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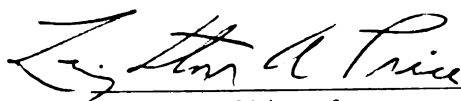
The Education Designed For Gainful Employment (EDGE) Program: An Analysis Of Local Implementations

presented by

David Clement Dvorak

has been accepted towards fulfillment
of the requirements for

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Development

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THE EDUCATION DESIGNED FOR
GAINFUL EMPLOYMENT (EDGE) PROGRAM:
AN ANALYSIS OF LOCAL IMPLEMENTATIONS

By

David Clement Dvorak

A DISSERTATION

Submitted to
Michigan State University
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ABSTRACT

THE EDUCATION DESIGNED FOR
GAINFUL EMPLOYMENT (EDGE) PROGRAM:
AN ANALYSIS OF LOCAL IMPLEMENTATIONS

By

David Clement Dvorak

The national Job Opportunities and Basic Skills (JOBS) Training Program was created in 1987 to improve the ability of states to offer more productive and accountable welfare-to-work programs. The states were offered incentives to design and provide an integrated system of education and training activities, along with supportive services, to Aid to Families with Dependent Children (AFDC) clients.

In response to this national mandate, the state of Michigan created the Education Designed for Gainful Employment (EDGE) Program. This program addressed the national goal of having comprehensive education and training activities that also provided supportive services to AFDC clients.

This research study examined the perceptions of EDGE program directors and participants in order to identify the most effective and least effective locally implemented features of the program. While the state mandated key elements of the program, the local implementation of these elements was left up to the school districts which operated the programs. This procedure gave the districts considerable latitude for local implementation and resulted in a wide

range of locally created features. These are the features that this research study examined.

The population of current EDGE program directors within the state were surveyed as part of the data collection process. Focus group interviews of successful participants were conducted for the most and least effective EDGE programs in the state, based on the previous year's state outcomes report.

The findings of the study identified the variables that created differentiations between the perceptions of directors and participants. Differentiations also existed between the perceptions of participants regarding effective and ineffective programs, but differentiations could not be found between the directors of effective and ineffective programs.

The research outcome took the perceptions of the program directors and participants and presented a model of an effective EDGE program. This has implications for new welfare-to-work programs in the state of Michigan.

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KEY TO ABBREVIATIONS

dir.   director(s)
ed.   education
eff.   effective
emp. or employ.   employability
freq.   frequency
ine. or ineff.   ineffective
par.   participant(s)
prog.   program
rep.   representative
servs.   services
var.   variable(s)
voc.   vocational

CHAPTER I

INTRODUCTION

Background of the Problem

When President Franklin D. Roosevelt signed the Social
Security Act in 1935, legislation was created to provide old-
age pensions, unemployment insurance, and aid to dependent
children (ADC). This act signaled the beginning of the
government's role to provide protection to Americans of all
ages. To this day, these programs have been the basis for
the U.S. social welfare system (Ford Foundation Policy
Recommendations of the Panel, 1989).

When the ADC program, which later became known as Aid to
Families with Dependent Children (AFDC), was started, it was
primarily intended to provide assistance to poor children
(Gueron, 1987). The program was intended to be a short-term
support program, but later became a means of long-term
assistance with increasing dependency. The Work Incentive
(WIN) program, created in 1967, placed emphasis on having
states re-orient welfare toward work. For the first time,
states made workfare mandatory for AFDC recipients. Using a
recipient's grant as a wage subsidy, on-the-job programs were
funded. States changed the institutional arrangements for
delivering employment and training services, which provided
greater flexibility in the mix of these services.

During the 1980's, studies of a number of state programs provided convincing evidence that a variety of approaches in a range of conditions could both benefit welfare recipients and produce budget savings that exceeded the initial investment (Gueron and Pauly, 1991). As a result of these studies, Congress passed the Family Support Act (FSA) of 1988 This act redefined the responsibilities of parents, the states, and the national government in providing benefits and services to the Aid to Families with Dependent Children (AFDC) program.

The central piece of the FSA legislation was the Job Opportunities and Basic Skills (JOBS) program. The JOBS program increased funding to the states, which, in turn, increased the size of the population that could be served (women with preschool children could be added). JOBS emphasized education and other intensive employment-directed services following an initial assessment. It provided a focus on long-term recipients and those with high probability of remaining on welfare (such as young adults without high school diplomas and young custodial parents). JOBS also supported other titles of FSA, in-program and transitional support services (Gueron and Pauly, 1991).

The JOBS program provided new funding for state initiatives that sought to move people from welfare to work and to reduce dependency on long-term welfare receipt. The JOBS legislation gave emphasis on the states' provision of a strategy of providing low-cost services for certain groups

and higher-cost services for others so that a share of the
case load in between the two options could be reached.
States were faced with deciding whether the emphasis should
be on investing to improve job skills versus maximizing
immediate job entries, and on raising earnings versus
reducing welfare costs. This meant that each state could
create its own welfare-to-work program. The federal
legislation charged each state to design and build innovative
programs.

Michigan's answer to the JOBS challenge was a program
called Education Designed for Gainful Employment (EDGE). The
program mandated AFDC clients to participate in an integrated
program featuring education and training activities, as well
as a number of other required services. Specifically, the
state mandated the following six key components:
(A) orientation, assessment, the educational and employment
development plan (e/edp) and enrollment; (B) basic
educational skills; (C) vocational skills training;
(D) employability/life skills training; (E) placement
services; and (F) supportive services.

The key elements of the EDGE program were mandated by
the State of Michigan guidelines and were included in the
contracts signed by each school district selected to operate
an EDGE program. By signing a contract, a school district
agreed to implement the mandated elements of the program.
These elements were the fundamental basis upon which the
program was designed and were essential for program

operation. However, each school district had considerable latitude to implement the mandatory elements at the local level. This freedom to implement the state-mandated elements created widely varying local features.

Purpose of the Research

While findings from research on welfare-to-work programs were available on a national basis, the same was not true in the state of Michigan. Basically, only state government communications contained explanations of programs as they were being offered. Specifically, there was not any research evidence regarding the EDGE program.

After the state mandated the key elements of the program, the responsibility to implement these elements shifted to each local school district operating an EDGE program. Without any other direction from the state, the districts interpreted the state mandates and created their own local features as they began to operate the program. The purpose of this research was to identify the most and least effective locally implemented features of the EDGE program. Data was collected from program directors and program participants of the districts that were classified as effective and ineffective programs according to state criteria. Data was also collected from many other program directors.

This research study compared the perspectives of participants and directors. The study identified the

perceptions that differentiated directors from participants as a combined group and also the perceptions that differentiated directors only and participants only for EDGE programs classified as effective and ineffective. The results of the study will be stated as a best practices model, which will be shared with the Michigan Jobs Commission.

Broad Research Question

The broad research question was:

What were the most effective and least effective locally implemented features of the EDGE program in the state of Michigan?

Specific Research Questions

The specific questions that were researched were:

1. What perceptions of effective and ineffective local features differentiated directors and participants?

2. What perceptions of effective and ineffective local features differentiated directors who were from programs classified as effective and from programs classified as ineffective?

3. What perception of effective and ineffective local features differentiated participants who were from programs classified as effective and from programs classified as ineffective?

Significance of the Research

Even though there have been extensive studies of state welfare-to-work programs, many key questions remain about how to structure more effective programs. Gueron and Pauly (1991) point out that the complex JOBS legislation and the evaluation results from previous program models point to the need for new information on two levels: (1) the effects of particular service components on specific populations, and (2) the effects of entire service delivery systems, which include multiple service components and management processes, on the broad welfare population and selected groups within it. Gueron and Pauly indicate that the key question for the 1990's is not whether to implement welfare-to-work programs, but how to design them to be most effective.

The researcher followed Gueron and Pauly's suggestion to find new information on specific populations and examine entire delivery systems. This research study was conducted to find out if different populations have unique perspectives and what constitutes most effective and least effective features. The study traced the state mandated elements to the school districts that created the local implementation features. The perceptions of program directors and participants were utilized to identify those features that differentiated between directors/participants and between effective/ineffective programs.

Limitations of the Research

While a number of states were implementing new JOBS programs, the scope of this research was to look at the EDGE program, which was Michigan's entry into the national field. The EDGE program in itself was a complex series of training and education activities, as well as a listing of expected service requirements. Conducting research on such a complex program proved to be challenging.

Definition of Terms

ADC means Aid to Dependent Children, which was a federal government program established in 1935 to provide assistance to poor children.

AFDC means Aid to Families with Dependent Children, which is the largest cash welfare program in America. The assistance payment is given to a single or two parent family.

EDGE is the Education Designed for Gainful Employment Program operated by the Michigan Jobs Commission. This is a 480-hour educational program featuring an integrated delivery of basic academic skill and vocational training with job placement assistance upon completion of the training.

E/EDP means educational/employment development plan. This is a personal plan of action developed mutually between the participant and advisor following initial assessment. At a minimum, the plan would list educational and employment goals, as well as a record of academic indicators.

FSA is the Family Support Act of 1988 which contains the amendments that established the Job Opportunities and Basic Skills Program.

GED means General Education Development. Passage of a series of five tests is intended to indicate high school diploma equivalency.

JOB PLACEMENT means placing a program completer in unsubsidized employment following an assessment of the participant's skills, interests, and an analysis of the labor market.

JOB SEARCH is a scheduled series of activities designed to assist participants in seeking, obtaining, and retaining employment through individual, self-instructional methods.

JOBS is the Job Opportunities and Basic Skills Training Program required by section 402(a)(19) of the Social Security Act, as amended by section 201(a) of the Family Support Act of 1988 and set forth in part F of title IV of the Social Security Act, as added by section 201(b) of the Family Support Act.

JTPA means Job Training Partnership Act, which was established by the federal government in 1983 as the major national job training program for the unemployed and underemployed who do not exceed the federal guidelines.

Michigan Jobs Commission is the state agency created to be the one-stop job training and workforce development department for the state. The agency was created by executive order in 1992 on a structure similar to a

corporate organization with the intent to be highly responsive to the training needs of the state.

MOST means Michigan Opportunity & Skills Training, which is the State of Michigan's overall program governing welfare clients. The program is operated by the Michigan Department of Social Services.

OJT means on-the-job training, which provides an opportunity for a participant to receive training while the person is employed. The employer receives a subsidy, usually based upon the employee's rate of pay as a reimbursement for costs associated with the new employee's training.

SUBSIDIZED EMPLOYMENT refers to a participant's employment where part or all of the wages are reimbursed by another organization.

WELFARE-TO-WORK PROGRAM refers to the federal government's initiative to require welfare recipients to participate in work-related activities as a condition of receipt of their welfare payments.

WIN means Worker Incentive Program established in 1967 by the Federal government to remove people from welfare.

WORK EXPERIENCE refers to any one of the work-related experiences required of participants as a condition to receive welfare payments. These may include subsidized employment, unsubsidized employment, on-the-job training, and community work experience.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

As noted in Chapter I, considerable research has already been completed in the welfare-to-work area. In this section, findings of recent studies will be presented, especially as they relate to the design of welfare-to-work programs. Manpower Demonstration Research Corporation, New York, is perhaps the most active organization currently evaluating welfare-to-work programs. Findings of their studies including the two most significant programs, Greater Avenues for Independence (GAIN) and the Saturation Work Initiative Model (SWIM) are presented. The Rockefeller Foundation, New York, has also participated in lengthy studies on minority female single parents. The foundation's evaluation report provides design recommendations.

A description of Michigan's EDGE program details the original program along with subsequent changes. The description notes that research has not been undertaken on a state-wide basis nor on the locally-implemented features of the EDGE program.

The Dissertation Abstracts did not reveal any current research on the EDGE Program, or for any State of Michigan welfare-to-work program. On March 18, 1993, University

Microfilms, Inc. (UMI), located in Ann Arbor, Michigan, conducted a comprehensive dissertation query on this subject. The key words in the query were

AFDC

Aid, Famil*, Dependent, Child*

Welfare, Train*

Welfare, Work

Of the 167 references that contained one of the specified key words, only two were connected to specific state welfare-to-work programs. Both were programs in effect prior to the JOBS legislation. One dissertation made reference to Florida's Project Independence Program, while another query made reference to California's Greater Avenues to Independence (GAIN) Program.

On October 7, 1993, another comprehensive dissertation query was conducted by UMI. The key words in this query were

EDGE

Education, Designed, Gainful, Employ*

Job, Opportunit*, Basic, Skill*

Welfare, Work

Of the 690 references that contained one of the specified key words, none referred to the Education Designed for Gainful Employment or EDGE program.

The ERIC database provided immense assistance in locating literature to be searched for the proposed dissertation topic. Using the following key words in the

searches, numerous references on pre-JOBS programs and current JOBS programs of a few states were located.

1. AFDC

2. Aid to Families with Dependent Children

3. Education Designed for Gainful Employment

4. EDGE

5. Education and Training Programs

6. General Assistance

7. Job Opportunities and Basic Skills (JOBS)

8. Training, Welfare

9. Welfare-to-Work

10. Workfare

The ERIC search of relevant literature identified numerous foundations, governmental subdivisions, and other non-profit organizations that produce reports or conduct research on welfare-to-work programs. These are listed in the bibliography or general reference section of this dissertation. Included are many of the research studies by the Manpower Demonstration Research Corporation on the topic of welfare-to-work programs. This organization alone has published more than 75 books, reports, and monographs on the same subject.

Welfare-to-Work Programs

The most comprehensive discussion of findings of pre-JOBS studies was by Gueron and Pauly (1991). Forty-five studies were reviewed as well as a detailed look at thirteen

completed studies of programs operated primarily during the
1980's because they illustrate most clearly the issues that
were faced by the JOBS decision-makers.

Gueron and Pauly presented these findings from the
studies of pre-JOBS programs as they relate to program
design:

*A range of welfare-to-work programs--those that
emphasize immediate job placement as well as those
that provide some more intensive services--can
produce sustained increases in employment and
earnings for single parents on welfare and a clear
payoff on the public's investment.

*While substantial evidence shows that moving women
from welfare to work is feasible, it also suggests
that expectations should be modest. Caseload
reductions have not been dramatic and increases in
people's standard of living have been limited. This
suggests (1) that it is important to learn in future
studies whether programs that focus on increasing
welfare recipients' human capital--such as their
educational and occupational skills levels--can
produce better results, particularly for potential
long-term recipients.

*The knowledge base is limited for comparing programs
that offer more intensive versus less intensive
services. This is because there are no completed

studies of large-scale programs emphasizing
education or skills training.

*Providing mandatory job search to large numbers of
people may maximize welfare savings and job-holding,
but by itself usually will not get people better
paying jobs or benefit the more disadvantaged.
Providing mainly higher-cost, more intensive
services to a selected population can get people
jobs with somewhat greater earnings, but will
produce lower welfare savings per dollar invested.
Strategies that mix higher-cost and lower-cost
services may offer an opportunity to partially meet
all of these objectives.

Minority Female Single Parent (MFSP)

From 1982 to 1988, the Rockefeller Foundation provided
funding for selected community-based organizations (CBO's) to
operate employment training programs for minority female
single parents (Burghardt and Gordon, 1990). The Minority
Female Single Parent (MFSP) Demonstration program was
designed to provide comprehensive employment training and
support services to enhance the self-sufficiency of minority
single mothers and reduce their dependency on welfare.

Selected CBO's were funded to provide basic skills and
job skill assessments, counseling, remedial education, job
skill training, job placement assistance, and child care
assistance to a randomly selected treatment group (Burghardt,

Rangarajan, Gordon, and Kisker, 1992). A control group was not eligible to receive services from the CBO, but could seek them elsewhere in the community. The findings suggest that immediate, job-specific training with a strong focus on getting trainees into jobs is a more effective way to improve the earnings of single mothers than are the alternative strategies that seek to improve basic skills before offering job training.

In the Summary Report evaluating the program, Burghardt et al. (1992) said the following may contribute to program success.

*Providing immediate, job-specific skill training without imposing educational requirements that limit access to the job-skill training, but at the same time teaching the necessary reading and math skills as part of the job-skill training curriculum.

*Focusing on job-specific skills and building other necessary components around this primary focus.

*Providing training in occupations in which employers need workers, and adapting the types of training to existing market conditions.

*Providing active assistance in helping trainees find jobs.

*Offering flexible and easily accessible assistance in finding and paying for child care.

Greater Avenues for Independence (GAIN)

California's Greater Avenues for Independence (GAIN) was
one of the nation's largest welfare-to-work programs that
helped point the way to the Family Support Act of 1988
(Friedlander, Riccio, and Freedman, 1993). GAIN, as the
state's version of the JOBS Program, provided comprehensive
services to AFDC recipients to enable them to gain self-
sufficiency. The services emphasized basic education in
addition to activities designed to get people quickly into
jobs.

Established in 1985, the GAIN Model had two primary
.tracks (Riccio, Goldman, and Hamilton, 1989). On the basic
education track, registrants who did not have a high school
diploma or GED certificate, could not speak English, or
failed the skills test usually went directly into one of
three programs: adult basic education, GED preparation, or
English language instruction. Registrants could elect to
pursue job search assistance first, but then had to enroll in
a basic education class if they did not find a job.

The second track was for registrants who were determined
not to need basic education; they were usually referred first
to a job search activity. Registrants who completed basic
education or job search (or both) without having found a job
had to, after a formal assessment, enter another activity
specified in an individual employment plan. Possible
activities included vocational or on-the-job training, work

experience, supported work, or other forms of education and training. Child care services were provided by the county.

Friedlander et al. (1993) reported positive effects on employment, earnings, and reductions in welfare costs from a two-year follow-up study of the GAIN program. The report showed that:

*Large-scale complex, multi-activity programs could be implemented in a variety of localities.

*Programs such as GAIN could change the basic character of AFDC, introducing real opportunities and real obligations.

Saturation Work Initiative Model (SWIM)

From July, 1985, through September, 1987, the County of San Diego, California, operated the Saturation Work Initiative Model (SWIM) as a welfare employment program (Hamilton & Friedlander, 1989). The program targeted AFDC clients to move them from welfare to jobs. The SWIM Model consisted of a fixed sequence of activities, which could result in individuals becoming employed and/or leaving the welfare rolls at any point. Individuals were usually first assigned to a two-week job search workshop. Those who had not found jobs by the time they completed the workshop were assigned to three months of unpaid work experience as well as bi-weekly job club sessions. Those still unemployed after completing their work experience assignment would be assessed and referred to community education and training programs.

An evaluation of SWIM showed positive effects on employment, earnings, and receipt of welfare by the participants. These effects were important to note because SWIM was one of the nation's first welfare-to-work programs to tie participation in activities to the promotion of self-sufficiency, rather than just the previous short-term approach.

SWIM also provided the opportunity to test the feasibility and effectiveness of programs that included an education and training requirement. This requirement was imposed only on those who completed job search and work experience without finding a job. Many individuals had found jobs or left welfare before reaching this third stage of the program model. SWIM's sequence of activities was in contrast to the GAIN model; basic education was the first component for those determined to need it.

In summary, the findings of an evaluation conducted on the SWIM program indicated the following:

*Participation was substantial in all three program
  components: job search, unpaid work experience,
  and education and training.

*A surprisingly high number of clients enrolled in
  education and training programs on their own
  initiative.

*The program's mandatory participation requirement
  was rigorously enforced.

*Participation rates were greatly influenced by the program's operating environment.

Education Designed for Gainful Employment (EDGE)

Education Designed for Gainful Employment (EDGE) was a specialized program developed to make Aid to Families with Dependent Children (AFDC) recipients more competitive in the job market. The outcome for program participants was to obtain employment.

The EDGE program was a cooperative venture between the Michigan Department of Social Services and the Michigan Department of Education (EDGE Program--Education Designed for Gainful Employment, 1992). The program was originally created and operated by the Michigan Department of Education in cooperative agreement with the Michigan Department of Social Services. In 1993, the operation of the program became the responsibility of the Michigan Jobs Commission. The program was eliminated by the state during the spring of 1994. The programs were terminated when an organization's contract ended. EDGE contracts were typically written to end at the close of the state's fiscal year, which was September 30, 1994.

The Jobs Commission established contracts with local school districts through their respective adult education departments to deliver the required EDGE services. Each local school district, or consortium of districts, determined program costs. These costs were the basis for billing DSS

for specific services provided to EDGE participants. Other monies were paid to the local school district through the State Aid Act that allowed payment for adults without a high school diploma. This payment was the Gross Membership Allowance the state paid to a district for the eligible student count. Later when the Michigan Jobs Commission took over the program, the project became a competitive bid proposal format. Selected programs were given a contract based on completion of set performance standards.

The EDGE program was a cooperative effort between the departments involved at the state and local levels. While coordination and direction came from the state departments, local DSS offices worked directly with the local school districts to identify, pre-screen, and determine the participants eligible for the district's EDGE program.

AFDC recipients were eligible for the EDGE program if they were adult education eligible, yet not currently enrolled in adult education and they were not participating in another Michigan Opportunities Skills Training (MOST) program. AFDC recipients who had a GED (but not a high school diploma) were adult education eligible and could participate in the program. Recipients who were determined to be mandatory MOST participants could be required to participate in the EDGE program. Individuals who were exempt from MOST participation could volunteer for the EDGE program.

The district had to offer an integrated package of education and training services that was unique to the EDGE

design. This set of services could not otherwise be
available to students in the same package on a non-
reimbursable basis.

The EDGE program featured an integrated delivery of 480
hours of basic educational skills and vocational skills
training. Upon completion of the training, participants were
assisted with job placement. Child care and transportation
services were provided to all EDGE participants.

The EDGE program was designed around six major
components with each having mandatory elements that had to be
implemented by each school district. The six components were
as following: orientation, assessment, the educational and
employment development plan (e/edp) and enrollment; basic
educational skills; vocational skills training;
employability/life skills training; job placement services;
and supportive services.

Even though the state mandated certain elements to be
present in all EDGE programs, a great amount of latitude
existed as to how local districts implemented the required
elements. Since there was not a "procedure's manual," widely
varying localized features were enacted. These are the
features that this research study is addressing.

The following paragraphs provide further details on each
of the mandated elements.

Orientation, Assessment and EDP

The orientation of the potential participants was
conducted jointly by local DSS and local school district

personnel. The orientation presented what the EDGE program
has to offer students. An assessment of academic skills,
vocational interests, and personal barriers was made.
Initial eligibility for the EDGE program was determined with
possible exemption and referral to another program if
appropriate.

Basic Educational Skills

The basic skills component was 120 hours of prescriptive
and outcomes-based curriculum. The subject matter could
range from levels of Adult Basic Education material to high
school completion subjects. If achievement warrants and
other requirements were met, a student could achieve a GED or
a high school diploma. This curriculum had to be delivered
to EDGE students only and needed to be integrated with the
student's vocational training class. The class should also
be offered at the same time as the vocational training.
Teachers had to be State of Michigan secondary certified
teachers. The student received a certificate of competency
upon completion of the class.

Vocational Skills Training

The local school district selected the vocational
offerings based upon a local labor market study. Students
selected their choice of a 300-hour vocational program based
on an evaluation of their assessments, interests, and
guidance from an advisor. A vocational class could have EDGE
and non-EDGE students attending at the same time. The

teacher of the class had to be state certified or annually authorized. The student received a certificate of competency upon completion of the class.

Employability/Life Skills Training

The content division of this 60 hour class was determined by the local school district. The state recommended that life skills be taught early in the training with employability skills taught near the end. The teacher of the class had to be state secondary certified.

Job Placement Services

Intensive job placement efforts took place during the two months following completion of training. Placement techniques, such as job search, practicums, and on-the-job training (OJT) could be utilized to effect placement. Vocational offerings had to be evaluated based on the successes or failures of placing participants in the respective fields for which they were trained. If placement in any area proved to be bleak, the next semester's vocational offerings were to be adjusted. If participants did not find jobs after the 60-day period, referrals could be made to high school completion programs, GED, other vocational training programs, or possibly the local community college.

Supportive Services

Provision for child care had to be made. This service could be provided on-site or could be subcontracted to

another licensed child care agency. Transportation could be
in the form of the school district's bus, use of a public
bus, reimbursement for use of participant's own car, or use
of contracted transportation. A system of supportive school
personnel needed to provide intensive advising, counseling,
guidance, referral, and follow-up services.

The EDGE program was jointly managed between the local
school district and the DSS office. Each district's contract
stated that there was a minimum attendance requirement for
participants of 75% of the scheduled hours. The contract
required that 75% of the participants completed the program
and that 60% of those completing be placed in jobs within the
60 day time frame.

Summary of An Effective Program

Based on the review of the literature, the researcher
has determined that effective programs have identified key
features. This is the researcher's summary of those
perceived key features.

1. Using established community communication media to
    publish information and promote volunteering as the
    first method of encouraging AFDC clients to
    participate in a welfare-to-work program.

2. Using mandatory procedures to obtain the
    participation of others after utilizing the first
    step, but always promoting and providing the
    features and benefits of program participation.

3. Using sanctions as the last practice in obtaining the participation of clients for programs.

4. Using basic skills assessment and interest/aptitude testing to determine the current levels of each client. This information should be utilized to create a prescriptive training and education plan for each client.

5. Providing a menu of program services with multiple platforms so clients can enter at their educational and interest level and at the appropriate time. The design of a program should be open-entry, open-exit. At a minimum the program should allow for:

   a. Short-term job assistance search activities including transition-to-work concepts as a first step for most clients with job placement as the outcome.

   b. Medium length training, including life management topics, vocational exploration, and medium length educational classes with job placement as an outcome.

   c. Long-term vocational programs with appropriate social skills and educational classes as well, with job placement as the outcome.

6. Supporting clients in all platforms with supportive services such as counseling, transportation, child care, clothing allowance, and initial job-related costs.

7. Including real world work experiences, thereby
    allowing clients transition time into the field of
    work. These would include on-the-job training,
    practicums, clinicals, apprenticeships, and/or
    community service and/or work experience projects.

This summary includes the concept of cooperative and
collaborative working relationships between the agencies
involved with client procurement to client training and
placement. The local offices of the Michigan Department of
Social Services would be the initial referral agency. Other
local agencies would provide the supportive, training,
placement, and needed referral services.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

The researcher conducted this study to gain insight into the locally-implemented features of the EDGE welfare-to-work program in the state of Michigan. To investigate these features, the following broad research question was asked:

What were the most effective and least effective locally-implemented features of the EDGE program in the state of Michigan?

The methodology used in addressing the research question is described in this chapter. The topics include populations and samples studied, design and development of instrumentation, data collection procedures, and data preparation techniques.

A letter granting permission to the researcher to conduct the research within the state was obtained. See Appendix A. The letter represented the Michigan Department of Social Services and the Michigan Jobs Commission at a time when program administration was being switched from the Department of Education.

Director Population and Sample

One of the two populations available for the study was

the EDGE program directors employed by the participating

school districts. A listing of the directors who managed

the 61 programs that operated in the 1993 fall semester was

obtained from the state. All of the directors were mailed a

questionnaire. Due to program consortiums and the

elimination of the researcher's district, 52 school district

programs were available to complete the questionnaire.

Participant Population and Sample

The participants of the EDGE program formed the second

population of study. The Michigan Jobs Commission conducted

a survey in the 1992-93 school year to obtain quantitative

information about currently operating EDGE programs. This

information was utilized to obtain the participant profile

which is contained in the following table.

Table 1   Demographic Information for EDGE Participants
                 for the 1992-93 School Year

| GENDER | 83 % female |
| | 17 % male |

AGE	14 % 18-21 age range
	20 % 22-25 age range
	24 % 26-30 age range
	21 % 31-35 age range
	12 % 36-40 age range
	9 % over 40

ETHNIC ORIGIN	2 % American Indian/Alaskan
	1 % Asian/Pacific Islander
	31 % Black Not Hispanic
	6 % Hispanic
	61 % White Not Hispanic

EDUCATION	6 % Below 8th grade
	10 % 8th
	25 % 9th
	32 % 10th
	25 % 11th
	1 % 12th grade or GED holder

| HOUSEHOLD STATUS | 65 % Single Head of Household |
| | 35 % Multiple Adult Household |

CHILDREN   The 5,298 program participants
reported 5,709 children in the following
age ranges:

	2 % 0-2 age range
	35 % 2-5 age range
	22 % 5-8 age range
	18 % 8-11 age range
	15 % 11-15 age range
	6 % 18 and older

A state-wide EDGE Outcomes Report for the January to June, 1993 semester was obtained from the Michigan Jobs Commission and used by the researcher to determine the relative ranking of each EDGE program based on the percentage of participant completion leading to employment. The

programs were then classified as the most and least effective programs in the state. The complete ranking by school district code is contained in Appendix B.

The researcher constructed a three-tier division of the 52 school districts which reported their outcomes into large, medium, and small school districts. A large district was defined as having 50 or more participants reported on the state **Outcomes Report**, a medium size district was defined as having reported 20 to 49 participants, and a small district was defined as reporting 6 to 19 participants. Programs reporting 5 or less were not used as a measure to determine program effectiveness.

The researcher conducted focus group interviews with participants from the two highest and two lowest ranking programs within each of three tiers. The following table displays this information.

Table 2   **School Districts Selected for Participant Focus Group Interviews Based on State Ranking**

	Highest	Lowest
<u>Tier 1</u>	District 52* District 50	District 53 District 58
<u>Tier 2</u>	District 35 District 33	District 28 District 6
<u>Tier 3</u>	District 14 District 42	District 13** District 36** District 7

* District 5 was actually the highest ranking school district, but since the researcher is an administrator in the district, the selection was eliminated.

** Tied for the next to lowest ranking.

Focus group interviews were conducted with a total of 76 participants in thirteen groups that ranged in size from two to eleven. The average group size was approximately six. The compiled demographic information of the 76 participants closely resembled the profile of the state-wide participant population presented earlier in Table 1. The following table provides the specific information.

Table 3   Demographics of Participant Sample

GENDER	89 % female
	11 % male
AGE	29.8 average
ETHNIC ORIGIN	1 % American Indian/Alaskan
	24 % Black Not Hispanic
	7 % Hispanic
	68 % White Not Hispanic
EDUCATION	3 % Below 8th grade
	5 % 8th
	20 % 9th
	25 % 10th
	27 % 11th
	20 % 12th grade or GED holder
HOUSEHOLD STATUS	72 % Single Head of Household
	28 % Multiple Adult Household
CHILDREN	2.64 average
EMPLOYED	63 % No
	37 % YES

Design and Development of Instrumentation

Director's Questionnaire

An EDGE program survey used by the state to obtain quantitative data in 1992-93 was analyzed for ideas as the researcher began to design a questionnaire. The state's instrument was used primarily to obtain demographic information about the EDGE participants and this particular aspect was helpful to the researcher.

A more comprehensive source of information was the EDGE program description published by the Michigan Department of Education and Michigan Department of Social Services. The

outline of the director's questionnaire designed by the researcher follows the listing of the program components as they are listed in this document. The components are: (A) orientation, assessment, the educational/employment development plan (e/edp), and enrollment; (B) basic educational skills; (C) vocational skills training; (D) employability/life skills training; (E) job placement services; and (F) support services.

The introduction to the questionnaire used by the researcher explains the design of the EDGE program, lists the six major components, and explains how the EDGE program has mandatory elements organized around the major components. The introduction further points out how each district has created local features from the implementation of the mandatory elements.

The questionnaire asks for the most effective and least effective local features that a school district created in the process of implementing the EDGE program. In addition, the questionnaire asks why a feature was the most or least effective. This type of questionnaire format means that all data collected from the directors was qualitative in nature.

The questionnaire was developed with input from a number of state-wide individuals knowledgeable about the EDGE program. An EDGE consultant read a draft of the questionnaire and provided a number of recommendations. The consultant also provided additional suggestions for the fourth revision of the questionnaire.

To enhance the reliability of the questionnaire, the various draft copies were field tested. Five state-wide EDGE program directors reviewed various draft editions and provided feedback based on their involvement with the EDGE program. Locally, five EDGE program advisors/counselors were given copies of the draft questionnaire and they also provided feedback based on their experience with advising and counseling EDGE students.

A computerized version of the Flesch-Kincaid reading assessment was used to determine the reading level of the questionnaire. The questionnaire was determined to have a 10th grade reading level.

Participant's Focus Group Interviews

The focus group interviews of participants were each conducted for approximately one hour and were audio-taped. The interviews followed the guidelines presented by Tull and Hawkins, 1987. The interview questions were determined by paralleling the program director's questionnaire. Each of the six major components of the EDGE program were represented with questions seeking the most and least effective local features of the program. The questions that asked why features were effective or ineffective were also used to clarify answers. This type of questionnaire format means that all data collected from the participants was qualitative in nature.

The Flesch-Kincaid reading assessment was applied to the

script for the program participants. A reading level of 6th grade was determined.

Methods of Data Collection

Director's Questionnaire

The program director's questionnaire, which was prefaced with a letter of introduction, was sent with an enclosed self-addressed stamped envelope during the week ending March 11, 1994. See Appendices C and D. The questionnaire was coded with a number corresponding to the researcher's list of program directors. This technique provided a current list of directors who had returned their questionnaire and therefore, those that had not.

As of April 1, 1994, twenty completed questionnaires had been returned, which was 39 percent of the possible. The researcher telephoned the directors of the districts who had not returned their questionnaires and discovered that 12 of the districts had not received the questionnaire (most were sent to the incorrect person) or the survey had already been discarded.

New questionnaires were mailed to these directors. By June 3, 1994, fourteen additional questionnaires were returned. The revised returned total was now 34, which was 65 percent of the possible. A continuing intensive phone campaign was utilized so that by July 22, 1994, a final returned total of 39 was achieved for a return rate of 75 percent.

The researcher appreciated the cooperative spirit and willingness displayed by the directors. They accepted and responded to a colleague's request for research assistance. In spite of four or five phone calls to a number of directors and their office personnel, only one telephone conversation involved an uncooperative director.

As noted in the letter, participation was voluntary with all information being kept confidential. Anonymity was assured by identifying each district only with an assigned code number. Only the researcher has the master list of the coded districts.

Participant's Focus Group Interviews

A script for participants including a listing of the focus group interview questions that were used for program participants is contained in Appendix E. The researcher telephoned the program director of each respective district for assistance in scheduling the interviews with the participants. The directors selected the participants for the interviews based on the researcher's directions of inviting eight to ten individuals who had completed the required 480-hour instructional component of the EDGE program and were engaged in job search activity or were already employed because of the program. The interviews were conducted on the school district's site during the months of March and April of 1994.

The researcher appreciated the cooperation and hospitality extended by the directors. The interview locations were comfortable, quiet, and appropriate for conducting a confidential meeting. The participants were comfortable with the interviews. They were willing to indicate the most effective and least effective features of the EDGE program and they were candid with their remarks.

As noted in the consent form found in Appendix F, participation in the group interview was voluntary with all information being kept confidential. Anonymity was assured by identifying each district only by an assigned code number. Only the researcher has the master list of the coded districts.

Methods of Data Preparation

Coding of Qualitative Data

The qualitative data collected from the program director's questionnaire and the focus group interviews were compiled by district number. See Appendices G and H. The compiled list for the directors' responses and for the participants' responses were studied separately for recurring themes. The researcher looked through each section of the six major sections (A-F) of the EDGE program and noted similar statements revolving around the same subject. These were written out for the directors and then any newly occurring themes from the participants were added to the list.

Even though some judgment was used to group like items into the same theme, all ideas presented by the directors and participants were included in the list of themes. The researcher felt that the responses given by directors and participants tended to separate easily into identifiable themes. For this reason, any other person who was involved with or knowledgeable about the EDGE program would closely replicate the same final list of themes if the same guidelines were followed.

The reasons given by directors and participants as to why local features were most effective or least effective were used only if the theme identification process needed further clarification.

With so much available information, limiting what would eventually be coded reduced the information base to a manageable size. The themes mentioned under the most and least effective local features were given an eight-letter name and referred to as variables. Variables used the letters A-F as the first character. This indicated which of the six components of the EDGE program were being described. The components and the corresponding letters were:

A = Orientation, assessment, the e/edp, and enrollment

B = Basic educational skills

C = Vocational skills training

D = Employability/life skills training

E = Job placement services

F = Support services

The second letter was an M if the theme came from the most effective section of the director's questionnaire or participant's focus group interview. An L indicated the theme came from the least effective section. For example,

M = Most effective section

L = Least effective section

The remaining six letters described the actual theme. For example,

COMACC = Didn't have access to computers.

OUTSPK = Needed more outside speakers.

SPEEVT = Held special events for participants

When all the letters are put together, they looked like this:

BLCOMACC

DMOUTSPK

FMSPEEVT

A Variable Legend was created from the 168 identified themes. See Appendix I.

If a theme was present, it was coded as a 1 and if the theme was not present, it was coded as a 0. This procedure was followed for the 168 identified themes. The coded data were entered into the IBM Windows version of the statistical software entitled Systat. Six matrices representing the A-F components were constructed for the 168 themes as a way of managing the data in reasonably sized groupings. Each of the six matrices included the 13 participant districts and the 39 director districts.

Director/Participant Comparison

Since there were such a large number of themes coded, the researcher wanted to reduce the size to only the ones that seemed to give the best differentiation between directors and participants. To look at the director/ participant comparison, the researcher used Systat to produce 2 X 2 tables (Director and Participant as rows and Present or Not Present as columns) for the variables containing the themes. Using the Fisher Exact Test, only those variables whose table produced a probability of less than .1 were selected (less than 10 percent probability the results were due to chance). This procedure reduced the number of variables from 168 to 80. See Appendix J for a listing of the probabilities for the variables.

These 80 variables were then examined for the response pattern of directors and participants contained in the District Coding of Variables (See Appendix K). Variables with less than a difference of two total responses between directors and participants were omitted. Three variables were added that had a response difference between directors and participants that was greater than two and also had a probability of .14 or less on the Pearson Chi-Square Test from the director versus participant table comparing effective/ineffective programs. These decisions reduced the number of variables from 80 to 63.

The purpose of looking at probabilities was not to determine the statistical significance of variables, but as a

way to reduce the number of themes that were contributing to the director/participant results. This was accomplished by eliminating variables that did not, in fact, contribute to the distinction between directors and participants.

A new raw data matrix was then produced which contained data for the directors and participants for these 63 variables.

Effective/Ineffective Comparison

In order to look at the effective/ineffective program comparison, the researcher had to first decide on a coding system for director districts. For the participants, the decision had already been made on which districts were deemed effective and which were deemed ineffective. Effective districts were coded with a 1, while ineffective districts were coded with a 4. But the number of participants involved in the focus group interviews was very small, which made it difficult to be certain of the stability of the results. By including the directors of districts beyond the same 13 districts that had participant groups, the number of cases was increased. This should add more stability to the results.

The ranking of school districts in Appendix B was used to complete the assignment of the directors not already included. The directors of districts in each of the 3 size tiers that were above the median ranking were arbitrarily assigned a coding of 2 (more effective). The directors in

districts that were below the median ranking were arbitrarily assigned a coding of a 3 (less effective).

Since there was such a large number of themes coded, the researcher wanted to reduce the size to only the ones that seemed to give the best differentiation between effective programs and ineffective programs. To look at the effective/ineffective comparison, the researcher used Systat to produce 2 X 4 tables (Participant and Director as rows and Effective, More Effective, Less Effective, and Ineffective as columns). Using the Pearson Chi-Square Test, only those variables whose tables produced initially a probability of .13 or less were studied. (See Appendix J). This reduced the number of variables from 168 to 45.

To assist in the final decision to include or exclude variables, 2 x 2 tables were produced for participants only involving effective and ineffective programs. The variables were also compared to the response patterns of directors and participants for effective and ineffective programs contained in the District Coding of Variables (Appendix K). Variables with less than a difference of two total responses between directors and participants were omitted. Any variable listed as "OTHERS" was also omitted. Several variables that ranked relatively low in probability in the effective/ineffective category for participants only and had a minimum frequency difference of two in the response pattern for participants were added. These decisions reduced the number of variables from 45 to 38.

Again, the purpose of using the Pearson Chi-Square Test to look at probabilities was not to determine the statistical significance of variables, but as a way to eliminate the variables that were not, in fact, contributing to the distinction between the effective/ineffective programs.

A new raw data matrix for effective and ineffective programs was produced that included participants and directors for these 38 variables.

Interassociation Matrices

The new raw data matrices produced from the previous steps were each transposed. The rows of these transposed matrices represented the variables while the columns represented people. The first matrix then contained 52 columns of people and 63 rows of variables. The second matrix contained 52 columns of people and 38 rows of variables.

The column headings were re-labelled to show the participant or director coded district number. Once the column headings were re-labelled, the first row of each transposed matrix was no longer needed and was therefore deleted.

A new file of the transposed matrix containing the 63 variables was saved. This file included data for both directors and participants. A new file of the transposed matrix containing the 38 variables was saved. This file included data for directors and participants as well. Each of these files was then split into directors only and

participants only files. The newly created files contained
a combined 52 person x 63 variable matrix and a combined 52
person x 38 variable matrix. For directors only, the results
were a 39 person x 63 variable matrix and a 39 person x 38
variable matrix. For participants only, the results were a
13 person x 63 variable matrix and a 13 person x 38 variable
matrix.

Interassociation matrices, which showed the relationship
among each of the people in these matrices, were produced
using an index which computes coefficients for binary data
(Wilkinson, Hill, Welna, and Birkenbeuel, 1992). Selecting
Jaccard's dichotomy coefficients produced proportion of pairs
with both values present, given that at least one occurs.
This is equated to the pairs 1, 1 (both values present)
divided by the sum of the pairs 1, 1 (both values present)
plus 1, 0 (one value present, one value not present) plus 0,
1 (one value not present, one value present).

The newly created matrices were now in formats of 52 x
52 persons (directors and participants), 39 x 39 persons
(directors only), and 13 x 13 persons (participants only) for
the 63 variables and for the 38 variables.

Multidimensional Scaling and 3-D Plots

The interassociation matrices were fed into Systat's
multidimensional scaling technique. Multidimensional scaling
provided a data reduction procedure that can be used on a
similarity matrix. Three dimensions were selected so 3-D
scatterplots could be produced at a later step. The purpose

of the 3-D plots was to present a spatial analogy to show the relationships between the participants and directors. The three graphs that are included cannot be compared to each other. Each graph has its own unique dimensions. The graphs are included to show the positioning of the people in three dimensional space and only for each respective graph. Three dimensions provided a much clearer picture for a scatterplot than two dimensions could. The rest of the choices on the Systat multidimensional scaling menu were left at the default settings.

A piece of the multidimensional scaling technique was used that came from the results of the 52 combined directors and participants, 39 directors only, and 13 participants. The piece that was removed from the multidimensional scaling results was called Coordinates in 3 Dimensions. The specific data for each group was highlighted in the table containing the Coordinates in 3 Dimensions and were saved to a Notepad file. This file was imported to Systat and using the Graph option, 3-D scatterplots were produced. Specifically, vector plots were constructed for the 52 directors and participants combined, 39 directors only, and 13 participants only.

Comparison of Final Profiles

Tables were produced showing the best differentiation between districts of directors and participants based on 63 variables. Tables were also produced showing the best differentiation between districts of directors and

participants classified as effective and ineffective based on 38 variables.

For the directors/participants comparison, the frequencies of the 63 best differentiating variables contained participant and director responses to the selected variables. The theme of the variable was given so a decision could be made as to whether more participants selected the respective theme or more directors selected the theme. The statements in parenthesis were the opposite inference of the actual statement. The researcher decided not to use themes which had frequencies with less than a difference of two in the responses.

For the effective program versus ineffective program comparison, the frequencies of the 38 best differentiating variables contained participant responses under an effective column and an ineffective column. The theme of the variable was again given so a decision could be made as to whether more effective programs selected the respective theme or more ineffective programs selected the theme. Themes which again had frequencies with less than a difference of two in the responses were not included.

CHAPTER IV

RESEARCH FINDINGS

Introduction

Chapter IV contains the results and presents an analysis of the data collected from the directors of EDGE programs and participants of EDGE programs. The data collected from directors representing 39 districts came from a survey questionnaire and the data collected from the 76 participants representing 13 districts came from focus group interviews. All of the data collected was qualitative in nature. The data used for these analysis were derived from the themes identified in the responses on the survey questionnaire and the focus group interviews.

The data was obtained on the six major components of the EDGE program. These components were: (A) orientation, assessment, the educational/employment development plan (e/edp), and enrollment; (B) basic educational skills; (C) vocational skills training; (D) employability/life skills training; (E) job placement services; and (F) support services.

The findings begin with a presentation of 3-D plots depicting relationships in matrices of interassociations among people. The relationships are among all directors and

participants based on the variables that provided distinctions between them.

The first plot was for districts of directors and participants combined. This plot looked at differentiations between directors and participants. Because of the difficulty in reading the district numbers for the points clustered around the origin of the plot, an enlarged plot of this sector containing all of the participant information was created in a second plot. This plot also contained director information that happened to be in the same sector as the participants.

The third plot was for districts of directors only and this plot looked at differentiations between effective and ineffective programs as identified in the state Outcomes Report. (See Page 29).

The fourth plot was for districts of participants only and this plot also looked at differentiations between effective and ineffective programs as identified in the state Outcomes Report.

Three-Dimensional Scatterplots

A Template for the 3-D Scatterplots

To understand how to read the 3-D scatterplots, a template is introduced and discussed. These are not traditional plots that can be compared to each other. The axes are not labelled because there is no specific label that can be applied. The labels for the dimensions do not hold

any meaning. The purpose of each graph is to show the
positions of the respective people in a three dimensional
space. To read each graph, one should visualize the 3-D plot
as a cube with a 0,0,0 origin as the center of the cube. The
placement of each respective district represented by a
director or a participant should be imagined as emanating
from the origin within the perceived cube. The positioning
of locations indicates relationships when using this
perspective.

Directors/Participants

The 3-D plot for directors and participants originated
from the multidimensional scaling results that were fed into
the 3-D graphing program of Systat. The interassociations
between these directors and participants were based on the
pattern of responses to the 63 differentiating variables.

The districts of directors were labelled with a D
followed by the district number. The 39 director districts
were: D1, D2, D3, D4, D6, D7, D8, D9, D10, D11, D12, D13,
D14, D15, D16, D19, D21, D22, D25, D26, D27, D28, D29, D32,
D33, D34, D35, D36, D37, D39, D42, D45, D47, D48, D50, D52,
D53, D58, and D59.

The districts of participants were labelled with a P
followed by the district number. The 13 participant
districts were: P6, P7, P13, P14, P28, P33, P35, P36, P42,
P50, P52, P53, and P58.

Figure 1 is the plot that contains all of the director
and participant information. Figure 2 is an enlargement of

the tightly clustered sector that contains all of the participant information, as well as the director information situated within the same sector. The plots show how closely the participants are clustered together in the one sector of the 3-D plot. If the plot is visualized as a cube with the origin as the center of the cube, the participant information is clustered close to the origin and within one region in relation to the origin.

The director information is scattered throughout all regions of the 3-D plot. Again, when visualizing the plot as a cube, there are director points in every region of the cube without any noticeable clustering of directors within any specific region of the cube. There are few directors within the same region as the participants.

Figure 1   **3-D Plot of Directors and Participants**
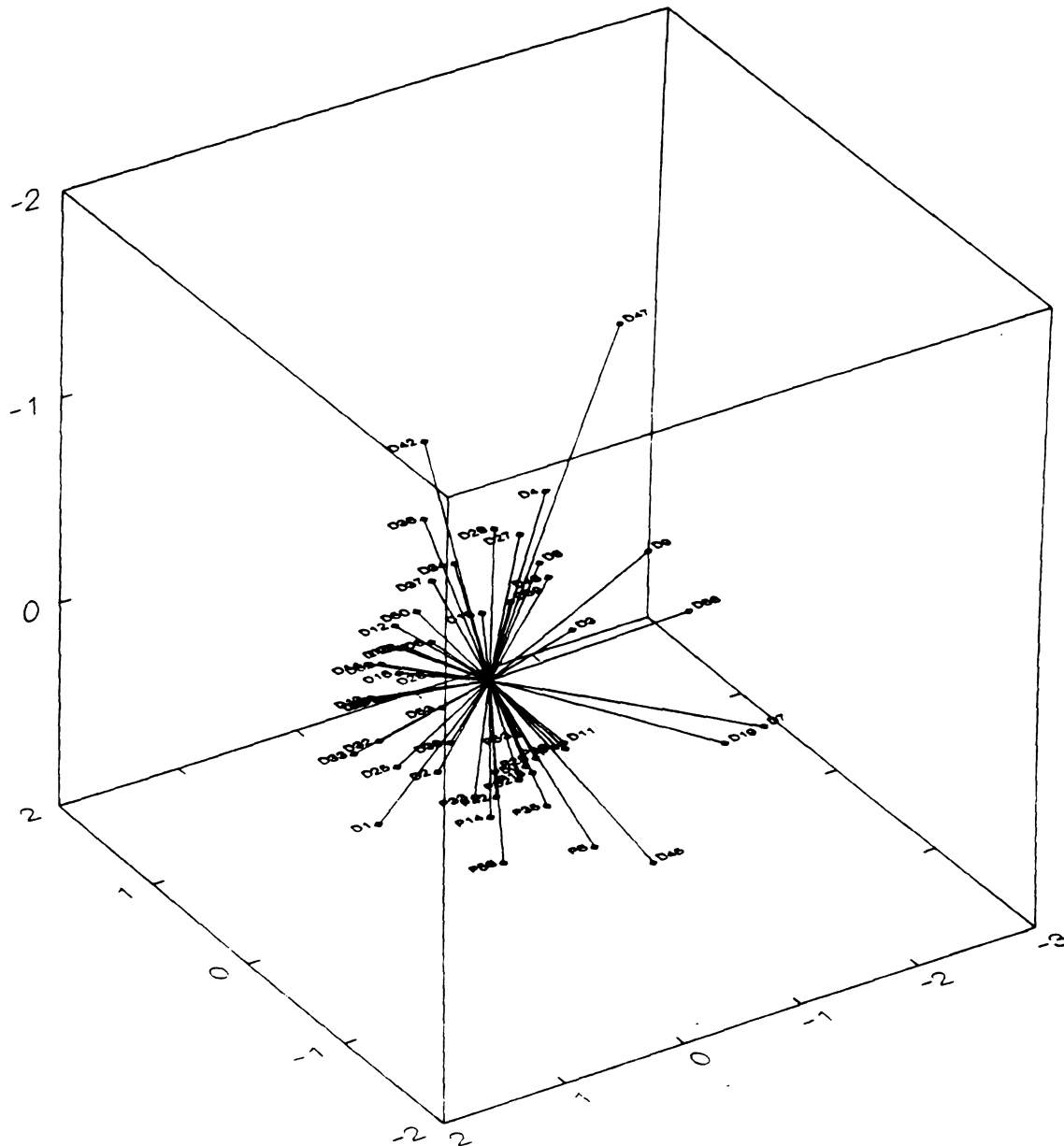
Legend

    D = Director
    P = Participant
1-59 = Number of District

Figure 2   **Enlarged View of the Origin Section of the 3-D Plot of Directors and Participants**
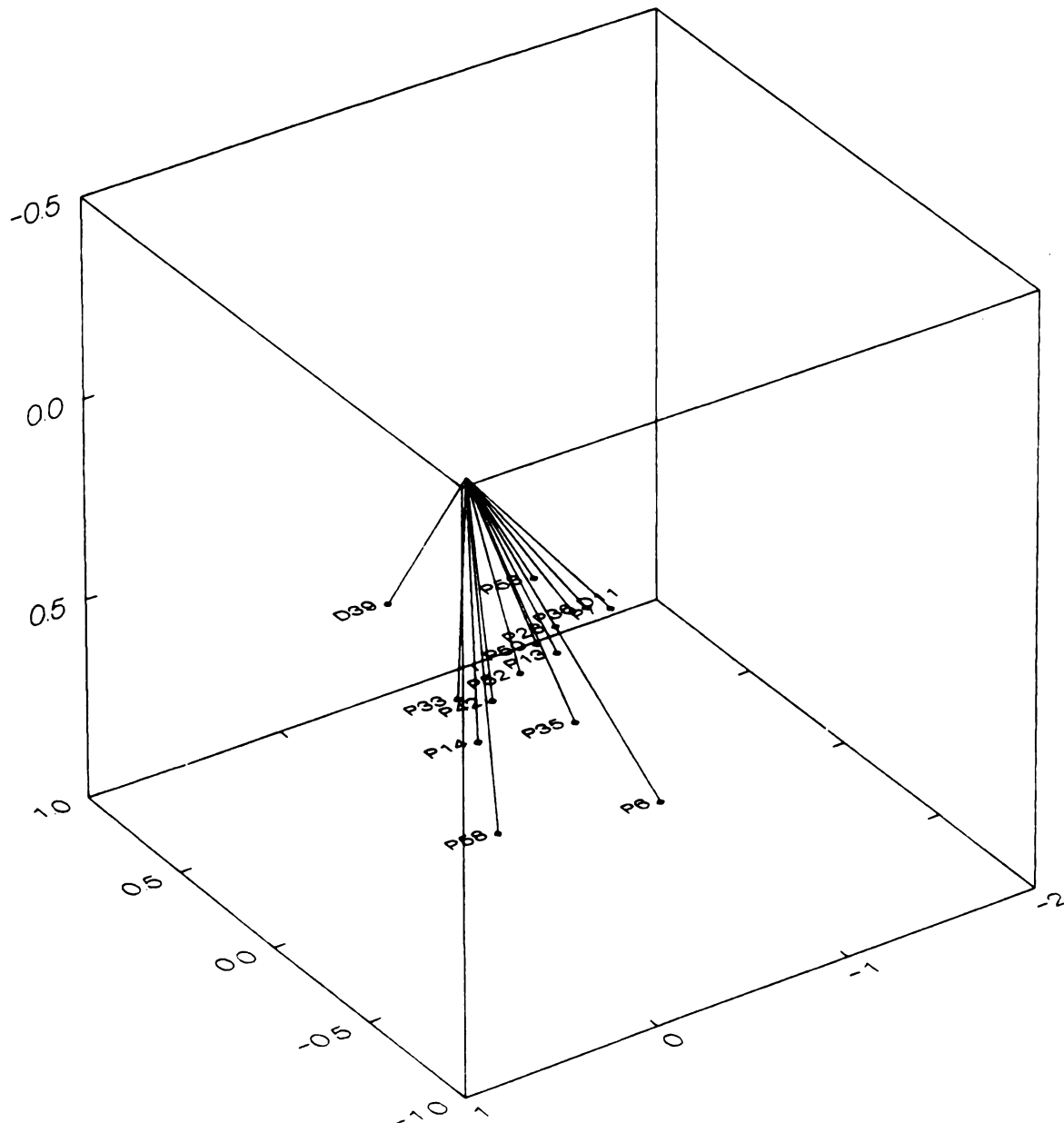
Legend

    D = Director
    P = Participant
1-59 = Number of District

The results imply that participants perceive the programs differently than directors. The interassociation matrices reflect a pattern of responses that participants gave to the 63 variables. If there was no consistent pattern of responses, the participants would not have clustered together like they did. The pattern of responses indicates: (1) participants were much more similar to each other in responses than were the directors, and (2) the perspective that the participants had seems to be quite different than that of the directors.

Effective/Ineffective Programs

The data collected from programs classified as effective and ineffective according to the state **Outcomes Report** was used to construct 3-D plots. There is a plot for directors only and one for participants only of the effective and ineffective programs. The information was taken from the multidimensional scaling results and was fed into the 3-D graph selection of Systat. The interassociations among the directors and participants were based on the pattern of responses to the 38 differentiating variables. The director responses came from 39 districts while the participant responses came from 13 districts.

Director Information. Figure 3 is the plot containing only director information. The directors were labelled by a D followed by the coded district number. The last letter of the label is an E for an effective program or an I for an ineffective program.

The districts having programs classified as effective were: D3, D4, D8, D11, D14, D21, D22, D25, D27, D29, D32, D33, D34, D35, D37, D39, D42, D47, D50, D52, and D59.

The districts having programs classified as ineffective were: D1, D2, D6, D7, D9, D10, D12, D13, D15, D16, D19, D26, D28, D36, D45, D48, D53, and D58.

The plot shows that the effective and ineffective programs are intermixed and scattered throughout the space. If the plot is visualized as a cube with the origin at the center of the cube, there are effective programs in every region of the cube and there are ineffective programs in every region of the cube. While there may be a small clustering of effective programs in one region, that same region contains ineffective programs as well. There isn't any consistent pattern of effective or ineffective programs within the districts of directors.

Figure 3   **3-D Plot of Directors**
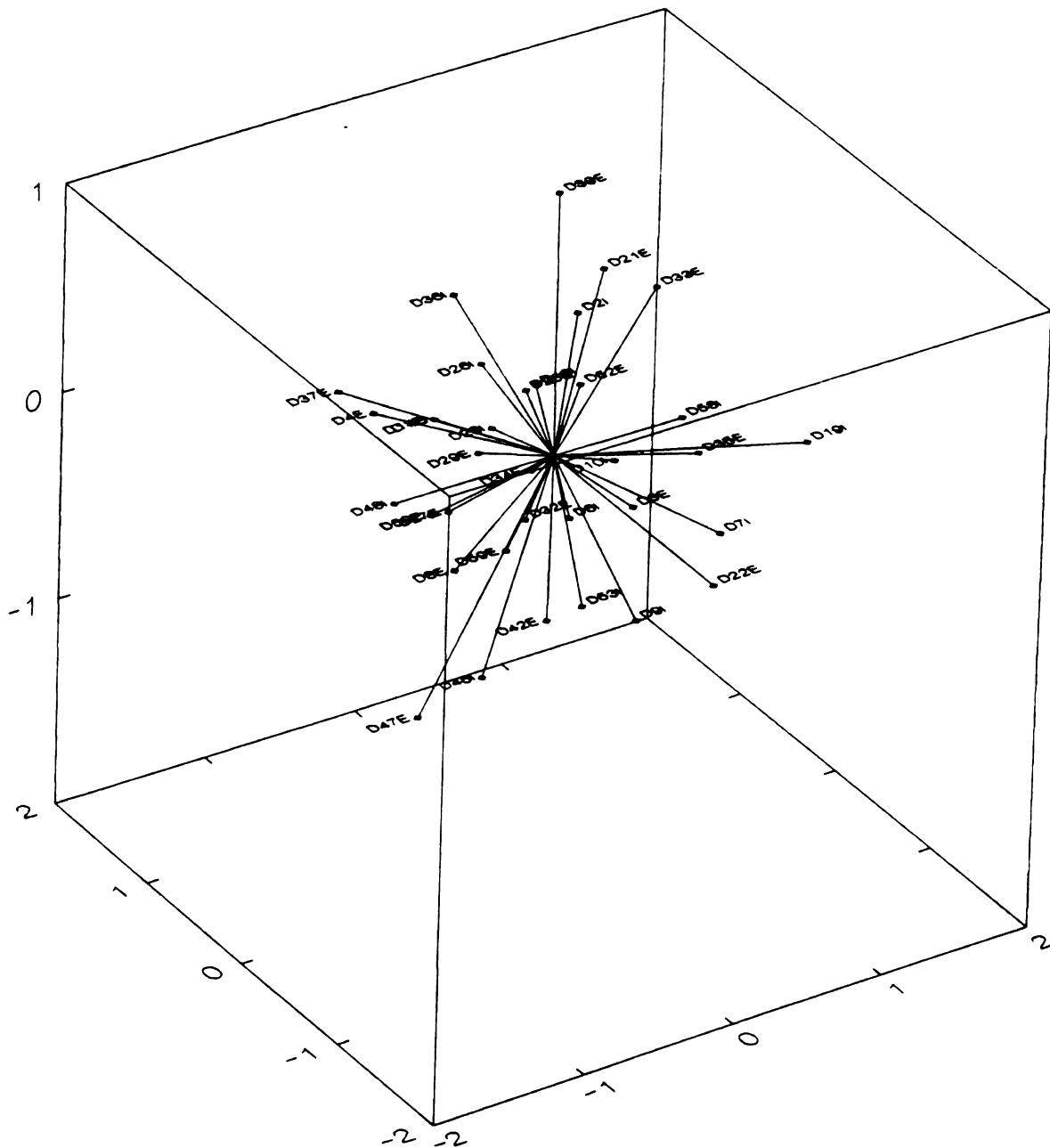
Legend

    D = Director
1-59 = Number of District
    E = Effective Program
    I = Ineffective Program

The results imply that there is no consistent differentiating pattern between the directors of effective programs and the directors of ineffective programs. The pattern of responses across all variables that led to the different groups of directors being clustered together does not appear to show that they were directors of effective programs, or directors of ineffective programs.

Participant Information. Figure 4 is a plot containing only participant information. The participants were labelled with a P followed by the coded district number. The last letter of the label is an E for an effective program or an I for an ineffective program.

The districts having programs classified as effective were: P14, P33, P35, P42, P50, and P52.

The districts having programs classified as ineffective were: P6, P7, P13, P28, P36, P53, and P58.

The plot shows how closely the participants of effective programs are clustered together and how participants of ineffective programs are clustered together. If the plot is visualized as a cube with the origin as the center of the cube, the participants of effective and ineffective programs are clustered together in different regions. The participants of effective programs are clustered in the region to the right of the origin and toward the right side of the plot. The participants of the ineffective programs are clustered in the region to the left of the origin and toward the left side of the plot.

Figure 4   **3-D Plot of Participants**
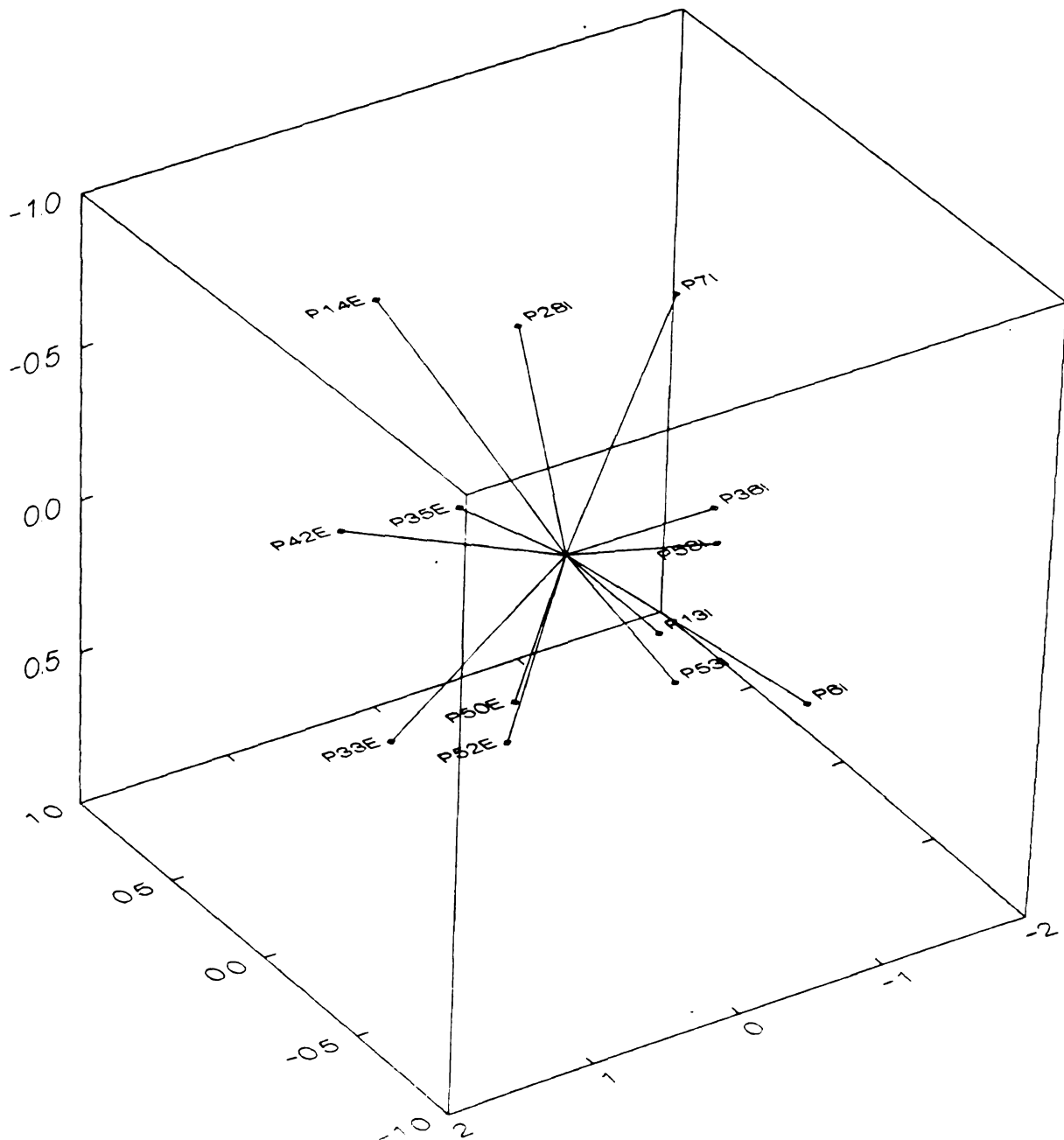
Legend

    P = Participant
6-58 = Number of District
    E = Effective Program
    I = Ineffective Program

The results imply that participants of effective programs perceive the programs differently than do the participants of ineffective programs. The interassociation matrices reflect a pattern of responses that participants have given to the 38 differentiating variables. If there was no consistent pattern of responses, the participants would not have clustered together like the effective programs did and like the ineffective programs did. The pattern of responses by participants indicate that the effective programs were much more similar to each other in responses than were the ineffective programs. The perspective that participants had of effective programs seems to be quite different than participants had of ineffective programs.

Differentiating Patterns of Themes

The patterns of themes that differentiated directors/ participants and effective/ineffective programs are presented in Tables 4 through 15, respectively. The 63 variables that differentiated the combined directors and participants are first examined. The variables are stated in the original theme description from which they came. These themes are the locally implemented features that are discussed in the director/participant section following each table.

Then the 38 variables that differentiated the participants of effective and ineffective programs are examined. The variables are again stated in the original theme description from which they came. These themes are the

locally implemented features that are discussed in the effective/ineffective section following each table. Since there was no consistent pattern of responses from directors, this group is not included. The information presents in words what the 3-D scatterplots demonstrated graphically.

A Template for Differentiating the Variables

A template is introduced and discussed so that the tables can be better understood. The differentiating patterns of themes in these tables are presented on a section by section basis so that the patterns can be more easily identified. Sections A-F are the key mandatory EDGE components identified earlier. The components and the corresponding letters are:

A = Orientation, assessment, e/edp, and enrollment

B = Basic educational skills

C = Vocational skills training

D = Employability/life skills training

E = Job placement services

F = Support services

There are three main columns of information in each table. For Tables 4-9, the first column presents the districts with participant responses. In Tables 10-15, the first column presents the effective program responses. The theme description, or locally implemented feature, is either one of the 63 or 38 identified themes used in this study. Each theme is introduced with a hanging indent.

The next item going across the page is "Freq." This is an abbreviation for frequency and the number given represents how many of the 13 participant districts or six effective participant districts responded with the stated theme. The side of the table that has the highest frequency stated (either participants or directors) always has the theme stated. When the phrase "Same theme but less frequency" is given, look to the opposite side of the table to see the theme.

The second main column contains the variable names representing the theme description. Each variable name starts with the letter of the section as explained two paragraphs earlier. Most effective variables are identified with an M and are listed in alphabetic order above the short dividing line. Least effective variables are identified with an L and are listed in alphabetic order below the dividing line.

The third main column represents the districts with director responses for Tables 4-9 or with ineffective program responses for Tables 10-15. The frequency is how many of the 39 director districts or seven ineffective participant districts responded to the stated theme. Whenever the frequency for participants or directors is 0, there were no responses by that group to the stated theme.

To examine what contributed to the differentiations seen in the plots, themes were only included in a table if the frequency difference between participants and directors was

two or more. This allowed the researcher to look at those specific variables that provided the greatest amount of differentiation.

Director/Participant Programs

The first set of tables differentiates the patterns of themes, or locally implemented features, of directors and participants based on the 63 variables that differentiated directors and participants.

**Table 4   Themes Differentiating Participants From
Directors: Section A (Orientation)**

Participants' Responses			Directors' Responses		
Theme Description	Freq.	Variable Name	Freq.	Theme Description	
Same theme but less frequency.	6	AMASSESS	8	Assessment was used for placement in class.	
GED or vocational information was provided.	2	AMGEDVOC	0		
Program was informative and helpful.	2	AMHELPRO	0		
Being mandatory proved to be motivational.	6	AMMANDTY	0		
Could volunteer for the program.	3	AMVOLTER	0		
Negative attitudes disrupted the process.	3	ALATTPRO	0		
Students were forced to leave adult education programs.	4	ALFORCED	0		
Inadequate information was provided.	3	ALKEYINF	0		
Lack of personnel and/or services.	2	ALPERSER	0		
Threatening tone to the orientation.	5	ALTHREAT	0		
Couldn't enroll in preferred voc. class.	6	ALVOCCHO	0		
Vocational programs were not well explained.	2	ALVOCINF	0		

Legend: Read across the table to identify the theme
description and the frequency of responses to that theme.
The variable name represents a theme, with the first letter
(A-F) representing a section, the second letter (M or L)
representing a Most Effective or Least Effective feature, and
the rest of the theme. Variables are in alphabetical order.

In this section on orientation, assessment, e/edp, and enrollment, the participants indicated five most effective local features and seven least effective local features. The effective features appear to be somewhat basic. Having informative and helpful programs as well as offering GED and vocational information were expected to be important parts of the orientation. Having participants say they could volunteer and/or not mind having mandatory program participation indicates a level of agreement on why they were in the program. The participants also stated with a high frequency of responses that assessment was used for class placement. This was again one of the basic expectations of the orientation.

Of the seven least effective features, two could be interpreted as concerns directed specifically at the negative conditions of the orientation. The features with "negative attitudes" and "threatening tone" indicate organizational inadequacies of the orientation program. The rest of the features indicated a lack of information and/or resources. The idea that students were forced to leave adult education programs was a by-product of being in the EDGE program.

While the directors said other things, they indicated only one most effective distinction; that is, assessment was used for placement in class. This reinforces the basic intent of orientation since this is the one area of agreement between participants and directors in the orientation section.

**Table 5   Themes Differentiating Participants From
            Directors: Section B (Basic Skills)**

Participants' Responses				Directors' Responses	
Theme Description	Freq.	Variable Name	Freq.	Theme Description	
Included basic subject content.	9	BMBASSUB	2	Same theme but less frequency.	
Gained credits toward high school diploma.	3	BMDIPCRE	1	Same theme but less frequency.	
Helped in obtaining a GED.	7	BMHELGED	1	Same theme but less frequency.	
Built confidence and/or self-esteem.	2	BMSELCHA	0		
Same theme but less frequency.	7	BMSELPAC	9	Contained self-paced individualized instruction.	
Classroom environment fostered working together.	2	BMWRKTOG	0		
Problems with computer hardware and/or software.	3	BLCOMPRO	1	Same theme but less frequency.	
Classes earning credit towards diploma weren't available.	3	BLDIPCLA	0		
Ineffective class placement if participant already had a GED.	2	BLGEDPLA	0		
Inadequate time and/or materials to pursue a GED.	3	BLGEDPRO	0		
Problems with mandatory enrollment in basic subjects.	2	BLMANCLA	0		
Lacked enough instructional materials.	4	BLPERHLP	1	Same theme but less frequency.	

Legend: Read across the table to identify the theme
description and the frequency of responses to that theme.
The variable name represents a theme, with the first letter
(A-F) representing a section, the second letter (M or L)
representing a Most Effective or Least Effective feature, and
the rest of the theme. Variables are in alphabetical order.

In this section on basic educational skills, the participants indicated six most effective local features and six least effective local features. The six most effective features appear to stress personal growth, personal preference for learning, and accomplishment. Building self-esteem, working together, and moving ahead on personal goals of obtaining a high school diploma or GED supports the personal achievement thrust. Including basic subject content and indicating a preference for self-paced, individualized instruction supports the personal preference for learning.

The six least effective features appear to dwell on opportunities that are being missed or omitted because of a lack of some type of resource. The resource could be time, equipment, materials, proper classes or more elusive concepts like class placement and mandatory enrollment.

The directors indicated four most effective distinctions, even though the frequency of responses was light in most. The strongest response was supporting the self-paced, individualized concept of instruction. This possibly indicates an administrative preference for this type of class structure. The support for including basic content, gaining credits and help toward a diploma or GED was surprisingly light.

The two least effective features garnered only one response each from directors. Problems with computers and not having enough instructional materials were mentioned.

Table 6   **Themes Differentiating Participants From Directors: Section C (Vocational Skills)**

Participants' Responses			Directors' Responses		
Theme Description	Freq.	Variable Name	Freq.	Theme Description	

Participants' Theme Description	Freq.	Variable Name	Freq.	Directors' Theme Description
Built confidence and/or self esteem.	3	CMBLTCON	0	
Completed resumes in the class.	2	CMCOMRES	0	
Effective instructional staff.	4	CMEFFTHR	2	Same theme but less frequency.
Provided hands-on experience.	8	CMHANDON	3	Same theme but less frequency.
Learned valuable skills in class.	7	CMHLPSKI	4	Same theme but less frequency.
Class paced to meet participant's needs.	2	CMWKPACE	0	
Problems with organization of the curriculum.	4	CLCURADJ	1	Same theme but less frequency.
Problems with classroom size and materials.	4	CLINAMAT	0	
Needed more time and/or individualized help in completing skills needed for employment.	8	CLMORTIM	2	Same theme but less frequency.
Needed on-the-job work experiences.	2	CLOUTOJT	0	
Unable to finish classes after EDGE program.	3	CLPOSTED	0	
Limited vocational class choices.	10	CLVOCCHO	3	Same theme but less frequency.
Problems with classroom equipment.	2	CLWRKEQP	0	

Legend: Read across the table to identify the theme description and the frequency of responses to that theme. The variable name represents a theme, with the first letter (A-F) representing a section, the second letter (M or L) representing a Most Effective or Least Effective feature, and the rest of the theme. Variables are in alphabetical order.

In this section on vocational skills training, the participants indicated six most effective local features and seven least effective local features. The effective features appeared to dwell on the relative adequacy of the vocational classes. All of these positive statements stressed how pleased the participants were with these classes and the related environment.

The seven least effective features emphasized the need for more resources. The participants felt that the vocational classes needed more space, more materials, more time, more work experiences, more choices, more (or better) organized curriculum, and more equipment that worked. The other feature pointed out that since participants were to obtain a job immediately following this program, they were unable to finish their high school diploma or GED.

The directors indicated three most effective features. These three supported features that the participants indicated, but the directors gave a lower frequency of responses. The directors were giving their support to the positive aspects of the vocational classes.

The directors indicated three least effective features, but again there were lower frequency versions of what the participants stated. A few directors were aware of some of the inadequacies of the vocational classes.

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Table 7   Themes Differentiating Participants From Directors: Section D (Employ./Life Skills)

Participants' Responses				Directors' Responses	
Theme Description	Freq.	Variable Name	Freq.	Theme Description	
Same theme but less frequency.	5	DMMCKINT	9	Practiced mock interviewing with possible video-taping.	
Used resources out-side of class to prepare resumes and cover letters.	2	DMOUTCLA	0		
Problems covering employability skills area.	6	DLEMPSKI	1	Same theme but less frequency.	
Problems covering interviewing skills.	4	DLINTWRK	1	Same theme but less frequency.	
Problems covering life skills area.	7	DLLIFSKI	1	Same theme but less frequency.	
Repetitive content to some because of lockstep method of instruction used.	4	DLREPPRO	2	Same theme but less frequency.	

Legend: Read across the table to identify the theme description and the frequency of responses to that theme. The variable name represents a theme, with the first letter (A-F) representing a section, the second letter (M or L) representing a Most Effective or Least Effective feature, and the rest of the theme. Variables are in alphabetical order.

In this section on employability/life skills training, the participants indicated two most effective local features and four least effective local features. The two effective features indicated that resources need to be accessed outside of class as well as possibly practiced within class.

The least effective features appeared to indicate major problems in teaching the expected content of this class.

Problems covering the employability skills, interviewing skills, and life skills content implies serious problems for this entire section. The other distinction having to do with repetitive content only underlines the obvious problems.

The directors indicated one most effective feature in this section. Practicing mock interviewing with possible video-taping stressed the instructional need to make practice as realistic as possible.

The directors indicated four least effective features, even though the support was light in all. This indicates how few directors realized the extent of the problems as stated by the participants.

Table 8   **Themes Differentiating Participants From**
               Directors: Section E (Job Placement)

Participants' Responses			Directors' Responses	
Theme Description	Freq.	Variable Name	Freq.	Theme Description
College representatives were involved.	2	EMCOLLGE	0	
Same theme but less frequency.	5	EMOTHRAG	9	Used MESC, JTPA, and/or other public agencies to find jobs.
Transportation and/ or child care were made available.	4	EMSERSUP	0	
Staff assisted with resumes and interviews.	4	EMSTAREI	0	
Business community needs to provide more job opportunities.	3	ELBUSINV	0	
Placement services should continue past program end date.	2	ELCONPLA	0	
Job search was nonexistent.	2	ELJOBSEA	0	
	0	ELPLAPRO	7	Problems in finding jobs that meet guidelines.
Business community wasn't aware of the EDGE program.	2	ELPRCAMP	0	
Participants were sent to potential jobs for which they were not adequately trained.	7	ELQUAPRO	2	Same theme but less frequency.

Legend: Read across the table to identify the theme
description and the frequency of responses to that theme.
The variable name represents a theme, with the first letter
(A-F) representing a section, the second letter (M or L)
representing a Most Effective or Least Effective feature, and
the rest of the theme. Variables are in alphabetical order.

In this section on job placement services, participants indicated four most effective local features and five least effective local features. The four effective features emphasized the provision of supportive services that assisted in making job placement occur. Having child care and transportation available, having staff help with resumes and interviews, having assistance from public agencies, and involving college representatives should be of assistance to those seeking job placement.

The five least effective features appeared to emphasize major problems with job placement. Job placement services were nonexistent in some cases, the guidelines and timelines did not allow for proper placement, and the business community needed to become more involved in this component.

The directors indicated one most effective local feature and two least effective local features. The effective feature indicated strong support for public agencies to assist in finding jobs. This feature continues the support by both participants and directors for outside involvement.

The two least effective features are indicating problems in finding jobs. The directors were especially concerned about finding jobs that met the guidelines. This feature is a reaction to the stringent placement guidelines imposed by the EDGE program.

**Table 9   Themes Differentiating Participants From
            Directors: Section F (Support Services)**

Participants' Responses   Directors' Responses

Theme Description	Freq.	Variable Name	Freq.	Theme Description
Car repair money was available.	3	FMCARREP	0	
Child care program included special services, including food, instruction, etc.	4	FMCCSERV	0	
Same theme but less frequency.	12	FMCHICAR	17	Included on-site, off-site, and/or in-home child care for children.
Provided clothing for job and/or interview.	8	FMCLOTHG	4	Same theme but less frequency.
Access to tutoring, library, and/or labs.	2	FMLIBACC	0	
Same theme but less frequency.	11	FMTRANSP	14	Included mileage reimbursement, vans, buses, and/or volunteers for transportation.
Problems with child care.	7	FLCCPROB	5	Same theme but less frequency.
Problems with clothing allowance.	2	FLCLOTHG	0	
Problems with food for participants.	3	FLFOOPRO	0	
Problems with staff.	3	FLSTAPRO	1	Same theme but less frequency.

Legend: Read across the table to identify the theme description and the frequency of responses to that theme. The variable name represents a theme, with the first letter (A-F) representing a section, the second letter (M or L) representing a Most Effective or Least Effective feature, and the rest of the theme. Variables are in alphabetical order.

In this section on support services, the participants indicated six most effective features and four least

effective features. The effective features were a listing of the support services available to the participants. These are the types of expected services that participants would choose. The least effective features point out the problems with some of the same services listed as effective. This appears to imply that while effective programs utilize many supportive services, there may still be a few problems delivering those services at the same high level of standards all of time.

The directors indicated three most effective local features and two least effective local features. Child care and transportation happen to be the two most frequently used supportive services and also, the most costly to the program. Support for a clothing allowance was also important to directors.

While child care and transportation were mandatory elements, the local implementation of these services became very important to participants and directors alike. There was also a joint concern about the problems when delivering these services.

Summary of Director/Participant Highlights. The summary of the highlights of each of the previous six sections will be presented by listing the perceptions drawn from the most effective and least effective director features, as well as the most effective and least effective participant features.

While the directors offered many responses, the frequency of their responses were not as strong as the

participants. There were many locally implemented features that had no response at all and many with one response.

In the orientation section, the directors emphasized the most effective feature of using assessment to place participants in class. In basic skills, they emphasized self-paced individualized instruction, including basic subject content, and earning credits toward a diploma or getting help for a GED. They emphasized concerns about equipment and materials. They emphasized positive aspects of the vocational skills classes, but they were concerned with the lack of time and vocational choices. The directors emphasized mock interviews with possible video taping, but were also aware of the problems with the coverage of the employability/life skills area.

In job placement, the directors emphasized using outside agencies, but they emphasized problems in finding jobs that met the state EDGE program guidelines. In support services, the directors emphasized child care, transportation, and clothing as the most effective features, but they also emphasized problems in providing the support services.

While the participants emphasized many positive perspectives on the EDGE program, they also emphasized inadequacies in the program. In the orientation section, they emphasized positive programmatic and motivational aspects, but emphasized organizational inadequacies. They stressed personal growth and accomplishment in the basic skills training, but emphasized the need for more resources.

The participants emphasized the adequacy of vocational skills training, but that this area could also use more resources. They emphasized the use of outside resources for the employability/life skills training, but also emphasized the lack of major parts of the class content. They emphasized the availability of support services in the job placement section, but again emphasized the lack of major parts of the job placement service. The participants emphasized the available supportive services, but they emphasized the lack of a consistent level of standards.

Effective/Ineffective Programs

The second set of tables differentiates the patterns of themes, or locally implemented features, identified by the participants of the districts that operated programs classified as effective and ineffective, according to the state Outcomes Report. The features presented in the tables are based on the 38 variables that differentiated the two types of programs. The participant responses showed clear distinctions between the effective and ineffective programs.

Patterns of themes for directors of districts that operated programs classified as effective and ineffective were not included because the 3-D scatterplot showed that there was an inconsistent pattern of responses by the directors. While the directors were giving responses, the pattern of the responses was unclear, and therefore, distinctions between effective and ineffective programs could not be made.

Table 10   Themes Differentiating Effective Programs From
Ineffective Programs: Section A (Orientation)

Effective Prog. Responses   Ineffective Prog. Responses

Theme Description	Freq.	Variable Name	Freq.	Theme Description
Assessment was used for placement in class.	4	AMASSESS	2	Same theme but less frequency.
GED or vocational information was provided.	2	AMGEDVOC	0	
Same theme but less frequency.	2	AMMANDTY	4	Being mandatory proved to be motivational.
Same theme but less frequency.	1	ALFORCED	3	Students were forced to leave adult ed. programs.
Lack of personnel and/or services.	2	ALPERSER	0	

Legend: Read across the table to identify the theme
description and the frequency of responses to that theme.
The variable name represents a theme, with the first letter
(A-F) representing a section, the second letter (M or L)
representing a Most Effective or Least Effective feature, and
the rest of the theme. Variables are in alphabetical order.

In this section on orientation, assessment, e/edp, and
enrollment, the participants of effective programs appeared
to corroborate the two most widely agreed-upon features in
the EDGE program; that is, assessment was used to place
participants in class, and GED or vocational information was
provided. These most effective features are usually in
sequence with each other; that is, the assessment is used to
place a person in a GED class and/or a vocational class.
These programs also indicated support for the motivational
aspect of being mandatory.

The effective programs indicated two least effective local features, lacking personnel and services, and forcing students to leave adult education programs.

The participants of ineffective programs indicated two most effective local features. One of the features was the use of assessment for placement, while being forced to attend EDGE was reported to be motivational.

The only least effective local feature of ineffective programs that participants indicated was the issue of being forced to leave adult education programs.

**Table 11   Themes Differentiating Effective Programs From
Ineffective Programs: Section B (Basic Skills)**

Effective Prog. Responses   Ineffective Prog. Responses

Theme Description	Freq.	Variable Name	Freq.	Theme Description
Same theme but less frequency.	2	BMSELPAC	5	Contained self-paced individualized instruction.
Classroom environment fostered working together.	2	BMWRKTOG	0	
Didn't have access to computers.	2	BLCOMACC	0	
	0	BLCOMPRO	3	Problems with computer hardware and/or software.
Problems with integrating the classrooms.	2	BLINTCUR	0	
	0	BLMANCLA	2	Problems with mandatory enrollment in basic subjects.
Lacked enough instructional personnel.	3	BLPERHLP	1	Same theme but less frequency.

Legend: Read across the table to identify the theme
description and the frequency of responses to that theme.
The variable name represents a theme, with the first letter
(A-F) representing a section, the second letter (M or L)
representing a Most Effective or Least Effective feature, and
the rest of the theme. Variables are in alphabetical order.

In this section on basic skills, participants of

effective programs indicated two most effective local

features. Having self-paced, individualized instruction was

supported, as well as noting that the classroom environment

fostered working together.

The three least effective local features noted problems in integrating the three academic areas of basic skills, employability/life skills and vocational skills, as well as having access to computers and having enough instructional personnel.

The participants of ineffective programs indicated one most effective local feature, liking the generally available classroom technique of having self-paced, individually instruction was not surprising.

The three least effective local features indicated more revealing problems. Having problems with computer software and/or hardware, mandatory enrollments in basic subjects and not enough instructional personnel could be reasons these programs were ineffective.

Table 12   **Themes Differentiating Effective Programs From Ineffective Programs: Section C (Voc. Skills)**

Effective Prog. Responses   Ineffective Prog. Responses

Theme Description	Freq.	Variable Name	Freq.	Theme Description
	0	CMCOMRES	2	Completed resumes in class.
Effective instruc-tional staff.	3	CMEFFTHR	1	Same theme but less frequency.
Provided hands-on experience.	4	CMHANDON	2	Same theme but less frequency.
Gender problems with available classes.	2	CLGENINE	0	
Needed on-the-job work experiences.	2	CLOUTOJT	0	

Legend: Read across the table to identify the theme description and the frequency of responses to that theme. The variable name represents a theme, with the first letter (A-F) representing a section, the second letter (M or L) representing a Most Effective or Least Effective feature, and the rest of the theme. Variables are in alphabetical order.

In this section on vocational skills training, participants of effective programs indicated two most effective local features. They liked the staff and the hands-on approach. This would be typical of most vocational classes. If a person likes the hands-on aspect, that person is probably also going to like the teacher who is providing this opportunity.

In the least effective local features, the gender statement indicates that the participants still believe in traditional roles. They are indicating that there were not enough traditional male-type vocational offerings. The on-the-job statement confirms what has become a meaningful

emphasis in helping people obtain training and subsequent job placement.

The participants of ineffective programs provided support for three most effective local features. Completing resumes in the vocational class and having hands-on experiences only supports why they felt that the instructional staff was effective.

Table 13   Themes Differentiating Effective Programs From
            Ineffective Programs: Section D (Life Skills)

Effective Prog. Responses				Ineffective Prog. Responses	
Theme Description	Freq.	Variable Name	Freq.	Theme Description	
Practiced mock interviewing with possible video-taping.	4	DMMCKINT	1	Same theme but less frequency.	
Used various motivational teaching strategies.	3	DMMOTSTR	1	Same theme but less frequency.	
Used resources out-side of class to prepare resumes and cover letters.	2	DMOUTCLA	0		
Same theme but less frequency.	1	DLEMPSKI	5	Problems covering employability skills area.	
Same theme but less frequency.	1	DLINTWRK	3	Problems covering interviewing skills.	

Legend: Read across the table to identify the theme description and the frequency of responses to that theme. The variable name represents a theme, with the first letter (A-F) representing a section, the second letter (M or L) representing a Most Effective or Least Effective feature, and the rest of the theme. Variables are in alphabetical order.

In this section on employability/life skills training, the participants of effective programs indicated three effective local features. The theme seems to emphasize active, participative teaching techniques to assist the participants in their learning. The stated features have a very strong real-world connection to them.

The participants indicated light support for two least effective local features. Problems existed with employability skills and interviewing skills.

The participants of ineffective programs indicated light support for two most effective local features. Practicing interviews and using various motivational teaching strategies were mentioned.

The participants indicated stronger support for two least effective local features. Problems in covering all the expected employability and interviewing skills were noted. Again, this would appear to follow through for ineffective programs.

Table 14   Themes Differentiating Effective Programs From Ineffective Programs: Section E (Job Placement)

Effective Prog. Responses   Ineffective Prog. Responses

Theme Description	Freq.	Variable Name	Freq.	Theme Description
Same theme but less frequency.	1	EMOJTHLP	4	On-the-job experiences helped obtain a job.
Used MESC, JTPA, and/ or public agencies to find jobs.	4	EMOTHRAG	1	Same theme but less frequency.
Transportation and/ or child care were made available.	3	EMSERSUP	1	Same theme but less frequency.
	0	EMSTAREI	4	Staff assisted with resumes and interviews.
Used temporary agencies for assistance.	2	EMTEMPAG	0	
Business community needs to provide more job opportunities.	3	ELBUSINV	0	
	0	ELCONPLA	2	Placement services should continue past program end date.
Problems with availability of equipment and other resources.	2	ELEQUPRO	0	
	0	ELJOBSEA	2	Job search was nonexistent.
Business community wasn't aware of the EDGE program.	2	ELPRCAMP	0	
Same theme but less frequency.	2	ELQUAPRO	5	Participants were sent to potential jobs for which they were not adequately trained.

Legend: Read across the table to identify the theme description and the frequency of responses to that theme. The variable name represents a theme, with the first letter (A-F) representing a section, the second letter (M or L) representing a Most Effective or Least Effective feature, and the rest of the theme. Variables are in alphabetical order.

In this section on job placement services, the participants of effective programs indicated *four most effective* local features and *four least effective* local features. The effective features indicated an array of helpful services and organizations to assist in job placement. The least effective features indicated the need for more involvement by the business community and other resources to obtain a job, as well as an improper training job search match.

The participants of ineffective programs indicated four most effective local features and three least effective local features. The four effective features point out the same array of helpful services and organizations but add the importance of on-the-job training and the importance of staff help.

The least effective features emphasize three major problems with this key component of job placement. When job placement services were nonexistent and the guidelines and timelines do not allow for proper placement, participants may have been sent to potential jobs for which they were not adequately trained.

Table 15   Themes Differentiating Effective Programs From
            Ineffective Programs: Section F (Support Servs.)

Effective Prog. Responses   Ineffective Prog. Responses

Theme Description	Freq.	Variable Name	Freq.	Theme Description
Same theme but less frequency.	1	FMCCSERV	3	Child care included special services, including food, instruction, etc.
Provided clothing for job and/ or interview.	5	FMCLOTHG	3	Same theme but less frequency.
Counselor and/or social worker were available.	4	FMCOUHLP	2	Same theme but less frequency.
	1	FMPROSTA	4	Staff was available and helpful.
Problems with food for participants.	3	FLFOOPRO	0	

Legend: Read across the table to identify the theme
description and the frequency of responses to that theme.
The variable name represents a theme, with the first letter
(A-F) representing a section, the second letter (M or L)
representing a Most Effective or Least Effective feature, and
the rest of the theme. Variables are in alphabetical order.

In this section on support services, participants
of effective programs indicated four most effective local
features and one least effective feature. Provisions for
clothing allowance and counselors/advisors fall into the
expected realm of supportive services. Light support was
also given to child care having special services and having
helpful staff.

The least effective feature of the food problems may
mean only effective programs provided food and some of the
food was not good.

The participants of ineffective programs indicated four most effective local features. Child care services and helpful staff are again normal expectations of the supportive services in the EDGE program. Providing clothing for the job and having counselors/social workers available underscored the need to have these services in the ineffective programs.

Summary of Effective/Ineffective Highlights. The summary of the highlights of each of the previous six sections indicates the most perceived effective and least effective features of participants for the identified effective and ineffective EDGE programs.

The participants in the effective programs emphasized that the basic information provided in the orientation program was solid, but there was a lack of personnel and services.

They emphasized the teamwork present in the basic skills training, but emphasized the expected integration between the content areas of basic skills, vocational, and employability/ life skills was lacking.

They emphasized self-paced, individualized instruction, but emphasized problems accessing computers and having enough instructional personnel.

The participants emphasized the hands-on nature and adequacy of staff in the vocational skills area, but emphasized the need for more traditional gender-directed vocational training. They also emphasized the need for more on-the-job or real world work experiences.

They emphasized the need for active, participative learning in the employability/life skills training area, again with a strong connection to real world experiences, but emphasized that major parts of the expected content were lacking.

The participants of the effective programs emphasized a positiveness for the wide array of services that were available to assist with job placement, but emphasized the need for the business community to get more involved. They also emphasized that participants were sent out to jobs for which they were inadequately trained.

They emphasized support for special child care services, clothing allowances, advising and staff support services, but emphasized a problem with the food provided for the participants.

The participants in the ineffective programs objected to having participants forced into dropping their existing high school completion programs to go into EDGE, but eventually found the fact they were forced to participate in the EDGE program as an ultimately motivational idea. They also emphasized the use of assessment for class placement.

They emphasized self-paced, individualized instruction, but they emphasized problems with computer hardware and software and mandating participants into basic skills classes they didn't apparently need. They also thought that instructional personnel was lacking.

They emphasized the positiveness of completing resumes in the vocational skills training, having effective teachers, and being able to have hands-on instruction.

The participants emphasized the practicing of interviews and having motivational teaching strategies, but they emphasized problems in covering all parts of the employability and interviewing topics.

They emphasized on-the-job work experience activities in the job placement section, as well as having internal support activities and using outside agency help. They also emphasized the staff helping with resumes, but they noted that unrealistic placement guidelines and timelines were used, and in some cases, job placement services were lacking.

The participants of ineffective programs emphasized how helpful the staff was in the supportive services area and emphasized the positiveness of the child care programs. They also emphasized a clothing allowance and having counselors and/or social workers available to them.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

A summary of the findings of this study is presented in
the first section of this chapter. A discussion of the major
conclusions that were reached as a result of the findings is
presented in the second section. The third section contains
a listing of recommendations resulting from the conclusions.
These are recommendations that should be considered for
future research. A Best Practices Model is then presented,
followed by concluding remarks.

Summary

This research study addressed the following broad
research question:

What were the most effective and least

effective locally implemented features of the

EDGE program in the state of Michigan?

The research examined the perceptions of EDGE program
directors and participants in order to identify the most
effective and least effective locally implemented features of
the program. The study focused on perceptions that
differentiated: (1) directors from participants as a

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combined group, (2) among directors only for programs classified as effective and ineffective according to a state **Outcomes Report,** and (3) among participants only for programs classified as effective and ineffective.

While the state mandated key elements of the program, the local implementation of these elements was left up to the school districts which operated the programs. This procedure, which gave the districts considerable latitude for local implementation, resulted in a wide range of locally created features. These are the features which this research study examined.

The population of current EDGE program directors within the state were surveyed as part of the data collection process. Focus group interviews were conducted with participants from a sample of district programs classified as effective and ineffective.

The following is a summary of the findings described in Chapter IV for each of the three specific research questions.

Question #1

What perceptions of effective and ineffective local features differentiated the directors and participants?

The findings indicated that the participants contributed much more to the qualitative data than did the directors. The total of all participant responses was 264, while the total of all director responses was 111. Each section of

the EDGE program is discussed to relate the difference in the
perceptions of participants and directors.

In the orientation section, the participants emphasized
five most effective features and seven least effective
features. The directors only emphasized one most effective
feature. The differentiating features pertained to the
helpful and positive aspects of the orientation, as well as
the inadequacies and shortcomings of the orientation. The
participants emphasized all of these features, while the
directors emphasized only a positive aspect where assessment
was used for class placement.

In the basic skills section, the participants emphasized
six most effective features and six least effective features.
The directors emphasized four most effective features, with
two at a one-response level, and two one-response least
effective features. The differentiating features pertained
to the structure of course content and achievement aspects,
as well as the need for more and better resources and proper
placement into basic skills classes. The participants
emphasized all of these features, while the directors
emphasized approximately half of the course content and
achievement aspects, and a very light emphasis on a couple of
the resource problems.

In the vocational skills section, the participants
emphasized six most effective features and seven least
effective features. The directors emphasized three most
effective features and three least effective features. The

differentiating features pertained to support for using a
hands-on approach to instruction and the relationship of the
classroom to the real world, as well as organizational and
resource inadequacies. The participants emphasized all of
these features, while the directors emphasized half of the
positive aspects, and less than half of the organizational
and resource problems.

In the employability/life skills section, the
participants emphasized two most effective features and four
least effective features. The directors emphasized one most
effective feature and four least effective features, but
three were at a one-response level. The differentiating
features pertained to a needed link to the real world, as
well as the course content that was lacking. The
participants emphasized all of these features, while the
directors emphasized mock interviews and lightly emphasized
the problem areas.

In the job placement section, the participants
emphasized four most effective features and five least
effective features. The directors emphasized one most
effective feature and two least effective features. The
differentiating features pertained to support for the
services that were available, as well as the services and the
real world connection that were found to be inadequate. The
participants emphasized all of these features except the
issue of finding jobs that met the guidelines, while the
directors only emphasized the positive aspect of using

outside agencies to find jobs and the problem area of adequately training participants for jobs that met the guidelines.

In the support services section, the participants emphasized six most effective features and four least effective features. The directors emphasized three most effective features and two least effective features, with one at a one-response level. The differentiating features pertained to support for the services that were available, as well as those that needed improvement. The participants emphasized all of these features, while the directors emphasized their support for part of the support services and part of the problem areas within the support services.

The participants were more open with answers, more explicit in their answers, and much more comprehensive in their statements. On the other hand, the responses of directors were more superficial, less direct, and with much greater brevity. The participants emphasized more "most effective" features and more "least effective" features. The participants emphasized a total of 62 features, while the directors emphasized a total of 26 features.

Question #2

What perceptions of effective and ineffective local features differentiated directors who were from programs classified as effective and from programs classified as ineffective?

Directors differed considerably in the patterns of
themes, or features, used to describe the programs they
administered. While there were differing clusters of
directors, these clusters did not relate to the
classification of programs as effective and ineffective.
Further research on the given clusters of directors may
reveal how and why they have the perceptions that they do,
since that was not the purpose of this investigation.

Question #3

What perceptions of effective and ineffective
local features differentiated participants who were
from programs classified as effective and from
programs classified as ineffective?

The findings indicated that the participants of
programs classified as effective contributed more qualitative
data than did the programs classified as ineffective.
The total of all responses for participants of effective
programs was 77 and the total of all responses for
participants of ineffective programs was 66. Each section of
the EDGE program is discussed to relate the difference in the
perceptions of participants of effective programs and
participants of ineffective programs.

In the orientation section, participants of effective
programs emphasized three most effective features and two
least effective features. Participants of ineffective
programs emphasized two most effective features and one least
effective feature. The differentiating features pertained to

the helpful aspects of the orientation, and also pertained to shortcomings of the orientation. Participants of effective programs emphasized all of these features, while those in ineffective programs emphasized some of the helpful aspects and half of the problem areas.

In the basic skills section, participants of effective programs emphasized two most effective features and three least effective features. Participants of ineffective programs emphasized one most effective feature, and three least effective features. The differentiating features pertained to the structure of course content and achievement aspects, and also pertained to problems with resources and instructional inadequacies. Participants of effective programs emphasized all but two features, while those in ineffective programs emphasized all but three features.

In the vocational skills section, participants of effective programs emphasized two most effective features and two least effective features. Participants of ineffective programs emphasized only the three most effective features. The differentiating features pertained to the value and need for effective hands-on instruction, and also pertained to problems with gender-based classes and a lack of real world experiences. Participants of effective programs emphasized all but the feature of completing resumes in class, while those in ineffective programs emphasized all but two features.

In the employability/life skills section, participants of effective programs emphasized three most effective features and two least effective features. Participants of ineffective programs emphasized two most effective features and two least effective features. The differentiating features pertained to the value of real world experiences, and also pertained to problems with the lack of course content. Participants of effective programs emphasized all of these features, while those in ineffective programs emphasized all but the feature using outside resources for resumes.

In the job placement section, participants of effective programs emphasized four most effective features and four least effective features. Participants of ineffective programs emphasized four most effective features and three least effective features. The differentiating features pertained to support for the provided services and real world connections, and also pertained to problems with resources, including a lack of business community support. Participants of effective programs emphasized all of the positive features but the one where staff assisted with resumes and interviews. These programs emphasized all problem areas except two features. Participants of ineffective programs emphasized all of the positive features except using temporary agencies for help and emphasized half of the problem areas.

In the support services section, participants of effective programs emphasized four most effective features

and one least effective feature. Participants of ineffective

programs emphasized only the four most effective features.

The differentiating features pertained to support for the

services that were available, and also pertained to those

services which needed improvement. Participants of effective

programs emphasized all of these features, while participants

of ineffective programs emphasized all except the problem

area of food for participants.

The participants of programs classified as effective

were more positive in their answers, more supportive of the

program, and more expressive in what needed improvement.

The participants of programs classified as ineffective

expressed more concerns about the lack of services and

resources than positive features of the program.

The participants of programs classified as effective

emphasized more "most effective" features and more "least

effective" features than did the participants of programs

classified as ineffective. The participants of effective

programs emphasized a total of 32 features, while the

participants of ineffective programs emphasized a total of 25

features.

Conclusions

The findings of this study provide the basis for the

following conclusions:

1. Participants provided more highly differentiated

    responses that did directors. Their responses were

much richer and held together much better. Their
perceptions indicated a much greater awareness of
the relative merits of the locally implemented
features.

2. The perceptions of directors were quite different
   than those of participants. Their responses did not
   hold together and were widely divergent. The
   responses of directors were for the most part,
   inconclusive and contained enough ambiguity to
   prevent substantive interpretation.

3. Participants of effective programs were much more
   constructive in their responses than were those in
   ineffective programs. Participants of ineffective
   programs believed they were so because of the
   inadequacies and shortcomings they had to endure.

4. Program guidelines for length of training and
   parameters establishing program outcomes were
   barriers to the success of the program.

5. Limited instructional resources hindered
   participants in reaching the goal of becoming
   employed. These resources included space,
   equipment, materials, and staff.

6. School-to-work transition was inadequately
   addressed in the program, based on the many
   references for connecting education and training
   to real world experiences.

7. Since some local school districts did not offer all mandatory components of the programs, matching locally implemented features for those areas was not possible.

Recommendations for Further Research

Based on the findings of the research and the subsequent conclusions, the following recommendations are made:

1. Further research into why directors answered as they did would help understand if this is a methodological issue or a problem that is inherent with the role of directors within the school structure.

2. Using a focus group format with directors should be investigated. Methodological problems of grouping would have to be addressed.

3. While this research was done entirely as a qualitative study, the feasibility of using some type of scaled response survey should be explored.

4. State mandated welfare-to-work programs should publish practitioner manuals which provide the implementation procedures from the state level to local level.

5. Monitoring and evaluation of welfare-to-work programs is necessary to ensure that programs are properly implemented at the local level.

6. Continuing research on welfare-to-work programs
   should continue so as to improve the base of
   knowledge to assist in designing future programs.

Best Practices Model

One of the major recommendations from the research is a Best Practices Model. The model reflects the differentiating features identified in the research by directors and participants and by the participants of effective and ineffective programs. The Best Practices Model closely follows the Summary of An Effective Program proposed by the researcher at the end of Chapter II. (See page 24).

A. Orientation

1. The identified participant group should be mandated to attend the program, since this can be the primary motivational force for participants to eventually become successful.

2. Other possible participants should be allowed to volunteer for the program.

3. Assessment should be used to place participants in proper classes and/or level of a particular class.

4. The tone of the orientation needs to be positive, without using sanctioning as a threat, but as a normal procedural alternative.

5. Participants with a negative attitude about the program should be counseled appropriately and not allowed to disrupt the orientation program.

6. Sufficient personnel needs to be available to provide a well organized orientation program.

7. Specific information should be provided on how to obtain a GED.

8. Participants should be allowed to complete adult education classes, especially when they are already enrolled in a program.

9. Specific information should be provided on vocational class offerings, with expected occupational outcomes from each vocational class.

10. Participants should be able to select classes from a reasonable amount of choices.

11. The employability/life skills class needs to be explained appropriately.

B. Basic Skills

1. Participants should be placed in the class that meets their needs as identified by the assessment and e/edp and not just what is convenient for the school from an organizational or availability perspective.

2. A range of various levels of basic skills classes needs to be available, including adult basic education level to high school completion level.

3. Any coursework completed in this area should count as credit toward a high school diploma.

4. Participants should have the choice and opportunity to obtain a GED.

5. Once participants have been told they can obtain a GED in this program, they need sufficient time and/or materials to do so.

6. If a participant already has a GED, another appropriate class should be available to the participant.

7. Group and individual activities should be structured so as to build self-esteem and confidence in participants.

8. Activities should be scheduled that foster teamwork in the classroom.

9. Participants should have access to self-paced, individualized instruction.

10. Computer assisted instruction should be made available, with proper amounts of working equipment and proper levels of software being provided.

11. Any class offered under the basic skills umbrella needs to have appropriate materials and instructional staff to allow the participants a chance to be successful.

12. The content of the basic skills classes should be integrated within the context of the participants' vocational choices.

C. Vocational Skills

1. A sufficient amount of vocational choices should be available to participants, with the choices reflecting gender-based requests and outcomes that are based on local labor market demands.

2. Vocational classes should have an on-the-job component, including job shadowing, practicums, clinicals, apprenticeships, and/or community service work. This provides the needed link to the real world of work.

3. Group and individual activities should be structured so as to build self-esteem and confidence in participants.

4. Relevant parts of participants' resumes should be completed in the vocational class.

5. Classes should utilize effective instructional staff who use appropriate teaching strategies and techniques.

6. Classes should provide hands-on experiences.

7. The instructional content should be paced to meet individual participant's needs.

8. The curriculum should be highly organized so participants can see a natural progression in the level of skill building.

9. Classrooms should be of appropriate size for the respective vocational class with sufficient instructional materials for each participant.

10. Participants should be allowed additional time to complete lessons successfully and have access to individualized instruction if needed.

11. Provision should be made for participants to finish high school completion classes as a positive outcome of the program.

12. Classroom equipment needs to be well-maintained and

repaired immediately when needed, so as not to prevent
undue delay for the scheduled use of participants.

13. The content of the vocational classes should be
integrated within the context of the participants'
basic skills classes.

D. Employability/Life Skills

1. All aspects of employability skills need to be included
in the instructional content of the class, including
sufficient interviewing skills.

2. All aspects of life skills need to be included in the
instructional content of the class.

3. Outside resources should be used to help prepare resumes
and cover letters.

4. Mock interviews should be conducted with video-taping
made available for feedback and evaluation.

5. Instructors should use various motivational teaching
strategies.

6. The lockstep teaching technique should be avoided to
allow for prior knowledge levels of the participants.

7. The various classes that include content in the
employability or life skills area should be coordinated,
so repetition of particular topics is minimized.

E. Job Placement

1. Job search assistance must be available for program
participants.

2. The business community needs to be made aware of the program and the need for job placement opportunities.

3. Child care and transportation services need to be available while participants are in job search.

4. Staff should assist with resumes and interviews.

5. Local public agencies, such as MESC, JTPA, and others should be contacted for assistance in finding jobs.

6. Temporary agencies should be used for job placement assistance.

7. One or more of the on-the-job experiences stated under the vocational training section should have been used to assist in obtaining employment for participants.

8. College representatives should be invited to class, so participants can have the opportunity to progress to college if they so choose.

9. Computers along with letter quality printers, as well as telephones need to be accessible to participants.

10. Participants should have access to job placement assistance past the stated end of program services.

11. A better match of allowable training hours and the existing job market demands needs to be made. The given hours of training in the program guidelines didn't allow enough time for participants to be trained to the level needed to obtain the related job in the real world. Ultimately, this meant participants were sent to interviews for jobs for which they were not adequately trained.

12. A more realistic match between the program goal, which
    was to remove AFDC clients from welfare, and the level
    of training allowed in the program, needs to be met.
    The permitted hours of training didn't allow for a level
    of training that garnered the level of wages that
    provided the needed level of disposable income to remove
    the participant from welfare.

F. Support Services

1. Various modes of child care services should be provided.
   These services include on-site, off-site, and in-home.
   Continual attention to provision of the same high level
   of standards for program operation must be maintained.

2. Child care programs should have special activities and
   services available to the children. These include
   meals, seasonal programs, field trips, etc.

3. Various types of transportation services should be
   available. These services include mileage
   reimbursement, buses, vans, or possible volunteers.

4. Car repair money should be allowed for those
   participants who depend on a car to get to a job.

5. A clothing allowance for interviewing and for proper
   dress clothing to begin a job should be included. A
   system should be set in place to ensure timely access to
   clothing by the participants.

6. Participants should have access to library services and
   tutors.

7. Counselors and/or social workers should be available on-
    site if possible, or on a referral basis as needed.

8. The entire staff should be involved in assisting
    participants with their supportive service needs.

9. When food is made available to participants, reasonable
    standards of quality and quantity should be maintained.

Concluding Remarks

This research has attempted to study differentiations
between directors and participants regarding most effective
and least effective locally implemented features of the EDGE
program in the state of Michigan. In addition,
differentiations between directors of programs classified as
effective and ineffective and participants of programs
classified as effective and ineffective were individually
studied regarding most effective and least effective locally
implemented features.

The results have shown that differentiations could be
made between directors and participants as a group.
Participants differentiated most effective and least
effective locally implemented features to a much higher
degree that did directors. The differentiations
between directors of programs classified as effective and
ineffective was inconclusive. Differentiations were made of
participants of programs classified as effective and
ineffective. Effective programs were found to be much more

positive and constructive in their responses for the most
effective and least effective features.

This study should be evaluated by future researchers to
determine methods to obtain better information from directors
of programs. Recommendations from this study, including the
Best Practices Model, should be reviewed when planning future
research projects in welfare-to-work programs, as well as by
state and local officials planning such programs.

APPENDIX A

STATE OF MICHIGAN

JOHN ENGLER, Governor

DEPARTMENT OF SOCIAL SERVICES

235 South Grand Avenue, P.O. Box 30037, Lansing, Michigan 48909
GERALD H. MILLER, Director

March 4, 1994

David Dvorak
923 Beard Street
Flint, MI 48503

Dear Mr. Dvorak:

Your request to conduct a study to determine the most effective optional elements created by school districts in the implementation of the EDGE program is approved.

This approval is contingent on the following conditions:

● Any changes in project design must be submitted to this office for approval (for example inclusion of other programs or changes in sample plans)

● A copy of study results must be submitted to this office upon completion. If any publication or news release is anticipated, we ask that results be submitted in time to allow prior review.

If you are unable to begin the study within six months or if you need to continue the project beyond eighteen months, please advise me.

If you need further assistance or have any questions, pleas contact me at (517) 373-1989.

Sincerely,

Robert G. Lovell, Director
Staffing and Program Evaluation Division
Office of Legislation, Budget and Analysis

APPENDIX B

EDGE OUTCOMES BY SCHOOL DISTRICT

FOR SEMESTER ENDING JUNE, 1993

Tier I: Reporting 50 or more class completions.

Rank	Percentage Employed	Number Of Class Completions	Number Employed	School District Code
1	56	93	52	5
2	50	52	26	52
3	38	58	22	50
4	26	53	14	37
5	24	75	18	20
6	21	514	107	53
7	13	67	9	58

Tier II: Reporting 20-49 class completions.

Rank	Percentage Employed	Number Of Class Completions	Number Employed	School District Code
1	55	40	22	35
2	50	24	12	33
3	46	26	12	46
4	42	24	10	59
5	39	23	9	31
6	35	31	11	34
7	33	24	8	26
8	32	22	7	2
9	30	20	6	24
10	25	36	9	48
11	24	38	9	1
12	14	22	3	28
13	6	32	2	6

Tier III: Reporting 6-19 class completions.

Rank	Percentage Employed	Number Of Class Completions	Number Employed	School District Code
1	150*	16	24	14
2	89	9	8	42
3	88	8	7	22
4	86	7	6	21
5	78	9	7	25
6	77	13	10	3
7	75	8	6	11
8	73	11	8	47
9	71	14	10	29
10	69	13	9	4
11	58	19	11	55
12	56	16	9	27
13	53	15	8	32
14	47	19	9	57
15	45	11	5	43
16	43	14	6	12
16	43	7	3	16
18	42	12	5	15
19	39	18	7	56
20	35	17	6	--
21	27	15	4	51
22	17	12	2	--
23	13	8	1	9
23	13	8	1	19
25	11	9	1	30
26	8	13	1	13
26	8	12	1	36
28	0	7	0	7

*Includes participants who obtained a job during the education part of the program and did not complete a class.

The following districts reported 5 or less educational outcomes and were not included in the sample.

Crawford-Ausable	2	8
Fruitport	5	--
Hazel Park	--	39
Hillsdale	--	18
Lake City	--	60
Leslie	5	23
Potterville	2	10
Saginaw	--	45

APPENDIX C

LETTER TO PROGRAM DIRECTORS

February, 1994

Dear EDGE Program Director:

    I am studying the Education Designed for Gainful Employment (EDGE) program operated by the Michigan Jobs Commission.

    The purpose of my research is to identify the most effective and least effective features of the program. By answering the questions in the attached survey, you will assist me in completing the requirements for a doctoral degree. The results of my research will be shared with the Michigan Jobs Commission.

    I appreciate your willingness to assist me in this project. Your participation in the survey is voluntary. All information will be kept confidential; your name and school will not be given in any reports. All information will be grouped together for the dissertation and any subsequent reports. The source of the information will only be known to me.

    I would estimate that half an hour will be necessary to complete the questionnaire. You are indicating your voluntary agreement to participate by completing and returning this questionnaire. Thank you for your time and consideration.

Sincerely yours,

David C. Dvorak
Deputy Principal
Mott Adult High School
Flint Community Schools
(810) 760-1101

Attachment

APPENDIX D

QUESTIONNAIRE FOR EDGE PROGRAM DIRECTORS

The purpose of this questionnaire is to identify the most effective and least effective optional features of the Education Designed for Gainful Employment (EDGE) program in the state of Michigan.

The EDGE program is designed around six major components: (1) orientation, assessment, and educational/employment development plan (E/EDP), (2) basic educational skills, (3) vocational skills training, (4) employability/life skills training, (5) job placement services, and (6) supportive services. The contract your district signed with the Department of Social Services included mandatory elements within each of the components. These are program design requirements that cannot be changed. However, as your district implemented the mandatory elements, other necessary programmatic aspects, techniques, strategies, etc. were created for overall program operation. We will call these optional features.

The purpose of my research is to identify the most and least effective optional features of the EDGE program by asking program directors to relate the program ideas they have tried. These optional features will be shared with state of Michigan EDGE program officials and could form the basis for what could be labelled a "best practices" model for the state.

Please complete the questions after you have had a chance to think about each component. You may want to discuss the questions with other staff members prior to answering.

A. ORIENTATION, ASSESSMENT, AND E/EDP

1. Please list the <u>most</u> effective optional feature that your program has used within this component.

_____
_____
_____

Why was this feature effective?

_____
_____
_____
_____
_____

2. Please list the <u>least</u> effective optional feature that your program has tried within this component.

_____
_____
_____

Why was this feature ineffective?

_____
_____
_____
_____
_____

B. BASIC EDUCATIONAL SKILLS

1. Please list the <u>most</u> effective optional feature that your program has used within this component.

_____
_____
_____

Why was this feature effective?

_____
_____
_____
_____
_____

2. Please list the <u>least</u> effective optional feature that your program has tried within this component.

_____
_____
_____

Why was this feature ineffective?

_____
_____
_____
_____
_____

C. VOCATIONAL SKILLS TRAINING

1. Please list the <u>most</u> effective optional feature that your program has used within this component.

_____
_____
_____

Why was this feature effective?

_____
_____
_____
_____
_____

2. Please list the _least_ effective optional feature that your program has tried within this component.

_____
_____
_____

Why was this feature ineffective?

_____
_____
_____
_____
_____

D. **EMPLOYABILITY/LIFE SKILLS TRAINING**

1. Please list the _most_ effective optional feature that your program has used within this component.

_____
_____
_____

Why was this feature effective?

_____
_____
_____
_____
_____

2. Please list the _least_ effective optional feature that your program has tried within this component.

_____
_____
_____

Why was this feature ineffective?

_____
_____
_____
_____
_____

E. **JOB PLACEMENT SERVICES**

1. Please list the _most_ effective optional feature that your program has used within this component.

_____
_____
_____

Why was this feature effective?

_____
_____
_____
_____
_____

2. Please list the <u>least</u> effective optional feature that
    your program has tried within this component.

_____
_____
_____

Why was this feature ineffective?

_____
_____
_____
_____
_____

F. **SUPPORTIVE SERVICES**

1. Please list the <u>most</u> effective optional feature that your
    program has used within this component.

_____
_____
_____

Why was this feature effective?

_____
_____
_____
_____
_____

2. Please list the <u>least</u> effective optional feature that
    your program has tried within this component.

_____
_____
_____

Why was this feature ineffective?

_____
_____
_____
_____
_____

Please place the completed questionnaire in the self-
addressed stamped envelope that was included in your mailing.
Thank you for your assistance.

APPENDIX E

SCRIPT FOR FOCUS GROUP INTERVIEWS

Thank you for taking the time to meet with me today. My name is Dave Dvorak and I would like to discuss how you feel about the EDGE program. You have been selected for a group interview because you have finished the EDGE program. Some of you already have a job, while others are still in job search.

The paper I handed out asks for your consent in voluntarily helping me today. Please sign your name on the signature line after reading the consent statement. We will complete the bottom half of the form after the group interview is completed. Thanks for agreeing to help me.

Here are the ground rules for the group interview. I will ask a question about your positive and negative feelings about a certain part of the program and why you feel that way. While one person is answering the question, would the rest of you please think how you would answer that question. When the first person has completed her/his answer, I will ask each of you, "How do you feel about that?" I would like everyone to give her/his viewpoint on each question.

I would like to go back to when you were first sent to a school district where the EDGE program was explained to you. I'm sure you remember how you felt about being there. You may have had feelings of frustration and even anger. But you continued on through the many different parts of the EDGE program. These parts included: (1) orientation, assessment, completion of an educational/employment plan (EDP), and

enrolling in classes; (2) enrolling and completing a basic skills class; (3) enrolling and completing a vocational skills class; (4) enrolling and completing an employability/ life skills class; (5) having supportive services, like child care, transportation, and an advisor; and (6) having job placement help. We will discuss each of these parts and your positive and negative feelings about each one.

Let's start by asking you about the first step of the EDGE program. Remember when you were in orientation, you listened to a lot of information from the DSS case workers and the school district people. They told you why you were in the EDGE program, what vocational programs were being offered to you by the school district, and what the job outlook may be for you. You completed a reading and math assessment; you completed an interest inventory; you completed an educational and employability plan, called an EDP; and you enrolled in classes.

QUESTION: In the orientation, assessment, (EDP), and enrollment part of the program that I have just described, what helped you the most? Why?

What helped you the least or what do you wish was presented differently? Why? How should it have been presented?

One of the classes in which you enrolled was called basic skills training. You studied reading and math and may have studied for the GED or you may have taken classes toward you high school diploma.

QUESTION: In the basic skills part of the program that I have just described, what helped you the <u>most?</u> Why?

What helped you the <u>least</u> or what do you wish was presented differently? Why? How should it have been presented?

Another class in which you enrolled was your vocational skills class. This was the biggest part of your training. This is the part that should have given you the skills for a job.

QUESTION: In the vocational skills part of the program that I have just described, what helped you the <u>most?</u> Why?

What helped you the <u>least</u> or what do you wish was presented differently? Why? How should it have been presented?

One other class in which you enrolled was the employability/life skills class. This was the class that taught consumer skills, parenting, how to prepare resumes and gave you a chance to be in a mock interview.

QUESTION: In the employability/life skills part of the program that I have just described, what helped you the <u>most?</u> Why?

What helped you the <u>least</u> or what do you wish was presented differently? Why? How should it have been presented?

Another important part of the EDGE program was the supportive services you received. They include child care and transportation help. You had an advisor or counselor who helped you when you needed help.

QUESTION: In the supportive services part of the program that I have just described, what helped you the <u>most?</u> Why?

What helped you the <u>least</u> or what do you wish was presented differently? Why? How should it have been presented?

An important part of the EDGE program was that when you completed the three classes, you would receive help to get a job. You were scheduled for 90 days of job search where you received help in where to go and who to contact for a job. Some of you may be in job search right now and some of you may already have a job.

QUESTION: In the job placement services part of the program that I have just described, what helped you the <u>most?</u> Why?

What helped you the <u>least</u> or what do you wish was presented differently? Why? How should it have been presented?

Let's review what we have been discussing. As we went through the various areas, you may have had an opinion of an earlier discussed part. I will ask each of you if there is something else you would like to add. (Ask each person.)

Here is what I heard as the best parts of the program in helping you get a job. (Summarize) Is this correct or does anyone have something to change or add?

Here is what I heard as parts of the program that were not so good and should be improved. (Summarize) Is this correct or does anyone have something to change or add?

Before we leave today, would you please complete the bottom part of the paper in front of you. This will give me what's called demographic information, or a group idea about who helped me in the interviews. Remember your name will not

be used. This demographic information allows me to show the characteristics for all state-wide groups helping me in the research.

Thank you very much for helping me today.

APPENDIX F

CONSENT FORM AND DEMOGRAPHIC INFORMATION

Consent Form

Date_____

    This interview is one of twelve being held around the state as part of a research project that will help me meet requirements for a doctoral degree. The research project wants to identify the best parts of the EDGE program and also parts that you thought were not so good. Your honest and frank answers to a series of questions about the program are very important. I estimate the interview to be approximately one hour in length.

    Your participation in the group interview is voluntary. You may answer all questions or you may refuse to discuss any question. You may discontinue the interview at any time without worrying that you will be somehow penalized.

    The information you share today will be kept confidential. None of your answers will be shared with anyone from your program. Your name will not be used outside this interview. The state-wide results of the interviews will be grouped together and shared with the public. I will be the only person that knows who shared what information. To help me record the discussion so I don't miss any part of your answers, I am tape recording the discussion.

    I have read this form and agree to the statements.

_____
                   Signature

    If you have any questions, please call Dave Dvorak at (810) 767-7894.

Demographic Information

Please print all requested information.

AGE_____ ETHNIC ORIGIN _____ GENDER_____

NUMBER OF CHILDREN_____ HIGHEST GRADE LEVEL_____

EMPLOYED YES___ NO___ SINGLE HEAD OF HOUSEHOLD YES___ NO___

APPENDIX G

COMPILATION OF DIRECTOR'S RESPONSES

A. ORIENTATION, ASSESSMENT, E/EDP, AND ENROLLMENT

1. Please list the <u>most</u> effective optional feature that your program has used within this component.

   1. Early recruitment of potential participants.
   2. We host all orientations at our school site.
   3. A one-on-one discussion with each potential candidate.
   4. If the students don't show, they receive a ten-day letter that threatens a sanction on their grant.
   6. TABE test.
      Self-directed search.
   7. At our initial orientation meeting for the 1993-94 school year, we invited a former EDGE student to talk about the program.
   8. Several orientations, weeks apart on different days. Also, an individual counseling session was used for attitudinal purposes and assessment.
   9. Two orientations which included all personnel involved in the program: teachers, attendance coordinator, technical center administration, DSS contact person.
   10. Food during orientation, friendly atmosphere, ease fears right away. We talk with them before "not so friendly" DSS workers telephone call before orientation.
   11. All four components are performed on one day with breakfast, lunch, child care, and transportation.
   12. This feature worked best with us when carried out in two sessions. DSS had recommended three sessions. Also, the joint EDP with both DSS and LEA speaking to the participant together is effective.
   13. The most effective optional feature that we employed was that we had orientation, assessment and E/EDP all on the same day. They only had to come once.
   14. Provide all participants with a student manual which describes programs in detail. Include a brochure describing programs in assignment letter envelope.
   15. Invite former EDGE students to speak at orientation session.
   16. Assessment is very beneficial to be aware of each client's ability to register into correct vocation and any special needs.
   19. A survey sheet was used and filled out by students which highlighted information about their children: ages, daycare needs, inc.
   21. Two orientations sessions are held. The first is held at least two weeks prior to the beginning of classes. Provided refreshments, overview of the program, our class offerings and services provided, testing and paperwork. DSS EDGE workers are present to meet with the clients individually. By allowing clients to begin

paperwork as soon as they arrive and work on it while waiting for others to finish a timed test, they are staggered in completing the paperwork. Therefore, they are staggered for seeing the EDGE workers. Only those parents who will be using our on-site child care meet with the child care person. The second session is the beginning of the first day of class. At this time, the staff is introduced, the clients take a tour of the building and we go over the handbook.

22. Probably not the most effective--but the video may have had a possible positive first impression.

25. A counselor takes a social history of each EDGE client. Past EDGE students take part in the orientation.

26. We have a large group orientation followed by an individual appointment with the DSS EDGE worker. During the individual appointment, the initial E/EDP is completed though it is developed and used to counsel clients throughout the session. Barrier assessment is done during the individual appointment, and academic assessment (TABE) is done in a large group on a date that the client had chosen during the orientation. The personality and interest assessments (16PF) are also given in a group setting during a predetermined time. We also use the APTICOM for aptitude assessment. We only have four machines so individuals are selected to best suit his/her schedule in groups of four.

27. Small group orientations, etc., ideally six to eight.

28. Paying mileage and child care during orientation session.
APTICOM and MOIS.

29. Intake home visit before orientation.

32. Calling the student and picking him/her up at home and driving him/her to the orientation.

33. Provide transportation and child care for the orientation.

34. Most of this part of EDGE is completed by DSS. The coordinator participates but DSS does the EDP, etc.

35. "EDGE-WARD BOUND" an orientation session for all new students after enrollment, but prior to classes beginning. Refreshments served, staff introduced, and former EDGE students speak about their experiences in the program. Topics include child care, transportation, attendance, etc.

36. General orientation--we introduce the students to the key resource people and support services that are available to them.

37. Having one of our two EDGE graduates, now on the EDGE staff, tell her personal success story to the potential EDGE students.

39. Motivational activity to start orientation.

42. Orientation--established the "baby steps" progress model through participatory goal setting. Students identified goals, compared to historic goals set and make to

determine how they succeeded and what steps to transfer into new goal setting.

45. Two-day meeting, dividing components into timelines, etc.

47. Communication activities during the first week of orientation. This week-long, get to know your fellow participants helps establish a "unity." The beginning of team work.

48. An orientation/assessment phase prior to the beginning of the actual training phase; this included an intake interview, tour, assessment testing and scoring, determination of training area.

50. Orientation from 9:00 a.m. to 12:00 noon covers information about classes and allows participants to indicate first, second, and third choices of vocational class.

52. We do a two-hour orientation at DSS, then a three-day orientation at the school for assessment, meeting of teachers, seeing the facility and completing paperwork.

53. Scheduling multiple sessions with students with follow-up phone calls.

58. Assistance of the job coach in providing bus shuttle services to the participant's children to and from school.

59. Participants were welcomed, free child care provided and light refreshments served. Assessments administered: WRAT and API.

Why was this feature effective?

1. More time could be spent with each client

2. All students get to come to our school and meet with all staff and support people.

3. It provided a personal opportunity to get acquainted, explain and sell the program, and determine the interest and motivation level of the student.

4. Students funds are limited and they can't afford to lose any of it for non-compliance.

6. Provides grade level and ability.
   Skill present at enrollment--interest and skills.

7. This proved to be very effective because she could relate her personal experiences and feelings about being a part of EDGE.

8. It broke down the excuse barrier and gave DSS the time to put pressure on those not complying. The counseling session gave us a feel of what type of personalities we were dealing with.

9. It allowed potential participants to know who they would be "dealing" with and allowed them to ask questions of all personnel involved in the program.

10. Creates comfortable, caring atmosphere.

11. We did not experience a loss (in number) of potential EDGE participants from one session to the next.

12. Two sessions are most effective because it reduces the amount to times the student must come to the site. It appears the more times the participant must come, a greater percentage does not comply. With both DSS and LEA speaking to the participant together, both agencies can help to remedy barriers.

13. They only had to show up at the building once before school started.

14. Students arrive to orientation informed and aware of what they have been assigned to. This lessens the amount of hostility and confusion participants usually bring to the orientation.

15. Promotes a more positive attitude toward program.

16. None.

19. In setting up special child care provisions, these completed sheets are a big help.

21. Helps to differentiate between DSS rules and school rules.
Allows time to determine skill level of students so teachers can plan.
Allows parents needing off-site child care time to plan for it.
School bus routes can be ready to go the first day of class.
DSS has time to follow-up on no-shows before first day of class.
Helps ease anxiety of clients--for child care and expectations.

22. None.

25. The social history provides me with the various risk factors that may hinder a client from successfully completing the program--in advance.
Previous EDGE students serve as positive role models and can help clients with practical advice.

26. We have attempted many options in this regard, but have found that given the time considerations, we reached more clients in a shorter amount of time this way. Though we hoped individual appointments before the general orientation would help retain students more effectively, we did not experience that result in practice. Due to retention data that did not indicate a significant difference between the methods, we chose the most time efficient.

27. Students felt less intimidated; tour of the facilities and introduction to teachers and actual classes. More time to spend with individual questions and student concerns.

28. Breaks down barriers.
Provides guidance--if student is undecided.

29. Identifying barriers made somewhat easier. One-on-one contact in students' surroundings. Assessment of entire family's needs.

32. This assured that they at least made it to the orientation.

33. Because it eliminated the first excuse students could use.

34. I feel that this is effective because DSS means business and if the school sent notices etc., the students would probably ignore the notices.

35. Addressed questions, made new students feel more comfortable with their return to a school setting. Former students related what the program is all about better that staff could. Invitations were sent and a token gift was given for attending.

36. This feature was effective because it made the student aware of the support services that were available to them.

37. There is an acceptance of the program from someone who has been in the same life situation (AFDC) and has now achieved economic independence.

39. Increase interest, somewhat offset apathy, anger, and despair that clients exhibit.

42. Provided time to get to know each other.
Provided reflective time on personal success.
Transferred success into future.
Focused on baby steps--doable, finite steps
to do, so progress could be noted.

45. Relaxed clients, made them feel welcome, used old clients as speakers, etc.

47. Activities involved students and allowed them to get answers to questions and to understand expectations of the program. We also reinforced the goals of the program and the goals of the participants. Education and vocational training.

48. It provided the opportunity for barriers to be addressed prior to actual training in a group. It fostered comfortability between staff and clients.

50. Participants have better success when they get to choose the vocational class.

52. We do group orientations with 25-30 students per counselor. Counselors get to know the students and students aren't as threatened in a group--they are apt to know each other and begin making friends.

53. Provided more contact with students to aid in bonding process.

58. Job coaches visited participants' homes when they were absent two days and in many cases, the participants returned to school quickly because of the counseling intervention of the coaches. The shuttle service had to pick up the participants in inclement weather, thereby increasing attendance.

59. Barriers to completion were discussed, participant and academic advisor. (A sample EDP had not been provided to us at this time; barriers were recorded on "comment" sheet, to be included in student file.) DSS reviewed rules and regulations, procedures for sanctioning, and clients rights. Four different sessions were held; one

at the consortium site, (transportation provided), the
other three, at the program contracted site.

2. Please list the <u>least</u> effective optional feature that
   your program has tried within this component.

1. Sanctions against those that do not participate are
   useless. They are removed from welfare for one month,
   then reinstated. Soon the whole network knows that the
   penalties are temporary.
2. Group round-ups at the main DSS office.
3. Starting this process two-three months before the
   program started.
4. The Employment Development Plan is filled out by the
   students and signed.
6. None.
7. Combined orientations with DSS did not prove to be
   effective.
8. An all day assessment program.
9. Assessment done during three straight days. Students
   got "tested out." We did the basic skills/career
   assignment and vocational aptitude over consecutive
   days. We should have spaced it out.
10. Trying to do it all one time--overloading them with
    info.
11. We used to have orientation and assessment at one
    setting, then do EDP's and enrollment at a second.
12. Late scheduling which is caused by delays from the
    state. The MOST worker assigned to the orientation has
    never been effective.
13. We had to have DSS staff at the orientation. School
    staff would be very positive; DSS, for the most part,
    quite negative.
14. Extending the amount of time between intake and the
    start of classes. Why--the more time participants have
    to come up with exemptions, less will show-up for class.
    This is tricky because a short amount of time between
    intake and the start of class limits the number of
    individuals that get enrolled, but fewer invent excuses
    to avoid the program. Given less time, fewer students
    find ways to avoid the program.
15. Original testing tools were too long.
16. EDP's do not have a lasting effect on the clients.
19. In the beginning, we thought it would be a good idea to
    have students meet all the service providers (employees)
    they would be working with over the course of the
    training. This was overwhelming to most students; it is
    better to introduce faculty as they come in contact with
    the students.
21. Tried to have former students come in to talk with new
    "class."
22. None.

25. Having clients begin the program late. We want to be flexible, but delayed start clients have a higher absence rate.
26. We having individual appointments with both the EDGE worker and EDGE coordinator before the general orientation. This was a good method to form initial relationships with the clients, but is proved very time consuming.
27. None.
28. Orientation was too long.
29. Subject assessment during orientation.
32. Trying to convince the client that this is a good program for them.
33. An invitation to the orientation from the school instead of the "cold" letter from DSS.
34. The clients are given ten days to comply. Often this ten days can break a student from participating in EDGE.
35. None.
36. EDP appeared to be least effective, although it is not an optional feature.
37. Too lengthy a time (two days, five hours each day).
39. Group testing.
42. Doing nothing to orient the student under the guise of needing to achieve academic goals.
45. None.
47. Getting participants to talk, and to feel secure in sharing experiences.
48. Running two programs simultaneously. Completing E/EDP for one EDGE program while doing orientation, assessment and beginning of training for a new program. This eliminated the above benefits of the assessment phase.
50. Present a lot of information, introduce a lot of the staff, complete a lot of forms.
52. The APTICOM vocational/aptitude/interest assessment takes too long and therefore too expensive to do with all students.
53. Trying to complete the entire process in one day.
58. The sanction policy and procedure.
59. Because DSS was not given enough time following the award of the contract, not enough time was allowed to properly screen clients for: high school diploma, barriers, and eligibility.

Why was this feature ineffective?

1. None.
2. Students hate going to that building.
3. When the program was ready to start, many of the students could not be located.
4. It isn't used any longer. We need to develop a form that we can use on a continued basis. (make changes, adjustments, etc.)
6. None.

7. The potential for a positive experience existed, but the reality was that we had few potential students/clients that would attend at the assigned time.

8. The clients became tired and "cranky."

9. Too much in too short a time period.

10. It's scary, overwhelming.

11. We experience a significant loss in potential EDGE participants form one session to the next.

12. When the orientation and assessment and EDP sessions are delayed, the participant feels pressured and forced into a change without time to plan and schedule physicals to children in day care. The MOST worker sends a negative message instead of a motivating and encouraging message.

13. Also vocational aptitude testing is a waste of time during orientation. We choose to do it during the employability skills component for future career interest consideration. With a limited number of vocational offerings, a person does not need a test to determine what their interest is. In addition, wanting to work is aptitude enough.

14. None.

15. Clients were required to spend too much time at one sitting for orientation and assessment.

16. EDP is a great idea but the clients forget the demands on it; especially concerning attendance and attitude in class.

19. The ineffectiveness was manifest in no one remembering anyone's name and the introduction process initially seeming very impersonal.

21. Former students were working or not interested in talking to new class.

22. None.

25. The delayed-start client comes into a group that has already begun to bond. It takes longer for them to feel "a part of" the group. They feel overwhelmed with work needed to be made-up. If programs had more notice of the fact they were going to "get the grant," it would allow for better assessment\EDP's.

26. The time versus number of clients actually enrolled in EDGE made this approach an unrealistic option. The only difficulty we have faced regarding assessment is assessing students if they missed their scheduled assessment date.

27. None.

28. None.

29. Some students have not taken a test in years--not good test takers.

32. Because school in the past was a bad experience and the major part of our job is just convincing many clients that the EDGE program is a good program for them to partake in.

33. Seven of ninety-two participants came to the orientation.

34. The ten day wait period is a DSS rule.
35. None.
36. EDP appears to be ineffective because many students do no buy into the plan. The EDP is a road map to guide the student to successfully complete their goal.
37. Some clients only attended one day, then had to complete missed parts at another time. Meals provided were expensive and time-consuming, especially since so many attend orientation and so few are enrolled.
39. Low self-esteem, motivation to do their best. Poor results lead to being excused from EDGE and word gets around.
42. No bonding, no attention to the person, no nurturing produced less attendance, more negative attitudes maintained for longer time into programs.
45. None.
47. It takes longer than one week to build up confidence.
48. It split the EDGE staff--the completing group felt "abandoned," while the new group felt frustrated. There wasn't adequate time to address barriers and utilize the assessment information effectively.
50. Participants forget information by the time classes start.
52. Takes too long per student--too costly.
53. Process was too rushed and caused frustration for staff and students.
58. The participant recognized early in the program that there was no real threat to their financial survival, if they were terminated or quit the program. Only a small financial decrease would occur in their DSS check and it took several weeks to even months for that to happen; it might not happen at all.
59. Enough academic advisors were not available/on staff to assess the large numbers of potential participants.

B. BASIC EDUCATIONAL SKILLS

1. Please list the most effective optional feature that your program has used within this component.
 1. Taking students with low pre-test scores and letting them enroll in Basic Education.
 2. We offer four high school completion classes that allow any of our students to get their diploma or prepare for the GED at the same time.
 3. All students worked on the same basic skills in math, English, spelling, and communications. Vocational applications were addressed in related assignments.
 4. Students work at their own pace until a mastery level is attained.
 6. Integrated math worksheets and small co-op lessons.
 7. The use of state of the art computers and software was our most effective optional feature.
 8. Input from business leaders; used many group activities.

9. We have used a wide variety of teaching strategies: cooperative learning, team teaching, different media.
10. Different math components based on vocational area.
   Make-up time built into schedule.
   English/communications: I test for strengths and weaknesses in these areas and design work individually suited to meet those areas of weaknesses.
11. Computerized instruction for math and English.
12. Computer based programs delivered by an effective instructor as well as group work.
13. The most effective feature would have been the one-on-one attention students received because of small classroom sizes.
14. Longer daily hours dedicated to basic skills, 2.75 hours per day. Two hundred twenty-five total hours in basic skills rather than 180 hour minimum, very little can be accomplished in 180 hours!
15. Team teaching--one math teacher and one English/science teacher.
16. In math they can use the computer in addition to classroom teaching. In English they have to write journals.
19. By allowing the basic skills instructors time to meet with the vocational instructors, it was found that integration of subject matter was effective.
21. Continuously relating math, reading, and writing assignments to students daily lives and issues important to them. Even use their names in story problems. Reading current magazine articles.
22. None.
25. Allowing students to use computers as part of their instructional program.
26. The most effective aspect of this component is our flexibility.
27. Classes done on individual basis. Students move at own pace, thereby allowing them to complete more that the two academic classes.
28. Working at student's individual level.
   Student help or tutoring.
29. Individualized progress.
32. Clinicals/field trips/guest speakers.
33. JSEP software.
34. PALS Lab. This computer program works great. It enables students to work on GED/ABE at their own pace. It has shown success on our GED results.
35. Study labs have been instituted to allow students to make up classes missed. These are monitored classes held outside of regular classes in the evening, after school, or on Friday afternoons.
36. Interactive computer software in our computerized skill lab.
37. Individualized instruction on computers which enabled us to see a terrific success with GED testing and skill building.

39. Teachers paired with voc. teachers to determine individual or class needs.
42. Team teaching and communication among staff and components to maintain flow through whole program.
45. Computer lab with basics.
47. Computer aided instruction, integrated vocational study into basic skills study.
48. One-on-one tutoring methods with individualized packets have offered EDGE clients the most opportunity for academic growth. Other methods that worked well included peer tutoring, and small cooperative group activities.
50. Individualized programs.
52. To integrate voc. and basic skills, we have voc. teacher meet with the English teacher one hour every other week; same for math and employability skills.
53. Having computer-assisted instruction and tutors.
58. Combining computer educational software with individual instruction and group instruction.
59. GED instruction was provided by a certified instructor. Various computer based programs to aid in learning of specific operations and components were used.

Why was this feature effective?

1. Not all clients are able to be educated. Many spent their early education in Special Education.
2. This allows our students the opportunity to work on both their GED prep work while also getting high school credit.
3. Fostered group involvement. All students mastered basic skills. Make-up and missed work easier to track. Could group students more easily by ability in different areas. Cooperative learning exercises easier due to larger group. Students were able to sample other vocational interests besides their own.
4. Our students are functioning at many different levels and this teacher method works best under the circumstances.
6. Common goals among the students helped students to unite and work together to understand the concepts.
7. Students enjoyed the challenge, were able to work at their own pace and were learning practical skills.
8. Students stayed focussed on the end result.
9. Students didn't get bored with one technique being used. Also it adjusted to student learning styles.
10. For math, it's applicable to where they may be eventually working.
English/communications: they are working only in those areas where they specifically need instruction, and not in areas where they feel they are wasting their time. This is also beneficial to their self-esteem as they can see themselves making progress, particularly after testing and assessment.

11. Students love the immediate feedback and being able to progress at their own pace. Plus, they can obtain a printout showing how their skill levels are progressing.

12. The computer based programs allow the participant to move freely at their own speed. The group work exposes the participant to a necessary workplace skill. The key to the delivery system is an instructor that relates well to the participants.

13. Allowed for individualized learning paces.

14. Considering all that needs to be done, life skills, math, reading, writing, employability skills, GED prep, etc., more time was needed to do an effective job. More time allow for attention to be given to individual needs and a nine to one teacher ratio.

15. Each teacher has an area of expertise. Different teaching styles are beneficial to different students.

16. The computers in math allow them to work at their level and build at their own speed. The journals have a lasting effect on ability to write the essay on the GED.

19. The left hand knew what the right hand was doing.

21. Enabled students to see the importance and applications of things being taught.

22. None.

25. Clients love the "hands on." Feel like they are learning basic skills as well as computer skills. Clients can work individually.

26. We have an interactive computer aided curriculum that allows for immediate feedback and proper individualized programs. This affords the learners privacy yet allows for remediation within the same class setting. The interactive software also provides the clients with a setting that they can enter before or after class time for addition work or enrichment. Though most clients use this option, we also provide more traditional approaches to meet individual needs. We also team-teach the basic education skills component. This allows a broader disciplinary base and provides another individual to whom the client form connectedness.

27. Gives student more sense of accomplishment and allows them to feel more positively about his/herself.

28. Academic levels or skills are so diverse. Learn from each other.

29. Self-paced.

32. Hands-on experience.

33. Applied voc. academics with individual prescriptions.

34. Able to identify grade level for each subject and identity special areas of trouble and work on those areas. It really built confidence in students to see their improvement.

35. Study labs assist students to keep up with missed class work and credit for class work along with required hours needed for the program.

36. This feature is effective because it reinforces basic math and reading skills. With the aid of the computer,

the students progress is charted. The student is always aware of his/her progress.

37. Students improved several grade level with the daily reinforcement of English and math skills, with vocational-choice materials emphasized.

39. Shifted academic instruction to reality base and coordinated the activities of two teachers toward a common goal.

42. Students perceived they could receive whole group, small group and one-to-one attention. Teachers had expertise in all areas of curriculum. Teachers could play off of each other in class discussions, perspectives, learning styles.

45. Computers are a change of pace--don't use all the time, only sometimes.

47. It was in addition to regular classroom lessons and activities and served to enhance or reinforce learning. Participants enjoyed the relationship of vocational study to basic skills.

48. None.

50. Students work at own pace on what was needed; one-on-one assistance.

52. Staff can coordinate lessons, learning and identify students who need help, encouragement, etc.

53. Was motivational for students.

58. Participants feared school and this approach helped them stay in school and experience success quicker.

59. Basic educational skills were included in the vocational component as well.

2. Please list the least effective optional feature that your program has tried within this component.

1. We were granted very few options.

2. We have always offered our basic education skills the same way and our students have always liked the way we have provided it.

3. Attempting to keep each vocational area separate, working independently.
   Teaching math, English, and employability skills with separate teachers.

4. Taxing to keep the group together and teach it as a whole.

6. The individual book studies.

7. This year the lack of group discussions was a problem.

8. None.

9. Using Conover software.

10. For math and English instructors: we feel that there is a lack of uniformity or agreement between Ingham and Eaton County DSS. In other words, a different set of rules depending in which county the student lives.

11. Relying upon student assessment of needs to integrate basic skills with vocational classes.

12. I can't seem to think of any ineffective features. What may not work with one group will be very effective with another.
13. None.
14. CASAS testing--time can be better utilized doing other things. Standardized tests have very little use or impact on EDGE students.
15. None.
16. Story problems in math.
19. Allowing students to communicate their needs in relationship to coping with the basic skills necessary to be successful in the vocational component of the testing.
21. Trying to work "through" a textbook.
22. None.
25. I found that the time basic skills is offered makes a difference and so does the instructor.
26. Our least effective approach was when we had only one teacher in the class without the computerized learning system.
27. None.
28. Having large groups doesn't facilitate one-on-one instruction.
29. Too much textbooks, dittos; struggle with students who do not work well on self-paced.
32. None.
33. Not integrating it to voc. skills.
34. None.
35. None.
36. None.
37. Structured day--120 hour requirement.
39. None.
42. Before we used problem-solving as a daily skill and integration of learning.
45. None.
47. Grammar lessons and GED lessons from practice book.
48. Students screened into the EDGE program had very limited and varied academic skills. Meeting the needs of a group with such varied ability levels made large group work almost impossible.
50. Cooperative learning labs.
52. None.
53. Using a traditional class model of lock-step instruction for everyone.
58. Separating the academic instruction from the vocational instruction.
59. Because participants had such various skill levels, it is difficult to assess the effectiveness of the Basic Skills component. When participants are entered into the program with fifth, sixth, and seventh grade levels, the possibility of raising these levels, in a five month period, to a high school level is generally an unreasonable expectation.

Why was this feature ineffective?

1. None.
2. None.
3. It did not foster group involvement. Students did not learn as broad a base of knowledge. Make up work was more difficult to keep track of. Limited exchange of ideas. Students with lower level skills did not do as well. Could not interrelate the three areas. Often employability skills ties closely with math, English, and communications, and the tie-in is difficult with separate teachers.
4. It was ineffective because of the many different levels the students are functioning at.
6. Students need invitations to keep motivated students-- can be lost for a period of time before instructor becomes aware of problem.
7. We had such a discrepancy in ability levels and the rate at which students worked it was difficulty to pull them together for large group discussions on common topics.
8. None.
9. Spent a lot of money and have been very disappointed with the quality. We need to get more effective software.
10. We feel that the lack of uniformity affects the students attitude and, therefore affects their work and attitudes in our classrooms.
11. Students who lacked vocational class abilities weren't able to assess and target their needs.
12. None.
13. None.
14. Too much time required, GED prep is more significant. CASAS is great sounding in theory, but not very realistic, students find it offensive and simplistic! These are adults, not research chimps!
15. None.
16. First of all, most clients have a fear of math and then mixing it with reading raises barriers.
19. Students tend not to be as aggressive in seeking the information they need as, perhaps, an objective instructor might be.
21. Especially in math, students would become "stuck" on a certain concept, but didn't want to "skip" to something else--held up progress.
22. None.
25. Clients tended to attend class better during afternoon schedules.
26. The EDGE clients that we serve often have special needs and concerns during their educational training that an individual teacher cannot address in a timely manner. Feedback was not given quickly enough to allow students the opportunity to progress.
27. None.

28. None.
29. Boredom, skill levels unattainable for some, lack of transfer to employability.
32. None.
33. Students don't see the importance.
34. None.
35. None.
36. None.
37. Didn't allow for student differences or allow competency test out.
39. None.
42. The skills portion was compartmentalized content with no reason for being. The students felt stymied; a recycling of school which they dropped.
45. None.
47. Participants not interested--found better learning through writing and reading exercises. Participants are not pencil/paper learners. They need more "practical" applications, more "Yes, you will use this on the job, so it is important to know."
48. None.
50. Inconsistency in student attendance.
52. None.
53. The adult student comes to class with varying levels of skills and prior knowledge.
58. Participants in many situations refused to concentrate on improving their basic education and placed their energies on the vocational program. If it was easy, they felt they did not need it; if it was hard, they denied they need it.
59. Learning disabilities undetected at orientation/ assessment, also barriers to successful completion of the GED test (when applicable).

C. VOCATIONAL SKILLS TRAINING

1. Please list the most effective optional feature that your program has used within this component.

   1. Nurse aide training.
   2. We have changed our vocational offerings each year to meet the needs of our students.
   3. Hands-on experience in each vocational area. Co-op (on-site) job training one day a week.
   4. We limit out classes to 10 students (12 maximum).
   6. None.
   7. The vocational component of the program involved cooperative learning, in pairs. Students were aware of their goal, (creating a table, figuring our a program, etc.) and they would share information to achieve it.
   8. Involvement with business--hands-on opportunities.
   9. Place students in the "regular" voc. tech. courses offered by our ISD to "regular" high school students.

10. We let the students choose the program that best prepares them for the type of job they wish to get.
11. Externships--students have an opportunity to show what they can do at actual job site.
12. Community service or special projects: nursing assistant--health fairs and Senior Centers, computer applications--cookbooks for participants and banners for special occasions, Building Maintenance--toys for day care.
13. Our voc. ed. teachers brought in many guest speakers and took quite a number of field trips.
14. Curriculum integration meetings regularly scheduled between basic skills instructors and vocational instructors replaces need for CASAS.
15. On-the-job training for nursing assistant and custodial training students.
16. The clinical or externships are very effective.
19. Tailoring the vocational training to the needs of the individual.
21. This component is very rewarding to our students because it is hands-on and they see it as "work skills."
22. Having the students complete a 60 hour on-the-job internship in their field of study with cooperative local business.
    Working in the field, requiring students to obtain, maintain attendance records, make contact, and evaluate the experience with employer.
25. All clients have a computer component with their voc. ed. classes. The computer classes align with the client's voc. ed. program of choice.
    Outcome based projects in voc. ed. classes (develop school store.
26. We found that classes that were either all adults or mainly consisted of adults were the most effective. We have also found that fewer, more specific offerings are most effective.
27. Field trips to possible places of employment.
28. Integration of students with other voc. tech. students.
29. Versatility, services, equipment and staff of our local vocational center.
32. Practice, practice, practice of learned skill, reading and writing practice.
33. Child care and health occ.
34. We ran a summer EDGE and students were in vocational training only with other EDGE students. This seemed effective.
35. Business internships, day-on-the-job visits with employers, and student/aide assignments help students get a more realistic view of the world of work.
36. Rewarding small success story. In one of our vocational components, we have the student of the week for attendance.
37. Exchanging services within the vocational community-- food service students preparing child care snacks and

special celebration food, auto tech students repairing cars or fellow students, health care students attending to sickness of fellow students, and computer application students helping with clerical/computer needs or concerns (such as resume preparation).

39. Only EDGE students in class.
42. The smorgasbord of skills within the program. A basic core curriculum is expected of all, then choices are available for student's particular interests.
45. Variety of offerings, work experience for some.
47. Efforts to use vocational skills in the Workplace Readiness part of the program.
48. In Sanilac County, we worked with MESC and local employers from Sanilac and St. Clair Counties to identify occupational areas that offered a high probability for placement with only 480 hours of training. Marketing and retail merchandising were selected.
50. Offer nineteen different vocational classes.
52. Each program is outcome based and competency objective referenced.
53. Having internships available.
58. Effective and committed teachers who stayed late and came in on weekends.
59. Hands-on instruction with IBM computers, in addition to textbooks, were used to teach the word processor and accounting clerk components.

Why was this feature effective?

1. Job market.
2. This allows us the opportunity to provide the most updated voc. training for our students.
3. Hands-on provides good practical experience. Co-op (on-site) job training provides "real life" application and tells students that "learning and doing" go hand in hand.
4. This size provides for a lot of individual attention.
6. None.
7. This was often a process that involved several days work. Even though they would have differences of opinion and run into obstacles, they persisted and achieved their goal most of the time.
8. Students could see first hand what was necessary for them to be employable.
9. Cost effective and it benefitted the adults to be in classes with 17-18 year olds and vice versa.
10. They have a personal choice and stake in what they're learning: also, then we're able to also convince them to at least do the basics of other programs that appear frequently in job ads.
11. Teachers demand 90% attendance with a "C" or better to get an externship. These are set up at sites that have an employee need to enhance placement probabilities.

12. The participant becomes a part of the community and becomes a part of the giving instead of receiving.

13. Allowed students to see what they were learning come to life in practice.

14. Communication greatly improved--basic skills lessons related to what students are doing in vocational classes. Students find basic skills much more interesting when taught in relation to hands-on vocational practice on a daily basis! Students must see the purpose to what they are asked to do. They already have enough hoops to jump through; they are not looking for more!

15. Gives students actual experience--some have never had this previously.

16. This allows the clients to adjust to real life work and they acquire experience for job searching.

19. There is more meaning for the student.

21. None.

22. Gives the students a realistic view of their field--what future job might be.
    Helps develop job related work habits.
    Helps make a connection between textbook theory and job skills.
    Has led to many job opportunities after the completion of the program.
    Able to use experience on resume.
    Required utilization of employment skills--attendance, listening to directions.
    Required self responsibility.
    Developed decision-making skills.

25. Students enjoy the hands-on activities, and the outcome based program.
    Clients learn most when they learn by doing.

26. We utilize an area technical center that has high school students as well as adults. Some clients have a difficult time with the skill center offerings due to the number high school students. There is more cohesiveness with the adult clients in an all adult setting. One main reason for fewer offerings being effective is more clients have other EDGE clients with them during their skill offering. This allows for peer relationships to carry into the skill class, thus increasing the level of individual comfort.

27. It gave the students a chance to evaluate what is expected of them and a chance to see if they are suited to the job.

28. Mix well--good role models--encourages high school students to stay in school and complete their education rather than dealing with the barriers that exist when they return later in life.

29. Knowledgeable staff, adult-friendly staff, more course offerings.

32. They need lots of practice or practical application to get skills perfect. Reading and writing levels of

students/clients when they exit are sometimes low and can always use improvement at this level.

33. High placement rates per Jobs Commission definition. High placement rates with students obtaining some type of employment.

34. The teachers adapted their program to meet demands of EDGE students. It often involves more skills then vocational; i.e., emotional, etc.

35. Most students lack the needed work experiences required to obtain employment. These assignments also help students relate their class work to their training.

36. This feature is effective because it rewards the small success of the student. The small success becomes stepping stones to larger success.

37. None.

39. Sense of family--everyone in same boat developed among participants.

42. Choice, ownership, high interest related to career interests are factors that validate their adulthood.

45. Putting some clients into a work experience or conjunction with their voc. class--to show practical application of the learning.

47. It showed the link between school and work.

48. Focusing on marketing/retail merchandising gave the group a common focus. The area of marketing offers a lot of variety for job opportunities and offers many transferable skills into other occupational areas.

50. Participants can choose what is of interest and can have the option of making a change if there is an opening in another class.

52. Staff and students are targeted as to what is necessary to complete the program.

53. Helped with motivation and attendance.

58. Participants needed extra attention and support from the teachers. They had bad experiences in school and in many cases, it was due to lack of interest by the instructors.

59. Again, reading and math levels were a deterrent to successful completion. EDGE students were integrated with adult ed. classes for the 300 hours of training. This caused no discernable problem.

2. Please list the least effective optional feature that your program has tried within this component.

1. Letting students choose a variety of areas.
2. We offered a CAD and an electronics class our first year.
3. Developing marketable skills in the clerical area.
4. Having students travel to the Calhoun Area Technology Center for classes.
6. None
7. Again because so many students were in different spots it was difficult to conduct whole class discussions.

8. Classes with non-EDGE students.
9. Putting students in "regular" voc. tech. courses offered by the ISD.
10. Requiring reading of computer articles.
11. Several programs offered based on market research survey did not result in $5.00 @ 30 hours a week job.
12. There are times when we had to have a vocational class located off the main site.
13. Our least effective optional feature would have been combining EDGE students with adult high school students.
14. Nothing has gotten far enough to be considered a feature.
15. Offering marketing as a vocational component--training not long enough.
16. Lack of men in the program.
19. Requiring the same standards of EDGE students as required of the high school students involved in the identical training.
21. None.
22. I think all our techniques have worked together well. Textbooks, current outside information, VHS speakers. Sharing with others.
25. None.
26. The least effective approach has been overwhelming the clients with options most of which included a high proportion of high school students.
27. None.
28. Trained students in areas where job market was weak.
29. Lack of flexibility by some instructors, administrators, and students.
32. None.
33. Graphic arts--computer design and building trades.
34. Students have a difficult time adapting to being with high school kids in a vocational training.
35. None.
36. None.
37. The trouble spot has been folding EDGE students into the vocational class that are on-going. Our 300 hour program has to fit into the 240 hour or 480 hour existing program. Teachers find it difficult to manage the differing start dates and end dates.
39. Limited choices for voc. training (four from which participants can choose).
42. Teacher bias that reading skills must be at high school level.
45. A couple of classes--marketing and management.
47. Placing adults in high school vocational program.
48. For some EDGE students, marketing was not their primary occupational interest.
50. Vocational classes are offered in two and one-half hour block of time in the a.m. and a one hour block of time in the p.m.

52. We are required to accept students with reading levels
    as low as fourth grade. Some of our voc. classes are
    too difficult for them.
53. Using a traditional classroom approach to instruction.
58. None.
59. None.

Why was this feature ineffective?

1. Students would choose areas that had no potential for
   employment compared to suggested areas.
2. Lack of job opportunities.
3. The students overall ability level, lack of previous
   exposure to the field, and short time frame (one
   semester) do not provide opportunity to develop
   marketable skills to compete in the clerical job area.
4. A lot of the places of employment are out of town. Our
   people have transportation difficulties. The Career
   Center is 35 miles away and our students don't have
   transportation. (And they don't like the drive.)
6. None.
7. None.
8. The clients were very uncomfortable with this style.
   Most of them preferred to be with their peers.
9. The structure was basically set and we weren't able to
   customize the program for EDGE students. It lacked a
   little flexibility.
10. Many of our students are very bright; but they don't
    read for pleasure or without interacting with the
    computer simultaneously (as with computer textbooks).
11. Local economy (minimum wage jobs/part-time jobs)
    especially in child care and retail preclude full
    employment at rates set.
12. Control is lost when participants must leave a site and
    travel to another. There may be a tendency to leave and
    not return to the next class.
13. For the most part, the EDGE students became more
    advanced quickly due to the amount of classroom hours.
14. None.
15. As stated, training period not long enough.
16. The people in welding and auto mechanics would develop
    more rapport with each other if we had more than one to
    three in a class.
19. High school students had different needs than the EDGE
    students.
21. None.
22. Probably doing independent study or reports has been
    most ineffective. Since many students do not yet have
    necessary skills or confidence to do this type of
    project.
25. None.
26. This proved ineffective for two reasons. First, showing
    all offerings included courses that consisted primarily
    of high school students in classes designed for high

school students. Secondly, many offerings could not provide entry level skills in 300 hours. Cosmetology is one good example of this case.

27. None.
28. None.
29. Student appointments interfering with classroom time.
32. None
33. Students wouldn't register for class (jobs are available) and one semester high school completion student attend building trades five days per week and the EDGE students wanted to do that also, not go to lifeskills and academics.
34. After time students adapt to vocational environment but many find jobs quicker to not have to attend vocational
35. None.
36. None.
37. None.
39. Participants forced to choose in areas of little interest. Participants choose based on friends going, and not on personal basis.
42. Students were embarrassed to read, to risk for fear of embarrassment and failure.
45. No interest--poor attendance (worse that others), etc.
47. The adults were not comfortable in the classroom or with classmates. The age difference and home life situation made the adults very self-conscious.
48. Sometimes students had poor attendance or did not participate because they were not interested in marketing. Some students came to the program with well developed vocational skills/aptitudes other than marketing. Vocational training in retail merchandising did not seem appropriate for these types of EDGE students. Students who already have job entry skills would benefit more by updating their skills rather than learning job entry skills in a brand new occupational area.
50. Attendance is difficult to regulate for the one hour block of class time offered in the p.m.
52. For those with low reading, they only have four of our eight voc. classes to choose from.
53. Not motivational for attendance.
58. None.
59. None.

D. **EMPLOYABILITY/LIFE SKILLS TRAINING**

1. Please list the most effective optional feature that your program has used within this component.

   1. None.
   2. Guest speakers who are experts in their field.
   3. Being able to tie employability/life skills into lessons in math. English and communications by having all three areas taught in the same classroom by the same teacher.

Used an excellent program called "workplace readiness"
as a basis. Emphasizes teamwork, problem-solving and
self-management.

4. We use a variety of time management, money management
and employment exercises (resumes, applications, etc.).
We meet one day a week for three hours.

6. Cooperative learning groups are used along with
individual instruction.

7. The most effective optional feature was the use of the
WICAT lifeskills and math software.

8. Computer skills.

9. Field trips and guest speakers.

10. One full week in beginning of life skills/self-esteem
and one full week at end of intensive employability
skills.

11. Cooperative learning and discussion promote group
cohesiveness in this progressive from "self to work
world" approach.

12. Guest speakers and interactive teaching.

13. We incorporated mock interviews for employment.

14. Placement advisor, guidance counselor, and curriculum
integration coordinator are all also the basic skills,
employability skills, and life skills instructors.

15. Developing resume for each student.

16. Mock interviewing arranged by the instructor and
performed by local business people.

19. Stressing the communication aspects of employability--
such as resolving conflicts on the job, teamwork and
related topics are of the most interest to adult EDGE
students.

21. Mock interviews conducted by professional they had not
worked with during the whole term. Video-taped mock
interviews with each student. Student and interviewer
view the tape and critique student's responses and
behavior. Second and third mock interviews done if
needed (not on same day).

22. None.

25. Development of portfolios.
Parenting program.
Interview on video.
Past EDGE students as speakers.

26. The most effective approach to this component was to
begin the employability skills, followed by the life
skills and ending with a revisitation of the
employability skills as they related to the several
weeks of enhanced training.

27. JOBNET meets with the students two hours every week.
The employability skills teacher then reinforces what is
done on that day.

28. Having guest speakers, filling out applications,
developing resumes, conducting mock interviews, make-
overs.

29. Job shadowing.

32. Interview preparation, hygiene, manners, proper language.
33. Allowing students to dress, practice, prepare for actual job interview in class.
34. Problem solving and trust. Employers have come in to speak about what they look for in an employee--number one is usually problem-solving skills.
35. Employment portfolios have been assembled by all students to use in their job search.
36. The most effective optional feature is video taping mock job interviews.
37. Employment portfolio composition--including backup plan for child care and transportation.
39. Mock interviews/dress up days.
42. Integration of communication skills with decision-making and problem solving.
45. Bar graphs for attendance, writing in a journal daily, using quotations as food for thought.
47. Role playing real life situations and discussions that follow.
48. Exploring and discussing with each student their self-management, transferable and job skills. Writing their resumes and letters of application.
50. Team teaching by instructor and career counselor. Life skills instructor is also student advocate.
52. We videotape interviews of students and a staff person.
53. Counselors held group sharing sessions with 20-25 students.
58. The internship program participant got an opportunity to use their vocational skills in a real life work situation.
59. The participants that completed the program were given a $150 supervised shopping spree to begin an "employment wardrobe." Local print shops supplied free services to participants, printing resumes, etc., and various businesses provided guest speakers and motivational awards. Employability skills and resources were thoroughly discussed, using a variety of styles, techniques, and resources.

Why was this feature effective?

1. None.
2. Students learned info from people other than staff.
3. Good coordination of materials. Could tie basic skills directly to employability/life skills. Students more able to see relevance of learning certain basic skills. Avoids duplication, so more material can be covered. Example: resume writing fits both English and employability skills.
4. It is good and effective curriculum. The students enjoy putting together resumes and completing applications.
6. Many insecure students will open up and discuss issues within a small group. Students usually help each

       understand the issue when directed with a structured
       cooperative lesson.

7. Students were always aware of their progress and given copies of all their test results. Other materials were available as reference sources and support. Also, they couldn't move on to a new level until they had mastered the previous skill. Another positive part of this was the way the material coordinated and complimented the information being taught in the vocational class.

8. Gave the clients a sense of accomplishment. Most of the classes were intimidated by the computer at first, but they soon use it proficiently.

9. Broke up the sometimes tedious routine--offered students other experiences.

10. The group bonds immediately, they ease into classroom/academic setting, confront fears, insecurities in a safe way together.

11. Students like and appreciate having a group to lean on; they help one another move through the program.

12. Most participants do not have the opportunity to hear "experts" in the fields of parenting, business, self-esteem and motivation. These "experts" give an excellent perspective of their subject area. The interactive series used in employability skills lets the participant experience effective and ineffective techniques.

13. Gave students much needed experience.

14. Our basic skills staff is three full-time instructors filling different roles in the a.m. and p.m.: English, and reading in a.m., curriculum integration in p.m., employability skills in a.m., placement in p.m., life skills/math in a.m., guidance counseling--academic advisor in p.m. This structure allows for personal effective relationship to develop between student and service provider.

15. Necessary for job search.

16. This really gives true interviewing experience because the person is a stranger to most clients. After the interview, the business people give suggestions to each client.

19. EDGE students tend to know how important communication is in day-to-day living.

21. An eye-opener for the students. Made them more aware of their strengths and weaknesses. Picked out little mannerisms that were unaware of.

22. None.

25. Clients see accomplishments. They have a tool to market themselves
Clients need/like to have parenting info. They need to get personal life in order, so they can be productive employees
Great self-critique tool.
Motivate clients, past EDGE clients serve as role models.

26. It is easier for our clients to see the relevance of the employability skills. By starting with this area, we can form connectedness while the clients see the relevance. Once we have connected with the students and they have developed their employability skills, the emphasis is changed to maintaining the employment with positive life skills. The students are then able to see the relevance of the life skills as they relate to their potential employment that they hope to attain resulting from their newly developed employability skills.

27. Gives the student the chance to feel more comfortable with the person that will be working with them when the program is done until they are placed in a job.

28. Learning to complete forms completely and accurately, exposure to various occupations and available positions, building self-esteem and confidence for future interviews.

29. Gave students insight into occupations.

32. Many times students come in with few or no skills in this area and there is a lot of room for improvement.

33. Whole class would get involved, cheer on students who are interviewing, see bigger picture of the process (nervousness, making sure portfolio was completed, etc.)

34. It's great when the students begin to understand and participate with group problem-solving. They have a hard time understanding why problem-solving is so important in a job. They begin then to trust their decisions and judgments.

35. The portfolio lets students assemble all of their documents in one attractive folder.

36. This is effective because the students get a chance to see themselves as others may view them.

37. Participants finally see themselves as getting close to a real job holder. It is exciting to see them with a polished end result.

39. Made purpose of training more realistic.

42. Students received skills that were lacking, such as "I" messages, conflict resolution. Could use their personal experiences to relate teaching and options.

45. Made all better, sparked discussion, improved writing and thinking skills.

47. Learning for one another and the contribution each makes is valued by the others. The feeling that they can help someone else and that their experiences can and do count in the world. Self-esteem.

48. Built self-esteem; gave them practice in discussing their skills to prepare for job interviews. Students felt they were an invaluable asset in their job searches.

50. Allows time for either to attend meetings and/or address crises as needed.

52. Students can see how they look as they interviewed and teacher can make suggestions.

53. Develop peer support within the group.

58. Participants gained confidence in themselves. You could see self-improvement and proficiency in their vocational skills.
59. None.

2. Please list the least effective optional feature that your program has tried within this component.

1. None.
2. To offer most life skill training at the end of the program.
3. Taught as a separate component apart from basic skills. Correlation between the two areas was minimal.
4. Using textbook materials the students cannot relate to.
6. Whole group discussion.
7. Not conducting mock interviews was a negative aspect of the employability training.
8. Portfolio development.
9. A parenting unit.
10. Once per week time.
11. Guest speakers.
12. During our first session, the employability was presented at the end of the session. Now it begins about half way through in conjunction with Basic Skills.
13. We felt the life skills component of the training became offensive to the students.
14. Nothing has gotten far enough to be considered a feature.
15. None.
16. Teaching budgeting and substance abuse seems to be less effective.
19. Even though hygiene was a needed lesson with some EDGE students, using a "blanket" approach in presenting the information so that no one person would be offended was a mistake.
21. None.
22. None.
25. What I find least effective is the fact they so much must be taught/learned in only 60 hours. This part of the program should be at least 120 hours.
26. The least effective approach was beginning the session with life skills that addressed issues that were best discussed after more time was given to relationship building.
27. None.
28. Guidelines were too ambiguous as to content of the area.
29. Team input since our employability skills are incorporated in other basic classes.
32. None.
33. Running academics and life skills together (not separate classes)
34. When students start work prior to completing this component they lack the practice in problem-solving.

35. "Focus on Your Future" programs are held each semester. This provides students with information on area colleges and training programs. We have a lot of interest in continuing education.
36. None.
37. None.
39. None.
42. Omitting goal setting history.
45. None.
47. The inability to impose real life consequences for infractions (i.e., late for work or class, excessive absences, etc.).
48. JIST job search videotapes.
50. Group discussion--group activities that require more than one class time.
52. None.
53. Absence of group counseling.
58. Hiring counselors or instructors who had not had experience in group counseling training.
59. Lacking was a clear explanation of DSS services once participants began employment. DSS seemed to be given various explanations to queries. This lead to a feeling of distrust of the employment process.

Why was this feature ineffective?

1. Most of the training in this area was a duplication of what these people get in all other programs. They all have the basics of employability skills when they get to us.
2. Our students need to work on these skills each day.
3. Students did not have the opportunity to try newly learned basic skills in conjunction with what was being covered in employability skills. There was duplication of learning taking place, thus allowing students to miss things they could have covered given more time.
4. We used text that didn't use real life scenarios. (Or at least our students didn't feel they were real life.)
6. Difficulty getting entire group to participate--a few students can easily dominate.
7. None.
8. So many of the clients had little documented accomplishments that they felt belittled compared to the examples demonstrated. It did very little for their self-esteem.
9. We didn't have a trained facilitator and it didn't turn out to be a productive experience.
10. If they were absent they missed it for a whole week, not enough time to really work on important issues.
11. When we had no prior knowledge about a speaker's abilities or topic breadth, we found that many presented at a level beyond our students' abilities or frames of reference.

12. Many people were available for job interviews before the session ended, but were not prepared. By starting earlier, the resumes and skills are completed earlier.
13. None.
14. None.
15. None
16. It is difficult to break old habits.
19. Some EDGE students were put off by this topic feeling they already had a good grasp of the knowledge.
21. None.
22. None.
25. None.
26. Though a major concern during each session is to address personal barriers, we have found it counter productive to beginning with intense issues before the appropriate time spent to develop a sense of trust.
27. None.
28. None.
29. Difficult to get team input with all staff members being part-time on different schedules.
32. None
33. Not enough structure.
34. At the beginning of the EDGE, students want the coordinator and MOST worker to solve all their problems (i.e., day care, transportation, bills, etc.). We work hard to teach them to problem solve; if they are not here, they often have more problems on the job.
35. EDGE completers that want to go on to college don't want to participate in job search activities because they feel it will interfere with their education in college.
36. None.
37. None.
39. None.
42. We lost on historic perspective for each student. We lost the strength of the progress model historically.
45. None.
47. Some participants would play the game. They knew how to stay just on the edge of the program and not get sanctioned or lose any benefits but with the payments based on attendance of 75% for payment, we would expense a great deal of time and resources on a person that we could not receive payment for, but cost us plenty.
48. The tapes were targeted towards teenagers. Adults were turned off by them.
50. Low and erratic attendance.
52. None.
53. Peer support wasn't otherwise available.
58. Counselors and instructors had to be internally trained and the participants did not get the full impact of a counseling agent who could help them make rapid positive chances with the use of more that one counseling technique.
59. None.

E. JOB PLACEMENT SERVICES

1. Please list the <u>most</u> effective optional feature that your program has used within this component.

  1. We were not allowed many options.
  2. We pay our vocational teachers $50.00 per placement of each of their students.
  3. Offering training in nursing assistant and retail areas. Co-op (on job) training during program, i.e., internship.
  4. Vocational instructors contribute to placing students with employment.
  6. MESC office information. Job placement notices.
  7. Working with Manpower has been an effective job placement component.
  8. Working relationship with the MESC.
  9. Informally linking up with a temp. service.
10. We often utilize personnel from local career center-- getting the right person makes all the difference.
11. Job fairs held at our building.
12. One person was hired to carry out this task.
13. None.
14. Job search lab, job search log sheet, employability binder, portfolio, career fairs, job shadowing, employer follow-up contact.
15. Students meet together for two hours each week to discuss successes, share failures, and pickup job leads. Students must keep logs of job contacts.
16. Either having students in clinicals or externships assist in job location or having previous connections with the place of business.
19. The EDGE students were known well by placement personnel after having had so much testing, assessment. The abilities of the EDGE people were well known in recommending these people for hire.
21. None.
22. Visit to employment agency--shopping for clothes.
25. Placing students in internship programs, where they can prove themselves and gain employment. Field trips to possible places of employment.
26. Job placement services have been developed in several ways. We have collaborated with the Community Resource Center to network with potential employers and develop job specific employability information. We also rely on the contacts of the various instructors and staff involved in the program. For certain programs, we attempt to ensure letters of intent for clients before training so an offer is made upon successful completion of the training program.
27. Working with JOBNET, the students do informational interviews. Also, we do a "reality week." During this

week students find own child care and transportation and shadow someone in the field of their interest.

28. Exposure to job openings in the community.
29. Cooperation between EDGE, voc. tech., placement, MESC.
32. Calling up or face-to-face discussion with me or employees concerning potential job openings.
33. Hiring job advocates as part of the EDGE staff.
34. MESC, temp. agencies, newspaper.
35. Weekly job search classes are held for all completers. Job leads are given at this time along with information or topics covered to keep students motivated in their job search.
36. Requiring the student in job search to make at least five job contacts per day.
37. Having a job club component after the EDGE session.
39. Job fairs.
42. Connecting our placement coordinator with the county job placement network.
45. Putting stars up on wall for interviews and jobs.
47. Visits to local businesses by the EDGE staff.
48. Weekly contact with students; continued help in tailoring resumes for specific jobs.
50. MESC office is in the building.
52. Our job placement counselor goes to various local agencies with students as they apply for jobs.
53. Having internships and externships.
58. Being able to permit the participant to secure employment a few weeks before program completion.
59. Job placement services were indeed a challenge. Local businesses were willing to interview and hire participants.

Why was this feature effective?

1. The best option would be a cash reward to the student that found employment.
2. The $50.00 pushes our staff to make a personal commitment to our students. I feel our teaching staff goes out of their way to go out and job develop for their students.
3. Jobs in those areas are available because of the high turnover rate.
   Co-op training gave students a chance to get their foot in the door.
4. The vocational instructors are most aware of the students' capabilities, and have many connections in their area of expertise.
6. Provides options for job placement.
7. The students are treated with consideration and respect. They have done well on the testing. Overall it has been a positive experience.
8. It established a set program for their employment objectives along with after program support.

9. With limited jobs in the area, we're hoping that students placed as temps will eventually latch on to a company full-time.

10. They must have an understanding of and empathy for the population.

11. Gives students and potential employers an opportunity to meet and interview informally.

12. As coordinator, I did not have the time available to follow job leads and make contacts. By hiring someone 10 hours per week, the employee can concentrate on that area of the program.

13. None.

14. After program completion, students continue to attend for a minimum of four hours a week, maximum of 20 hours participating in our job search lab supervised by our placement advisor who directs and coordinates each individual's job search personally.

15. Acts as support group--success is contagious!

16. This allows students experience to enter on resume and excellent hands-on experience.

19. Testing and assessing individuals often let the individual know how talented they actually were.

21. None.

22. None.

25. Taking field trips allows clients to be less anxious about going into a new place of business. Having been there allows them to have the knowledge to know where to go, what is expected of employees, what the interview process will be.

26. The effectiveness of these approaches depends on the student, the potential employer and the training program. Each approach can be effective, but no approach works best in all circumstances.

27. Teaches responsibility and builds confidence.

28. Familiar with the qualifications of each student to help assure success in an appropriate placement for both the student and the company.

29. Had thorough knowledge of employment opportunities available.

32. It got them in front of prospective employers.

33. Job advocates are voc. teachers who have six and one half hours per week to do placement. The voc teachers know the students and have better handle for placement opportunities.

34. Living in a tourist area, most jobs here are not full time and $5.00 per hour. Factories hire only through temp. services. Temp. services come to school interviews, etc. Most work through temp. service--are hired into the company usually within three months. Students are placed fast.

35. Students are mandated to participate in the weekly workshops until employed. This method allows weekly contact with students and assists with any problem solving issues that may need to be addressed.

36. This feature has been effective because it has exposed the students to more employment opportunities via MESC, want ads, direct employers contacts, etc.
37. It keeps graduates involved with the school until a job is secured.
39. Employers meet students and vice versa. Real world outcomes made to seem achievable.
42. The placement coordinator was able to tap into existing jobs, share our EDGE program's goals and benefits, and was able to recruit speakers from industry for our program.
45. People like to see name in print.
47. Personal contact.
48. Kept spirits up; gave suggestions, job leads.
50. Current job information is close at hand.
52. She is able to assist the students and encourage them as they search for employment.
53. This helped in gaining employment.
58. A participant could be placed early which would benefit the participant and act as a reward for those still in training to continue doing their best.
59. None.

2. Please list the least effective optional feature that your program has tried within this component.

1. The $5.00 per hour minimum wage requirement to count as a job placement.
2. Buying newspapers from local areas.
3. Trying to find jobs that meet the placement criteria in our training fields.
4. Having standards registered at the local MESC office.
6. Difficult placing students without a GED certificate.
7. I'm not sure that working with the Private Industry Council will be effective for EDGE students.
8. Placement in the $5.00+ range.
9. Just finding jobs, period.
10. None.
11. Calling employers to attempt to set up interviews for a specific person was very ineffective.
12. Trying to place everyone to meet requirements.
13. None.
14. Relying on DSS to supervise job search.
15. Trying to convince local employers of the importance of hiring our graduates.
16. Allowing the students to job search on their own with record keeping procedures.
19. Many EDGE students are not employable after one semester of training. It would be advisable to expose students to a pre-EDGE program before expecting them to be successful in job placement.
21. None.
22. None.

25. Placing clients in job work sites that are not structured enough.
26. The least effective approach was relying strictly on the EDGE coordinator.
27. None.
28. Lack of placement assistance from voc. ed. staff.
29. Working with a temporary agency for a difficult-to-place student.
32. Weekly mailings of job openings.
33. None.
34. Most $5.00 per hour jobs are factory. Food service and marketing are usually $4.25 and part-time employment.
35. Weekly required job leads log are required to be turned in.
36. The least effective optional feature is allowing students to job search entirely on their own.
37. Not having funds to continue transportation for job club nor interviewing.
39. Sending participants to meet employers for an interview. Frequently don't show (transportation, low self-esteem, fear, etc.)
42. Child care processing and procedures.
45. None.
47. Answering want ads from newspaper.
48. Referrals to MESC.
50. Sending participants to job interviews far from participants home.
52. We used to run job placement five mornings a week. Students need time to be out seeking employment without coming to our building. We now run job placement three days a week.
53. Transportation and child care problems, as well as having to accept a $5.00 per hour job.
58. Early placement would decrease the amount of dollars you could invoice for and a contract did not allow for supervised job search.
59. Requiring participants to work a minimum of 30 hours at a minimum of $5.00 an hour with a maximum of five months training, was quite unrealistic. Many clients had transportation difficulties and child care problems even though these services were provided through either the adult ed. program or DSS.

Why was this feature ineffective?

1. There aren't many jobs available to people without a high school diploma that pay $5.00 per hour--minimum wage is more likely.
2. Most of our clients have transportation problems if jobs are farther than 10 miles away.
3. Many students are not reliable or dependable.
   Few jobs are available in this geographical location in our training areas that meet all three requirements.

4. Employment in our area is very limited for high school graduates. It is almost impossible to find employment for non-high school graduates a $5.00 per hour.

6. Program attendance, child care, and transportation costs became a conflict.

7. They tend to revert back to their former habits of not showing up for appointments, meetings, etc.

8. Placement in this range is difficult at best in this area. The clients can see this proves difficult to motivate them.

9. Do to relatively high unemployment and lack of jobs, starting at $5.00 in our area.

10. None.

11. Employers were not interested in applicants who couldn't call themselves.

12. Not everyone can be highly recommended. If the employee is not successful, chances are minimal that the employer will want another employee from the program. $5.00 per hour and 30 hours per week are difficult to place.

13. None.

14. No follow-up with students.

15. We have had a fair amount of success, but could use much more cooperation from local employers.

16. Those that are not really interested in acquiring a job do very little. Also transportation is a problem for many.

19. None.

21. None.

22. None.

25. I found that most clients need and want structure in their work place. Until they feel comfortable most of them are not self-directed workers.

26. The factor that hindered this approach was the time involved and number of contacts lost due to a lack of a team oriented placement strategy. The time necessary to form partnership and relationship with potential employers was not available given the other responsibilities required by the coordinator position. It should be noted that most of the clients were not placed because they were not entry level ready after the 480-hour program. Those considered for placement were only those who were ready. We did not want to refer people for employment for which they were not ready as it would limit our credibility with potential employers for future placements.

27. None.

28. None.

29. Pre-EDGE obstacles become post-EDGE obstacles; i.e., day care, transportation,

32. You can mail them job listings but you can't hold their hand and take them to the interview. If they don't apply for jobs or follow-up leads, then this mailing is almost totally ineffective.

33. None.
34. Many students don't want to be in manufacturing program at vocational, so when students are placed, they aren't placed in job trained for at vocational.
35. Students tended to make up things to put in their logs.
36. This was least effective because many of our students were not self-motivated to point of working entirely alone.
37. Some students were unable to work out transportation and child care needs after completing the classroom portion of EDGE.
39. Created bad feelings/reputation with employers.
42. We planned a four hour presentation (two settings x two hours) to review licensing, choosing a sitter, well, baby sitters, how to train sitters. Students didn't perceive child care as the proportion of problem we did.
45. None.
47. Participants are difficult to sell on paper--need personal contact.
48. Made students attend "Job Shop," which covered most of the same topics as our employability skills, but less effectively.
50. Participants have super job skills but do not have transportation to get to the job and/or children to child care during employment.
52. Students stayed too much in the job placement room and didn't leave to search for work.
53. Unable to support a family with this level of wage and benefit level.
58. Supervised job search would have motivated the participant to continue looking for employment independent of the program.
59. Even after months of motivational programs, interaction, role playing, self-esteem building, etc., some participants seemed "reluctant" to actively seek employment. With little "follow through" to not looking for employment from the DSS level, many participants merely seemed to "go through the motions."

F. SUPPORTIVE SERVICES

1. Please list the most effective optional feature that your program has used within this component.

1. The concept of on-site daycare. (We had some problems with the daycare workers, but the on-site daycare concept was a good one.)
2. Hot lunch program and school busses picking up our students at their houses.
3. All staff members developing a personal relationship with each student.
4. Attendance counselor.
6. Child care and transportation.
   Noon meals three days per week.

7. Home visitations and a weekly parenting class were the most effective optional support services.
8. Counseling; close relationship with DSS.
9. Employing a trained social worker as our "attendance" coordinator.
10. School bus transportation.
11. Providing breakfast and lunch makes school inviting; plus our retention specialist calls absent students daily or makes home visits and provides transportation as needed.
12. Only allow day care at the school provided centers. Reimburse clients for own transportation. Social worker.
13. The most effective feature here would have been the fact that we took care of all child care on campus.
14. There are many! Staff/student mentoring, guidance counseling, stress management, student recognition, award ceremonies, attendance and achievement certificates, etc.
15. Use of school-owned bus transportation.
16. Child care.
19. None.
21. Door-to-door school bus service for clients and their on-site child care children. (A special bus just for EDGE students.) On-site child care for under fives was very helpful to students.
22. Providing an excellent child care program including in home care for long term illnesses.
25. Ropes course. Clothing allowance. On-site day care.
26. Our supportive services have worked very well. We have an on-site child care center, and allows for in-home day care aides. Our transportation arrangements are also very flexible. Most of the clients receive the DSS rate for mileage reimbursement, 12 cents a mile. For clients that do not have a vehicle available, we provide county bus transportation passes. In a few special cases, it is not feasible for the client to use either of the mentioned approaches. For these circumstances, we have subcontracted with Volunteer Services, volunteers reimbursed at a mileage rate, to provide transportation. This option is a little more expensive and is a last resort in meeting transportation needs. The clients receive a wide range of counseling depending on the nature of the issue. In matters that involve DSS, the clients work with either the EDGE worker of EDGE coordinator. Matters involving academic or training issues are discussed with the instructors or the EDGE coordinator. There are some cases that call for professional help due to nature of the concern. We have a full-time licensed counselor on staff for such occasions. We also attempt to be proactive in

addressing needs of the clients and thus schedule intake appointments with the counselor.

27. We have a lady who teaches professional dress and etiquette come in for three afternoons at the end of the program. The last day the students learn how to apply make-up and are given an appropriate outfit for an interview.

28. Guidance in appropriate interaction and dress with employers.
   Child care and transportation services.

29. Rates of staff per students.

32. Interview clothes, gas mileage, work clothes, and child care.

33. Transportation and hot lunch.

34. Day care program on-site.

35. DSS Job Coaches have been a great support to students and staff. Hot lunch and on-site child care also helps our students. We have also started a women's support group for domestic violence which is very prevalent in our population of students.

36. The most effective optional features were motivational workshops, pizza parties, and raffles to encourage attendance, etc.

37. Hiring a private transportation service to transport students door-to-door helps to make our program outstanding.

39. On-site child care.

42. One coordinator who interviews, trouble shoots with student and staff, and places students.

45. Advocates call when absent, visit home when call not effective.

47. Weekly meetings with DSS representative--participants meet her individually.

48. None.

50. Counselors are in the building at all time.

52. We offer other support besides just child care, counseling, and transportation. We do free lunches, school store tokens, and group incentives like GED, Career Day, and Spelling Bee.

53. Having a trained, dedicated staff to work with the students. Having on-site child care was a big plus.

58. The support of the job coaches.

59. The particular Job Coach and staff assigned to our program were very effective and eager to help in any way possible, much to our relief.

Why was this feature effective?

1. It eliminated the excuse of "no babysitter," or constantly changing baby-sitters as well as transporting children to other daycare centers.

2. Bus pickup at home save all transportation problems.

3. It demonstrates that someone "cares" about them and is always there to listen, help and support the student in all areas of their life--not just school.

4. Our attendance counselor calls, visits, and writes letters to students who are absent or truant. It lets them know we care about them.

6. None.

7. Normally, the EDGE coordinator and daycare coordinator would visit families together. We were able to meet the students, their children and give them some information about the classes, transportation and daycare program. Meeting with students in "their own territory" seemed to put them at ease. The parenting class, taught by the local elementary school was a positive way for our students to have contact with their children's school.

8. Helped develop coping skills and allowed the "safety net" to work in unique situations.

9. She has been able to work with students on their "personal" problems which could be barriers to attending regularly. We would have been able to employ both a social worker and an attendance "officer."

10. Reliable.

11. Keeps student initiative to come to school very high.

12. Family services and family barriers are more easily recognized and serviced when the "family" attends the program. By reimbursing clients and urging them to furnish their own transportation, more independence and self-reliance is established. As coordinator, I was spending numerous hours counseling and trying to remove barriers. A social worker now is available for that.

13. Mothers felt much better about knowing their children were right there in the building.

14. We have established a trusting, caring, family atmosphere and focus on building self-esteem and independence through group interaction and personal achievement recognition.

15. Reliable, on-time transportation.

16. This is a large barrier for many clients. Having the children cared for in the building relieves much stress for the parents.

19. None.

21. Many clients had no other way to get here--could not use transportation as an excuse. School bus riders were always on time for class. No excuses for car "troubles."
Parents liked being near their young children in case of emergencies. Also were able to eat lunch together and have some free time together at lunch hour.

22. Gives the parents (moms, usually) opportunity to attend classes without additional stress of where to take their child. Children also benefit from socialization, education and care.

25. Ropes course allows clients to gain self-respect and esteem, as well as seeing the benefits of working as a team.
Clothing allowance is an attendance motivator.
It also allows clients more self-respect for interviewing.
Providing on-site child care provides models for parenting.

26. What makes this so effective is the number of possible contacts a client could access. Whatever the need may be, we can provide the support to enable the client to continue his/her program. All of the payment is handled through our office so the accounting is consistent. The billing information all is directed to the EDGE coordinator who processes the information and ensures that it is consistent with the schedule and service agreements.

27. Builds self-esteem.

28. Due to the length of time removed from job market, they need the continuous contacts to eliminate any potential problems they may experience re-entering the job market. Eliminates prime barriers.

29. Accessibility of staff.

32. Child care and transportation are their major barriers to attending classes. This helped them get to class without major worries.

33. Very good drivers—stop at house, knock on doors, go extra mile; keeps students on-site.

34. Students begin to model the care given at day care. They have time to feed them at lunch (required) and see them during other parts of the day. They for some odd reason had a difficult time putting their child in day care initially.

35. These special services help eliminate some of the barriers our students face.

36. The motivational workshops inspired the student with the hope that they could achieve success if they completed the program.

37. Transportation needs are the biggest barriers to our participants. By having door-to-door service, with children riding as well, students are able to concentrate on their education.

39. Readily available, fewer transportation problems.

42. The coordinator's skills are exceptional. She is both humorous and validating, nurturing and advocating. Students see her as a pillar to whom they can cry, rant, question, and giggle.

45. Clients get idea we really care sometimes helps, other times not much help.

47. The worker and the participant came to know each other as people, not just a case number or voice on the phone. DSS worker was aware of participants.

48. None.

50. Participants can receive personal counseling at all times.
52. It gets the students involved more. Free lunches keep them on-site all day so they're back to class on time.
53. Helped remove many of the barriers for the students.
58. Because the job coaches were part of the DSS system, vital supportive services were provided from psychological counseling and drug abuse counseling to replacing refrigerators and finding homes. When participants did not report to training, the coaches went directly to their homes and provided counseling intervention.
59. None.

2. Please list the least effective optional feature that your program has tried within this component.

1. Bus passes to use if student missed bus to school.
2. GED testing off-site.
3. Not having "on-site" child care or reliable infant care available in our community.
4. Job placement coordinator.
6. None.
7. None.
8. Child care.
9. Encouraging students to car pool.
10. Students relying on each other for transportation.
11. EDGE money available for emergency child care when children are too sick to attend school.
12. Every supportive service seems to be effective. Sometimes it's hard to follow up during job placement because of lack of communication.
13. None.
14. None.
15. None.
16. Transportation.
19. None.
21. Lots of time and energy put into people who really don't want to be here. (rides, calls, counseling, etc.)
22. None.
25. Director supplied transportation. When buses, private, or sharing a ride doesn't work, than I provide transportation.
26. I do not know what has been least effective of the supportive services. We would like to have a school bus or van available for specific transportation needs for clients who have no car, clients having auto repairs done or clients who do not have insurance. We have not been able to make these arrangements although we have tried.
27. None.
28. Providing appropriate guidance was labor-intensive.
29. Lack of accessibility of DSS caseworkers, probation officers, and other agency personnel.

32. None.
33. None.
34. Transportation has been a problem. Public transportation is not available in all areas we serve.
35. None.
36. None.
37. Teachers doing home visits to students with high absenteeism.
39. Off-site child care, latch key, transportation.
42. Dial-a-Ride to skill center.
45. None.
47. Providing too much help can sometimes make the participants again dependent on someone else to solve their problems.
48. None.
50. Allowing participants to keep appointments for medical, DSS, Health Dept.
52. Car pooling arrangements don't work with this population--when the driver doesn't attend, the others can't either.
53. Not having adequate child care at the beginning.
58. None.
59. Job Coaches seemed hindered by regulations and restrictions.
    Supportive services were lacking in regard to emotional and psychological problems for students.
    Health problems were prevalent for the participants in our program.

Why was this feature ineffective?

1. The student would rarely take the incentive to catch a bus--would rather call someone at the office to pick them up.
2. People find it hard to make all three GED sessions.
3. Quality accessible child care is essential to the success of the EDGE program. When this is not available the overall program suffers.
4. The jobs in the Albion area are very limited. Most jobs are minimum wage paying jobs. It isn't the fault of our Job Placement Coordinator, but the location of all of the jobs and the difficulty our students have with transportation.
6. None.
7. None.
8. Fixed costs were many times underutilized because of drops or parents not liking the child care.
9. If the driver was absent, the riders conveniently had an excuse to also not attend. They tended not to call in for a van ride.
10. If one is absent, so is the other.
11. There is much parent hesitancy about having people in their homes, and if their children are ill, they want to be there to take care of them.

12. Some people move and do not have a phone. They "disappear" after the training ends. DSS needs to intervene here.
13. None.
14. None.
15. None.
16. The bus is very effective for most but they complain about the early pickup especially when students have children waiting for school buses. Therefore, many are only occasionally using the transportation.
19. None.
21. They will find some way to avoid coming even if it means taking a sanction.
22. None.
25. Transportation is a problem because of the limited bus\public transportation. Providing client transportation is not the most effective use of director's time. But we find this necessary for client participation.
26. None.
27. None.
28. Is very time consuming but beneficial--need additional staff to assist.
29. Intra-agency communication.
32. None.
33. None.
34. We do help students get drivers license; some have fines and can't afford to pay them and then can't even get their license renewed. We have been able to provide or figure out transportation--no jobs have been lost because of it as yet--thank God.
35. None.
36. None.
37. Students abused the privilege by: (a) not answering the door when they were home, (b) not turning in the work assigned, and (c) staying home in preference to attending school, and expecting that teachers would come out.
39. Transportation problems--ineffective public transportation system.
42. Trying to schedule the transportation to coordinate with our class schedule was difficult. Continuous waits before and after class made students weary.
45. None.
47. None.
48. None.
50. Participants miss too much class time even though we emphasize they should make appointments after school-- some have so many medical problems.
52. Attendance problems for the "riders."
53. Caused student attendance problems.
58. None.
59. Before a client could be sanctioned for poor attendance, (which was a major barrier to successful completion),

participants were given so many days in which to respond that even if they wanted to come back and complete the program, they were so far behind that this was a hopeless situation. When a participant reluctantly came back to the program, instructor, participant, and support staff suffered.

Programs approved for treatment for AFDC clients had such a long waiting list, most often, clients again went without treatment.

Even when inspired to attend, illness in the family, whether it be themselves or their children, prevented them from attending.

APPENDIX H

COMPILATION OF PARTICIPANT'S RESPONSES

A. ORIENTATION, ASSESSMENT, E/EDP, AND ENROLLMENT

1. Please list the <u>most</u> effective optional feature and why.

6. Mandatory participation ended up being motivational.
7. Program was explained well at the orientation.
   Could volunteer for the program.
   Didn't like being told to go to the EDGE program, but later discovered the program was worthwhile.
13. Orientation was informative.
    Information was as honest as could be expected.
    Encouragement was given to enroll in courses and allow some time to elapse before making judgments.
14. Assessment was given to everybody.
    Each vocational class had a topical outline.
    Program ended up positive for some in spite of being mandatory.
28. Assessment was used to help select classes.
    Participants selected the classes they wanted.
33. Participants could volunteer for the program, not just forced to participate.
35. Used an assessment to find aptitudes of participants.
    Previous program graduates explained the program--gave a good motivational start.
    Even though the EDGE program was required, participants did end up liking the result.
36. Program was helpful to some.
42. Used an interest assessment to select areas.
    Was told you could get a GED.
    Assessment was used to place participants at proper math level.
50. Panel of former EDGE students presented at the orientation.
    The assessment and counseling helped participants select the classes they wanted--good encouragement for the vocational classes.
    Liked the adult learning center.
    EDGE program was described well in the orientation.
    The assessment indicated your academic level.
52. Availability of child care when classes started.
    Classes were explained in depth.
    Information on and direction of the program was presented.
53. Was a radio ad to inform the public about the EDGE program--caused a number of participants to volunteer for the program.
    Even though many were forced to attend the orientation, they came away motivated by the manner in which it was handled.

A video tape of the last graduating class was shown--
seemed to indicate that if they could do it, so can you.
A motivational speaker was at the orientation.
Former participants now employed by the school would
stop in to provide encouragement.

58. Everyone was assessed.
Even though EDGE forces people into a program,
participants felt the motivation was needed.

2. Please list the least effective optional feature and why.

6. Vocational programs were not explained well.
Need better screening to determine EDGE eligibles.
Use the assessment to place participants in appropriate
classes and at appropriate levels.
Need to allow participants the choice of classes--not be
told what you will take, regardless of your interest.

7. The way you were told you had to attend the program.
Should have a choice if already planning or enrolled in
a high school completion program.
Waited for help at the DSS office.

13. Assessment was so easy it was insulting.
Shouldn't take participants already enrolled in adult
education and move them to EDGE--should look at those
not enrolled in any classes.

14. Participants were pulled out of regular adult education
programs and forced to go to EDGE--should send those who
are not enrolled in adult education classes.
Participants should be given a choice of participation--
should be told they were selected for the program.
Threatening tone of the DSS officials who kept saying
that participants would be sanctioned or cut off if they
did not participate.
Transcripts of participants arrived too late to
determine if a person could earn a high school diploma
while in the EDGE program.
Didn't receive enough information at the orientation.

28. Didn't have enough vocational classes to choose from
when enrolling.

33. The large group orientation was almost out of control--
use smaller group orientations.
Need more time to complete paperwork.
Need more help in explaining and selecting vocational
class.
Results of the assessments were not used to make course
selections.
Participants were forced into some classes.
Should have teachers available to explain classes.

35. Assessment results didn't seem to be used.
No choice for some--were told what their schedule was.
Numerous disruptions and attitude problems at the
orientation.
The assessment wasn't explained very well.

Participants weren't told they would be in a mandatory job search until close to the end of their coursework. No explanation of the vocational classes was offered--just a list that each participant was suppose to check off.

DSS coaches were not always helpful--seemed to be constantly threatening a cut in benefits if participants didn't follow the rules.

36. Program shouldn't be totally forced--should give a choice to those already enrolled in school.

Orientation indicated that the program hours were going to be 8:00 to 11:00 but went to 3:00 p.m.

Orientation was disorganized--too rushed--need to spread out the orientation to more days--have less students per group.

Need more privacy when talking about specific student plans.

Assessment wasn't given until classes started.

42. Wasn't given any room for choices at orientation--was told this is the way the program runs.

50. Some participants couldn't get the class they wanted because the class was full.

Many participants scored high in the clerical/computer area, but they didn't necessarily want that class.

52. Orientation-to-enrollment procedure was too rushed.

Participants' rebellious attitudes were too dominant--arguing between staff and participants needs to stop.

Child care was not available at the orientation--participants were told it would be available.

53. Participants with bad attitudes caused organizational problems--couldn't get the assessment started on time.

Orientation needs to be better organized--minimize the disruptions.

Need to improve the method to inform those that may want to attend the EDGE program--don't send out a threatening letter as the first piece of communication.

58. The orientation had a threatening tone--constantly heard that participants could have their benefits cut.

Need to state honest expectations of training and employment at the orientation.

Assessment was not used to place participants in the proper levels.

Participants did not always get their vocational choice.

B. BASIC EDUCATIONAL SKILLS

1. Please list the most effective optional feature and why.

6. Review of reading and math.
Was motivated to get a GED.

7. Goal was to work toward a diploma.
Worked at your own pace.
Built self-confidence in your abilities.

13. Review of math and English.
    Math was self-paced.
14. Helped study for a GED.
    Liked review of math and English.
    Received credits toward a high school diploma.
28. Received GED.
    Self-paced materials preparing for the GED.
    Science class really helped pass the GED.
    Reviewing the math and spelling for the GED.
    Job application forms and other employability skills
    were included in the class.
33. Small GED classes.
    Self-paced with lots of help available.
    Flexibility in selecting high school completion classes.
    Could attend another class session to get extra help.
    The basic skills software program (JSEP) matched the
    vocational class selection--was also self-paced.
35. Helped some participants get a GED.
    Helped with math review.
    Working together was the mode of the class.
36. Received a GED.
    Reviewed math and reading--helped those that needed a
    GED.
    Worked at your own pace.
    Learned how to use a computer
42. GED preparation class helped obtain GED.
    Participants helped each other.
    Built confidence and self-esteem.
    Used informal gaming technique (similar to Jeopardy) to
    unwind and learn at the same time.
50. One-on-one instruction that was self-paced.
    Math and reading helped with later schooling.
52. Review of basic skills, especially math.
    Use of computerized instruction along with book work.
    The English class.
53. The GED preparation class really helped--instructional
    staff was great.
    Self-paced.
    Could use learning lab for extra work.
    Counselors would come in and hold helpful sessions;
    i.e., goal-setting.
58. Liked the review of basic subjects.

2. Please list the least effective optional feature and why.

  6. Had to take reading and math even if you needed more
     help in another area.
     Did not have classes for high school completion.
     Need more one-on-one teacher help.
     The site of the vocational class (or basic skills class)
     dictated where you took the other classes.
  7. Didn't have a GED as an available outcome.
     Had problems with the computer software.

13. Didn't have enough time to prepare for the GED--was no real class to prepare for it--time was taken away from the vocational class.
    Students were kept at a lock-step level in the English class.
14. Need to assess participants at beginning of class and then provide the needed instruction.
    Participants stayed together through the vocational and basic skills class--created problems with people working out of their level--was regrouped late in the session so all people across all classes were grouped together according to level--seemed to work better.
28. Computer software was too elementary.
    Computer usage was later eliminated.
    There were too many students that didn't want to be there.
    A speaker came in to cover job retention topics but talked down to students--was insulting in his manner.
33. Need another teacher or teacher aide.
35. If you already had a GED, you took other class(es) to get in your hours--there was a wide variety of classes-- need to have better placement of participants into these classes.
    Need to have a more organized structure of the basic skills program--was confusing with all the class choices and none apparently were counted toward a diploma.
    Was basically a paper/pencil class--computers would help.
    Teachers of the vocational class and the related class(es) should communicate with each other so they could have an integrated curriculum.
36. Some participants didn't just need reading and math-- they wanted high school completion classes.
    Computer software for math was too elementary--couldn't move ahead to the right skill level.
    Skill level of participant not matched well to class level of material.
42. Need more time to work on GED materials.
    Need more indepth pre-test--didn't always identify students' weaknesses.
    Was a total paper/pencil class--could have used computers.
    Need volunteers for more help.
50. Need more instructional help--either teachers or teacher aides. A para-professional was eliminated.
52. Level of materials was too low--need a wider range.
    Math instruction--needs to be improved.
    Relationship of the math content to the vocational class--was not matched.
53. If you had a GED, participants went to a program called academic advancement--was weak in content--has been improved for current session.
    When remodeling was occurring, clusters of GED teachers

and their classes were grouped in the same room--was very confusing to participants--doesn't occur now.

58. Was only a GED option--high school completion was not available. GED class did not teach all parts for the GED test--science wasn't taught and other subjects were inadequately covered.

C. VOCATIONAL SKILLS TRAINING

1. Please list the most effective optional feature and why.

6. Some programs provided adequate training.
   Some programs used on-site business practicums.
7. The skills learned in the computer class were helpful.
   The computer class allowed me to complete my resume.
   Learned more about the other participants.
13. Skills were taught that built confidence--inspired participants to move to additional education and training.
14. Hands-on experiences were good.
   Five clerical/computer participants went on a two-week practicum at a local hospital--resulted in at least one job.
   Participants got the class they wanted of the ones available.
28. Hands-on experience of the horticulture class--went to a new home site to landscape grounds.
   Liked going to school with high school students.
   Working at your own pace.
   Resumes were completed as part of the class.
33. Lab part of the classes was great.
   Class size was small--except construction.
35. Had four vocational choices: nursing, retail, custodial, and office.
   Hands-on training.
   Nursing aide was an excellent training program--had in-class and in-business practice opportunities.
   Retail program taught how to start your own business.
36. Hands-on training.
   Nursing and child care were good training programs.
   Child care helped with skills that could be used at home.
   School store in retail program sold snacks and drinks.
42. Class was very helpful in providing a skill--give confidence knowing that you had finished the training.
   Hands-on experience was good.
   Teaching staff was great.
50. Teachers allowed make-up work.
   One-on-one instruction.
   Hands-on part of the foods class.
   Large selection of vocational classes.
   Liked having classes with high school students.
   Electronics class motivated student to study the same in college.

52. Outside speakers, seminars, role-playing.
    Hands-on experience that could be taken to the job.
    School store used as an incentive for attendance, class
    achievements, participation--points were given that
    could be used to "buy" needed extra merchandise from the
    store.
53. Instructional staff got to know each student
    personally--like friends.
    Internship reinforced what was learned in the vocational
    class.
    Internships were arranged by program staff for anyone
    who wanted one--were scheduled with prominent businesses
    and individuals.
    Had many choices of vocational classes.
58. Basic clerical computer class used computer games as a
    motivational technique.
    Medical billing had valuable content.
    A participant stayed with the same people throughout the
    academic strand.
    Classes were motivational and built self-esteem.

2. Please list the least effective optional feature and why.

6. Need more vocational choices--were only four.
   Need more time for vocational training--some programs
   cannot be completed in one semester.
   Didn't like being mixed with high school students--were
   treated like kids--should have adult classes.
   Should have an option of coming back after the EDGE
   program to take additional or different training.
7. Had only one vocational class.
   Not enough time on the computers.
   The computers weren't always working--had computer
   viruses and down time.
13. Content in the clerical/computer class was difficult.
    Need more vocational choices--had only two--medical or
    clerical/computer.
    Participants who wanted to learn were held back by those
    who didn't understand the material or didn't want to
    understand.
14. Were only three vocational classes: retail, nursing,
    and clerical/computers--need more variety.
    May want to look at adding more male-oriented classes;
    i.e., welding, auto mechanics, etc.
28. The teacher allowed the EDGE students to disrupt the
    class--bothered the rest of the students.
    Accounting class did not have books.
    While participants worked at their own pace, the
    classroom seemed to be confusing with so many different
    lesson plans going on at the same time.
    Lack of vocational classes--need more choices.
33. Need more classes, especially for men--add auto
    mechanics and drafting.
    Not enough variety of vocational choices.

Nursing clinical needs to be more realistic--more than one patient at a time.

Participants shouldn't be allowed in some classes if they don't meet minimum prerequisites.

Computer class needs a hands-on part.

Some participants did not get the class they wanted.

Need more teacher aides.

35. Only nursing aide class had a formal on-the-job experience (clinical).

Parts of the custodial class need better and more complete instruction.

Should add practicum to the classes that do not have an on-the-job component.

Need more time in the office class; i.e., Lotus 1-2-3.

36. Only four vocational classes: child care, nursing, office, and retail.

Office program was repetitive in content.

Very few office and retail participants got jobs.

Vocational classes ran too late in the afternoon--kept participants from home and children.

42. Were only two choices--office and industrial--need more.

Need more time to complete subjects properly, especially in the office program.

Need to complete more software programs in the office class.

Several programs at the area vocational center were dropped; i.e., medical.

Didn't necessarily like being around high school students.

50. Participants couldn't always get the class they wanted.

Adults should not be with high school students--should have their own classes.

Need more time for vocational classes.

Need larger classrooms.

Need more teacher aides.

Should be able to continue vocational training after EDGE program.

52. Vocational training class was too short--needed more time.

Variety of class choices was too small.

Lack of supplies and equipment in dental class.

Lack of upgraded software and hardware in computer class.

Lack of supplies and materials in medical classes.

53. When building was being renovated at the beginning of the session, computers were not set-up and books were not available.

Only had classroom sets of books--couldn't check one out to take home.

Should have an option to take additional coursework after the 300 hours were completed.

Some teachers should allow their participants to advance at their own pace--faster if desired.

58. The medical practicum was on-site at the program contractor's site, but the training was of clerical nature.
    Need more vocational training--marketing rep. found that the available jobs required more training than what the participants had.

D. EMPLOYABILITY/LIFE SKILLS TRAINING

1. Please list the most effective optional feature and why.

 6. Resumes and interviews were good.
 7. Parenting class was helpful.
    Learned to complete own taxes, handling checkbook, invoices.
    Completed applications and resumes.
13. Used gaming to teach life skills.
    Worked on interpersonal skills.
    A portfolio was constructed that included resumes and all other employability-related materials.
14. Completing applications, preparing for interviews, mock interviews, and video-taping of interviews.
    Career fair was scheduled, but snowed out twice.
    Participants were scheduled to visit a local hospital.
28. No answer.
33. Mock interviews.
    Having participants list their strengths and weaknesses.
    Completing resumes and cover letters.
    Completing portfolios.
35. Completed portfolios, which included resumes, certificates, letters of recommendations.
    Career Center helped prepare good looking resumes and cover letters.
    Used Zig Ziglar materials for goal setting.
    Watched movies on interviewing techniques--how to dress, how to act, what to say, etc.
36. Completed resumes.
    Topics boosted self-esteem.
42. Brought speakers in from businesses to talk on getting ready for interviews, how to dress, etc.
    Resumes and cover letters.
    Used a book on communications, problem-solving, and interpersonal relations.
50. Resumes, job applications, and mock interviews.
    Was a pressure-releasing class--materials were good.
    Built self-esteem and confidence.
    Helped build relationships.
    Forced a person to look at oneself.
    Budgeting was helpful.
52. Resumes, mock interviews (how to act).
53. Employability skills were covered in job club--other life-skills information was part of group counseling that occurred in the vocational class at first--was changed to individual counseling in the current session.

58. Mock interviews were conducted between participants.
Video taping of interview was used--feedback was given.

2. Please list the <u>least</u> effective optional feature and why.

6. Too little time was spent on resumes and interviews.
Part of life skills was repetitive--participants already knew part of the content.
Should allow participants to test out of topics, or use a checklist of all topics and allow participants to choose.
Need more employability skills throughout the class--was left to the very end of the class.
Need to work more on interviewing questions and techniques.
Was only one section of this class.

7. Should have a choice as to whether a participant has to go to the parenting class.
Didn't have mock interviews.
There weren't any outside speakers in the class.

13. Not all aspects of life skills were covered--apparently no parenting-related content was included.

14. Class needs to be reorganized--too much time spent on unimportant topics and not enough on more important topics.
Not much time spent on life skills.

28. The class didn't exist--employability skills were completed as part of the basic skills class.
Life skills were not covered.

33. Need more help with resumes--have staff available to assist with typing.

35. Not all participants had a class that covered employability and life skills--was a wide range of classes.
Didn't have mock interviews.
Overwhelmed with paperwork from classes.
The families class attempted to teach parenting wasn't welcomed by the participants--they said they already knew about parenting.

36. Wasn't really any formal employability skills class-- only worked out of a workbook.
Didn't work on mock interviews--only read about them-- main emphasis was getting your hours completed.
Life skills book ended up as a make-up material.
Life skills content was not really a formal part of the course.
Content of the class was too elementary--need more challenging material.

42. Life skills content was minimal--only what was in the book.
Would have rather worked on GED materials instead of interrupting GED class to work on employability skills.

50. Group was too large for the room.
Course had repetitive parts.

52. Instructional content and pace--not enough direction from instructional staff as to what needs to be covered.
53. There really wasn't an organized class for life skills and employability skills.
58. Class was poorly organized--too much left to the very end.
Very little of the textbook was used.
Employability skills were left to the end of class.

E. JOB PLACEMENT SERVICES

1. Please list the most effective optional feature & why.

6. Staff assisted in finding jobs--looked at want ads and called businesses with openings.
Staff assisted with resumes and interview practice.
Transportation was available for interviews.
Could use telephone directory to contact businesses.
Clinicals helped obtain jobs.
7. Help in finding a job, completing applications, resumes and answering questions.
13. Preparing for a job--what to wear.
Interviewing for a job--mock interviews.
Child care practicum that was on-site--resulted in a placement.
Completion of job logs showed the businesses contacted.
14. Jobs leads were always available--constant help.
Computers/laser printer were available in class to type up resumes, cover letters, etc.
Telephone, stamps, quality resume paper were available.
Flexibility to make up attendance if a job search class was missed.
Could put job applications in a number of places.
Twelve people placed so far.
28. Didn't need the job placement services because student went directly to college.
33. Teachers had connections with potential employers.
Used a job board for posting.
Used job shadowing.
MESC assisted in placing students--used computerized job matching of positions and training.
College representatives came to speak to the class.
35. Lists of job openings were provided once a week.
Had to complete 20 job applications per week and turn in confirmation slips.
Completed a jobs lead log.
Had an up-to-date jobs bulletin board.
Went to MESC and registered for work--looked at their board.
Many participants registered for work at temporary agencies.
Had transportation support during job search.
Required to bring newspaper job openings to class and share.

36. Applications to Sam's Wholesale were handed out. Volunteering for jobs was promoted as a way of making employer contact. Child care practicum was helpful. Was a posted listing of open jobs in the area each week (was later discontinued).

42. Local businesses came into the class and helped participants practice interviews.
MESC registered participants for jobs.
Job search required a person to be out scheduling interviews, but still had to stop in class once a week.

50. Staff lined up jobs with local employers.
Having mileage while looking for a job.
Clinical experience helped in getting a job.
Job shadowing was effective.
Local JTPA officials helped in getting jobs and assisting with college tuition.

52. Having child care during job search.
Taking participants to temporary help agencies.

53. All who graduated and didn't have a job went to job club. Completed resumes, cover letters, interviewing techniques.
Posted job openings through the job club.
Employers came to the school for interviews.
Job club instructors held mock interviews.
Successful businesspeople were brought in to speak on what it takes to be successful--were role models.
The school hired a number of participants from every session.
After two months of class, everyone went on an internship to work for free for half a day--helped a lot of people get a job.
Had externships for clerical/computer participants.
Person from another local community placement business came in every day with a listing of jobs.

58. Had a marketing rep whose job responsibility was to find jobs.

2. Please list the <u>least</u> effective optional feature and why.

6. Sending participants to jobs for which they were not trained.
Continuing placement assistance needs to be available to those still not working.
Vocational teacher did not assist with placement.

7. Job search wasn't available at the beginning.
Need more help with transportation and child care.

13. Coursework was not enough to prepare for a worthwhile job during job search and placement. Job search overlapped the beginning of the adult education semester--ended up attending both at the same time. More flexibility as to what counts toward job search-- going on toward diploma should be considered.

14. Could use another laser printer because waiting past class hours now occurs.

28. The first EDGE programs did not have job search
    activities--participants were totally on their own.
    Horticulturally trained participant ended up with a job
    at a gas station.
33. Construction class did not have good job connections.
    Need more businesses for job shadowing, including
    construction opportunities.
35. A $5.00 per hour job isn't enough to live on--especially
    when the DSS benefits would be cut off--need a higher
    level of training to enable one to get a higher paying
    job.
    Being forced to complete 20 applications a week meant
    that a number of them were probably not in the area of
    training.
    A minimum wage job offered through EDGE is not an
    incentive to get off welfare--may need some type of
    employer subsidy.
    Businesses are not aware of the EDGE program and the
    opportunity to hire trained program graduates--need more
    local publicity.
    Every participant should have on-the-job training as
    part of the program--need to gain job experience
    somehow.
    Job lead logs were not closely monitored by program
    staff.
36. Except for the on-site child care location, there wasn't
    any help to get a job--had to find a job by yourself.
    Ending the EDGE program in the district caused those
    working in the child care facility to lose their jobs.
    Being forced to follow EDGE program guidelines kept
    people from getting their high school diploma.
    Some that got jobs were not in the area of their
    training
42. MESC personnel were rude.
    Need child care when going to an interview.
50. Need more local employers to come to the program to
    assist participants in finding jobs.
    Participants should not be sent out on an interview for
    a job for which they do not possess the qualifications.
    Need more on-the-job training.
    Need more public relations and information for employers
    so they are aware of the EDGE program.
52. Having only one phone--need more.
    Not having current daily newspapers--need them for job
    search.
    Not having enough time during the three-hour job search
    time frame--wasn't enough time to go by bus to
    interviews and get back on time.
    Signing in and out of job search--reduced flexibility to
    accomplish more in a given day.
53. Lack of motivation on some participants part.
    After graduation, there seemed to be a letdown because
    the very next day, participants reported to job club--
    some thought job club should start earlier, so

participants would have jobs when they graduated. Being forced to attend hours when job club wasn't fully ready--could have been home with children.
Resumes should be prepared before job club, not when participants should be out interviewing.
Not all teachers followed the recommended format to complete resumes--resulted in numerous changes later.
Participants should be taught how to complete successful resumes, not have other people complete them.

58. Need more than four months of vocational training for placement to occur.
Marketing rep was not honest with participants--wanted to place them anywhere, regardless of training.
After approximately 50 days of job search, participants were still not working.

F. SUPPORTIVE SERVICES

1. Please list the most effective optional feature and why.

6. Counselors were always available.
Director visited classrooms every morning to see if anyone needed help.

7. Entire staff was supportive and helpful.
Provided food for children.
Provided transportation, child care, and used clothes.

13. Child care.
Paid mileage.
Car repair allowance.
School transportation picked up children.

14. Mileage was paid, bus passes were available.
Cash for mileage was paid every two weeks.
On-site child care was good.
Clothing allowance for interviews was provided ($100).

28. Taxicab transportation was available.
Receiving mileage reimbursement--since round trip was 57 miles.
Payment for in-home child care--because you could use your selected child care provider.
Some participants received clothing allowances.

33. On-site and off-site child care.
Transportation for the children.
Reimbursed mileage, van transportation, staff transported participants when needed.
Clothing for employment.
College night was held.
Counselors were available.
Car repairs.

35. Overall, the support services were great.
Used clothes were made available.
Had on-site and in-home child care.
Transportation choices: bus passes and mileage reimbursement.

Access to Career Center in building--could check out books, use the MOIS on microfiche.

A motivation for perfect attendance was used--give $10 a day toward gift certificate awarded monthly.

36. On-site child care.

Teachers provided support.

Transportation was good: school bus, bus passes, or sometimes program people picked up participants.

Bus driver was very dependable.

42. Program personnel provided lots of support: helped obtain clothing, provided rides to interviews, provided verbal encouragement--had a friend.

Having on-site child care.

Support didn't stop when the coursework ended.

Received good counseling and encouragement.

Made a shopping trip out of going to get used clothes.

Allowed flexible make-up time if you got behind.

Mileage reimbursement.

50. Having child care--allowing older children to help the younger children--children were in an educational setting.

Transportation that came right to your door.

Counseling was available.

Free lunches.

Clothing allowances.

Auto repairs (up to $500 and an emergency).

52. On-site child care--could stop in and see your children.

Educational environment of child care.

Snacks and playground equipment available to children in child care.

Availability of counselors.

Referral of more serious counseling problems to outside agencies.

Variety of provided transportation--bus passes, paid mileage, car pooling, staff-provided rides.

53. Starting with the director, staff was empathetic and supportive--made a positive difference on how participants thought of the program.

Held many helpful seminars and in-house programs: drug-free seminar, motivational speakers, Christmas programs, potlucks, student council, voter registration drives.

Program was open before and after hours, including Saturdays for make-up or extra work--tutors were available.

Computer lab was open for anyone at anytime for make-up or extra work.

Transportation options--made special arrangements for anyone that may need such.

On-site child care and Headstart program--were educationally oriented--had special events for the children; i.e., Christmas program.

Graduation ceremony at Cobo Hall.

Clothing purchases were allowed just prior to graduation.

Brought in many college representatives with enrollment and financial aid information.

58. On-site child care provided educational experiences for the children.
Children had field trips.
A van was available to transport children to doctor's appointments, to latchkey programs, etc.
Could go to either of two counselors.
Some programs used practice interview questions.

2. Please list the least effective optional feature and why.

6. On-site child care was eliminated--had to use licensed off-site or in-home child care.
Inadequate mileage reimbursement.
Clothing allowance procedure was inconsistent.

7. Not having a warm place to smoke.

13. Participants from other districts had transportation problems--when a school was closed, there may not be transportation even though the program may be operating.
Counselor wasn't always helpful.
Once EDGE was over, DSS used different rules.

14. Had to go to off-site child care if child was two or less--wasn't as convenient--had to provide $20 a week for diapers.
All schools didn't have latch key programs--caused loss of class time because of other needed arrangements.
Need more than $0.12 a mile for transportation.
Attendance requirements too stiff--when you have children, there's no way you can maintain 100% attendance.
Make-up time was scheduled at night--child care was not available at night.
Confusion in child care when you have regular adult education children, EDGE program children and latchkey children.

28. Pay mileage reimbursement more frequently than once a month.
Need on-site child care.

33. Need better scheduled transportation--participants were late for classes and jobs.
Portfolios for male-dominated programs need more material.
Meals were insufficient in quantity and selection.
The lunch meal was poorly scheduled--given to participants from mid-morning to mid-afternoon.
Clothing checks were issued to participants when the clothing was not available at the store.

35. Meals were cold and not very appetizing.
Retail students who were located in the Mall could not get back in time to get their meals sometimes.
Was a communication problem within the building when phone calls came for participants.

Retail students in the Mall had problems arranging their child care.
Could pay more than $2.00 per day for gas mileage.
Could pay more than $2.00 per hour per child for in-home child care.

36. Mileage reimbursement was not available to all.
Child care didn't have enough staff at the beginning of the session.
Limited counseling help.
DSS job coaches were only interested in attendance--didn't seem like they wanted to help.

42. Dial-A-Ride was inconsistent--had long waits.
Should coordinate the high school bus that takes vocational students to the area vocational center.

50. Too much time spent on the bus.
Could use an additional counselor.
On-site child care was eliminated--have to go off-site where lunches are not included.
The $200 that was previously available for car insurance was eliminated.

52. Out-of-district participants did not have readily available transportation.
Child care rules were changed--at first off-site, private child care was acceptable, but then was eliminated.

53. Program seems too short to get all activities completed.
Trips to the library and other field trips should be scheduled.
Students need some time off now and then to take care of appointments.

58. Public transportation was not able to pick up participants at proper times because of conflicting class and bus schedules.
Women with little kids ended up waiting in the cold for transportation for long periods of time.

APPENDIX I

LEGEND OF VARIABLES

DISTRICT

ASSIGNED NUMBER OF SCHOOL DISTRICT (1-59)

PERSON$

DIRECTOR   = D
PARTICIPANT = P

SECTION$

ORIENTATION, ASSESSMENT & E/EDP   = A
BASIC EDUCATIONAL SKILLS   = B
VOCATIONAL SKILLS TRAINING   = C
EMPLOYABILITY/LIFE SKILLS TRAINING   = D
JOB PLACEMENT SERVICES   = E
SUPPORTIVE SERVICES   = F

The variables attributed to participants and directors will use the first two characters to indicate the section (A-F) and whether the variable is most effective (M) or least effective (L). The following protocol will be used:

CHARACTERISTIC ABSENT = 0
CHARACTERISTIC PRESENT = 1

SECTION A--MOST EFFECTIVE

AMASSESS	Assessment was used for placement in class.
AMGEDVOC	GED or vocational information was provided.
AMGOALST	Goal-setting or communications emphasis was included.
AMHELPRO	Program was informative and helpful.
AMKEYINF	Information was provided on support services.
AMKEYPER	Key program personnel were involved.
AMMANDTY	Being mandatory proved to be motivational.
AMMULSES	Holding more than on orientation session.
AMHELCLA	Helped in selecting classes.
AMSERSUP	Support services were provided at activity.
AMSINSES	Single session proved to be best.
AMSMAORI	Having a small group orientation.
AMSTUSPK	Having former students or other motivational ideas.
AMVOLTER	Could volunteer for the program.
AMOTHERS	Providing a manual or brochure, sending sanction letters to no-shows, using a radio ad for EDGE, having early recruitment, and having orientations on a school site.

SECTION A--LEAST EFFECTIVE

ALASSESS	Assessment was too lengthy or wasn't used appropriately.
ALATTPRO	Negative attitudes disrupted the process.
ALDSSGRP	The role of DSS was ineffective.
ALEDPPRO	Completing EDP's was ineffective
ALFORCED	Students were forced to leave adult ed. programs.
ALKEYINF	Inadequate information was provided.
ALLATESC	Late scheduling of students.
ALPERSER	Lack of personnel and/or services.
ALORGORI	Orientation was poorly organized.
ALSANPRO	Sanctioning process was ineffective.
ALTHREAT	Threatening tone to the orientation.
ALTOOLEN	Orientation process was too lengthy.
ALVOCCHO	Couldn't enroll in preferred voc. class.
ALVOCINF	Vocational programs were not well explained.
ALOTHERS	Bringing back former students to speak, too much time elapsed between sessions, assessment was too lengthy, questionable rational for students to attend.

SECTION B--MOST EFFECTIVE

BMBASSUB	Included basic subject content.
BMDIPCRE	Gained credits toward high school diploma.
BMEXTHLP	Received extra help or make-up opportunity.
BMGRPACT	Group activities were used.
BMHELGED	Helped in obtaining a GED.
BMINSTAF	Helpful instructional staff.
BMINTVOC	Vocational classes were integrated in content with the other classes.
BMSELCHA	Built confidence and/or self-esteem.
BMSELPAC	Contained self-paced, individualized instruction.
BMSMACLA	Classes or groups were small in size.
BMUSECOM	Used computers with basic skills software.
BMVARSTR	Varied types of teaching strategies and activities were used.
BMWRKTOG	Classroom environment fostered working together.
BMOTHERS	Included employability skills, received input from businesses, class met longer that required, having flexibility.

SECTION B--LEAST EFFECTIVE

BLASSESS	Problems using assessment results to place participants in classes.
BLCOMACC	Didn't have access to computers.
BLCOMPRO	Problems with computer hardware and/or software.
BLDIPCLA	Classes earning credit towards diploma weren't available.
BLGEDPLA	Ineffective class placement if participant already had GED.
BLGEDPRO	Inadequate time and/or materials to pursue a GED.
BLINDINS	Problems with individualized instruction.
BLINTCUR	Problems with integrating the classes.
BLLACGED	Obtaining a GED wasn't one of the outcomes.
BLLOCSTP	Problems with class remaining in a lockstep mode.
BLMANCLA	Problems with mandatory enrollment in basic subjects.
BLMATLEV	Problems with adequate amounts and/or levels of classroom materials.
BLMOTSTU	Having unmotivated participants.
BLPERHLP	Lacked enough instructional personnel.
BLTIMLOC	Problems with time of class and/or location.
BLOTHERS	Ineffective outside speakers, had very few options.

SECTION C--MOST EFFECTIVE

CMBLTCON	Built confidence and/or self esteem.
CMCOMRES	Completed resumes in the class.
CMEFFTHR	Effective instructional staff.
CMENRCLA	Enrolled in classes of choice.
CMHANDON	Provided hands-on experience.
CMHIGHSC	Attending with high school students.
CMHLPSKI	Learned valuable skills in class.
CMINTERA	Interacted with other participants.
CMINTINS	Used integrated instruction between classes, including field trips, speakers, etc.
CMMOTSTR	Used varied and motivational teaching strategies.
CMOUTOJT	Used various types of on-the-job experiences.
CMSIMIND	Participants were in class with similar individuals.
CMSMACLA	Small class size.
CMVOCCHO	Provided the range of vocational choices.
CMWKPACE	Class paced to meet participant's needs.

SECTION C--LEAST EFFECTIVE

CLCLACHO	Participant's class choice wasn't in an area that employed well.
CLCURADJ	Problems with organization of the curriculum
CLDISPRO	Problems with distances between program part.
CLFLEXPR	Program personnel lacked flexibility.
CLGENINE	Gender problems with available classes.
CLINAMAT	Problems with classroom size and materials.
CLINDPRO	Problems with participant's actions in class.
CLMORTIM	Needed more time and/or individualized help in completing skills needed for employment.
CLOUTOJT	Needed on-the-job work experiences.
CLPOSTED	Unable to finish classes after EDGE program.
CLSTUMIX	Attending with high school students.
CLTIMPRO	Problems with time of the class.
CLVOCCHO	Limited vocational class choices.
CLWRKEQP	Problems with classroom equipment.

SECTION D--MOST EFFECTIVE

DMCOMPOR	Completed employment portfolio.
DMCONSPT	Program content delivered by two systems.
DMINTCON	Integrated the class with other classes.
DMINTSKI	Included group and interpersonal skill building.
DMJOBREL	Participated in job shadow and/or similar work experience enhancements.
DMMCKINT	Practiced mock interviewing with possible video-taping.
DMMOTSTR	Used various motivational teaching strategies.
DMOUTCLA	Used resources outside to class to prepare resumes and cover letters.
DMOUTSPK	Included outside speakers and/or field trips.
DMPARSKI	Included parenting skills.
DMPERSKI	Included handling checkbook, taxes, etc.
DMRESINT	Completed resumes, application forms, and/or preparation for interviews.

SECTION D--LEAST EFFECTIVE

DLCONPRO	Problems with what content to cover.
DLCOUPRO	Problems with counseling.
DLEMPSKI	Problems covering employability skills area.
DLINTPRO	Problems integrating content with other classes.
DLINTWRK	Problems covering interviewing skills.
DLLIFSKI	Problems covering life skills area.
DLORGCLA	Problems with organization of class.
DLOUTSPK	Need more outside speakers.
DLREPPRO	Repetitive content to some because of lockstep method of instruction used.

DLTCHSTR	Problems with classroom teaching strategies.
DLTEXPRO	Problems with instructional materials.
DLTIMPRO	Problems with weekly or total time schedules.
DLOTHERS	Inadequate number of class sections, need more staff help to complete resumes, classroom was too small in size, participants felt job search would interfere with college plans, problems with EDGE contract guidelines.

SECTION E--MOST EFFECTIVE

EMCOLLGE	College representatives were involved.
EMJOBLOG	Used job logs.
EMJOBSEA	Job search used job boards, want ads, and/or telephone directories to locate jobs.
EMOJTHLP	On-the-job experiences helped obtain a job.
EMOTHRAG	Used MESC, JTPA, and/or other public agencies to find jobs.
EMPLASTA	Placement results were made available.
EMSERSUP	Transportation and/or child care were made available.
EMSTAINC	Provided incentives to staff for placements.
EMSTAJOB	Staff provided job placement assistance.
EMSTAREI	Staff assisted with resumes and interviews.
EMTEMPAG	Used temporary agencies for assistance.
EMVARSTR	Used job fairs, job shadowing, volunteering, and/or business assistance to obtain a job.
EMWERHLP	Provided assistance on what to wear to a job.
EMOTHERS	Computer equipment and/or telephones were made available, could make-up job search time.

SECTION E--LEAST EFFECTIVE

ELBUSINV	Business community needs to provide more job opportunities.
ELCONPLA	Placement services should continue past program end date.
ELEQUPRO	Problems with availability of equipment and other resources.
ELJOBSEA	Job search was nonexistent.
ELLOGPRO	Problems with keeping job logs.
ELPERPRO	Problems with personnel of cooperating agencies.
ELPLAPRO	Problems in finding jobs that meet guidelines.
ELPRCAMP	Business community wasn't aware of the EDGE program.
ELQUAPRO	Participants were sent to potential jobs for which they were not adequately trained.
ELSCHPRO	Participants lacked direction and discipline to self-schedule themselves when needed.
ELSTAPRO	Staff did not assist with job placement.

ELSTRPRO	Problems with the weekly operational structure of job search.
ELSUPSER	Lack of transportation and child care services.
ELWAGPRO	Placing people in $5.00 per hour jobs doesn't bode well for getting off welfare.
ELOTHERS	More definition of a placement, ending the EDGE program created unemployment, following EDGE guidelines didn't allow for diploma, inadequate preparation for job search.

SECTION F--MOST EFFECTIVE

FMATTINC	Provided achievement and attendance incentives.
FMCARREP	Car repair money was available.
FMCCSERV	Child care program included special services, including food, instruction, etc.
FMCHICAR	Included on-site, off-site, and/or in-home child care for participant's children.
FMCLOTHG	Provided clothing for job and/or interview.
FMCOUHLP	Counselor and/or social worker were available.
FMDSSSTA	DSS job coaches provided support.
FMFOOPRO	Provided food to participants.
FMLIBACC	Access to tutoring, library and/or labs.
FMPROSTA	Staff was available and helpful.
FMSPEEVT	Held special events for participants.
FMSPECFL	Provided special workshops and services.
FMTRANSP	Included mileage reimbursement, vans, buses, and/or volunteers for transportation.
FMOTHERS	Had make-up opportunities, ratio of staff to students was high, referred participants to others when necessary.

SECTION F--LEAST EFFECTIVE

FLCARPRO	Problems with auto repairs.
FLCCPROB	Problems with child care.
FLCLOTHG	Problems with clothing allowance.
FLCOMPRO	Communication problems between staff and students.
FLDSSPRO	Problems with DSS staff and/or policies.
FLFOOPRO	Problems with food for participants.
FLPARATT	Problems with participant's attitudes.
FLPARPRO	Finding personal appointment time for participants.
FLSTAPRO	Problems with staff.
FLTRAPRO	Problems with transportation.
FLOTHERS	Men's portfolios needed more material, program seemed too short to achieve goals, not having a warm place to smoke, problems with field trips and library visits.

APPENDIX J

PROBABILITY OF VARIABLES

**Note: * Indicates 63 best differentiaters
** Indicates 38 best differentiaters**

SECTION A--MOST EFFECTIVE FEATURES (15)

Variable	By Person (P vs D) (2 X 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
AMASSESS	.086*	.888**	.286
AMGEDVOC	.059*	.074**	.192
AMGOALST	1.000	.577	---
AMHELPRO	.059*	.551	1.000
AMKEYINF	.157	.299	1.000
AMKEYPER	.561	.996	---
AMMANDTY	.000*	.053**	.592
AMMULSES	.177	.634	---
AMHELCLA	.151	.307	.462
AMSERSUP	.662	.741	.462
AMSINSES	1.000	.473	---
AMSMAORI	.561	.145	---
AMSTUSPK	.697	.628	.559
AMVOLTER	.013*	.307	1.000
AMOTHERS	1.000	.753	1.000

SECTION A--LEAST EFFECTIVE FEATURES (15)

Variable	By Person (P vs D) (2 X 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
ALASSESS	.064	.942	.592
ALATTPRO	.013*	.235	.559
ALDSSGRP	.561	.543	---
ALEDPPRO	.564	.794	---
ALFORCED	.003*	.117**	.559
ALKEYINF	.013*	.235	.599
ALLATESC	1.000	.536	---
ALPERSER	.059*	.074**	.192
ALORGORI	.056	.378	1.000
ALSANPRO	.564	.794	1.000
ALTHREAT	.000*	.127	---
ALTOOLEN	.419	.828	1.000
ALVOCCHO	.000*	.076	1.000
ALVOCINF	.059*	.551	1.000
ALOTHERS	.564	.335	---

SECTION B--MOST EFFECTIVE FEATURES (14)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
BMBASSUB	.000*	.074	1.000
BMDIPCRE	.044*	.449	.559
BMEXTHLP	1.000	.332	1.000
BMGRPACT	.564	.794	---
BMHELGED	.000*	.123	1.000
BMINSTAF	.441	.511	1.000
BMINTVOC	.317	.682	---
BMSELCHA	.059*	.551	1.000
BMSELPAC	.079*	.165**	.286
BMSMACLA	1.000	.543	.462
BMUSECOM	.506	.827	.559
BMVARSTR	.664	.252	.462
BMWRKTOG	.059*	.074**	.192
BMOTHERS	1.000	.996	1.000

SECTION B--LEAST EFFECTIVE FEATURES (16)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
BLASSESS	.347	.566	.559
BLCOMACC	.151	.202**	.192
BLCOMPRO	.044*	.112**	.192
BLDIPCLA	.013*	.307	1.000
BLGEDPLA	.059*	.551	1.000
BLGEDPRO	.013*	.307	1.000
BLINDINS	.561	.591	---
BLINTCUR	1.000	.448**	.192
BLLACGED	.250	.429	1.000
BLLOCSTP	.664	.750	1.000
BLMANCLA	.059*	.130**	.462
BLMATLEV	1.000	.337	.462
BLMOTSTU	.441	.551	1.000
BLPERHLP	.011*	.174**	.266
BLTIMLOC	.441	.647	1.000
BLOTHERS	.441	.511	1.000

SECTION C--MOST EFFECTIVE FEATURES (15)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
CMBLTCON	.013*	.307	1.000
CMCOMRES	.059*	.130**	.462
CMEFFTHR	.029*	.260**	.266
CMENRCLA	1.000	.140	.462
CMHANDON	.000*	.025**	.021
CMHIGHSC	.257	.543	1.000
CMHLPSKI	.003*	.386	1.000
CMINTERA	.441	.130	1.000
CMINTINS	.664	.498	1.000
CMMOTSTR	.589	.913	1.000
CMOUTOJT	.466	.959	1.000
CMSIMIND	.564	.335	---
CMSMACLA	.441	.577	.462
CMVOCCHO	.396	.045	.559
CMWKPACE	.059*	.551	1.000

SECTION C--LEAST EFFECTIVE FEATURES (14)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
CLCLACHO	.314	.753	---
CLCURADJ	.011*	.451	1.000
CLDISPRO	1.000	.536	---
CLFLEXPR	.561	.659	---
CLGENINE	.151	.202**	.192
CLINAMAT	.003*	.223	1.000
CLINDPRO	.056	.218	1.000
CLMORTIM	.000*	.206	1.000
CLOUTOJT	.059*	.074**	.192
CLPOSTED	.013*	.307	1.000
CLSTUMIX	.697	.865	.559
CLTIMPRO	.441	.551	1.000
CLVOCCHO	.000*	.133	1.000
CLWRKEQP	.059*	.551	1.000

SECTION D--MOST EFFECTIVE FEATURES (12)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
DMCOMPOR	.157	.275	.559
DMCONSPT	.250	.429	1.000
DMINTCON	.564	.828	---
DMINTSKI	1.000	.872	1.000
DMJOBREL	1.000	.647	---
DMMCKINT	.300*	.144**	.103
DMMOTSTR	.244	.413**	.266
DMOUTCLA	.059*	.074**	.192
DMOUTSPK	1.000	.334	.462
DMPARSKI	1.000	.435	1.000
DMPERSKI	.589	.753	1.000
DMRESINT	.034	.803	.592

SECTION D--LEAST EFFECTIVE FEATURES (13)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
DLCONPRO	1.000	.647	---
DLCOUPRO	1.000	.130	---
DLEMPSKI	.001*	.036**	.103
DLINTPRO	1.000	.577	---
DLINTWRK	.011*	.035**	.559
DLLIFSKI	.000*	.123	1.000
DLORGCLA	.019	.106	1.000
DLOUTSPK	.441	.647	1.000
DLREPPRO	.029*	.416	1.000
DLTCHSTR	.317	.382	---
DLTEXPRO	.093	.913	1.000
DLTIMPRO	1.000	.536	---
DLOTHERS	.044	.065	.559

SECTION E--MOST EFFECTIVE FEATURES   (14)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
EMCOLLGE	.059*	.551	1.000
EMJOBLOG	.157	.235	.559
EMJOBSEA	.300	.661	1.000
EMOJTHLP	.033	.033**	.266
EMOTHRAG	.300*	.047**	.103
EMPLASTA	.441	.452	.462
EMSERSUP	.003*	.065**	.266
EMSTAINC	1.000	.051	---
EMSTAJOB	.002	.645	1.000
EMSTAREI	.003*	.008**	.070
EMTEMPAG	1.000	.566**	.192
EMVARSTR	.466	.234	1.000
EMWERHLP	.441	.647	1.000
EMOTHERS	.250	.334	.462

SECTION E--LEAST EFFECTIVE FEATURES   (15)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
ELBUSINV	.013*	.014**	.070
ELCONPLA	.059*	.130**	.462
ELEQUPRO	.151	.202**	.192
ELJOBSEA	.059*	.130**	.462
ELLOGPRO	1.000	.202	.462
ELPERPRO	.589	.451	1.000
ELPLAPRO	.171*	.044	---
ELPRCAMP	.059*	.074**	.192
ELQUAPRO	.000*	.018**	.286
ELSCHPRO	.396	.229	1.000
ELSTAPRO	.589	.298	.466
ELSTRPRO	1.000	.334	---
ELSUPSER	1.000	.375	1.000
ELWAGPRO	1.000	.996	.462
ELOTHERS	.044	.008	.192

SECTION F--MOST EFFECTIVE FEATURES   (14)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
FMATTINC	1.000	.014	.462
FMCARREP	.013*	.235	.559
FMCCSERV	.003*	.117**	.559
FMCHICAR	.003*	.094	1.000
FMCLOTHG	.001*	.114**	.266
FMCOUHLP	.051	.091**	.286
FMDSSSTA	.314	.369	---
FMFOOPRO	.662	.040	.462
FMLIBACC	.059*	.551	1.000
FMPROSTA	.147	.229**	.266
FMSPEEVT	.589	.094	1.000
FMSPECFL	.561	.659	---
FMTRANSP	.003*	.013	.462
FMOTHERS	.151	.243	.192

SECTION F--LEAST EFFECTIVE FEATURES   (11)

Variable	By Person (P vs D) (2 x 2)	(Eff. or Ineff.) (P and D) (2 X 4)	(Eff. or Ineff.) (P only) (2 X 2)
FLCARPRO	.441	.452	.462
FLCCPROB	.005*	.225	.592
FLCLOTHG	.059*	.551	1.000
FLCOMPRO	.441	.452	.462
FLDSSPRO	.257	.328	.462
FLFOOPRO	.013*	.014**	.070
FLPARATT	.561	.163	---
FLPARPRO	.441	.551	1.000
FLSTAPRO	.044*	.614	1.000
FLTRAPRO	.001	.075	.462
FLOTHERS	.044	.614	1.000

APPENDIX K

DISTRICT CODING OF VARIABLES

NOTE: Eff. = Effective Districts
Ineff. = Ineffective Districts

SECTION A--MOST EFFECTIVE FEATURES (15)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
AMASSESS	14,35,42 50	28,58		25,29,59	16,26,48	6,28
AMGEDVOC	14,42					
AMGOALST		·	42	47		
AMHELPRO	52	36			19	
AMKEYINF	50	7,13	35	34	9	36
AMKEYPER			35			36
AMMANDTY	14,35	6,7,53,58				
AMMULSES			52	8,21	9,12,45	13,53
AMHELCLA		13,28	50			
AMSERSUP	52		33	32,35,59	10	28,58
AMSINSES				11		
AMSMAORI				3,8,27	26	
AMSTUSPK	35,50	53	35	22,25,37 39	15	7
AMVOLTER	33	7,53				
AMOTHERS		53	14	4	1,2	

SECTION A--LEAST EFFECTIVE FEATURES (15)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
ALASSESS	33,35	6,13,36,58	52	8,29,39 59	9,15	
ALATTPRO	35,52	53				
ALDSSGRP			33		2	7,13
ALEDPPRO				4	16	36
ALFORCED	14	7,13,36				
ALKEYINF	14,35	58				
ALLATESC				25	12	
ALPERSER	33,52					
ALORGORI	33,52	36,53	42	3,47 34	1,58	
ALSANPRO						
ALTHREAT	14,35	7,53,58 36				
ALTOOLEN			14,50	11,37	10,19,26	28,53
ALVOCCHO	33,42,50	6,28,58				
ALVOCINF	35	6				
ALOTHERS				21,32	48	

SECTION B--MOST EFFECTIVE FEATURES   (14)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
BMBASSUB	14,35,50 52	6,13,28,36 58			1,10	
BMDIPCRE	33	7,14			2	
BMEXTHLP	33	53	35		10,48	28,53
BMGRPACT			58	8	48	
BMHELGED	14,35,42	6,28,36,53			2	
BMINSTAF		53			12	
BMINTVOC			52	3,39,47	19	6
BMSELCHA	42	7				
BMSELPAC	33,50	7,13,28,36 53	50	4,27,29 34,37	48	28,36
BMSMACLA	33				48	6,13
BMUSECOM	33,52	36	33	11,25,34 37,47,59	12,16,45	7,36 53,58
BMVARSTR	42		42	21,32	9,15,16	
BMWRKTOG	35,42					
BMOTHERS		28		8,14	26	

SECTION B--LEAST EFFECTIVE FEATURES   (16)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
BLASSESS	14,42	36	14	11,59	48	
BLCOMACC	35,42				26	
BLCOMPRO		7,28,36			9	
BLDIPCLA	35	6,58				
BLGEDPLA	35	53				
BLGEDPRO	42	13,58				
BLINDINS				29	48	6,28
BLINTCUR	35,52		33	3	10,19	58
BLLACGED		7				
BLLOCSTP		13	42	4,37	2	7,53
BLMANCLA		6,36				
BLMATLEV	52			21,29,47	16	
BLMOTSTU		28	50			
BLPERHLP	33,42,50	6			26	
BLTIMLOC		6		25		
BLOTHERS		28			1	

SECTION C--MOST EFFECTIVE FEATURES   (15)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
CMBLTCON	42	13,58				
CMCOMRES		7,28				
CMEFFTHR	42,50,52	53		29		58
CMENRCLA	14		42		10,19	
CMHANDON	14,33,35 42	28,36		3,21,59		
CMHIGHSC	50	28			9	28
CMHLPSKI	35,42,50	6,7,36,58	33	25,32	1	
CMINTERA		7				7
CMINTINS		58	14,52	25,37,47		36
CMMOTSTR	52	58		27	12	13
CMOUTOJT	35	6,14,53	35	3,8,11 22	15,16	53
CMSIMIND				34,39	26	
CMSMACLA	33			4		
CMVOCCHO	35,50	53	50		2,26,45,48	
CMWKPACE	50	28				

SECTION C--LEAST EFFECTIVE FEATURES   (14)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
CLCLACHO			33	11	1,2	28
CLCURADJ	33,35	36,58			10	
CLDISPRO				4	12	
CLFLEXPR			42	29,37		53
CLGENINE	14,33				16	
CLINAMAT	50,52	28,53				7
CLINDPRO	14,33	13,53	52	22		
CLMORTIM	35,42,50 52	6,7,13,58		3	15	
CLOUTOJT	33,35					
CLPOSTED	50	6,53				
CLSTUMIX	42,50	6		8,34,47	9,19,26	13
CLTIMPRO		36	50			
CLVOCCHO	14,33,42 50,52	6,7,13,28 36		39	45,48	
CLWRKEQP	52	7				

SECTION D--MOST EFFECTIVE FEATURES (12)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
DMCOMPOR	33,35	13	35	25,37		
DMCONSPT		53				
DMINTCON			14	3		7
DMINTSKI	50	13,36	42	11,32,34	10,12,19	6,53
DMJOBREL				29		58
DMMCKINT	14,33,50 52	58	33,52	21,25,39	16	13,28 36
DMMOTSTR	14,35,42	13	50	8,47,59	45,48	
DMOUTCLA	14,35					
DMOUTSPK	42			25	2,9,12	28
DMPARSKI		7		25	10,26	
DMPERSKI	50	7		4	10,26	
DMRESINT	35,42,50 52	6,7,36		4,27,32	10,15,26 48	28

SECTION D--LEAST EFFECTIVE FEATURES (13)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
DLCONPRO				59		28
DLCOUPRO						53,58
DLEMPSKI	35	6,28,36,53 58		8		
DLINTPRO			33	3		
DLINTWRK	35	6,7,36				7
DLLIFSKI	14,35,42	13,28,36,53			2	
DLORGCLA	14,42,52	6,36,58			2,12,16 26	13
DLOUTSPK		7		11		
DLREPPRO	35,50	6,7			9,19	
DLTCHSTR			42,50	29,34,47		6
DLTEXPRO	35,36	58		4	48	
DLTIMPRO				25	10	
DLOTHERS	33,50	6	35			

SECTION E--MOST EFFECTIVE FEATURES   (14)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
EMCOLLGE	33	28				
EMJOBLOG	35,42	13	14		15	36
EMJOBSEA	33,35	6,36,53	14,35	34,37	15,48	6,28
EMOJTHLP	50	6,13,36,53		3,25	16	53,58
EMOTHRAG	33,35,42 50	53	42,50 52	8,29,34	10,26	6
EMPLASTA	14				48	
EMSERSUP	35,50,52	6				
EMSTAINC					1,2	
EMSTAJOB	14,33,35 58	6,7,36,53	33 26	4,37,47	12,16,19	50
EMSTAREI		6,7,13,53				
EMTEMPAG	35,52			22,34	9	7,52
EMVARSTR	33,42	36,53	14	11,25,27	45	32,39,59
EMWERHLP		13		22		
EMOTHERS	14					

SECTION E--LEAST EFFECTIVE FEATURES   (15)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
ELBUSINV	33,35,50					
ELCONPLA		6,58				
ELEQUPRO	14,52				2	
ELJOBSEA		7,28				
ELLOGPRO	35		35		16	
ELPERPRO	42	53	14		48	7
ELPLAPRO				3,4,8,34	9,12,15	
ELPRCAMP	35,50				19	6
ELQUAPRO	35,50	6,13,28,36 58				
ELSCHPRO	52	13,53		11,25,32 39		36
ELSTAPRO		6,36			26	28
ELSTRPRO			52	47		53
ELSUPSER	42	7	42,50	29,37,59 59	1	53
ELWAGPRO	35					58
ELOTHERS		13,36,53				

SECTION F--MOST EFFECTIVE FEATURES   (14)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
FMATTINC	35		14,50 52			36
FMCARREP	33,50	13				
FMCCSERV	52	7,53,58				
FMCHICAR	14,33,35 42,50,52	7,13,28,36 53,58	35,50 52	21,22,25 32,34,39	1,12,16 26	6,13 28,53
FMCLOTHG	14,33,35 42,50	7,28,53		25,27,32		28
FMCOUHLP	33,42,50 52	6,58	50	4,8,14	12,26	
FMDSSSTA			35	8,47,59		58
FMFOOPRO	50		33,35 50,52	11	2	6
FMLIBACC	35	53				
FMPROSTA	42	6,7,36,53	42	3,27	9,45	28,53
FMSPEEVT	33	53	14,50 52			36
FMSPECFL			14,35	11,25		7
FMTRANSP	14,33,35 42,50,52	7,13,28,36 53	14,33 50,52	21,32,37	2,10,12 15,26	6,28
FMOTHERS	42,52			29		

SECTION F--LEAST EFFECTIVE FEATURES   (11)

Variable	Participant's Code		Director's Code			
	Eff.	Ineff.	Eff.	M. Eff.	L. Eff.	Ineff.
FLCARPRO	50				26	
FLCCPROB	14,35,50 52	6,28,36		3,8,11 39		53
FLCLOTHG	33	6				
FLCOMPRO	35				12	
FLDSSPRO		13,36		29,59		
FLFOOPRO	33,35,50					
FLPARATT				21,37,47		28
FLPARPRO		53	50			
FLSTAPRO	50	13,36		4		
FLTRAPRO	14,33,35 42,50,52	6,13,28,36 58	42,52	25,34,39	1,2,9,10 16,26	
FLOTHERS	33	7,53		59		

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