that by seeing and talking with people in nontraditional occupations, stereotypes diminished.

Contact Person: Daryle Elkins
(304) 824-5449

14. Marion County

Title: Career Awareness Program for Watson Elementary
Second Grade Students

Activities provided in-depth career awareness with daily classwork. They were conducted at Watson Elementary for second grade students during the 1993-94 school year. Each week second grade teachers integrated career education into their regular units of instruction. Speakers were utilized on a regular basis with nontraditional individuals used as often as possible. Two field trips were planned. One to the local radio station where students were exposed to announcing, meteorology, equipment repair, camera operations, etc... The other field trip was to the local newspaper office where careers of press operation, photography, computer operation, writing, selling, etc... were observed. "Give away" career enhancers were provided during the year to all second graders. The program culminated with a "dress-up" day where students dressed in costumes representing their favorite career choice.

Contact Person: Martha McConnell
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15. Marion County

Title: Marion County Eighth Grade Career Fair
Marion County Eleventh Grade Career/College Fair

An eighth grade career fair was held at the Marion County Technical Center. Marion County eighth graders from all middle/junior high schools and two private Catholic schools toured the Marion County Technical Center and spoke with at least five career consultants regarding their future interests. Forty plus careers were represented. This

opportunity enabled eighth grade students to better plan their four year secondary academic plan. A local informational flyer was also developed.

An eleventh grade career/college fair was held at Fairmont State College. Marion County eleventh grade students from the three high schools attended. Sixty plus post-graduate institutions were represented. Students began to formalize their occupational interest in terms of additional education and training needs whether they are tech-prep, occupational-prep, or college-prep.

In both sessions, nontraditional occupational preparation was stressed and highlighted to eliminate sex stereotyping.

Contact Person: Mary Kuretza
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16. Marshall County

Title: "Equity First" in Vocational Education

The goal of this project was to assist students in Marshall County Schools in establishing career goals and decision-making skills with regard to careers and training based on equality for the sexes. In addition, this program assisted eighth graders in the development of their four-year plans.

Based on West Virginia Department of Education statistics for enrollments in occupational-technical programs by sex, many students (both males and females) are unaware of the possibilities for career training in nontraditional programs. This project created a broader awareness of opportunities available to all students with the anticipation that enrollment in Marshall County Schools technical education programs will increase by ten percent nontraditional enrollments in areas previously dominated by one gender.

An effectively planned program of awareness of technical education programs was presented to all students in senior high schools. Seminars with technical education teachers, students and counselors provided information and materials to all students about technical education opportunities. Student and parental outreach activities were conducted by mailings and special presentations. All eighth graders were assisted in identifying career interests and developing a four-year plan to accomplish set goals.

All school staff, teachers, counselors and special populations coordinators provided special activities to

assist students throughout the year. Special emphasis was placed on assistance with student scheduling. Activities included program and school-site visitations, career days and post-secondary school/training functions. Materials and supplies were provided to assist students and parents in interaction concerning educational and training decision making and educational planning.

Contact Person: Fred Oelschlager
Mike Linsky
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17. Mercer County

Title: Single Parent Prevocational Education Experiences

This project was conducted during summer school and served adult students. Activities were conducted during a six week period to assess the effectiveness of females participating in nontraditional careers. Students were provided opportunities to investigate career options and activities that provided for a wider selection of courses and the improvement of skills that are required for technical occupations.

The CADD instructor designed experiences that were used as thematic units. These units integrated differing strategies for use within regular classroom instruction.

Up to 50 students were recruited for the program. The program was developed as a mini-session for students within the regular summer school schedule. The primary purpose was to test first-hand on students the outcomes of curricula designed to assist students in making nontraditional career choices.

Follow-up activities were provided throughout the school year for county teachers in continuing education programs. The summer program teacher shared findings and results with teachers in continuing education sessions.

Students were involved in the process of curriculum selection. They received assistance in computer technology and its applications to the classroom. The instructor was able to try out mini-units on students after developing the units most suitable for improving those areas which present the most difficulty to girls in nontraditional careers. The instructor worked in an individualized instructional setting with at-risk female students to help overcome barriers to learning nontraditional careers. Peer and teacher evaluation of lessons was documented daily.

Students and teachers became involved in supporting improved strategies for learning through experiences.

Contact Person: Joe Fuda
(304) 425-9551

18. Mineral County

Title: Career/Job Fair

Participants targeted for this project were single parents, homemakers and students. The students targeted were both male and female and from the three individual high schools in the county, as well as the technical center.

Individuals were given the opportunity to meet with and talk to counselors and a collective body of prospective employers and various educational agencies thereby exposing them to the opportunities available to them.

The targeted area included: the counties of Mineral, Hardy, Hampshire and Grant in West Virginia; Garrett and Alleghany in Maryland; and extended into south-central Pennsylvania.

Those individuals who had not received a high school diploma were advised of the opportunity and the importance of obtaining a GED. Students were also told of the job-training programs at the local technical center. Also, emphasis was placed on the fact that the technical center does not discriminate relative to sex, race, national origin, creed, color, disability or educational level. Emphasis was placed on helping all students.

Over fifty participating employers, educational institutions were present for the Career/Job Fair. A live radio broadcast was in progress during the Career/Job Fair and many of the participants were interviewed relative to the worth of the activity.

There were approximately 500 individuals in attendance for this project. Many nontraditional programs were presented by both employers and educational institutions.

Contact Person: James T. Nicol
(304) 788-4240

19. Mingo County

Title: Teen Parent Program

Assistance was provided to teen parents, adults and post graduates with infant and child care, counseling and tutoring in order for them to continue their education. Fifteen to twenty parents were identified to receive services which assisted them in overcoming the problems associated with combining the task of parenting and continuing their education.

Tutorial services were provided through the high school home economics teachers and counselors in order to overcome academic deficiencies. Counseling services were provided in order to address personal problems and to provide for all individualized education plans. Six parents of infants were able to graduate from high school and/or complete their GED and technical programs.

Ten other underclass students were encouraged to return to school the following year. Upon successful completion of the program, students received a technical certificate and a recommendation for employment. Curricula for this program included: assessment, counseling, child care, nutrition, family/home management and instruction in basic skills, as well as vocational training.

Contact Person: James Chafin
(304) 475-3347

20. Monongalia County

Title: Promoting Career Equity In Elementary Students

This project enabled fourth grade students in Monongalia County to become aware of their sex-biased and stereotypical thinking processes. Economically and socially deprived students/schools were given first priority for participation. It also assisted students in newly-acquired information to become aware of nontraditional career opportunities.

Approximately 375 students developed and maintain a positive self-concept about career choices regardless of their gender. Educational guidance activities focused on promoting eliminating sex bias by allowing free choices and identifying limitations that stereotyping places on future career options. Participants explored discrepancies in economic opportunities, male vs. female traditional jobs, and the influence of family members in the development of attitudes and behaviors.

The objectives were not taught in the confines of a single unit, rather they were integrated into the existing social studies and language arts curriculum at the fourth grade level. A variety of instructional methods including: hands-on activities, lectures, discussions, field trips, audiovisual materials and printed materials were utilized. A written evaluation form and direct feedback techniques were used to evaluate the program.

The West Virginia Department of Tourism provided, at no cost, "ditty" bags for the students to utilize during the tour of the Monongalia Technical Education Center. The ONOW Coordinator was available during the visitations to field questions concerning women's roles in nontraditional occupations. The Adult Learning Center gave each student material to share with their parents. These materials included: information on basic skills remediation, preparation for the GED, job-seeking skills, and brochures on reading and computer literacy.

Contact Person: Glenda Talerico
(304) 291-9240

21. Monongalia County

Title: Orientation To Nontraditional Occupations For Women
(ONOW)

The Monongalia County Technical Education Center, in its continuous effort to provide programs to eliminate sex bias and stereotyping, desired to continue and expand the ONOW Program in an effort to reach the economically-disadvantaged female population in Monongalia County and the surrounding areas. The target group was those women who are high school drop-outs, graduates with no future educational goals, those who have no job, and those who desire to re-enter the job market and/or training field.

The goal of this project was to conduct a variety of workshops designed to acquaint each participant with nontraditional technical and industrial occupations and careers. This exposure assisted in increasing the participant's awareness of nontraditional career choices thus allowing them to develop pre-employment skills related to success for challenging jobs now and in the future. Linked directly to the Monongalia County Technical Education Center and the Morgantown Adult Learning Center, the program allowed participants who lack basic skills and or job training the opportunity to explore the many programs and resources available at both Centers. Because of the staff's expertise and empathy with the adult learner, this was an

ideal place for participants to become acquainted with adult and continuing education resources and training.

Through each workshop, the participants were exposed to numerous programs, services, and activities designed specifically for them. These included: academic/vocational assessment and counseling, preview of adult education opportunities, jobs in the 90's, personality values, oral and written communication skills, physical conditioning, study/research skills, job sampling in nontraditional areas, application/resume preparation, interview techniques, self-esteem and job advancement.

This project conducted the workshop sessions at appropriate times convenient to attract a large portion of women who would benefit from this program. Recruitment for the project workshops was done through various publicity efforts including the newspaper, radio, television, visitations, interviews, high school guidance counselors, referral agencies and a host of other service agencies in Monongalia and surrounding cities.

The project staff monitored each of the participants as they entered and exited the workshop program. Each participant also monitored himself/herself to check progress in each workshop session. An evaluation and critique was included in the last workshop session which consisted of a self-examination of knowledge gained from the overall workshop sessions.

Contact Person: Janis Gunel
(304) 291-9240

22. PRT Vocational/Technical Center

Title: Teen Parent Program

There continued to be a need to serve teen parents in Pleasants, Ritchie, and Tyler Counties. All three counties are rural, with all the problems associated with rural counties. Teen pregnancies were on the rise. Many teen parents are inadequately trained to be competitive in the job market. Many have to resolve personal and family problems that may hinder working or participation in a training program. Most are handicapped by ignorance of current labor market realities and new opportunities in nontraditional white and blue collar occupations. Many have low self-esteem preventing them from considering careers with advancement potential.

Through this grant, a full-time support person was employed at the PRT Center to actively recruit, counsel and provide supportive services for the target populations. An outreach program was developed and continued to recruit pregnant/parenting teens who were enrolled in a job training program at the PRT Center. Recruitment was also aimed at teen parents who had dropped out of school.

The program offered: assessment services, personal counseling, career counseling, peer support groups, nontraditional career information, limiting effects of sex-role stereotyping, childcare, transportation assistance, tutoring services, job placement assistance, and on-the-job training.

The ultimate goal was to decrease current and future welfare costs and reduce problems resulting from poverty-related causes.

This project served a minimum of ten pregnant/parenting teens. Participants were enrolled in a job training program at the PRT Center. The GRADS program served as a resource for materials. A wide variety of linkages with business and governmental agencies assisted the program.

Contact Person: Elizabeth Loughner
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23. Pocahontas County

Title: Taking Charge of My Future

The goals of this project were: 1) to make county eighth grade students more aware of curricula offerings at Pocahontas County High School, and 2) to examine ways in which wiser career choices could be made, emphasizing nontraditional occupational career choices.

These goals were accomplished by having each eighth grade student participate in a six to nine-weeks elective course using the "taking charge" curriculum, one to three field trips to local businesses, and a field trip to the high school to have a limited hands-on experience of technical careers available.

Also, this year we were co-opting with the local tourism council and a local business to sponsor an etiquette unit of study with all eighth grade students participating in a

formal banquet to demonstrate their knowledge. This program was in its second year of funding.

Contact Person: Glen O. Wade
(304) 799-6565

24. Putnam County

Title: Putnam County Job Fair

The Putnam County Job Fair was designed to increase the awareness and knowledge of opportunities available to students and adults in various areas of employment from the local area.

This Job Fair was organized for the Putnam County community at-large (high school seniors, adult students, unemployed citizens, and other interested persons).

Distribution of employment sex equity materials for seniors of the four high schools (Buffalo, Hurricane, Poca and Winfield), adult students, as well as the general community were unbiased and non-stereotyped. Activities were planned to attract women and girls toward technical careers and/or training programs.

Area employers were invited to the Putnam County Technical Center where there were morning and evening sessions for participants seeking immediate or future employment. In addition to this activity, sessions dealing with starting your own business and the West Virginia Job Service office were also available.

Monitoring and evaluation forms were available at the registration table; response cards were given to each participant for check-off evaluation; partial evaluation was by actual number of interviews and job offers. All employers were given an evaluation instrument to complete asking for suggestions for improvement of the project.

Contact Person: Gary P. Adkins
(304) 586-3494

25. Raleigh County

Title: Leadership Skills Development for Gender Equity

This project was sponsored by Raleigh County Schools, in cooperation with the American Association of University

Women, the Black Diamond Girl Scout Council, and the BAFA-Federal Women's Program.

This symposium came about as a result of the Initiative for Education and the American Association of University Women Reports: "How Schools Shortchange Girls" and "Shortchanging Girls, Shortchanging America." These reports revealed that girls get less attention from teachers, and less constructive assistance when they do get attention. They described evidence that girls in this country are being given subtle, and sometimes unintentional signals by their teachers that they cannot or should not compete with boys in education and ambition. These reports also revealed how schools subtly tell girls that math and science are not for them, that advanced degrees are not necessary to their future, and that careers in science and technology are off-limits.

This symposium addressed several objectives that ultimately impact the professional development of teachers, counselors, administrators and parents in the area of sex equity. These professionals and parents received materials and information leading them to development of sex equity for elementary and secondary students. Parents and members of the community learned to develop goals and implement strategies to achieve sex equity.

The keynote speakers were Drs. Myra and David Sadker, Professors at The American University, Washington, D.C. The Sadkers have been involved in training programs to combat sexism and sexual harassment in over forty states and overseas. Their research and writing documents sex bias from classroom to boardroom. They have published and trained in areas ranging from bias in professional communications to sexual harassment, and from effective strategies in management to effective strategies in the classroom.

Contact Person: Sheila Zeto
(304) 252-6426

26. RESA VII.

Title: Expanding Your Horizons Program

Two "Expanding Your Horizons" Workshops were held in Williamson, West Virginia (Mingo County) in May of 1994, and

in Charleston, West Virginia (Kanawha County) in April of 1994. The objectives of these workshops were to attract girls to technical careers and to reinforce the importance of education in math and science by providing opportunities for junior high school girls to learn about careers that use math and science.

These workshops were day-long events featuring a keynote address on gender bias and sex equity, hands-on workshops on a wide variety of math and science-related careers, and seminars for parents on math anxiety, planning for college and future employment trends. The workshops served approximately 250 girls, ages 12 through 15, drawn from the junior high schools of Kanawha, Clay, Roane, Jackson, Mason, Fayette, Cabell, Putnam, Boone, Lincoln, Mingo, Wayne, Raleigh, Logan, McDowell, Wyoming and Mercer counties.

These workshops increased young women's interest in math and science, foster awareness of career opportunities for women in math and science-related fields, and provide participants the opportunity to meet and form personal contacts with women working in West Virginia in traditional and nontraditional math and science related fields. The project was managed by members of the West Virginia Chapter of the Association for Women in Science (WV-AWIS). This non-profit organization is dedicated to promoting equal opportunities for women and girls in math and science. Workshop leaders and career panelists were drawn from the membership of WV-AWIS, composed of over 350 women scientists working in industry, federal government, universities and colleges of West Virginia.

Student participants were asked to choose three workshops from a list of at least 15, and adults selected two workshops from the same list and one seminar from a list of three. Students choose three career panels, and adults choose two career panels. Workshops were limited to no more than 10 participants to provide real hands-on experiences. Snacks were served at registration and the afternoon break and a hot lunch was included.

**Contact Person: Dr. Elizabeth Walker
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27. Upshur County

Title: Additional Services for Teen Parents at Buckhannon-Upshur Middle School and Buckhannon-Upshur High School

This pilot teen parent program in West Virginia, which started in 1987 at Buckhannon-Upshur High School, and which

received the outstanding program award for 1992 as presented by the West Virginia State Task Force on Adolescent Pregnancy and Parenting, Inc., continued much the same as in past years.

The program had three specific goals: (1) to keep teen parents enrolled in high school through graduation; (2) to teach parenting, nutritional and coping skills; and (3) to provide career awareness, job-seeking and job-keeping skills.

Topics for the program included: discipline procedures for young children, CPR for infants, health needs for young children, nutritional needs for young children, safety needs for young children, intellectual stimulation processes, developing effective personal relations skills, time management and balancing responsibilities.

The instructor scheduled home visits to all participants during the summer months. In addition, the instructor met with the teen parents enrolled in the program, as well as teen parents who had been in the program for one-half day per month for ten months.

Integral parts of the program, attributing to its success, were sessions to provide information in order to prevent teen parents from getting pregnant a second time and an organizational meeting of all teen parent instructors statewide.

Payment of child care for teen parents was provided, as needed, through this project. A Teen Parent Advisory Committee met a minimum of two times per year. A wide variety of evaluation techniques were utilized to determine the results of the program.

Contact Person: Carole Ralston
(304) 472-5480

28. Wayne County

Title: Teen Parent Program: GRADS (Graduation, Reality and Dual-Role Skills)

This program's goal was to develop and implement programs to enable teenage parents to support themselves and their

families by staying in school and increasing their job seeking skills. Assistance was given to teen parents, both male and female, at the secondary level to increase the likelihood that they will stay in school during pregnancy and after the birth of their child, to the point of graduation. Assistance was given in carrying out positive health care practices for themselves and their children in both the prenatal and postnatal stages.

The program also included: knowledge and skills related to child development and positive parenting practices, orientation to the world of work, goal setting directed toward the concept of the dual-role of employee and the parent, and information of outreach to teen students regarding the program and support services.

Dependent care and transportation funds were available where needed. Counseling services addressed personal problems and provided for individualized educational plans. The program served approximately 25 to 30 students throughout the county. Eleven students were enrolled at one high school where the program is in its fourth semester of existence.

Contact Person: Barbara Wilson
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29. Wood County

Title: Teen Parent Program

The Child Care Center provided child care training and child care services for students parents and/or single pregnant students enrolled in Wood County Schools.

The Center also served as an occupational training experience and advanced child development laboratory for high school students enrolled in those classes. The children had the opportunity to interact with these students each hour everyday in student-directed activities based on developmentally appropriate criteria for each child. The vocational home economics teachers who supervised the program approved student activities before they were undertaken.

Any child of any student enrolled in Wood County's senior high schools, any pregnant senior high school student who desired child care instruction, or any adult single parent or displaced homemaker participating in any adult vocational, ABE, JOBS, JTPA, and LPN program were placed in the Child Care Center program. The program served in excess

of 25 secondary students and up to 5 infants. It was an open enrollment program.

Computer instruction was made available in the regular curriculum, as well as, provided by using BASE software in the Technical Center. Guidance services and educational assessments were provided by Parkersburg South High School and the Technical Center. Transportation for both student-parent and child was provided by the Wood County Schools Transportation Department. Student enrollment was monitored and data was compiled and stored for both student completers and non-completers in order to assist in program evaluation.

Contact Person: William C. Butler
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30. West Virginia State Department of Education
State College System of West Virginia

Title: Sixth Annual State Sex Equity Leadership Conference

The Sixth Annual State Sex Equity Leadership Conference was held at Pipestem Resort State Park, April 13-15, 1994. The goal of this project was to continue training a statewide network of equity advocates to provide leadership in promoting equity in vocational/technical education and in the West Virginia community colleges.

As West Virginia sex equity programs are funded by competitive project method, it is essential to enhance awareness and provide information to assist counties and community colleges in planning and implementing quality projects that comply fully with federal funding requirements and contribute significantly to the accomplishment of program goals.

Nationally recognized consultants provided information and assistance. An exhibit and informational/promotional program was developed and made available to local leaders to assist them in promoting awareness of equity issues and programs.

One educator from each county and community college designated by the county superintendent and community college president respectively served on the network and attended the workshop. In addition, vocational/technical educators and community-based agency personnel, throughout the State, were invited to attend.

An evaluation instrument was used to measure changes in participants' awareness. Project proposals and planned

activities indicated the degree to which the professional development activities presented during the meeting were utilized.

The Mercer County Technical Education Center co-sponsored this event and the Mercer County School system acted as fiscal agent.

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SEX EQUITY PROJECTS FOR FY-1994

WEST VIRGINIA COMMUNITY COLLEGE DIVISION STATE COLLEGE SYSTEM OF WEST VIRGINIA

LEA/AGENCY

1. Bluefield State Community College

Title: Sex Equity Program

New technology has opened the doors to high-paying, high-tech jobs for men and women. The primary purpose of the Sex Equity Program was to develop sex equity materials and activities to attract females to two year nontraditional academic programs offered by Bluefield State College that have traditionally had low numbers of females. These programs included: Architectural, Civil, Electrical, and Mechanical Engineering Technology, Pre-Engineering, Computer Science and Law Enforcement. Women are under-represented in these career fields so employment opportunities exist locally.

The young women in Bluefield State College's seven county service area needed to be aware of and gain an understanding of the available career opportunities in the nontraditional programs. This targeted population was at a particular disadvantage educationally and vocationally because of the lack of information and motivation to pursue nontraditional occupations. In addition, some of these women were at a distinct disadvantage psychologically because the service areas cultural expectations did not encourage them to explore nontraditional career choices. Exposure to the opportunities available in these fields gave women the knowledge and self-esteem needed to undertake such a career.

Once enrolled in nontraditional programs, the academic progress of program participants was monitored at mid-term and at the end of each semester. If problems existed, intervention occurred early to ensure the success of the program.

The objectives for this program for fiscal year 1994 included: designing a brochure to direct and recruit females; informing administrators, faculty and staff about the task of the sex equity program, its objectives

and activities; recruiting and admitting 50 to 70 students into two year nontraditional college degree programs and providing counseling and ongoing support; assisting students in procuring academic and financial support; tracking students who dropped out of the sex equity program; providing additional services for students through the linkage with the college service area's agencies and businesses; and implementing a Summer Bash Pre-Orientation for sex equity students.

**Contact Person: Robin Dishner
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2. Fairmont State Community College

Title: Orientation To Nontraditional Occupations For Women (ONOW)

This program provided information and outreach in the twelve county area of RESA VII regarding Fairmont Community College's vocational/technical education programs to explore sex equity, nontraditional technical/industrial careers and related support services. Program participants had the opportunity to utilize workshops in self-esteem, sex-role stereotyping, stress management, study skills, and nontraditional career counseling, as well as diagnostic screening to determine the need for developmental math, reading or writing skills in order to achieve their goals. Also provided were support services, including payment of tuition, fees, books and supplies, daycare for dependent children, and transportation reimbursements within the parameters of the College Assistance Program (CAP).

**Contact Person: Joan Schroering
(304) 367-4692**

3. Marshall University Community & Technical College

Title: Development of Sex Equity Materials and Program Brochures

Marshall University's Community and Technical College serves the four counties of Cabell, Wayne, Mason and Lincoln. Within this geographic area, they work closely with middle schools, high schools, vocational/technical centers, business professional groups, boards of education, and social groups to conduct various recruitment activities. This funding was utilized to develop sex equity materials and program brochures to

recruit and provide information for students pursuing careers in nontraditional academic areas. All printed materials and program brochures were redesigned or developed to comply with provisions of sex equity. Pictorial and other information was utilized.

The Community and Technical College has fifteen occupational/technical degrees designed to prepare students for employment. Each of the fifteen program brochures were evaluated and redesigned, if necessary, to display women in nontraditional roles and careers. Distribution of the brochures to the target population was accomplished through counselors, Career Day, mailings, Women's Center, Placement Office, Admissions Office and other recruitment activities. Approximately 10,000 persons were served through the sex equity funding. Project objectives were clearly measurable by the actual review, updating, production and distribution of the program brochures. Examples were provided as required in end-of-year reports. The Graphics and Publications Departments of the Community and Technical College worked collaboratively in implementing the project.

Contact Person: Larry Artrip
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4. Southern West Virginia Community College

Title: Women Helping Women

This program was designed to encourage mentoring between female professionals in the Tug Valley area and female students on the Williamson Campus of Southern West Virginia Community College. Forty-two mentors volunteered to participate, and they were paired with one student each.

Each month a seminar was sponsored by the project which the mentor and student attended. The mentors were asked to contact their student one other time during the month so that the student received a minimal contact of every other week.

The purpose of the project was to encourage the educational and social achievement of at-risk students. Single parents were given a preference, and other groups

of students who participated included: nontraditional students, financially deprived students, and those students whose skills were not yet college level.

Contact Person: Donna L. Burgraff
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5. West Virginia Northern Community College

Title: Wider Opportunities For Women

The Sex Equity Program at West Virginia Northern Community College had three phases: (I.) The Math/Science Connection; (II.) Women At Work: Finding Your Place In A Nontraditional Occupation; and (III.) Orientation To Nontraditional Occupations For Women (ONOW).

The project priority was to develop and present three programs designed to eliminate sex bias and stereotyping in secondary and postsecondary vocational/technical education.

West Virginia Northern Community College's Wider Opportunities For Women Program provided support to ensure a woman's successful entry into the workforce. Exploration of nontraditional career choices was a major component of this program, and sex equity funding enabled program participants to investigate these options in a number of ways.

The Math/Science Connection's varied components provided an in-depth career exploration experience for female students attending area high schools. For the past three years this program has focused primarily on engineering careers. In FY-93 two new topics--medical and math/science careers--were added to this workshop series bringing an overwhelming response. The increased participation demonstrated the importance of this link with secondary schools to encourage equitable career choices for young women. During this component, students shared experiences with area professional women as they talked about their lives and careers. This was followed by a question and answer session. An afternoon session provided a hands-on learning experience involving problem solving and math/science applications and a tour of local facilities. Counselors and teachers who attended the workshops received special packets containing materials

to advocate equity in the classroom and the counselor's office. Approximately 150 high school junior and senior girls participated in FY-94.

The Women At Work: Finding Your Place In A Nontraditional Occupation program was planned in cooperation with the Florence Crittendon Home and Services, at Wheeling and was presented as a special activity for Crittendon Services clients.

Program participants received information about the training and/or educational requirements to pursue jobs in industry or the skilled trades. Workshop presenters included training/education coordinators from unions, correctional facilities, law enforcement agencies, fire fighters, as well as WVNCC faculty (electronics, industrial maintenance). A panel of women employed in nontraditional fields shared their first-hand experience. A question and answer period concluded the session. Fifty clients were served.

The Orientation To Nontraditional Occupations For Women (ONOW) Program is a non-credit, tuition-free course which offered information and support to help participants clarify occupational values, interest, and abilities; expand awareness of nontraditional career options; set goals; and learn the process of job hunting. This course was offered on the Wheeling Campus with modified versions on New Martinsville/Weirton Campuses.

Nontraditional "labs" provided the student with hands-on orientation to fields that included: electrical installation/repair; electronics; drafting; carpentry, plumbing, etc. These "labs" also included an on-site tour to observe the professional at work.

Participants registered in January of 1994 and attended five two-hour workshops (content included: skills/interest assessment; introduction to assertiveness; values clarification; decision making; goal setting; introduction to the interview/resume to examine the pros and cons of nontraditional careers. Following completion of this introduction, individuals were given the opportunity to attend the "labs" of their choice. Labs and site visits were scheduled at various times throughout the spring semester based on availability of instructors/facilitators. Those individuals completing the course received a certificate of participation. Approximately 15 clients were served by this program.

The target group for the three sex equity projects included women ages 14-25, but were not limited to this population alone. The entire range of WVNCC support services were made available to all program participants. These included: assessments, career guidance, referral, job placement, dependent care, transportation assistance, tuition assistance, fees, books, etc...

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6. West Virginia State Community College Division

Title: Outreach To Women

This project targeted women who have potential to gain an associate degree through the Community College Division at West Virginia State College. An associate degree prepares graduates for professional and technical careers. For women, in particular, a career can be the difference between poverty and security. The goal of this project was to attract women to West Virginia State College's Community College Division degree programs, to retain them in these programs throughout graduation, and to assist women in rising above low-status, low-paying jobs that offer little change or advancement.

By providing educational programs to ONOW, the six (6) public housing projects in Charleston, and many other local grass-roots organizations which emphasized career advancement for women, it was determined that many women are unemployed or underemployed and most have no idea how to network or how to improve their opportunities for career advancement. Through workshops, short courses, seminars, and college orientation sessions, this project sought to provide women with the knowledge and skills to enter the workforce and increase their marketability. This project also provided assistance with daycare and other educational needs including textbooks, registration/tuition waivers, etc...

Contact Person: Kristi Honaker
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7. West Virginia Institute of Technology Community and Technical College

Title: Women In Technology

This project's priority goal was to increase the number of females entering and completing training in technological fields where women have traditionally been under-represented.

The first objective of this project was to introduce 150 young females to the possibility of a technical career in a nontraditional field and to the importance of science and math to expand career opportunities. In 1991-92, we made available to middle schools and junior highs in Fayette and Kanawha counties a ten-minute videotape which introduced 13-15 year old girls to the idea of a career in technology. As a result of the requests from counselors and teachers in public schools, in 1993-94, we proposed to make a team of female engineering technology majors available for speaking engagements in career and introductory business classes at the same schools. Presentations emphasized the kinds of activities engineering technicians engage in, the importance of science and math to the technologies, and the kind of job opportunities or career paths available.

The second objective was to continue developing an independently-funded scholarship program capable of offering ten small scholarships per year to women enrolled in one of the four technology engineering programs where females have been most seriously under-represented. By working with alumnae, advisory committees, and companies in related industries, we continued the development of a scholarship fund which was used to attract academically qualified female students to these programs.

The third and final objective was to provide support services to 30 females enrolled in or preparing to enroll in nontraditional technology majors which allowed them to successfully enter and complete A.S. degrees. Women in nontraditional technical majors frequently needed both academic and moral support in order to successfully complete these programs. Female students enrolling at West Virginia Tech either in one of these fields or with the intent to enter one of these fields upon completing developmental requirements were eligible for services in two phases.

Phase One was aimed at students in their first semester and offered tutoring in introductory science and math courses, career decision counseling for undecided or uncertain students, and pairing with a peer sponsor in the same or a similar technical field for support, encouragement, and resource referral.

Phase Two was aimed at the student who had completed one or two semesters. It provided services intended to support the student to graduation with an A.S. degree. The services included: tutoring in advanced math and science, counseling for students experiencing academic difficulty, and a workshop for graduating students designed to prepare women to address the difficulties they can expect to face as females in a nontraditional field. Students who had successfully completed one or more semesters were also eligible for financial support by serving as a peer sponsor for incoming students.

Approximately 180 participants were served with project funds.

Contact Person: Jeanne M. Young
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8. West Virginia University at Parkersburg

Title: College and Career Awareness

The College and Career Awareness Sex Equity Program provided a ten-week training, counseling, and college-orientation session for selected women who were interested in pursuing formal vocational/technical training.

The project identified a maximum of 24 young adult women (focusing particularly upon single, divorced, or widowed) who had underdeveloped job skills but who were interested in developing skills to the end that they may be able to enter the job market and provide for themselves and their dependent children. The project introduced these women to the concept of attending college and focused attention upon the Certificates and Associate in Applied Science degrees that are available at WVU-P. It made it possible for them to explore career areas that they may not know existed and which are certainly seen as nontraditional for women in West Virginia. It explained financial aid possibilities and got them into active application for such aid. It got them through the college's placement

testing program and put them in touch with academic advisers who helped them work out a schedule of classes.

The project was scheduled to end the week of Spring Semester registration so that participants had class schedules worked out and were ready to register.

Dependent care was provided by maintaining as many as 24 children in the college's day-care facility for a period of ten weeks. Assistance with the cost of transportation was also available to participants.

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**SINGLE PARENT
DISPLACED HOMEMAKER
SINGLE PREGNANT WOMEN
PROGRAMS FOR FY-1994**

**WEST VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF TECHNICAL AND ADULT EDUCATION SERVICES**

LEA/AGENCY

1. Berkeley County Schools

Title: Teacher/Student Mentoring Program

The number of teen parents in Berkeley County Schools had been on the rise since 1985. Data collected from 1985 to 1990, indicated the average dropout rate for those students during that time period was 61%. Because of the high dropout rate among the teen parent population, Berkeley County Schools had implemented a "Teacher/Student Mentoring Program" that targeted these students.

By providing these students with mentors, it was hoped they would have someone at the school who could provide assistance in monitoring their attendance, provide encouragement and support, be a positive role model, assist the student in acquiring needed services or counseling, and serve as a "student advocate" in the school.

The first phase of the "Teacher/Student Mentoring Program" consisted of identification of the teen parents enrolled in school. Information was gathered on students who had previously been enrolled in the "School Age Mothers" program at the Ramer Center. Information was also gathered from teacher input regarding teen parents that had returned to school and did not attend the "School Age Mothers" program. Approximately 29 teen parents were identified.

After the teen parents were identified, a "Teacher/Student Mentoring Program" contract was developed providing a \$350.00 incentive to teachers to mentor these teen parents. The "Teacher/Student Mentoring" contract provided the teachers with guidelines regarding successful completion of the mentoring contract.

Fourteen teachers were trained during a workshop held on September 8, 1993, by Dr Dave Srebalus from West Virginia University. The training included topics such as:

- *What Is Mentoring?
- *Mentoring Activities

- *Identification of at-risk students
- *Home Visitation Techniques
- *Communication Techniques
- *Community and State Support Services

Follow-up and feedback sessions were held on the following dates: October 15, 1993, February 21, 1993, and April 20, 1993.

Contact Person: Ray Bennett
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2. Boone County

Title: Single Parent, Displaced Homemaker and Single Pregnant Women Program

The Boone County Career Center served students from Boone, Lincoln and Logan counties. The Boone County Career Center was closer for many of them than other career center programs.

The area is rural in nature with a high unemployment rate. Many families are changing because of the high unemployment and the current economic outlook. Families are having to look differently at work and the relationship to the family unit.

Many women were seeking technical training in order to be employable. Each year from 15 to 20 women came to the Career Center for career guidance, basic skill training and technical training. These people could not be served without financial assistance. Because Boone County had the program, they were able to meet the educational goals of getting individuals ready to become employed.

They were enrolled in truck driver training, business programs, nursing assistance courses, medical laboratory training, and drafting, as well as other nontraditional occupations.

Contact Person: Rodney Smith
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3. Cabell County

Title: Developmental Child Care Program

The Cabell, Lincoln and Wayne County area of the state had about the same ratio of single parents with dependent children as does any rural area in West Virginia.

Until the beginning of this project, sponsored by the Cabell County Vocational-Technical Center, little was being done to acquaint single parents, displaced homemakers and single pregnant women with the opportunities available through technical education and Adult Basic Education. This program has allowed parents to return to school while their children are enrolled in a quality developmental child care center.

Over three hundred children utilized this service twelve months last year. The program also provided parent education programs throughout the community using workshops and seminars presented by the Reading Council and PTA Council.

Contact Person: Robert McClain
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4. Clay County

Title: Teen Parent Program

Clay County had consistently been cited as having a high rate of teen pregnancy. Some teen mothers simply dropped out of school because they were unable to obtain child care services. The inability to afford these services resulted in these students not obtaining a high school diploma, GED diploma, or technical training. The funds requested for this program were needed in order to allow these individuals equal access to a proper education.

The target population consisted of single parents, displaced homemakers, and single pregnant women, in Clay County who were in need of child care assistance, or transportation assistance in order to continue pursuing a high school or GED diploma, or complete a technical education program of study. The grade level ranged from ninth to post-high school. Clay County served from five to ten individuals. The project site was Clay County High School. The method of selection was based on the actual "need" of the individual in order to continue in school. The success of this project, simply stated, was measured by the number of participants who returned or remained in school.

Activities to accomplish project objectives included: recruitment and identification of students who had or planned to drop out of school, who met eligibility requirements; personal and career counseling; identification of available child care services and resources to obtain the services; constant monitoring of school progress; individualized instruction, and identification of transportation needs and assistance in overcoming barriers. Home visitations were also a part of the curricula. This was a year round, on-going

program conducted from July of 1993 until the end of June, 1994. The ultimate evaluation of success was the student remaining in school until graduation and/or completion of the desired program.

Contact Person: Kenneth Tanner
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5. Fayette County

Title: Teen Parent Program

This program was directed toward pregnant and parenting teen age students. The program encouraged these students to continue their education while receiving job training through the Fayette Plateau Vocational Technical Center. Emphasis was also placed on encouraging dropouts to return to school or attend ABE classes. All students had access to the Josten's Learning Lab for improving basic skills and employability skills. Helping these students become self-sufficient was the main objective of the program. The program used the GRADS curriculum as its major reference.

Priority was also placed on prenatal care and parenting skills through group and individual counseling. The program worked closely with the New River Health Center and their MIHOW workers to meet the physical, emotional, and social needs of the students. A part-time counselor, with the assistance of numerous community resources, provided bi-weekly meetings on pregnancy, parenting, life management skills, employability skills, and self-esteem building. While helping the student succeed, much stress was placed on the prevention of subsequent pregnancies.

Approximately 35 teenage parents, males and females, enrolled or not currently enrolled in Fayette County Schools, participated. Monitoring of attendance, academic, and vocational records were part of the program's evaluation process. The coordinator worked closely with an advisory council composed of members of the Fayette Family Resource Network. The Beckley Job Service and RESA office worked with the program to provide services for participants.

Contact Person: Betty Scott
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6. Greenbrier County

**Title: Overcoming The Barriers: Providing Services To Women
In Crisis**

In the summer of 1989, through a grant secured under the Stewart B. McKinney funds for Adult Education of the Homeless, an adult basic education program was established at The Family Refuge Center in Lewisburg, West Virginia. The program offered domestic violence victims from Greenbrier, Pocahontas and Monroe Counties an opportunity to prepare themselves for employment through education. In addition, this program prepared these women to function independently concerning all aspects of life such as acquiring GED, life skills training, coping skills, parenting skills and even college preparation. The program was then duplicated around the state and placed in 13 other domestic violence shelters through a statewide grant.

The Family Refuge Center was granted funds under the Single Parents grant application for the past two years. Additional funding has allowed the Greenbrier County School system and, the not-for-profit organization known as The Family Refuge Center, to join forces in providing educational opportunities for women and children who are or have been victims of domestic violence. Individuals served have been victims of sexual, physical, and/or psychological abuse.

This project offered Adult Basic Education services including: GED preparation; basic skills enhancement; job readiness; computer literacy training; SAT/ACT preparation; counseling; health and fitness education; life skills training; and parenting skills.

The major goals of the program were to: provide childcare for 100% of all children (ages birth to 13) whose parents were enrolled in the ABE program at the Family Refuge Center; and to provide tuition assistance to 10% (approximately five women) who had completed their educational training at the Center and desired to expand their career opportunities.

Contact Person: Sallie Dalton
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7. Hampshire County

Title: Self-Development Seminar

A self-development seminar was held on a Saturday in April. This event was held at Hampshire High School. Daycare and meals were provided.

Pamphlets were developed and distributed throughout the county with the assistance of businesses and various agencies. Advertisements were also carried in the local weekly newspaper.

Participants paid a small \$2.00 registration fee. This was mainly to ensure that pre-registrants showed up. Those who attended chose three classes to attend on the day of the seminar.

Classes included: information on cottage industries; personality profiles; financial planning; women's legal issues; parenting problems; interest inventories; learning styles inventories; job placement assistance; available adult education opportunities; and employer expectations.

All participants were asked to complete evaluations about the classes and the entire event in general.

Contact Person: Kathi Welton-Davy
(304) 822-3979

8. Hancock County

Title: Single Parents, Displaced Homemakers and Single Pregnant Women's Program

Hancock County had an unemployment rate hovering close to eight percent. This made it next to impossible for those people qualifying as single parents, displaced homemakers or single pregnant women to find and keep meaningful employment.

Although many people in this group were employed, most were underemployed and lacked the job skills necessary to be promoted or seek higher levels of employment. It left this group of people stranded on public assistance, unemployment, child support and other low levels of income.

Last year the Rockefeller Vocational Technical Center was approached by individuals who wanted to enroll in occupational training classes. These people had a desire to better themselves and their standard of living. Although tuitions are minimal or free, many of the people in this group needed assistance with expenditures such as tuition, books, childcare expenses and/or transportation. Funding was utilized to provide these support services.

The objectives of this project included: recruiting eligible participants into daytime and evening training programs as appropriate; providing job-seeking and job keeping skills;

providing ABE classes; completing GED testing; eliminating sex bias; and promoting nontraditional occupations.

The ultimate goal of the program was to enable eligible individuals to become self-sufficient and gainfully employed in occupations where they could support themselves and their families.

Contact Person: Danny Kaser
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9. Harrison County

Title: Teen Parent Program

The goal of Harrison County's Teen Parent Program was to help pregnant and parenting teens remain in school through graduation. During the 1992-93 school year, there were one-hundred and thirteen teenage mothers and seven teenage fathers enrolled in this program.

The Teen Parent Resource Teacher traveled to each of the county's middle schools and high schools one day every week to meet with pregnant and parenting teens. She offered support and assistance and allowed the teens to share experiences and problem solving techniques. When a student was on maternity leave, the Teen Parent Resource Teacher collected assignments from the student's regular classroom teachers and made sure that the student knew how to complete the assignments.

Each program participant was placed in the school's Child Development class so that he or she could acquire the parenting skills needed to care for the child. The Child Development classes met for one hour each day and were taught by the schools' home economics teachers.

The Teen Parent Resource Teacher made contact with community service agencies for the program participants when necessary and picked up WIC vouchers for the students. The teacher communicated frequently with local physicians and the Right From The Start Coordinator to make sure that the program participants were receiving adequate prenatal care. The Teen Parent Resource Teacher made home visits to each of the students in the program and visited students in the hospital when babies were born.

Get-togethers and other activities were held during the summer in an attempt to keep in touch with program participants when school was not in session. Plans are being made to expand the Teen Parent Program to a full-time, twelve-month program in order to provide continued assistance and support to program

participants during the summer and allow time for follow-up on former program participants and to evaluate the effectiveness of the program.

Contact Person: Cindy Fazzini
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10. Jackson County

Title: Teen Parent Program

Participants in this program included pregnant students and teenage parents who needed assistance, either financial or service-oriented, to complete the required program of studies and graduate from high school. This assistance was in the form of childcare expenses, transportation expenses, personal counseling, career counseling, job skill training, self-esteem enhancement, and many other day-to-day living and parenting skills.

Program participants developed critical-thinking skills and decision-making skills which enabled them to see the connection between the world of education and the world of work. Job-seeking and job-helping skills allowed participants to become productive citizens upon completion of their programs of study.

The teen parent resource teacher was in constant contact with all the program participants and was able to monitor their individual progress. Additionally, evaluation activities included an evaluation completed by all participants to determine the effectiveness of the program. The percentage of graduates was a prime factor in assessing program effectiveness.

The teen parent resource teacher also helped secure assistance from other agencies, established support groups, established an advisory council, and provided counseling and common sense advice when needed.

Contact Person: Ronald E. Ray
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11. Jefferson County

Title: Life Choices

Pregnant teens and teen parents were encouraged to become a part of the teen parent/teen pregnancy program by enrolling in a class entitled "Life Choices." Students received

instruction in child development, home management skills, and career education. Assistance was provided in obtaining pre and postnatal care, financial aid, childcare services, and medical care. Personal and group counseling was provided by a school psychologist. Students unable to schedule the class received services by contacting the coordinator of the program. Visits were also made to the three junior high schools to offer services on-site.

The goals of the project included: providing support and assistance to single pregnant teens and single parents so that they could obtain a high school diploma or GED; preventing second unwanted pregnancies; providing career counseling to encourage teens in the program to enroll in technical education training programs and/or postsecondary education; and networking with area agencies in providing services to students in the program.

Contact Person: Patricia Hubbard
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12. Kanawha County

Title: Project NEST (Nontraditional Education for Single Parents In Transition)

Transition from poverty, by enrolling into a technical training program, enabling individuals to support themselves and their children through full-time unsubsidized employment was the objective of Project NEST.

Project NEST provided training in workshop settings, geared toward low income single parent residents of Orchard Manor, a public housing complex which houses approximately 300 single parent households, primarily female. Project Nest served as a protective NEST for single parents wishing to provide a better existence for their families, yet not knowing how to achieve it.

Project NEST was designed to meet the challenges of transition from home to nontraditional education for single parents living in public housing. Workshops were conducted within the complex of Orchard Manor, thus giving the individuals a feeling of a security NEST. Participants brought their pre-school children to class with them. A child care worker was on staff to care for the children and student volunteers from area schools while conducting special activities, such as reading and games, with the children on scheduled dates.

Participants were provided career exploration and career life planning activities with an emphasis on vocational sex equity. Project NEST provided opportunities for individuals to develop skills in goal-setting, decision-making, career research, and life options free of sex-role stereotyping and bias. Individuals became acquainted with role models and/or mentors who were successful in nontraditional careers. Project NEST will provided single parents with a supportive environment where they could develop effective strategies to cope with and eliminate barriers to education before enrolling in a full-time training program.

Upon completion from Project NEST and acceptance in a training program, participants received assistance in obtaining funding for quality childcare services for their children, a means of transportation to the training site of their choice, and funding for education. We feel this drastically reduced the dropout rate of single parents in training.

Workshops were conducted for a minimum of nine hours per week, with an emphasis on open-entry/open exit. They were in the form of qualified guest speakers, video tapes, and group discussions. When applicable, workshops were taped for future reference. On-site visitations to area training sites and businesses were conducted to expand the knowledge of participants.

The design of this program built upon teamwork between the Resident Management Corporation of Orchard Manor, Charleston Housing Authority, the Private Industry Council of Kanawha County, West Virginia State College, the West Virginia Department of Health and Human Services, established businesses and industries throughout Kanawha County for guest speakers and mentors on nontraditional careers, and Kanawha County Schools special programs.

Contact Person: Sharon L. Adams
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13. Kanawha County Schools

Title: Single Parent, Displaced Homemakers and Single Pregnant Women Program

The goal of this Kanawha County project was to assure that eligible participants were provided the opportunity to obtain quality vocational education programs, thus acquiring marketable skills which enabled them to obtain full-time unsubsidized employment reducing their dependency on public assistance and enabling them to support themselves and their families.

A minimum of eighty (80) eligible individuals with greatest financial need were served. A minimum of fifty-six (56) of these individuals obtained full-time, unsubsidized employment upon completion of individualized training programs, reducing their dependency on public assistance.

Services provided included: reimbursement for tuition, textbooks, materials, supplies, transportation, and dependent care. Key features of the program included: outreach recruitment, public information, assessment, testing, skills training, remediation of basic skills, goal setting, job development, job search assistance, placement and follow-up service. Training was conducted in classroom/laboratory settings designed to provide specific jobs or group of jobs. An evaluation component was an integral part of the project. Community-based organizations and governmental agencies contributed assistance to the implementation of this program.

Contact Person: Sharon L. Adams
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14. Lewis County

Title: Teen Parenting

Lewis County High School's Teen Parenting class offered pregnant and parenting teens an opportunity to become proactive individuals who were in charge of their lives. This class supported teens to continue their education with the goal of graduation.

Aid and support were given to each student for positive health care practices for themselves and their children (prenatal and postnatal stages). Instruction was given to improve knowledge and skills related to child development and positive parenting practices. Preparation for the successful world of work was interwoven throughout the year. Instructors encouraged students to set goals toward balancing work and family. Self-esteem and self-worth were individually enhanced for all students.

The instructor and a registered nurse taught all lessons. Home visits were scheduled with each teen and family. Both instructors utilized social and medical services for all students.

Contact Person: Nancy Alfred (304) 269-8315
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15. Lincoln County

Title: Opportunities In Business & Medical Fields

Funds were requested to provide childcare services, where needed, transportation costs, and costs of instructional supplies, for individuals who were in need of assistance in order to secure vocational training or to obtain a GED or high school diploma. Eligible recipients were recruited after being identified by high school guidance counselors, teachers, members of the Outreach Advisory Committee, or agencies or individuals.

Following acceptance into the program, each participant received counseling and was enrolled in an appropriate technical training program while, at the same time, being enrolled in courses that lead to a high school diploma or GED.

Lincoln County had about the same ratio of single parents with dependent children as did any other rural county in the State. Until the beginning of the single parent project sponsored by technical education, little was being done to acquaint single parents with the opportunities available through technical education and Adult Basic Education. Society had largely ignored the unwed or divorced mother and little was being attempted to make these people productive members of our economy.

Because of declining economic conditions in the area and increasing costs of living, many homemakers must now secure employment outside the home. Unfortunately, many of these persons had no salable skills. Funding for this project enabled participants to work toward their goal to become self-sufficient and provide for themselves and their families.

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16. Marion County

Title: Development of A School-Affiliated Childcare Program

Marion County's goal was that all students entering the system graduate. Teen mothers needed special services in order to successfully pursue a high school diploma and move towards a self-sufficient life. Immediate need for childcare and emotional support were crucial in order for them to complete their education and achieve employment goals.

This project, in cooperation with several other funding sources, provided a childcare center at East Fairmont High

School so that teen parents could continue to attend classes. Parenting and nutrition education were essential elements of the provided instruction program. Each mother was required to be enrolled in a parenting or childcare class. Additionally, each student was scheduled one period to assist in the childcare laboratory.

A high school diploma or GED is a necessary pre-condition for anything more than a minimum wage job. Childcare made it possible for the adolescent parent to earn a diploma.

Contact Person: Linda Collins
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17. **Mason County**

Title: Single Parent, Displaced Homemaker and Single Pregnant Women Program

At-risk students received instruction in proper prenatal and parenting skills to improve the quality of their family life. Programs and individualized counseling enabled pregnant and parenting teens to complete their education with personal and marketable skills to prepare them to support themselves and their children and become a productive part of society.

The program's prenatal and parenting curriculum was developed from GRADS, Nine Months to Get Ready, and What To Expect When You Are Expecting. Personal skills focused on self-esteem, decision making, goal setting, and career exploration through components of the ONOW curriculum and Choices and Challenges curriculum. Tutorial and maternity leave instruction were provided by the Coordinator.

Peer support groups were strengthened by county-wide meetings. Evening and weekend activities created positive examples for the children of the students and supported interaction and socialization of pre-schoolers. An on-site Childcare and LINK alleviated a major obstacle to teen parents by providing day care for their children. The Single Parent, Displaced Homemakers; and Single Pregnant Women program worked cooperatively with the administration and staff of the Mason County Vocational Center, Mason County's three junior and senior high schools. A partnership was formed between the Teen Parent class, the community, professional, civic organizations, and Pleasant Valley Hospital.

Contact Person: Jean Henderson
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18. Mercer County

Title: Medical Assistant Program

The Medical Assistant program provided the means for special populations students, specifically single parents, to develop the needed skills to enter the workforce at different levels of responsibility. This program provided sufficient technical training to permit the student the option of going to work immediately after graduation as an entry level assistant to a physician, dentist, pharmacist, etc... For the student with more ability and ambition, the Medical Assistant program provided the opportunity to continue education in the field of medicine. The Medical Assistant student was given additional training in mathematics, computer, and communication to successfully compete with others in the health occupation field.

Contact Person: Robert Bailey
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19. Mercer County

Title: Employment Seminar

Through a series of seminars, an awareness of the opportunities that existed and the skills required to enter the job market were created to accommodate a few of the ever-increasing number of single parents and displaced homemakers in Mercer County. The ultimate objective was to assist participants to acquire and develop skills that lead to gainful employment.

Participants gained an awareness of services that were available in assisting them in the furtherance of their education which in turn built self-confidence. Information about employment requirements and possibilities was provided. Developing a positive attitude and skills in dressing for success were important components of the curriculum.

Twenty students attended the structured educational program during a two-week period at the Mercer County Technical Education Center. Vocational assessments were used to determine effectiveness of the seminar and whether there was a continuing need for these kinds of services. Local businesses and governmental agencies provided assistance to this program.

Contact Person: Linda Cox
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20. Mercer County

Title: Self-Development Seminar

The Mercer County Technical Education Center and a host of community agencies joined forces to present a one-day seminar for approximately 200 persons on a Saturday. The target populations were single parents, single pregnant women, displaced homemakers, and career-oriented persons. Issues and concerns for women in the areas of education, personal lifestyles, and careers were addressed through an assortment of guest speakers. Local hospital personnel presented health-related topics while educators discussed opportunities available for continuing education and training. Representatives from business and industry were available to discuss services in assisting the unemployed to gain entry into the labor force.

Approximately 200 individuals were made aware of services available and the need for employment skills. Local businesses, industry, and governmental agencies participated in the planning, implementation, and marketing of the seminar. An evaluation instrument was developed to measure the achievement of the objectives.

Contact Person: Linda Cox
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21. Mineral County

Title: Sex Equity Seventh Grade Career Day

The seventh grade students from Mineral County, representing three middle schools, Keyser Middle, Frankfort Middle, and Elk Garden Middle, consisting of 400 plus students, were provided the opportunity to explore and be made aware of nontraditional career opportunities.

Students were given the opportunity to choose three different career clusters. Each of the clusters consisted of a panel of presenters, usually numbering 5-7, each from a different occupation or profession and the students interacted with the panel after a brief classification talk by each panel member. Over 100 occupations formed the cadre of panelists from nontraditional areas.

Career folders were designed and distributed to all students. The major purpose of the folders was to provide students a method of maintaining a portfolio relative to their individual four-year plan of education.

The various sessions emphasized that all technical education programs were open to both male and female students.

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22. Monongalia County

Title: Advantages For The Single Parent, Displaced Homemaker and Single Pregnant Woman

Monongalia County tried to reach this targeted population through a specific marketing plan. This plan included printing brochures and flyers to advertise the program. Flyers and brochures were distributed to service, social agencies and the Job Service. Personal contact was also made through the Adult Learning Center, Happy Schools, Head Start, ONOW and others. Through outreach efforts, twenty participants were recruited and enrolled in the Technical Education III Advanced Certificate Program offered through the Monongalia County Adult Education Program.

To remove some of the barriers that prevented single parents, displaced homemakers and single pregnant women from enrolling in training, funds allowed each participant to take one or two classes. These funds covered the cost of tuition and books needed for these classes. Most importantly, a licensed day care facility was maintained, on site, for children of the participants. Eligibility was determined by using a point system.

Because these students generally had been out of the educational setting for a time period, four workshops were held each semester to assist the students with problems, as well as assisting them in their educational future by providing a support system to ease the transition into training. Workshops covered such topics as: study skills, financial aid, job seeking and keeping skills, and educational opportunities available. These workshops were held for two hours in length in the evening. Each participant was able to gain information about areas of interest and develop a network among themselves as they progressed through their classes.

Once students had finished a class, they participated in an exit interview and planning session with the Adult Specialist or the Adult Student Advisor. At the conclusion of the interview, each participant had a detailed training plan to help select and complete additional training.

Support services and resources for the program included: remedial education, computer instruction, guidance, assessments, job placement, transportation assistance, on-site dependent care, tuition waivers, books and materials.

Contact Person: Johnnie Hamilton
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23. Monongalia County

Title: Surgical Technology

The Surgical Technology Program at Monongalia County Technical Education Center was implemented to provide career development for post-high school participants in the field of operating room technology. The goal was to assist single pregnant women, single parents and displaced homemakers with diminished marketable skills. These individuals had previously been supported by public assistance or the income of a relative and are no longer supported by such income. They were often individuals unemployed or underemployed and experiencing difficulty in obtaining any employment or suitable employment to improve their potential to start a career and find job opportunities.

Unemployment in our geographical area had recently increased and many young, as well as older adults, were seeking job skills to enable them to participate in the highly competitive job market today.

The program gave them a variety of opportunities to enhance health system skills in the area of surgical technology. Participants were given multiple experiences in the clinical sites such as: operating room, same-day surgery, endoscopic procedures, central supply, transport, cardiac cath, and experimental surgery. Upon completion of the program, national certification testing had to be passed to become a Certified Surgical Technologist and the opportunities for employment varied according to the goals of the individual.

The participants received theory, laboratory practice; and clinical experiences as part of the curriculum. Speakers from the community, medical supply company representatives, and staff at clinical sites contributed to the on-going educational experiences. Evaluation occurred regularly in both didactic and clinical experiences with the collaboration of school and clinical site personnel utilized.

School year 1993-94 had been designated the year to acquire accreditation from the Association of Surgical Technology via the American Medical Association for the program and this

further enhanced the participants' ability to acquire employment.

Contact Person: Brenda Merrifield
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24. Ohio County

Title: Teen Parent Program/TLC Day Care

The main goal of this project was two fold. First: to keep the pregnant or parenting teen enrolled at Wheeling Park High to ensure her graduation. Second: to have her complete graduation with clear cut career goals and the academic and technical preparation to achieve these goals.

Fifty girls enrolled in school are pregnant or parenting teens. This project served consistently only twenty of these girls with only ten utilizing in-school day care services. The program tried daily to reach the girls who were in need of services, but who hesitated to contact those offering help.

When it was first learned that a student was pregnant, she was given a copy of "The Trimester Plan To Success." This booklet was written by the part-time teen parent coordinator. It detailed, by trimester, what each girl must do to stay on a successful educational tract. It listed all of the excellent support personnel on staff who were willing to help her.

Girls were then encouraged to attend weekly meetings of the Young Moms to receive support and education into the challenges of teen parenting. The group was facilitated by the teen parent coordinator and the Family Living Specialist. This specialist was a licensed social worker who held weekly office hours within Wheeling Park High School to enroll the girls in assistance programs and provide necessary outside support services.

The in-school day care was available to provide competent, loving care for the student's children. The students brought their children to school on the bus daily. There was an educational day care and the staff monitored and assisted the mothers with any child care difficulties.

Each participant went through an individual screening procedure with the Vocational-Technical Assessment Specialist.

Once a student's strong vocational points had been determined, the specialist worked with the student and guidance counselor to ensure a solid career building path.

Contact Person: Christine Carder
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25. Preston County

Title: Teen Parent Program

Preston County Teen Parent Program provided services to pregnant teens and teen parents in three major phases. These three phases provided programs for students attending Preston High, any pregnant student in the county and for junior high students. A home economics teacher at Preston High provided instruction for pregnant teens as well as teen parents. Units on prenatal care, child nutrition and development, careers, legal concerns, along with guest speakers were part of the curriculum.

Services from the midwife and her assistant were provided once a week in the form of a healthy baby class. All pregnant students had the opportunity to participate, including students attending junior high schools.

A special teacher provided homebound services to homebound pregnant teens and provided services to any pregnant junior high student.

A referral system involving teacher, guidance counselors, nurses and the Preston County Health Department was effective in getting students involved in the program.

Contact Person: Robert Sypolt
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26. PRT Vocational-Technical Center

Title: PRT Teen Parent Program

This program assisted teen parents in completing their secondary school education. Students enrolled in an intensive employability skills program in which they received occupational training including on-the-job training, where possible. Students received information and outreach regarding this program and related support services. Recruitment was aimed at teen parents who had dropped out of school. An individual assessment for the pregnant/parenting teenager was made in order to provide the necessary support

services and referrals to help the student remain in school. Support services included: child care, transportation, peer support groups, tutoring and job placement.

The GRADS (Graduation, Reality and Dual-Role Skills) Program served as a resource for materials. Community service personnel were utilized to deal with issues concerning health care, life management, parenting skills and employment. Personal counseling, career counseling, and peer support groups were provided for all program participants.

Students learned about nontraditional roles and the limiting effects of sex-role stereotyping. Students were encouraged to participate in a parenting class.

Participants completed an in-take form requesting appropriate information concerning the student's special needs. All forms and records complied with federal and state recordkeeping requirements.

Contact Person: Elizabeth Loughner
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27. Putnam County

Title: Single Parents, Displaced Homemakers and Single Pregnant Women Program For Vocational & Technical Education

Fiscal resources provided twelve single parents, displaced homemakers or single pregnant women the opportunity to be enrolled in technical education courses.

Child care services, transportation costs and tuition waivers were also available for those in adult preparatory programs. In addition, costs of instructional supplies were off-set for individuals who were in need of assistance in order to secure technical training or to obtain a GED or high school diploma. Eligible recipients were recruited after being identified by the guidance counselors at the Putnam County Technical Education Center.

Following acceptance into the program, each participant received counseling and was enrolled in an appropriate technical training program, while at the same time, being enrolled in courses that lead to a high school diploma or GED.

Contact Person: Robert Manley
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28. Raleigh County

**Title: Tuition Assistance Program For LPN, Nursing Assistant,
and Information Processing**

The purpose of this project was to assist with tuition and certification fees for LPN, Certified Nursing Assistant, and Information Processing students--two LPN students, ten CNA students, and four Information Processing students.

Pell grants and student loans were not available at Raleigh County Vocational Technical Center at this time due to a technicality that was in the process of being corrected. The only funding that was available to help adult students was JTPA. This project assisted those, who were in need, but were not JTPA eligible.

The job market for health care workers in Raleigh and surrounding counties was and is exceptionally good. Placement in computer related occupations was also good in the area. Funding from this grant enabled participants to obtain marketable skills.

Both male and female students were served. Selection was made on the basis of greatest need with proper documentation.

Support services/resources were made available to all program participants. Remedial education classes were offered at the Center for anyone needing assistance. A full-time counselor was employed at the Center, and all students were encouraged to take advantage of this service. RESA I. also offered assistance with counseling and preparing students for programs and the world of work. The West Virginia Department of Human Services provided child care where young children were involved. School bus transportation was made available to any student who wished to ride the County bus.

Training in self-esteem, job seeking and keeping skills, CPR, and first aid was available upon request. Assistance with job placement upon completion of training was also provided.

**Contact Person: Mary Ellen Vaught
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29. Randolph County

Title: Teen Parent Program

The major objective of the Teen Parent Program in the Randolph County Schools was to provide teen parents and pregnant students with opportunities to obtain an education which

included training in a vocational area. Students were assigned one period per day to the teen parent coordinator who taught pre-employability skills, employability skills, and worked on self-esteem.

Major activities planned for the 1993-94 year included: providing community-service learning to the adjacent elementary school by teaching reading assignments and then helping the students prepare recipes mentioned in the stories, completing portfolios of accomplishments including resumes, letters of application, commendations, copies of good work, etc. The portfolios also contained thank you notes from Midland School.

The teen parents mastered computer skills and improved their writing skills by: editing a high school news page for the Clarksburg Exponent on the Vocational School, doing menus for a local restaurant, typing resumes, and working with Desktop publishing. They also provided a state-wide newsletter which was sent to teen parents throughout West Virginia. They wanted to network with other teen parents, and this became one of their means of doing so.

These industrious students at the Randolph County Vocational School, along with their teacher and counselor planned and conducted a Teen Parent Conference at the Catholic Conference Center in Huttonsville. The conference included speakers and group leaders that pinpointed many of the concerns of teen parents.

Throughout the year, the teen parents provided speakers on various subjects of interest to teen parents. Many agencies contributed time, personnel, and energy to the program.

Homebound instruction had not proven to be instrumental in keeping students interested in continuing in school. Funds for this program continued activities for students who received little encouragement from their families. In the FY-94, twenty to twenty-five students were served. An advisory committee, consisting of a nurse, physician, counselor, attendance officer, teacher, childbirth instructor, adult basic education teacher and an administrator were instrumental in guiding this project. Services also continued after childbirth. Support services such as: transportation, child care, remedial education, basic skills instruction, guidance, assessments and job placement were available to participants.

Students in this program were encouraged to continue t
their academic studies, technical training and received love
and support at a very difficult time for them.

Contact Person: Paula Heinke
Cindy Kolsun
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30. Roane County

Title: Teen Parent Program

Roane County proposed to set up a day care center for teenage
parents at the new Roane County High School to allow the teen
parents to attend school and complete their high school
degree.

The students not only enrolled in required classes for
graduation, but also attended classes in nutrition, postnatal
care, employability skills, occupational skill training, on-
the-job training, services of a job coach, personal
counseling, career counseling and support services.

Students were provided extended day services to meet their
needs. Therefore, a teen parent could come to school later in
the morning and stay until the early evening to accommodate
their special needs.

The day care center provided child care including personal
needs, nutrition, stimulation activities, preschool
assessments and interventions.

Students enrolled in home economics classes learned the
concepts of sex-role stereotyping and their effects.

A host of agencies provided linkages to the program. Several
businesses assisted the career training aspects of the
program. Each student was linked with an employer in their
junior year. The junior year focused on matching a student
with an employer, observing the operations of a business, and
learning the skills necessary to enter the workforce in their
respective fields. Their senior year will be for on-the-job
training for one semester. A job coach organized and
supervised the student, consulted with the employer and made
recommendations as necessary and appropriate.

Completion of the program enabled teen parents to become self-
sufficient providers for their families.

Contact Person: Nadine McKown
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31. Roane-Jackson Technical Center

**Title: Educational Assistance Program For Single Parents,
Displaced Homemakers and Single Pregnant Women**

The objectives of the program included: making job training skills more accessible to eligible participants that would remove economic barriers preventing them from attending educational courses, providing child care assistance for five participants, and providing transportation assistance for twenty participants.

Participants in this program were in both ABE and occupational programs. Individual eligibility was determined by family income and project criteria for use of the funding.

Support services were available to project participants which included: ABE, basic skills testing, computer awareness, job seeking and keeping skills, guidance services, job placement, transportation and dependent care.

**Contact Person: Oscar Harris
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32. RESA III.

Title: ONOW (Orientation To Nontraditional Occupations For Women)

Many women are seeking a second chance. These women are ready to change the long established patterns separating men's jobs from women's jobs. They are looking forward to a real change in their economic and personal well-being.

Typical barriers to women's participation in nontraditional jobs are lack of self-esteem, inadequate information, lack of role models, and lack of support systems.

The ONOW Program, provided at no cost to the student, helped women overcome these barriers by providing information about nontraditional jobs, presented female role models employed in nontraditional occupations, and addressed issues such as assertiveness training, sexual harassment, isolation and discrimination on the job.

Curriculum sections included: math, language skills, reading comprehension, fitness, self-development, career guidance, women's history, blueprint reading, tool facility, test-taking skills, and job-search skills. In order to better familiarize themselves with nontraditional jobs, students received hands-

on experience by rotating a week at a time through the nontraditional classes taught at the Putnam County Technical Education Center.

Participants were also given an orientation to nontraditional career opportunities available at West Virginia State College through workshops and campus tours. Upon completion of the ONOW Program, participants were placed in nontraditional technical courses at the Putnam County Technical Education Center or West Virginia State College.

The effectiveness of the program was evaluated via pretesting and post-testing and mid-cycle and end-of-cycle assessments to measure the student's interests, progress in curricula areas and attendance. A wide variety of businesses and agencies were incorporated to provide support and cooperation for continuation of the project.

Contact Person: Cindy Winters
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33. RESA III

Title: On-Site Preschool

The preschool at the Putnam County Technical Center was established to provide quality child care to students enrolled at the Center. The Program provided a preschool program to children 3-5 years old in an area of the county where no child care existed. The availability of the preschool made the programs at the Technical Center more accessible to single parents and displaced homemakers.

This preschool united parents and children in a positive educational experience. It increased developmental skills of preschool children to better prepare them for academic success in school. The preschool provided an opportunity for the parents to act as positive role models in education and actively participate in their child or children's education through PAT (Parents As Teachers) time.

The progress of developmental skills of the preschoolers was measured by pre and post testing. Early intervention and referrals were made for children with any developmental problems.

A wide variety of area businesses and agencies provided support services for this program. This program provided child care for 28 students this year.

Contact Person: Cindy Winters
(304) 586-3494

34. Wayne County

Title: Skills For The Year 2000

Participants in this program were single parents, displaced homemakers and single pregnant women. They received valuable marketable skills needed to succeed in the world of work. Support was also given to the single parent or teen parent which allowed him or her to stay in school until graduation.

This program allowed participants to gain saleable skills needed for obtaining employment. Also skills were obtained in keeping employment once it was obtained.

Classes were offered at two county vocational sites to participants who qualified to help meet their outlined goals. The sites also offered, during the day, a variety of programs students enrolled in where help was available for travel and child care.

Constant monitoring was provided by the project coordinator, who worked closely with a variety of governmental agencies to make sure that appropriate persons were being served, and that students were satisfied with the training being offered.

High school counselors, the JTPA coordinator, and home economics teachers assisted in determining needs of the teen pregnant students who required assistance to stay in school.

Contact Person: Barbara Wilson
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**SINGLE PARENT
DISPLACED HOMEMAKER
SINGLE PREGNANT WOMEN
PROGRAMS FOR FY-1994**

**WEST VIRGINIA COMMUNITY COLLEGE DIVISION
STATE COLLEGE SYSTEM OF WEST VIRGINIA**

LEA/AGENCY

1. Bluefield State Community College

**Title: Single Parent/Displaced Homemaker/Single Pregnant
Women Program**

The primary purpose of the Single Parent/Displaced Homemaker/Single Pregnant Women Program was to assist single parents, displaced homemakers and single pregnant women in acquiring marketable educational and occupational skills by providing quality technical education programs.

Bluefield State College met the higher education needs of seven southern West Virginia counties (Mercer, McDowell, Raleigh, Wyoming, Monroe, Summers, and Greenbrier). The director of the Single Parent/Displaced Homemaker/Single Pregnant Women Programs provided outreach to seek single parents, single pregnant women and displaced homemakers in their own environment. The director made visits to organizations, agencies, and businesses explaining the program. Informational brochures were distributed and group presentations with question and answer sessions were conducted. Tours of the campus were given to prospective students so they could meet faculty and staff. Students were given the opportunity to interact with various offices on campus such as the Career Resource Center (information on the most prominent careers and helped to determine a student's interests and abilities), CAP Center (counseling, advising, placement, testing, etc.), Study Skills Laboratory, Student Support Services (tutoring, counseling, literacy, seminars and workshops), Office of Institutional Advancement and Planning (scholarships) and Financial Aid (information about grants, loans, scholarships, and federal work-study).

Once enrolled, the progress of program participants was monitored at mid-term and at the end of each semester.

If problems existed, intervention occurred early to ensure the success of the program.

Objectives for this program for fiscal year 1994 included: to recruit 70-90 single parents; displaced homemakers, and single pregnant women; to make financial support available to eligible students; to provide counseling and ongoing support; to track non-returning single parents and homemakers; to serve as a liaison with 25 area agencies; to implement a Summer Bash Pre-Orientation; and to obtain extra funds through public and private resources to supplement the unmet need of single parents, homemakers and single pregnant women.

Contact Person: Robin Dishner
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2. Fairmont State Community College

Title: Special Vocational/Technical Programs For Single Parents/Displaced Homemakers/Single Pregnant Women

This program provided information and outreach to potential college students in the twelve county area of RESA VII regarding Fairmont Community College's vocational/technical programs to explore traditional and nontraditional technical/industrial careers, parenting skills, support groups and related support services.

Program participants had the opportunity to utilize workshops in self-esteem, study skills, nontraditional careers, parenting skills, stress and time management and career counseling, as well as diagnostic screening to determine the need for developmental math, reading or writing skills in order to achieve their goals.

Also provided were support services, including payment of tuition, fees, books, supplies, daycare for dependent children and transportation reimbursements within the parameter of the College Assistance Program (CAP).

Contact Person: Joan Schroering
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3. **Marshall University Community & Technical College**

Title: Support Services For Single Parents/Displaced Homemakers/Single Pregnant Women

The project's priority goal was to provide career information seminars so program participants became aware of employment opportunities and had information to make vocational decisions that required educational training.

The objectives of this program included providing:

- a. Assessment services to facilitate academic and career decision making while assisting in program and/or course selection.
- b. Instruction related to the acquisition of reading and study skills, test taking, and composition skills.
- c. Continuing individual and group counseling activities in order to identify and resolve problems.
- d. Instruction related to the development of job seeking skills.
- e. Computer literacy opportunities.
- f. Necessary financial aid information to make students aware of the many opportunities available.

This project served approximately 50 participants. Daycare and transportation assistance were provided for eligible participants. A wide variety of governmental agencies and businesses worked in cooperation with the project.

Contact Person: **Peggy S. Wilnink**
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4. **Southern West Virginia Community College**

Title: Women Helping Women

This program was designed to encourage mentoring between female professionals in the Tug Valley area and female students on the Williamson Campus of Southern West Virginia Community College. Forty-two mentors volunteered to participate, and they were paired with one student each.

Each month a seminar was sponsored by the project which the mentor and student attended. The mentors were asked to contact their student one other time during the month so that the student received a minimal contact of every other week.

The purpose of the project was to encourage the educational and social achievement of at-risk students. Single parents were given a preference, and other groups of students who participated included: nontraditional students, financially deprived students, and those students whose skills were not yet college level.

Contact Person: Donna L. Burgraff
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5. West Virginia Northern Community College

Title: Wider Opportunities For Women (WOW)

The Wider Opportunities For Women (WOW) program proposed to help single parents, displaced homemakers and single pregnant women achieve job readiness by providing skills, training, vocational guidance, and support services.

West Virginia Northern Community College's Wider Opportunities For Women program provided a varied format of workshops, seminars, and support services to women living in Ohio, Brooke, Marshall, Hancock and Wetzel Counties. Individual counseling and group activities were scheduled on each of Northern's three campuses located in Wheeling, Weirton, and New Martinsville. Participants in the program came from diverse economic and cultural backgrounds, but each individual's goal was the same--to become self-sufficient.

This program enabled participants to gain insight into their market potential. Clients received information about educational opportunities and assistance to take advantage of those opportunities. Funded initially as a three-month pilot project in 1978, West Virginia Northern Community College's WOW Program entered its second decade of service to women seeking support and encouragement to explore and define career and educational goals. The program's intent for FY 93-94 was outlined in the following objectives:

- a. identify and recruit eligible participants needing support services;

- b. offer a tuition-free seminar series (10 two-hour sessions) on the Wheeling campus;
- c. offer a series of tuition-free seminars (5 two-hours sessions) on the Weirton/New Martinsville Campuses;
- d. provide four New Directions workshops at Project CAPE Center - Madison School - Wheeling;
- e. provide four New Directions workshops at Project CAPE Center - Clay School - Wheeling;
- f. offer a minimum of two hours individual counseling to all participants;
- g. offer program participants access to vocational options through a variety of assessment/self-assessment including use of interest inventory and/or interactive guidance programs;
- h. perform resource referral and networking for program participants;
- i. assist participants who have need to access and complete ABE/GED study programs;
- j. provide participants of greatest need with financial assistance for training, financial support for tuition, childcare, transportation, books and materials;
- k. implement follow-up procedures to determine if participants have enrolled in appropriate training to meet career goals or accessed jobs enabling them to become economically independent;
- l. educate the public and inform re-entry women about available services through the use of various communication media as well as through contact with local community organizations and agencies.

Between 250 and 300 participants were served with funding from this grant. A wide variety of governmental agencies, community-based organizations and businesses were utilized to implement the program.

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(304) 233-5900

6. West Virginia State Community College Division

**Title: Educational and Career Preparatory Services For
Single Parents, Displaced Homemakers
And Single Pregnant Women**

Through enrollment in educational programs accompanied by appropriate support services, this project worked to enhance the employability of single parents, displaced homemakers, and single pregnant women while also enhancing career development and the acquisition of marketable skills.

This project provided basic skills mini-courses such as: ACT Review, Adult Tech-Prep, and College Skills Tune-Up which helped students succeed in college-level courses.

The project also included workshops such as: Information Sessions and Adults Coming To College that informed students about admissions and financial procedures, and tutoring and special services. Career-oriented seminars such as The Aspiring Women seminar and lecture series informed women on issues relating specifically to their interests.

Services such as career advising and instructional guidance to current and potential students as well as daycare, textbooks, and registration fees for ACT exams were also provided with project funds.

On-site visits were made to locations around the area to provide orientation to West Virginia State College Community College Division and its support services.

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7. West Virginia Institute of Technology Community and Technical College

Title: Options For Adult Women

The Options For Adult Women Program sought to move unemployed or under-employed single parents, displaced homemakers and single pregnant women toward unsubsidized employment in the current economy by providing them with necessary support and services prior to and during vocational/technical training.

At least eighty (80) eligible participants received counseling, support and academic services in a three-phase program leading toward the project goal.

The first phase was aimed at persons who were undecided about career choices, uncertain about the opportunities available, and lacking basic computational and language skills. The second phase was aimed at that critical first semester of college where returning adults face both adjustment problems in their personal lives and rusty or inadequate academic skills. The third phase provided continued but less intensive support aimed at insuring that members of the target group completed a two year degree which considerably enhanced their employability. The program supported the eligible participant from the pre-training phase to graduation with an A.S. degree. However, it was designed to allow participants to enter at any point in this process. In addition, the services were offered in such a way as to allow individual participants to use only those services they needed at a given point in their education.

Phase I. (the Pre-Training Objective) provided 35 eligible participants with pre-training counseling and information, and basic skills review (math and English) which allowed them to choose, and prepared them to enter, appropriate training and/or employment. This objective was met through the "Friday School for Adults" Program which met for nine Fridays each semester.

Phase II. (the First Semester Bridge Objective) enabled 25 eligible participants who entered West Virginia Institute of Technology to successfully complete the first semester of a vocational/technical program. Objectives of the Phase II. section of the program were met with four principle activities. The first was a freshman orientation designed to meet both the requirements of college and the needs of the target group. The second activity for 15 individuals was tutoring in introductory math and science courses as needed. The third activity was career decision counseling for five participants who entered college undecided as to their career choices. The fourth activity matched at least fifteen eligible participants with peer sponsors for additional support and help in adjusting to college life.

Phase III. was met by three activities. The first activity provided ten eligible participants with tutoring in advanced math and science courses. The second activity provided ten eligible participants experiencing academic difficulty with appropriate counseling services.

The third activity provided three individuals with financial support in return for serving as peer sponsors to "Bridge" participants.

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8. West Virginia University at Parkersburg

Title: Grants-In-Aid for Single Parents, Displaced Homemakers and Single Pregnant Women

The Grants-In-Aid program provided incentives for participants to pursue vocational/technical training. One objective of this program was to provide grants to at least 45 students in 1993-94. Another major objective was to take some additional action to inform people in the WVU-P service area about this program and to encourage eligible students to enroll in vocational/technical training consistent with their needs.

The Financial Aid Office at WVU-P administered the funds for this program. The Financial Aid office implemented a computer program which enhanced the administration of all funding available. It was hoped that by utilizing the automated distribution of aid, enhanced efficiencies and savings resulted, as well as a better defined system of identifying those individuals who were eligible for assistance.

To qualify for the program, participants needed to complete an application verifying eligibility. There was a sign-off section that stated the student would not be able to pursue a degree program or certificate objective without the grant. This application covered tuition, supplies, transportation assistance and childcare. Once all applications were received, they were then matched to the funding available, and as many grants as possible were made.

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