A STUDY TO IDENTIFY AND DESCRIBE THE CHARACTERISTICS OF THE COOPERATIVE EDUCATION PROGRAMS FOR THE DISADVANTAGED IN MICHIGAN

By

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ABSTRACT

A STUDY TO IDENTIFY AND DESCRIBE THE CHARACTERISTICS OF THE COOPERATIVE EDUCATION PROGRAMS FOR THE DISADVANTAGED IN MICHIGAN

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Statement of the Problem

This study identifies and describes the characteristics of the cooperative programs for the disadvantaged in Michigan, funded under Part G of the Vocational Education Amendments of 1968. The description includes: (1) Characteristics of Coordinators, (2) Characteristics of School and Students, (3) Program Activities, and (4) Perceptions and Attitudes of Coordinators about Part G Programs.

The study was undertaken to: (1) identify and describe activities that are performed in Part G Cooperative Programs for the Disadvantaged in Michigan, (2) identify and describe distinct characteristics in programs as reported by coordinators, (3) derive from such data some implications of program value, and (4) derive from such data suggestions for further study and bases for evaluation.

This study was designed to be descriptive as well as hypotheses generating.

Design of the Study

Forty-five coordinators of Part G Programs from 36 school districts in Michigan responded to a questionnaire which consisted mainly of fact-finding data about themselves, their schools, their students,

and their programs. Also included in the questionnaire were statements designed to sample the perceptions and attitudes of the coordinators concerning students, programs, and program acceptance.

The following hypotheses were tested to determine the relationships between expressed facts about programs and expressed attitudes and perceptions of coordinators:

1. There are no differences between cooperative programs for the disadvantaged when the programs are compared on the basis of:

   a. age of the coordinator
   b. number of years teaching experience of the coordinator
   c. specialized training of the coordinator
   d. type of certificate held by the coordinator
   e. type of students served (urban, rural, suburban)

2. There are no differences in the expressed attitudes and perceptions of coordinators of the cooperative program for the disadvantaged when compared on the basis of:

   a. age of the coordinator
   b. number of years teaching experience of the coordinator
   c. specialized training of the coordinator
   d. type of certificate held by the coordinator
   e. type of students served (urban, rural, suburban)

Major Findings of the Study

Thirty-four (75.6%) of the Part G Coordinators were male. Four of the male coordinators were black; thirty were white.

Eleven (24.4%) of the Part G Coordinators were female. Four of the female coordinators were black; seven were white. No other ethnic group was represented in the population.

Fifteen (35.6%) of the coordinators reported that they had no years of occupational experience other than teaching. The Michigan State Board of Education requires that in order to be vocationally certified, a teacher should have a minimum of two years of experience in the

occupational area concerned or should have completed a planned program of directed, supervised occupational experience approved by the State Board. This suggests that 35.6% of the coordinators of Part G Programs have not fulfilled all of the requirements for vocational certification.

Approximately 2,126 students were served by Part G Programs in Michigan, 1972-73. In all areas--urban, rural, and suburban--the percentage of male students served by Part G Programs was higher than the percentage of females. In urban areas the percentage of males was slightly higher. Males outnumbered females two to one in rural areas. The ratio of males to females in suburban areas was three to two.

The highest percentage of black students (68.9) was found in the urban areas. Eighty-one and 82.1 percent respectively were the percentages of white students found in rural and suburban areas. White students made up a slightly larger percentage (51.6) of the students being served by Part G Programs. The percentage of Spanish (3.3), Oriental (.02), and American Indian (.07) was low or nonexistent in all areas; however, the percentage of all three in urban areas was higher than in the other areas.

Eight coordinators reported a range of 20-22 as the maximum number of class periods students are released from school for working purposes. Observations and interviews revealed that the number of released hours from class was even greater in certain instances.

Significant distinctions were found when age of the coordinator was compared to three independent variables that involved the community and school administration. It was found that older coordinators seemed to have had a better understanding of the functions of the advisory

committee, the employers and prospective employers of disadvantaged students in Part G Programs, and the school administration.

Significant distinctions were found between types of students served (urban, rural, suburban) and expressed attitudes toward students and perception of students' attitudes. Coordinators that served students mostly from urban areas tended to have higher perceptions of students' attitude toward programs and better attitudes toward students.

There were no major differences in program activities based on type of students served.

It was concluded that a cooperative arrangement can be considered "good" only to the extent to which the job provides varied learnings, opportunities for promotion, increased job skills and knowledges, and encourages potential dropouts to remain in school. Time spent on the job should not interfere with the development of basic skills taught in the classroom.

It was recommended that:

1. Further research of an evaluative nature must follow this study in order for it to be of maximum value.

2. Except in cases of mental retardation, disadvantaged students should be accepted in regular vocational cooperative programs.

3. Sophisticated evaluations which include valid pre and post tests should be given yearly to test the effectiveness of the programs.

4. Programs designed to mold disadvantaged youths' attitudes toward the world of work should be developed for children at the elementary level, thereby alleviating the problem of having to undo what has been done.

DEDICATION

To my mother whose strength made me strong;

To Jimmie, without whose love, trust, and devotion
I could not have endured;

To my family and all of my friends whose faith and encouragement
added the impetus needed to "stick with it."

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Chapter I

INTRODUCTION

The Smith-Hughes Act of 1917 and subsequent Federal legislation authorized the expenditure of funds for vocational training. However, it was not until the Vocational Education Act of 1963 was amended in 1968, over a half century later, that specified amounts of the Federal appropriations were earmarked and set aside solely for persons who were considered "unable to succeed" in the regularly reimbursed vocational programs.

> One of the objectives of the Vocational Education Amendments of 1968 is to provide meaningful vocational education to individuals who, because of handicapping conditions, are not able to succeed in a regular vocational education program. Expenditure and program accountability compliance with this law requires at least 10 percent of the basic State grants be set aside for the physically, mentally, or emotionally handicapped and 15 percent for the academically and socio-economically disadvantaged. (U. S. Office of Education 1972b:1)

The terms "disadvantaged" and "handicapped," refer to persons who, as described in the legislative document, are "not able to succeed in a regular vocational education program."

The causes and effects of the disadvantaged have led to a growing concern and a public awareness of the seriousness of the problem. Leighbody (1972:108-09) discusses "Occupational Training and the Disadvangaged," as one of the major issues of the 1970's in vocational education.

> It is now accepted in America that every citizen is entitled not only to his full civil rights but also to a job and to the basic comforts and personal dignity which come with a reasonable degree of economic security.

In a search for ways to raise the economic and social status of disadvantaged individuals, Part G of the Vocational Amendments Act of 1968 made grants to States for programs of vocational education designed to prepare disadvantaged youth for employment through cooperative work-study arrangments. "These objectives include breaking the cycle of poverty and maintaining human dignity through productive employment." (U. S. Office of Education 1972b:1)

Individuals in all communities of the States who desire and need such education and training are served. Although priority is given to areas with high rates of school dropouts and youth unemployment, each person is identified as an individual who has had or is having difficulty succeeding in school rather than as a member of a disadvantaged group or community.

The Federal legislation and the regulations provided that criteria for student selection be determined by the States to allow maximum flexibility in determining who should qualify for these programs. This recognizes that program characteristics vary among States, among programs and courses within States, and among levels of instruction. (U. S. Office of Education 1972b:4)

Statement of the Problem

There is a dearth of well-defined statements on the activities that go on in Part G Cooperative Programs for the Disadvantaged and their expected outcomes. In view of the fact that State and local districts have a great deal of flexibility in designing programs under Part G of the Vocational Education Amendments of 1968, the characteristics of programs can be expected to vary from district to district and school

to school within a State. Some basic commonalities can also be expected to exist. The general problem of this study is concerned with the identification and delineation of the characteristics of Part G Cooperative Education Programs for the Disadvantaged in the State of Michigan.

The purpose is to: (1) describe activities that are performed in Part G Cooperative Programs for the Disadvantaged in Michigan. (2) identify and describe distinct characteristics in programs reported by coordinators of the programs; (3) derive from such data some implications of program value; and (4) derive from such data suggestions for further study and bases for evaluation.

Need for the Study

The Vocational Education Amendments Act of 1968 provided for the following:

1. The continuation and expansion of the current effort.
2. The involvement of more disadvantaged youth in cooperative education programs. (U. S. Office of Education 1972a:1)

Although general guidelines for these programs are provided by the Federal government, nothing has been done to delineate the likenesses and differences in the existing programs in the State of Michigan. This study which involves the delineation of Part G Programs in Michigan is beneficial in determining the direction and implementation of these programs in the future.

The cooperative method of instruction for the disadvantaged has not been subjected to empirical testing regarding its effectiveness. Because of the absence of sufficient research and literature on the relative effectiveness of the cooperative method of instruction as a

device in preparing disadvantaged students for the world of work, it was decided that a study concerned with a delineation and identification of program activities and characteristics, which are to serve as evaluative criteria, is a critical aspect of program evaluation that has been overlooked.

The researcher had the advantage of assisting in a cooperative education research project prior to the time served by this study. On the basis of informal and preliminary investigation the following hypotheses were anticipated:

1. There are no differences in the coordinator's responses to questions concerning what is actually being done in cooperative programs for the disadvantaged when compared on the basis of:

   a. age of the coordinator
   b. number of years teaching experience of the coordinator
   c. specialized training of the coordinator
   d. type of certificate held by the coordinator
   e. types of students served (urban, rural, suburban)

2. There are no differences in the coordinator's expressed attitudes toward the cooperative education program for the disadvantaged when compared on the basis of:

   a. age of coordinator
   b. number of years teaching experience of the coordinator
   c. specialized training of the coordinator
   d. type of certificate held by the coordinator
   e. types of students served (urban, rural, suburban)

Considering the purpose of this study, it was felt that certain major questions should not be subjected to statistical testing but should be analyzed and reported in descriptive terms. The following are such questions that formed the basis for the interviews:

1. Do coordinators of the cooperative programs for the disadvantaged report that disadvantaged students are taught more effectively in special cooperative programs than in regular vocational cooperative programs?

2. Do coordinators of regular vocational cooperative programs report that disadvantaged students are taught more effectively in special cooperative programs than in regular vocational cooperative programs?

3. Do Part G Coordinators report that students' career goals are one of the first priorities considered in job placement?

4. How might one go about placing disadvantaged students who have career goals versus those without career goals?

5. Are there observed or reported differences in what is actually being done that conflict with State or Federal guidelines or laws?

Basic Assumptions

Underlying the study were the following basic assumptions that:

1. The instrument will yield the data that the researcher is seeking.

2. All respondents will answer truthfully.

3. The combination questionnaire, interview method of collecting the data for this study will yield a clearer picture of both major and minor characteristics that are found in the cooperative programs for the disadvantaged.

4. Certain implications may be inherent in implementing positive change in programs when and where needed.

5. This study is capable of inspiring further research relating to the effectiveness of cooperative education programs that serve the disadvantaged.

Limitations of the Study

There are specific limitations of this study which must be considered prior to making generalizations with respect to the findings. The results of this study will be generalizable to other populations only to the extent that other populations are similar in characteristics to the population used in this study. The specific limitations are:

1. The data accepted for analysis were limited to the responses of the coordinators.

2. Businessmen and students who were interviewed were recommended by the coordinators.

3. In order for this study to be of maximum value, further research of an evaluative nature must follow.

Definition of Terms

Cooperative Vocational Education Program is "a program of vocational education for persons who, through a cooperative arrangement between the school and the employers receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time in fulfilling the cooperative work-study program." (U. S. Office of Education 1972a:2)

Vocational Education Amendments of 1968. The Vocational Education Amendments Act of 1968 "authorized federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a fulltime basis." (Mason and Haines 1972:70)

Part G of Vocational Education Amendments Act of 1968. Part G authorized Federal grants to States for cooperative vocational programs designed to prepare students for employment through cooperative work-study arrangements, with emphasis on the disadvantaged.

Teacher Coordinator. The coordinator is "the liaison between the school, the student, and the job supervisor." (Uthe 1972:6) The

coordinator is a teacher hired by the school to administer the cooperative program. This person provides the in-school related instruction, coordinates it with the students' job experiences, and selects work stations.

Disadvantaged. "'Disadvantaged persons' mean persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, or who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, deliquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons. . .unless such persons also suffer from the handicaps described in this paragraph." (Federal Register:7335)

Academically disadvantaged. These individuals are not succeeding or cannot succeed in a regular vocational eduction program because of at least one educational deficiency--language (speaking/comprehension); reading and/or writing; computational; or general educational deficiency. Individuals in the last group have educational deficiencies which are principally responsible for their inability to succeed. Such students may have one or more of the following characteristics: low achievement scores, poor attendance records, school dropout, potential school dropout, unaware of educational procedures and/or opportunities, lack parental support and guidance because of parent's own lack of education. (U. S. Office of Education 1972b:14-17)

Socioeconomic or other nonacademic effects: "These individuals, because of their background or experience, have developed attitudes which

severely limit their ability to perform successfully in a vocational education program." (U. S. Office of Education 1972b:16)

Such students may have one or more of the following characteristics: hostile or defiant attitude, passive or apathetic attitude, geographically isolated, need economic assistance to enter or stay in school, unemployed, or underemployed.

Types of certificates. The three types of vocational certificates discussed in this study are: (1) temporary, (2) provisional, and (3) permanent. These terms are defined in (Appendix E) portions of Administrative Rules Governing the Certification of Michigan Teachers.

Related instruction "means in-school courses specifically designed to develop and improve occupational skills, knowledges and attitudes, and, to the extent needed, basic education (remedial) and personal social skills; such costs of courses may be reimbursed from vocational education funds. An academic course deemed essential for occupational preparation may be recognized as related vocational instruction if the course is specifically organized to meet the needs of cooperative vocational education students." (U. S. Office of Education 1972a:2)

Urban student. A student that comes from a heavily populated inner-city area is considered urban. Because of the large number of students that are bused in the State, the area from which most of the students come was deemed more important than the location of the school itself.

Suburban student. The student that comes from a fringe area of inner city is considered suburban.

Rural student. The student that comes from sparsely settled areas, inadequately served by highways or public transportation, with little access to cultural opportunities is considered rural. (U. S. Office of Education 1972b:21)

Organization of the Study

A review of the literature pertinent to the problem under study is presented in Chapter II. Two major topics are covered: (1) The Disadvantaged: Factors Affecting School Success, and (2) Federally Funded Vocational Programs for the Disadvantaged.

Chapter III outlines the specific procedures involved in conducting the study as follows: (1) Identification of the Population, (2) Instrumentation, (3) The Questionnaire, (4) Procedure for Treatment of Data, (5) Analysis of the Data, and (6) Hypotheses to be Tested.

Chapter IV presents the findings of the study which include: (1) Basic Characteristics of Coordinators, (2) Basic Characteristics of Schools and Programs, and (3) Summary of the Stated Hypotheses.

Chapter V concludes the presentation with the summary of major findings and discussions, conclusions, recommendations, and implications.

Chapter II

REVIEW OF RELATED LITERATURE AND RESEARCH

> The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest extent of his capacity, from grade school throughout graduate school. Today, an estimated four out of every ten students in the fifth grade will not even finish high school--and that is a waste we cannot afford.
>
> In addition, there is no reason why one million young Americans, out of school and out of work, should all remain unwanted and often untrained on our city streets when their energies can be put to good use.
>
> --President John F. Kennedy
> STATE OF THE UNION ADDRESS
> January 14, 1963

Since the early 1960's, more than any other time in American history, educators and legislators have become increasingly aware of the wide range of learning abilities and interests of children who are being taught in our schools. They have become increasingly aware, too, of the problems that arise in the academic and social settings because of these varying degrees of intellect and interest of individuals.

This chapter will focus on that portion of the school population who have been unable to succeed in school, the disadvantaged, and on the Federal vocational and occupational programs directed toward rectifying some of the problems of disadvantaged youth.

This chapter is divided into two parts: (A) The Disadvantaged Youth: Factors Affecting School Success; and (B) Federally Funded Vocational Programs for Disadvantaged Youth.

A. The Disadvantaged Youth: Factors Affecting School Success

Many assumptions have been made about economically, academically and socially disadvantaged children and their inability to fare well in the school setting. Primary among such attitudes is that the children are dull and intellectually inferior to middle-class or advantaged children.

Dr. Audrey Shuey, a psychologist at Randolph Macon Woman's College, published two editions (1958; 1966) of extensive research in which the claim was made that I. Q. scores indicate that Negroes are less intelligent than whites and that mental inferiority can be racial in origin. This claim was made on the basis of the accumulation of hundreds of studies showing that Negroes score lower on I. Q. tests than Caucasians do.

The fact that Negro students, on the average, score below white students on most measures of academic achievement is well documented by Coleman (1966), Pettigrew (1964), Baughman and Dahlstrom (1968), and others.

However, the validity of Shuey's claim that mental inferiority can be racial in origin was challenged by Dr. Melvin M. Tumin (1963), professor of sociology, Princeton University, and four other outstanding scientists who represented the professions principally concerned with matters of genetic and social differences among humans. The scientists were: Dr. Henry C. Dyer, Vice President, Educational Testing Service, Princeton, New Jersey; Professor Silvan S. Tomkins, professor of psychology, Princeton University, Princeton, New Jersey; Professor Ralph H. Turner, Chairman of the Department of Sociology, University of California at Los Angeles; and Professor Sherwood L. Washburn, Past

President of the American Anthropological Association and Chairman of the Department of Anthropology at the University of California at Berkeley.

Also challenged by the distinguished scientists were similar claims made by Putnam (1961) that the Negro is natively inferior in intelligence to the white. Putnam, a layman, relied almost exclusively upon the findings presented by Shuey. The scientists were asked to read the Shuey and Putnam books and to respond to a series of questions posed by Tumin. He prefaced the questions with a joint statement issued at a Paris UNESCO Conference by a committee of world leaders in the social sciences. Sociologists, anthropologists, psychologists and geneticists were represented at the meeting. The statement said in part:

> Whatever classifications the anthropologist makes of man, he never includes mental characteristics as part of those classifications. It is now generally recognized that intelligence tests do not themselves enable us to differentiate safely between what is due to innate capacity and what is the result of environmental influences, training and education. Wherever it has been possible to make all allowances for differences in environmental opportunities, the tests have shown essential similarity in mental characteristics among all human groups. In short, given similar degrees of cultural opportunity to realize their potentialities, the average achievement of the members of each ethnic group is about the same. (Tumin 1963:5-6)

Among the questions asked by Tumin (1963:7-9) of each of the scientists were:

1. In your judgment, is there sufficient evidence in the Shuey volume to justify Dr. Shuey's conclusion regarding the presence of native differences between Negroes and whites and thus to reject, in part or in total, the validity of the position taken by the social scientists in Paris quoted above?

2. To the extent that one can discover a consistent line of argument in the Putnam volume is there, in your judgment, a sufficient basis of evidence in that volume to justify the contention that there are significant differences in the innate capacities of Negroes and whites, especially innate intelligence, and thus in turn to deny in part or in total the validity of the UNESCO social scientists' statement quoted above?

3. Are there, in your judgment, any satisfactory tests of native, i.e. innate or inborn, intelligence? If you think there are, what are these tests? To what extent have the tests been able to free themselves of culturally specific factors, and thus become culture-free?

4. What do the standard intelligence tests test? Are we able, from the results of such tests to make any valid inferences about native capacities? Under what conditions? Have these been observed in the volumes in front on you?

Of the questions that were asked, there were three major points of agreement: (1) there is no evidence to date to indicate that any one ethnic or racial group is more intelligent than any other; (2) differences in performance on intelligence tests have no bearing on innate intelligence but have to do with environmental factors and learned responses; and (3) intelligence tests do not measure innate or inborn mental abilities.

Pettigrew (1966:114-115) wrote that the severely deprived environment of the average Negro child can lower his measured I. Q. in two ways: (1) it can act to deter his actual intellectual development by presenting him with such a constricted encounter with the world that his innate potential is barely tapped; and (2) it can act to mask his actual functioning intelligence in the test situation by not preparing him culturally and motivationally for such a middle class task.

According to Mink and Kaplan (1970:15)

> The native intelligence of many of these young people is within or in excess of the average range. However, in some cases, intelligence test scores may be lower than true ability because of their unfamiliarity with testing procedures, meager verbal skills, and the effect of socio-cultural factors which make up the items of the test. These factors tend to handicap the disadvantaged who are schooled in a society that places great value on intelligence and school achievement.

Allison Davis (1948), a quarter of a century ago, criticized the intelligence test and demonstrated that I. Q. tests penalized lower class children. On the basis of many studies, Davis demonstrated that a large proportion of items were biased against children from the very low social strata of society. Davis found that in some tests, the cultural bias was as high as ninety percent.

Failure to succeed in school is often associated with children from minority groups, with the rural, with the inner city, with the poor, and with what seems to be intellectual inferiority or inability of such children to adjust positively to the various methods of instruction.

Inasmuch as there is no evidence to indicate that there is innate superiority of one ethnic group over another, it is necessary to look at the deprived child's lack of success in school from other perspectives.

A variety of classroom problems may result from the ethnic differences among pupils. For convenience of discussion, they may be placed in two interrelated categories: (1) poverty and its implications, and (2) disadvantaged youth and the self concept.

Poverty and Its Implications

Poverty and poor education, as Patricia Sexton (1961) shows in Education and Poverty, go hand and hand.

Webster (1966:29) points out that disadvantaged children tend to come from families that are poor, and they usually need special attention in school. And, as Leighbody (1972:110) points out:

> All major racial groups in the nation can be found among the disadvantaged, but Black Americans, Spanish-speaking Americans and American Indians predominate the disadvantaged group. They constitute a far greater percentage of the disadvantaged than they do in the general population, and whites constitute far less. This means that in addition to their other handicaps, many of them suffer from racial and ethnic prejudice as well.

The disadvantaged live in the poorest housing, often unfit for habitation, being unable to afford any better. They exist on inadequate diets and often have insufficient food. They frequently lack proper sanitation and other health necessities and these, combined with their poor diets, result in chronic bad health for many of them. Altogether these interfere with their ability to function. Their families' lack of income forces them to occupy the crowded, deteriorating urban slums or accept isolated rural slum living. (Leighbody 1972:109)

Contrary to popular beliefs, Newman (1969:35) points out, most of the adults whose families reside in poverty are employed. Despite the unusually large proportion of elderly persons and women heads of household among the poor, two-thirds of all poor heads of household worked in 1966. One-third of this group was employed full time. They worked at least thirty-nine hours per week for fifty to fifty-two weeks. (Newman 1969:32-36)

In 1964, the report of the President's Council of Economic Advisors suggested that the criterion of poverty refers to those persons and families whose basic needs exceed the means to satisfy

their needs. Using a minimum yearly income level of $3,000, eleven million children in the United States were identified as poverty stricken. A conclusion was drawn by the Council of Economic Advisors that twenty percent of the nation lived in poverty. (White 1971:2)

In many cases, these heads of household are unable to fulfill their role as adequate providers, not necessarily because of their inability to find work, but rather because of their inadequate earnings determined by the low wages paid for the jobs they are able to obtain. The heavy concentration of the deprived in unskilled and service jobs probably accounts, in part, for the low income levels. (Mink and Kaplan 1970:16)

Hickerson (1966:64) lists three factors which have in the last forty years combined to produce a far more fixed group of economically deprived than ever before in our history: (1) a great slowdown in the rate of development of new industry and a change in the kinds of personnel needed in the twentieth century. Unskilled workers today find little job opportunity; (2) an ending of the "replacement cycle" that made it possible for each new group of immigrants to look over their shoulders and see the next group coming to relieve them of their lowly station; (3) a skin color that does not wash off and the consequent impossibility of disappearing into ethnically anonymous American society.

Hill (1969:204-217) found in his study evidence that racial and other forms of prejudice are still causing unemployment and especially underemployment among the disadvantaged groups even after they have achieved educational equality, and that hiring practices and union restrictions often nullify the work of the job trainers.

He also pointed out that vocational training has prepared the disadvantaged for low-skilled, dead-end jobs--jobs which may be eliminated soonest by technology.

Young people under the age of twenty and the poorly educated and unskilled of all ages face the most difficulty in getting jobs in our technological economy. (Leighbody 1972:110)

Since the beginning of national concern with improving the condition of the poor, great emphasis has been placed upon job training as a means for getting the unemployed quickly into jobs and for accomplishing the long-term objective of breaking the poverty cycle. (Leighbody 1972:111)

> Every piece of educational, vocational, manpower and welfare legislation which has been passed or proposed since 1960 has contained provisions for training. Government, at least, has pinned its hopes upon education, and particularly vocational education as the answer to the needs of the disadvantaged. The Manpower Development and Training Act of 1962, the Vocational Education Act of 1963, The Elementary and Secondary Education Act of 1965, The Economic Opportunity Act with its Job Corps, and the Vocational Education Amendments Act of 1968--all have identified education and training as the principal weapon for fighting poverty and as the means for the salvation of the disadvantaged . . . The reform welfare legislation proposed by President Nixon in August of 1969 relies heavily upon job training to solve the problems of unemployment and poverty. (Leighbody 1972:111-112)

Vernon Allen (1970:151) pointed out, "We sometimes tend to forget that poverty generally is defined economically rather than psychologically."

According to Ehlers (1969:200). "[The problem of unemployment is more than an economic problem, because a] man's occupation in American society is now his single most significant status-conferring role."

Fantini and Weinstein (1968:13-14) wrote:

> To be poor is to be stigmatized by our society. A man's worth is determined by how much money he has, the car he drives, his address, his clothes, and his ability to spend. Lacking financial worth, he lacks personal worth. Moreover, he is all too willing to accept society's value definitions and consider himself a failure. He feels impotent; he believes there is little he can do about his destiny.

The sociological and psychological effects of joblessness are painfully apparent in America today.

A job is vital to young persons, and it is also vital that the job provides an outlet for their abilities and that it be compatible with their considered aspirations. The high school dropout may find a job washing dishes or parking cars. If the youth has graduated from high school or attended college a while, he/she may clerk or may become a salesman. "These are dead-end jobs and he knows it. He becomes frustrated; initiation for him has become a personal defeat . . ." (Ehlers 1969:200)

"A vocational curriculum should expose a disadvantaged student to a variety of jobs, since many disadvantaged students are aware of only a handful of possibilities," pointed out Bobbitt and Letwin. (1970:50) The vocational curriculum should provide for attitudinal development and change and should include some means of diagnosing and indicating strengths and weaknesses for various occupations. Caution should be taken to insure that the curriculum does not lock a student into a particular occupatior or prepare him for a job that makes no allowances for professional growth.

In answer to the question, "Can vocational education eliminate poverty?" Leighbody (1972:113) says that by itself it cannot. "Since

the schools alone cannot eliminate the conditions which produce the disadvantaged class, vocational education, as only one education ingredient, surely cannot do so."

"Because a good education is essential for any kind of stable employment, it seems logical," says Leighbody (1972:111), "that if children from disadvantaged environments could achieve such an education the cycle of poverty, and therefore the other difficulties that arise from deprivation could be broken."

"Vocational education can become an instrument in breaking the cycle of poverty which leads to unemployment, and thus to more poverty. To try to break this cycle by offering the poor just enough training to get into some kind of employment as quickly as possible is short-sighted and self-defeating . . ." (Leighbody 1972:117) As part of an adequate and uplifting education, devoid of artificial distinctions between academic, general and vocational, and adaptable for each individual, occupational education is a vital resource for meeting the needs of the underclass. (Leighbody 1972:117)

Disadvantaged Youth and the Self-Concept

> What a person thinks of himself is one of the essential determinants of his behavior. Any program designed to change behavior must of necessity take into consideration how a person sees himself, how he sees the external world, and how he understands the relation between the two. (Washington 1963:33)

"Pride in one's self is directly related to his self-concept," said Bobbitt and Letwin. (1971:29) The self-concept is a composite of numerous self-precepts, a hypothetical construct encompassing all the values, attitudes and beliefs toward one's self in relation to the

environment. "The self-concept influences and, to a great degree, determines perception and behavior," they further state. (Bobbitt and Letwin 1971:28)

Teachers who work with disadvantaged students have found that, for the most part, these students have low self-images. "This can be attributed to many things including a poor environment, low measures of intellect and achievement and resulting personality disorders," said Bobbitt and Letwin. (1971:28) This disoriented self-concept is often reinforced by failure in school, early dropping out of school, lack of employment opportunity, parenthood and juvenile delinquency.

Moreover, the school itself, including the reading readiness tests (which presumably predict reading achievement), the aptitude tests, the primers, the readers, and the curriculum as a whole soon damage severely the confidence and the basic self-esteem of the children from low socio-economic groups. Soon, their low place in society and that of their parents, friends, and neighbors, tend to weaken their self-image. As explained by Ehlers (1969:88):

> This self-depreciation is typical of all low-status groups, and is the result of their having been severely stigmatized in most relationships with dominant groups. It results in self-depreciation and in hidden self-contempt beneath the facade of hostility and resentment. The so-called lack of attention, lack of desire to learn, and lack of competitive drive in school are expressions of realities and fear and feelings of inadequacy . . .

An extensive review of research relevant to the self-concept theory as it applies to vocational education is found in a doctoral study by Wamhoff. (1969) The Wamhoff study is an extension of work by Brookover (1967) and is related to basic concepts of theory of

occupational choice developed by Ginzberg (1951) and Super's (1963) self-concept of an individual's academic ability as it relates to school achievement.

> Effective education for occupational choice depends upon more than provisions for the accumulation of skills and other abilities after a vocation has been chosen. The process of choosing occupational career direction includes self evaluation, evaluation of the world of work as it is known to the individual and the arrangement of these knowledges into the juxtaposition which provides the insight leading to career choice. (Wamhoff 1969:12)

A basic premise in the Wamhoff study is that the self-concept of vocational ability is not a remote psychological construct. It is, in effect, whatever the student might feel about himself, supported by how he perceives others feel about him.

Wamhoff developed a questionnaire patterned after that which was used by Brookover to measure the self-concept of academic ability. The instrument asked such questions as, "Do you think you have the ability to do any job you desire?" "How do you rate yourself in school ability compared with your close friends?" "Forget for a moment how others grade your work. In your own opinion how good do you think your work is?"

Wamhoff reported that there was a substantial relationship between the students' self-concept and their perceptions of how others would evaluate their potential for success in high status occupations. The vocational students were found to have lower self-concepts of their academic ability than nonvocational students. Both groups were equal in their self-concepts of vocational ability.

Contrary to all sources reviewed, Wamhoff found that the self-concept of vocational ability and occupational aspirations or expectations

was not related to the socio-economic status of "significant others," a term used to describe those persons on whom one is dependent for emotional gratification--parents, friends, and spouse.

He explained that: (1969:141)

> . . . the self-concept of vocational ability may operate irrespective of the socio-economic status of various occupations or socio-economic status of significant others. Therefore, an individual who is a garage mechanic (a low socio-economic status occupation) may have a high self-concept of his vocational ability to be a garage mechanic. Furthermore, an individual who would like to be a teacher (a higher socio-economic status occupation) may have no higher self-concept of his vocational ability to be a teacher than the garage mechanic's self-concept of vocational ability.

Robert Rosenthal and Lenore F. Jacobson's (1968:19-23) study sought to answer the following questions:

1. Do teachers anticipate poor performance from some students and teach these students to fail?

2. Do teachers expect certain students to achieve more than others and teach these students to pass?

The researchers convinced the teachers of the school that they were conducting an experiment to validate a test which would predict academically talented students. Actually, the researchers used the Flanagan Tests of General Ability which is a standardized intelligence test. The researchers told the teachers that the disguised test would be administered several times during the experiment, and the results would be sent to Harvard University for analysis. After the test had been administered once, a random selection of students was chosen and were identified to the teachers as potentially academically talented students. The test was re-administered three more times during the experiment.

The results indicated that the students who were identified by the researchers as potentially superior students made significantly greater intellectual gains on the Flanagan test than did those students who had not been so identified.

The students tended to live up to the expectations which the teachers had of them. The teachers described the experimental group of students as being more affectionate, appealing, better adjusted, socially secure with their peers, more apt to succeed, happier, more curious, and more interesting than the control group of students who had not been identified as potentially superior students.

"Disadvantaged youth have a keen perception; it usually works best in judging the character of adults. They are seldom fooled, at least for long by feigned concern, pseudo-acceptance and a facade of general overfriendliness and effort," said Bobbitt and Letwin. (1971:29)

The child of low status culture usually loses early in school his confidence in his ability and in his future. His parents usually do not encourage him to compete in school, he usually lacks the drive for achievement which is the prime incentive taught by middle class.

Asbell (1966:93) gives a vivid description of the pupils that teachers confront in poor, depressed neighborhoods.

> The schoolchildren grow up absorbing the environment and experience of their parents. They create a world apart from agencies, officials, laws, policemen, schools and teachers and far away from middle-class ideas of success. How do you begin to introduce the idea of 'goal' into the life of a child who grows up in that other world?

Hickerson (1966:89) suggests that public schools in America are protectors and carriers of the existing social and economic order in the society.

> American society has apparently decided that it does not need the economically deprived to be anything other than they are. The release of millions of these people into the stream of affluent society would bring about problems of displacement in the economic structure. We are in a time of delicate balance; comparative affluence can be maintained for only four-fifths of our people. There are not enough jobs now, and with automation in industry looming greater and greater as a replacer of men, the situation is more promising.

According to Christopher Jencks: (1965:14)

> First there is no prospect of creating enough well-paid jobs to absorb all of America's children, even if they all earn Ph.D.'s. Mechanization and automation are proceeding extremely fast, and official statistics show that despite the economy's growth, it actually takes fewer workers today than in 1957 to satisfy private demands for goods and services. In recent years, growth of the job market has been produced entirely by government expenditures for things like missiles, highways, education (and the war on poverty), and by the growth of nonprofit organizations. Today, however, President Johnson is trying to reduce federal expenditures. Who, then, is going to hire the children of the poor, even assuming they are well educated?

Regarding the change of self-concepts, Hawk (1967:196-206) starts with two propositions: (1) the self is difficult to change; (2) when change does occur, it is very gradual. Once an individual's self-image is formed, his behavior tends to be somewhat compulsive and predictable. In addition, the person has preconceived notions of subsequent relationships and the more nearly these expectations are met the more assured one can be that the concept of self will not change. For example, the deprived child has certain misgivings about teachers, and teachers may communicate through their behavior to the child certain stereotypic beliefs, prejudices, or misgivings about the disadvantaged. Such interactions serve to reinforce the child's negative self-image.

"One mistake which has been made by vocational educators and by others in their attempts to serve the disadvantaged," claims Leighbody (1972:119), is to segregate them from other students and thus label them as being different or inferior." This introduces a form of separatism which is a constant reminder that he is different. "While this may be done with the best of intentions, it fails to meet the most important need of the disadvantaged--the need to be a part of the larger society from which they have too long been isolated." (Leighbody 1972:119)

In strong agreement with Leighbody, Bobbitt and Letwin (1971:17) state, "Where possible, disadvantaged students should remain in the regular vocational education program. Our goal is to aid the disadvantaged in moving into the mainstream of society. This cannot be achieved by separating them into special classes."

In the event that special programs are instituted, names which attach a stigma to the classes and students should be avoided. Terms such as "disadvantaged," "deprived," and "special needs" should be substituted with titles that are positive. Some of the better known programs that have such titles are: JOBS (Job Opportunities through Better Skills) in Chicago; YOB (Youth Opportunities Board of Greater Los Angeles); and PAL (Police Athletic League) in New York. (Stromberg 1972:36)

All too often, we stamp the disadvantaged student with the label of a "low or negative self-concept" and then attribute any misbehavior, poor academic performance or unacceptable characteristics to the fact that he is disadvantaged and consequently has a poor or

negative self-image. We accept it and even come to expect it, and our reaction or lack of reaction to the disadvantaged leaves it marks. (Bobbitt and Letwin 1971:30)

Watered down or diluted programs and standards will not solve the problems According to Hickerson (1966:73):

> Those who graduate do so largely in the hope that a diploma will help them attain a better place within even the limited job opportunities . . . However, they are scarcely better off for completing the ordeal of high school. In most cases the curriculum offered them is poorly placed, academically weak, and basically uncoordinated, with the results that few graduates are equipped with salable skills.

In spite of the astronomical amounts of money that have gone into programs under the several pieces of federal legislation, serious doubts are beginning to appear as to the extent to which job training, as it is presently being conducted, can have permanent effects on alleviating the plight of the disadvantaged.

> None of the programs which have been tried have been more than marginally successful, and in order to produce the limited results that have been achieved it has been necessary to deal with a great many social and individual problems which had not always been anticipated. Furthermore, the long term value of this training is less apparent than many had hoped. It may help some individuals to meet their immediate needs, but it fails to reach the larger problems which form the roots from which poverty grows. The cost involved in getting an unemployed or underemployed individual into regular employment has been high, but however high the cost, if it works, they are still less than the economic, personal and social price of lifetime unemployment. (Leighbody 1972:112)

Disadvantaged youngsters are faced with a series of serious problems, over which they have no control. They are usually poor and members of minority groups, which often places them in prejudiced, stereotyped categories such as dull, inferior, etc.

Summary

Many assumptions have been made about disadvantaged children and their inability to fare well in the school setting. Primary among such attitudes is that the children are dull and intellectually inferior to the so called "advantaged" children.

The claim that mental inferiority can be racial in origin was made by Shuey (1958; 1966) and Putnam (1961). Some of the world leaders in the social sciences challenged the claim. While there was documented evidence to show that Negro students, on the average, score below white students on most measures of academic achievement, there were three major points of agreement concluded by the leading social scientists: (1) there is no evidence to date to indicate that any one ethnic or racial group is more intelligent than any other; (2) ethnic differences in performance on intelligence tests are related to environmental factors and learned responses; and (3) intelligence tests do not measure innate or inborn mental abilities.

The disadvantaged live in poor housing, often unfit for habitation, and are unable to afford any better. They exist on inadequate diets and often insufficient food. Contrary to popular beliefs, however, most of the adults whose families reside in poverty are employed. Racial and other forms of prejudice are still causing unemployment and underemployment among the disadvantaged groups, sometimes after they have achieved educational equality. Vocational training can be instrumental in breaking the cycle of poverty which leads to unemployment, but to try to break the cycle by offering the poor just enough training to get into some kind of employment as quickly as possible is self-defeating. As a result of these and other factors, disadvantaged students usually have a poor concept of self.

B. Federally Funded Vocational Programs for Disadvantaged Youth

With the passage of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968, vocational educators have been challenged to provide occupational and vocational preparation programs for persons at all levels and abilities in the hope of improving the lot of those deprived individuals who have been unsuccessful in the traditional classroom setting.

A number of other statutes, including the Manpower Development and Training Act of 1962, the Economic Opportunity Act of 1964, and the Elementary and Secondary Act of 1965 have also contained provisions for training.

At a 1965 White House Conference on Education, this indictment by Joan Bowers (1965:15) of the American educational system came during deliberations upon education and the world of work: "Education is the only industry in America which continues in business despite the fact that it is producing a million products unfit for consumption."

"From the beginning," according to Leighbody (1972:7), "sociological and humanistic reasons have been used to justify the need for vocational education." He expressed a most agreed on point of view that, "those who are trained for a job, and so become wage earners, will thereby turn out to be more useful and contributing citizens who will be assets to society rather than dependents."

The July 15, 1969, report of the National Council on Vocational Education attribute the existence of many of the American social problems to unemployment, particularly youth unemployment. On the grounds that more vocational education would reduce or eliminate much of this

underemployment, they believe that it would also reduce violence, distrust of society by the young, campus and inner city revolt, and racial unrest. (Leighbody 1972:7)

> The fact that work experience is important in the process of growing up has not escaped the attention of educators. For a long time, vocational education has contained work experience as an integral part in many courses. What has been called "cooperative education," which combines a job with study, has been practiced in some high schools, for more than thirty years. In 1928 there were seventy-eight cities with 5,682 pupils enrolled in cooperative courses under the Smith-Hughes Act. (Burchill 1962:159)

The above statement is evidence that cooperative education and work study in general have been a part of the high school curriculum for many years; however, there is an amazing deficit of research studies on the outcomes of vocational education training programs for high school students.

The studies reported here are made after an intensive search of relevant literature.

A study was conducted by Robertson (1965) to appraise the effectiveness of a secondary school cooperative education program. It was found that:

1. cooperative education did not appear to have any effect on satisfaction, performance, supervisory responsibility, salary earned, stability and aspirations, size or types of firms for which employees worked, methods by which employees found employment, reasons why employees changed jobs, and plans to remain in present line of work.

2. the work phase of cooperative education was not considered by this group to be primarily a learning experience.

3. the cooperative program was beneficial to those students who wanted to begin working immediately after graduation from high school.

Lee (1969:204-205), reported a study initiated to: (1) identify the number of Illinois State Board of Vocational Education approved high school cooperative office education programs that serve low-average ability students in their programs, and (2) determine the nature and extent to which such programs serve the needs of low-average ability students. The research was conducted in two phases. In December, 1965, questionnaires were mailed to the forty-five teacher coordinators who operated Illinois State Board of Vocational Education programs during the 1965-66 school year. From information obtained from the questionnaire, six programs in which low-average ability students participated were selected for further study. The teacher-coordinators of the six selected programs were interviewed during the months of February, March, and April of 1966.

Results of the questionnaire survey indicated that a large majority of students who were enrolled in high school cooperative office education programs approved by the Illinois State Board of Vocational Education during the 1966-67 school year were of average or above average ability. However, one-fourth of the programs had one or more low-average ability students participating in their programs. The needs of a relatively few low-average ability students were being served by cooperative office education programs.

The teacher-coordinators' interviews unfolded problems encountered with low-average ability students: (1) the difficulties in obtaining training stations for these students; (2) the development of appropriate personal qualities as well as skills in low-average ability students; and (3) the lack of adequate materials for the classroom instruction of

such students. Results of the teacher-coordinator interview indicated that low-average ability students did benefit from participation in cooperative office education programs.

> Work experience or co-op programs are often crucial for keeping disadvantaged students in school. Many of these students have gone without money (or with very little) for so long they often quit school to find a job as soon as they are of age. Part-time jobs through work experience or co-op programs usually provide enough money to enable them to remain in school for one or two more years. (Bobbitt and Letwin 1971:54)

In a study conducted during the 1967-68 school year, Hodge (1969:103-104) using one hundred students attempted to determine if students who had been enrolled in cooperative office education programs actually developed attitudes toward office employment that were more favorable in the eyes of employers than those students who had not enrolled in such programs. Statistically, the results of the study indicated that there was no significant difference manifested in the attitudes toward office employment as determined by employers of the two groups of students at the beginning of the experimental period or at the conclusion.

Careful study and analysis of the data obtained in this research study indicated, however, that:

1. cooperative office education students with disadvantaged backgrounds remain in school longer than students from disadvantaged backgrounds who do not have cooperative office education experiences and they perform better while in school.

2. cooperative office education students with disadvantaged backgrounds actually revise their career objectives and in general, raise their level of aspiration as a result of their cooperative office education experience.

3. cooperative office education students with disadvantaged backgrounds have opened the door in many offices where prior to the employment of the cooperative office education student no employees from minority group background has been employed before.

Walther (1971:71-72) conducted a study to find out why "hard-core" dropouts often do not participate in Federal manpower programs, and to discover what improvements in the programs could be made to make them more accessible and responsive to the needs of this particular group.

Two sample population studied consisted of approximately six hundred Negro male dropouts. The researcher was able to gather information in interviews on about one hundred seventy subjects from the population. The men were born before 1952 and had left urban public schools in 1966-67 before graduating from high school.

The subjects were asked to list their reasons for leaving school and to indicate their main reason for leaving. Sixty percent of the subjects indicated that they left school for reasons relating to the school environment, as opposed to reasons relating to outside factors. Thirty-seven percent left school because they had been rejected by the school (expelled or suspended). Responses show that most of the dropouts left because of problems with school work, (subjects were "too hard" or they were "not learning anything" and because they "lost interest in school"). The majority of the subjects dropped out by choice.

Further study indicated that most of the subjects had not continued their education after dropping out as of June, 1969, when the interviews were conducted. Only six percent of the young men who

had dropped out had gone back to complete high school. However, the study pointed out that many of the dropouts had come to realize the value of school and might appreciate a chance to continue their education.

An analysis of the ten-year occupational goals of the groups studied showed that more than seventy-five percent of the subjects' goals were unrelated to work experience. Thirty-eight percent of the subjects reported lack of education and training as a handicap to goal achievement, as compared to ten percent reporting all other handicaps (discrimination, health, police record, etc.).

A phase of the study was to determine what the nonparticipants in the manpower programs actually knew about the programs. It was found that most of the nonparticipants had little or no knowledge about the Neighborhood Youth Corps and Manpower Training and Development programs. The Job Corps was much better known, but the subjects specified program drawbacks, such as being away from home, as reasons for not enrolling in the program.

> The study points out that increased education and training and expanded job opportunities are not enough to motivate participation in the labor force. The job has to appear to offer a career opportunity to the youth and the youth must develop skills which will make it possible for him to perform his job effectively. (Walther 1971:72)

Walther listed and defined three skills which must be developed for a person to perform properly on a job: adaptive, functional and specific content skills.

He pointed out that it is in the area of adaptive skills--those competencies which enable an individual to adjust to conditions around him--that the disadvantaged usually has problems. He further explained that Federal manpower programs often do not achieve their goal of

on-the-job success for trainees because the trainees lack adaptive skills although they can perform the job acceptably.

Anthony Munisteri (1971) conducted a study designed to evaluate the holding power of a cooperative education or work study program, as it affected a student sample of sixty-two potential dropouts of maximum grade ten and minimum age sixteen.

The results grew out of an ex post facto compilation and comparative analysis of the records of two groups of students assumed comparable. One group was exposed to the cooperative program and the other to a regular vocational program.

It was found during the two-year period that:

1. there were approximately fifty percent more students in the cooperative education program than were in the regular vocational program who did not drop out of school.

2. the cooperative students were motivated to attend school (and work) more often; had a better record of punctuality and a lower record of class cuts, than the students in the comparison group in the regular vocational program.

3. six times as many cooperative students as those in the regular program advanced enough grades to graduate.

In spite of the fact that billions of dollars are being spent on vocational and occupational training programs, the effectiveness of such programs is rarely measured on a wide enough scale to be of significant value to educators who are interested in implementing or perfecting programs for disadvantaged youth.

> One of the greatest problems in education has been the evaluation of programs. Education evaluation has developed into a formidable factor in programs funded with federal money.
>
> In programs for the disadvantaged, the information feedback model is extremely important. One of the reasons for this is that using feedback, the goals of a program can be changed. . . (White 1971:210-222)

E. Mansfield Woolfolk (1971) conducted a junior high school work training program. Its main objective was to provide disadvantaged youth with financially compensated work experiences intended to motivate them to improve in attendance, punctuality, development of sound work habits and to continue their education for at least one year beyond their sixteenth birthday. The purpose of the evaluation was to assess the effectiveness of the project in the attainment of its goals.

Participants qualified under the Elementary and Secondary Education Act, Title I. Selection of students for participation in the program was on criteria intended to identify the most disadvantaged and at the same time to zero in on those most likely to become high school dropouts.

Pre- and post-enrollment data on participants were given and analyzed. Overall the indications were that the attainments of the behaviors expected of the participants were mixed. There was little or no change in the development of sound work habits, except that in many cases the participants started out at a high level of performance and maintained it throughout the year.

John J. Austin and Donald A. Sommerfield (1967) conducted a study with disadvantaged youth in Muskegon, Michigan. Objectives of the study were to assess the overall effect of vocational and basic education on disadvantaged youth and to identify the patterns of change taking place in different categories of disadvantaged trainees. An experimental group in the Muskegon Area Career Training Center was compared with a control group of eighty-nine non-trainees or early dropouts. Pre- and post-tests were used to measure changes in personality

characteristics. Occupational status was compared to personality characteristics. Using pretaining scores as a base, trainees showed a significantly higher rate of improvement than non-trainees in achievement, intelligence, occupational status and personality. Girls, older trainees, trainees with higher formal education, trainees with a high original I. Q. and trainees with dependents did show a greater improvement than their opposites.

A study conducted by Marleau Smith Harris (1969) was designed to measure by the analysis of statistical and subjective data the effects of work experience programs on the disadvantaged ninth grade students.

Harris hypothesized that: The introduction of work experience as a part of the ninth grade curriculum for selected students would result in improved self-image, improved outlook toward school, improved acceptance of and by others and improved perception of work.

Statistical data showed significant results in positive change of attitude toward self-image as observed by teachers. Based on the findings, Harris recommended: (1) work experience programs be implemented as an integral part of the junior high school curriculum, and (2) encouragement and support should be provided for work experience programs and other studies which illustrate the humanization of the educational process.

According to Leighbody (1972:13), vocational education has been suggested as a means for capturing and holding the interest of many high school students who find the more academic studies not of their liking or aptitude and that enrollment in vocational courses will

encourage them to stay in school rather than become dropouts. Another theory is that students who dislike or are unsuccessful in the academic subjects may find them more meaningful and interesting if they are taking a vocational program and if these subjects can be taught and directed to their occupational interest. "However, the practice of using vocationally related activities as a method of stimulating better attitudes toward general studies has been so meager, and no research has been done which would produce any real answers about this question." (Leighbody 1972:13) Some studies have been made of the comparative dropout rates among high school students enrolled in vocational programs and other types of programs directed toward disadvantaged youth. "These have been in the form of local, informal studies, in scattered areas of the country, and they show no significant differences in dropout rates between the two groups." (Leighbody 1972:13)

"What is discouraging is the failure of any of the programs yet tried to diminish the stream of unemployable disadvantaged youth which continues to pour into the labor market." (Leighbody 1972:112)

According to Woods (1969:3), "Program designs must be founded on more than 'a feeling.' Judgments must be based on knowledge and awareness of students' problems and needs. Programs based on some vague generalities are unacceptable because they do not succeed."

Nichols (1970:21) in his overview of the vocational education picture comments:

> So many people, well-intentioned and otherwise, have definite ideas on the approach that vocational education for the disadvantaged should take, and all see in their ideas the promise of success. But if I am asked what we have learned in the past seven years, what we can demonstrate in the way of success, I am afraid the answer will have to be: We have learned little and we still have a long way to go.

As his summarizing statement, Nichols (1970:23) suggests that the problems of the disadvantaged can be solved in the United States:

> A nation that in one decade can conceive and carry out a program to send a man to the moon ought to be able, in the same space of time to conceive and carry out a program to solve the problems of its disadvantaged citizens.

Summary

With the passage of the Vocational Education Act of 1963 and the Amendments of 1968, vocational educators have been challenged to provide occupational and vocational preparation programs for persons at all levels and abilities.

The National Council on Vocational Education on July 15, 1969, issued a statement attributing the existence of many of the American social problems to unemployment, particularly youth unemployment. On the grounds that more vocational education would reduce or eliminate much of the unemployment and underemployment, they believed that it would also reduce violence, distrust of society by the young, campus and inner city revolt, and racial unrest.

Although there was evidence to show that cooperative education and work study, in general, have been a part of the high school curriculum for many years, there was an amazing deficit of research studies on the outcomes of occupational training programs for high school students.

Robertson (1965) found that cooperative education did not appear to have any effects on job satisfaction, performance, supervisory responsibility, salary earned, stability and aspirations, size or types of firms for which employees worked, methods by which employees

found employment, reasons why employees changed jobs, and plans to remain in present line of work. He also found that the work phase of cooperative education was not considered by the group to be primarily a learning experience.

Munisteri (1971) conducted a study designed to evaluate the holding power of a cooperative education or work study program. He found during a two-year period that: (1) there were approximately fifty percent more students in the cooperative program than in the regular vocational program who did not drop out; (2) the cooperative students were motivated to attend school and work more often, had a better record of punctuality and a lower record of class cuts; and (3) six times as many cooperative students as those in the regular program advanced enough grades to graduate.

In spite of the fact that billions of dollars are being spent on vocational and occupational training programs, the effectiveness of such programs is virtually unknown. Studies that have been conducted have been done on such a small scale that findings have not been of significant value to educators who are interested in implementing or perfecting programs for disadvantaged youth. Most of the evidence that is available, however, shows the Federally funded work-study and cooperative programs have had only marginal success.

Chapter III

RESEARCH PROCEDURES OF THE STUDY

Before the actual gathering of data began, much preliminary work was needed and accomplished. A list (Appendix D) of school districts receiving monies under Part G of the Vocational Education Amendments of 1968 for the 1972-73 school year, the amounts received, and the contact person in each district was provided by the State Department of Education. Letters (Appendix A) were sent to the thirty-eight contact persons designated by the State Department of Education requesting the names and addresses of all Part G Coordinators in their districts. The population was identified from the one hundred percent total response to the letter. A second letter and approval form (Appendix B) were sent to the superintendents of the thirty-eight districts soliciting their cooperation by giving permission to have the questionnaires disseminated among the coordinators in their districts. The superintendents were also asked permission to interview teachers and students connected with the cooperative programs for the disadvantaged.

The remaining portion of this chapter describes the procedures used in the study, presented in six sections: (1) Identification of the Population, (2) Instrumentation, (3) The Questionnaire, (4) Procedure for Treatment of Data, (5) Analysis of the Data, and (6) Hypotheses to be Tested.

Identification of the Population

The population for this study consisted of the coordinator of forty-five cooperative programs for the disadvantaged in thirty-six

districts whose superintendents gave approval (Appendix B) to disseminate questionnaires and to interview teachers in their districts. Two of the districts failed to give consent.

A letter (Appendix F) accompanied with a questionnaire (Appendix F) was sent to each of the Part G coordinators. A follow-up letter (Appendix C) plus several long distance telephone calls yielded a 100 percent return on the questionnaires.

These forty-five coordinators were treated statistically as a sample of a recurring population. This is in accordance with the Cornfield-Tukey Bridge Argument which suggest that to the extent to which it can be argued that the group studied is representative of a population, it is typical of or similar to coordinators in the past and a year or two in the future.

In addition, a stratified random sample of fifteen coordinators were selected for interview. Coordinators were divided into three strata based on type of students served (urban, rural, and suburban). The location of the school was considered of lesser importance because of the large number of students that are bused in the State. Each coordinator was assigned a number and placed in a stratum. Five coordinators from each stratum were drawn from a hat. In two cases, the persons drawn for interview were not available, and alternates were chosen.

The purpose of the interviews was to solicit more detailed information than the questionnaires could give. Thirty-five students who were enrolled in Part G Programs during the 1972-73 school year were interviewed. Twelve businessmen were interviewed. When possible the employers of the students interviewed were also interviewed.

Instrumentation

The development of the questionnaire (Appendix F) was designed to enlist the following data: (1) demographic, (2) factual data concerning Part G Programs in Michigan, and (3) attitudes and perceptions of Part G Coordinators.

The first step consisted of the development of some major areas of exploration which were subjected to change several times resulting from input from the committee members and other consultants. When the first rough form of the questionnaire was developed, fifteen coordinators were asked to examine it carefully and to make suggestions and comments where they felt changes were needed. Two additional mailings were sent to the same coordinators asking for additional comments when major changes were made on the questionnaire. Comments and recommendations from coordinators, plus consultation with a Jury Panel (See Appendix E for names of Jury personnel) confirmed the adequacy of the instrument.

The Questionnaire

The questionnaire (Appendix F) contained items designed to elicit specific information about the coordinator, the students, and the school. It also included items designed to encourage the coordinator to express personal beliefs, attitudes, and perceptions.

The first section of the questionnaire entitled, "General Information (Coordinator)" focused on demographic data which provided part of the necessary frame of reference from which data from subsequent sections of the questionnaire were tested. Four of the independent variables--age, years of teaching experience, specialized training, and type of certificate--were chosen from this section.

The second section entitled, "General Information (Students and School)" was designed to get breakdowns of various information concerning the students and the school. These data, too, provided a factual frame of reference from which data from subsequent sections of the questionnaire were tested. One independent variable--type of student served--was chosen from this section.

The third section of the questionnaire, pages 3-5, was not labeled. This section was designed to elicit specific information about the programs. Prior to constructing the questionnaire, observations and careful study of five Part G Programs that served as models were made. Characteristics of the programs studied, plus information gathered through interviews and review of the literature, served as the basis for expectations and characteristics of Part G Programs.

Items 1-30 of the third section were positively stated. The coordinators were instructed to check a "yes" if the item described was actually being done in their programs. A "no" response indicated that the item described was not being done in their programs. A "not appropriate" response was actually a "no" response, but with a deeper feeling, i.e. the item stated did not exist in his/her particular program, plus the respondent felt that the item described was unnecessary.

Examples of such items that could be expected as necessary characteristics of a Part G Program and some that were listed in the third section were:

1. A written statement setting forth the philosophy and objectives of the cooperative program for the disadvantaged has been developed.

2. The coordinator visits each training station.

3. Remedial instruction is provided based on individual student's needs.

4. Employers are informed of the purposes of the program and the training station.

5. Employers are encouraged to think of the program as a "training experience" for the student and not a source of inexpensive labor.

The thirty items were grouped into seven categories or variables--aims and objectives of Part G Programs, choice of training stations (employment) for disadvantaged youth, policies concerning related instruction, information concerning the local advisory committees, community and school understanding, information concerning training stations and employers, and follow-up activities.

Dependent Variable 1, "Aims and Objectives," required responses to statements concerned with written statements setting forth the philosophy and objectives of the cooperative program for the disadvantaged students in Part G Programs (Item 1), placement of disadvantaged students in regularly reimbursed office and distributive education programs (Item 2), and provisions made for students without career goals (Item 28).

Dependent Variable 2, "Choice of Training Stations," solicited responses to statements concerned with the selection of training stations for disadvantaged youth based on students' career goals (Item 3), opportunities for varied learnings (Items 4 & 7), possibilities for job change when varied learnings are not possible on present job (Item 5), coordinators' visitations to training stations (Item 6), participation of students in the selection of training stations (Item 8).

Dependent Variable 3, "Related Instruction," solicited responses to statements concerned with related instruction provided for each student

based on his/her career goals and individual needs (Items 9 & 10), the adequacy of the student-teacher ratio for individualized instruction (Item 12), and the participation of students in the evaluation of related instruction (Item 11).

Dependent Variable 4, "Advisory Committee," solicited responses to statements concerned with the appointment of a local advisory committee (Item 13), the assistance the advisory committee gives to the coordinator (Item 14), and the scheduled meetings of the advisory committee (Item 15).

Dependent Variable 5, "Community and School Understanding," solicited responses to statements concerned with coordinator's presentation of objectives and philosophy to the members of the non-vocational faculty (Item 16), publicity of the program within and outside the school (Items 17, 18, 19), work stations volunteered by businessmen (Item 20), school administrator occasionally accompanies coordinator (Item 21), speeches that are made to civic groups by the coordinator (Item 22), and the number of released hours available to coordinator to observe (Item 29).

Dependent Variable 6, "Training Stations and Employers," solicited responses to statements concerned with information given to employers prior to their hiring a Part G student (Items 23 & 25), the evaluations of student progress by employers and coordinators (Item 24), and the written analysis of the trainee's job with listed outcomes by both coordinator and employer (Item 26).

Dependent Variable 7, "Follow-up Activities," solicited responses to statements concerned with detailed records that are kept on each student when he/she leaves the classroom to take a job (Item 27) and when he/she leaves school (Item 30).

The score for each respondent was analyzed based on the number of "yes" responses in each dependent variable. A "1" was assigned to the "yes" response, a "2" to the "no" response, and a "3" to "not appropriate." For the respondent who answered item "1" yes, item "2" no, and item "28" not appropriate, the score on Aims and Objectives was 1, because only yes answers were counted. This score represented what was acually being done in the program in the particular area of Aims and Objectives. The "not appropriate" responses were not analyzed, as originally proposed because the percentage was exceptionally low.

In the last section, pages 6-7, twenty items were designed to sample the perceptions and attitudes of the coordinators. Each statement contained five possible responses ranging from "strongly agree" to "strongly disagree." Each response was scored by assigning it a number with the lower number reflecting a more positive attitude toward the item. For example, for a positively worded statement a response of "strongly agree" was assigned a weight of 1, "agree" a weight of 2, "uncertain" a weight of 3, "disagree" a weight of 4, and "strongly disagree" a weight of 5. The negatively worded statements were reversed with a "strongly agree" a weight of 5 and a "strongly disagree" weight of 1.

Examples of such items that tested the perceptions and attitudes of the coordinators were:

1. The cooperative program for the disadvantaged is seen as being "good" because it rids the regular classroom of its academic "problem children."

2. Academically disadvantaged students cannot be taught successfully in the regular cooperative programs.

3. The cooperative program for the disadvantaged encourages potential dropouts to remain in school.

4. The cooperative program is expected to have a positive impact on the work attitudes of the disadvantaged students.

5. Most of the disadvantaged students enrolled in the cooperative program see it as one of value for them.

Six of the questions were grouped into four dependent variables or categories--Coordinator's Attitude Toward the Disadvantaged Students in Part G Program, Coordinator's Perception of Disadvantaged Students' Attitude Toward the Part G Program, Coordinator's Perception of School Administration and Community Attitude Toward Program.

Dependent Variable 8, "Perception of Program," solicited responses to statements which revealed feelings, perceptions and attitudes concerned with the benefits of the Part G Program (Item 31), the effects the program has on potential dropouts (Item 36), the differences between Part G and regular cooperative programs (Item 38), the impact that the program has on the work attitudes of the students (Item 37), and the necessity of continuing Part G and similar programs as part of the training for disadvantaged youth (Item 50).

Dependent Variable 9, "Attitudes Toward Disadvantaged Students in the Program," solicited responses to statements which revealed feelings, perceptions and attitudes concerned with jobs considered appropriate for disadvantaged students (Item 32), disadvantaged students' ability to succeed in regular cooperative programs (Item 34), and academically disadvantaged students' ability to develop specific job skills (Item 42).

Dependent Variable 10, "Perception of Students' Attitude Toward Program," solicited responses to statements which revealed feelings, perceptions, and attitudes concerned with students' attitudes toward released time from school and making money versus developing job skills

(Item 33), the power of the Part G Programs to decrease some of the problems that disadvantaged students have at the beginning of the school year (Item 40), the feelings of Part G students who would rather not be labeled "disadvantaged," (Item 45) and the feelings of program value to them that the students display (Items 39 & 49).

Dependent Variable 11, "Perception of School Administration and Community Attitude Toward Program," solicited responses to statements which revealed feelings, perceptions and attitudes concerned with employers' attitudes toward hiring disadvantaged students (Item 43), the image that the program seems to have in the community (Item 44), the reaction of most of the parents from the disadvantaged community to the program (Item 47).

Items 35, 41, 46, and 48 were analyzed separately.

Dependent Variable 12, "Disadvantaged students who have not developed job skills in prior courses cannot be expected to fare well on a job that requires specialized skills." (Item 35)

Dependent Variable 13, "White disadvantaged students perform better than disadvantaged students of other ethnic backgrounds in the cooperative program." (Item 41)

Dependent Variable 14, "Teacher-coordinators for regular vocational programs tend to be antagonistic toward the installation of programs for the disadvantaged." (Item 46)

Dependent Variable 15, "My program receives full support from the administrators of my school." (Item 48)

Scores were summed for each individual according to the above groupings.

Procedure for Treatment of Data

A code number was assigned to each possible response, and a code sheet was developed which contained the coded respones to the 99 items on the questionnaire. From the coded sheet, cards were punched and programs were written for analysis on the CDC 6500 Computer at the Michigan State University Computer Center.

The Jeremy D. Finn's Mulivariate, Univariate and Multivariate Analysis of Variance and Covariance FORTAN IV Program was used.

Analysis of Data

A one-way univariate analysis of variance was used to determine if there are reported differences in programs based on the independent variables--age of coordinator, specialized training of coordinator, type of certificate held by the coordinator, and types of students served.

Since exact information about the number of years teaching experience was available, the regression analysis was used to determine if number of years teaching experience affected reported program activities and expressed attitudes. This analysis procedure was chosen in order not to lose information by forming broader classifications.

A significant F-test on any analysis was followd by the Scheffé post hoc procedures. The Scheffé is a test which determines which means differ and pinpoints the location of the differences. All hypotheses were tested at the .05 level of significance.

Because of the qualitative nature of the data secured in the interviews, statistical analyses were inappropriate. Therefore, the data secured in the interviews were analyzed and presented in descriptive terms.

Hypotheses to be Tested

The following hypotheses were generated and tested to determine the degree of differences, using as dependent variables, expressed facts, attitudes, and perceptions of the coordinators:

1. There are no differences between cooperative programs for the disadvantaged when the programs are compared on the basis of:

    a. age of the coordinator
    b. number of years teaching experience of the coordinator
    c. specialized training of the coordinator
    d. type of certificate held by coordinator
    e. types of students served (urban, rural, suburban)

2. There are no differences in the expressed attitudes and perceptions of coordinators of the cooperative program for the disadvantaged when compared on the basis of:

    a. age of the coordinator
    b. number of years teaching experience of the coordinator
    c. specialized training of the coordinator
    d. type of certificate held by coordinator
    e. types of students served (urban, rural, suburban)

In addition, it was felt that certain major questions should not be subjected to statistical testing. These questions formed the basis for the interviews and are reported in descriptive terms.

Chapter IV

PRESENTATION AND ANALYSIS OF DATA

The presentation and analysis of the data are contained in this chapter. The following areas are discussed:

1. Basic Characteristics of Coordinators
2. Basic Characteristics of Schools and Programs
3. Summary of Results of the Tests on the Stated Hypotheses

The data are presented in the form of discussion and tables.

This chapter contains two sections. Section one presents categorized factual data in the form of tables which provide a basic description of the population and programs. Section two summarizes tests of the hypotheses stated in Chapter I of the study. The data secured in interviews were not subjected to statistical analysis and will be discussed in Chapter V.

Section I

BASIC CHARACTERISTICS OF COORDINATORS AND PROGRAMS

Characteristics of Coordinators

The population response indicated that 34 coordinators or 75.6 percent were male. Eleven or 24.4 percent were female. Coordinators under 25 represent the smallest percentage (8.9) of the population. The largest percentage of the reported ages of coordinators was found in the 26-35 age range, with coordinators over 45 years old slightly behind (33.3). White males over 45 represented the largest number of

coordinators (12). The median age of the population was 37 years. Table 1 shows the distribution of the coordinators by age, sex and ethnicity.

The distribution of coordinators by sex, ethnicity, and type of students served, i.e. the geographical location from which most of the students came is presented in Table 2. The table shows that 46.7 percent of the coordinators serve students mostly from urban areas; 33.3 percent of the coordinators serve students mostly from suburban areas; and 20.0 percent of the coordinators serve students mostly from rural areas.

The years of teaching experience of the coordinators ranged from 1 to 24. Table 3 shows the distribution of the years of teaching experience. Table 4 shows the distribution of the years of teaching a related class, which ranged from 0 to 10, and the distribution of the number of years coordinating cooperative programs for the disadvantaged is shown in Table 5. As can be seen in Table 5, three respondents reported seven and ten years of coordinating cooperative programs for the disadvantaged. This can be explained by the fact that several districts sponsored similar programs prior to the passing of the 1968 Vocational Education Amendments.

Twenty-nine respondents or 64 percent of the population indicated that they had had some experience or training for working with the disadvantaged prior to becoming the coordinator of a Part G Program. Sixteen respondents or 36 percent reported they had no training or experience. Twenty-seven or 59.99 percent of the coordinators reported no special college training for teaching disadvantaged students. Table 6 shows the distribution of the number of college credits coordinators

had that were directed toward teaching disadvantaged youth. Twenty of the respondents or 44 percent indicated that they had attended workshops ranging from 1 to 35 days. Fourteen or 31 percent indicated that they had attended in-service training ranging from 1 to 20 weeks. Four or 9 percent reported that they had attended summer institutes for 4 to 6 weeks.

Eleven or 24 percent of the population reported that they were holders of temporary vocational teaching certificates. Twenty-two or 49 percent reported that they held provisional certificates, and eleven or 24 percent reported that they were permanently certified. One or 2 percent did not report the type of certificate held.

In order to be vocationally certified, (Appendix G) a coordinator should have a minimum of two years of experience in the occupational area concerned or should have completed a planned program of directed, supervised occupational experience approved by the State Board. Although all of the coordinators indicated that they were vocationally certified, 35.6 percent of the coordinators indicated that they had no years of occupational experience other than teaching, this suggests that 35.6 of the Part G Coordinators have not fulfilled all of the requirements for vocational certification.

TABLE 1

DISTRIBUTION OF COORDINATORS OF PART G COOPERATIVE PROGRAMS FOR THE DISADVANTAGED BY AGE, SEX, ETHNICITY, MICHIGAN 1972-73

Age of Coordinator	Male (34)		Female (11)		Total	Percent
	Black (4)	White (30)	Black (4)	White (7)		
Under 25	--	1	2	1	4	(8.9)
26-35	2	9	2	3	16	(35.5)
36-45	1	8	--	1	10	(22.2)
Over 45	1	12	--	8	15	(33.3)

TABLE 2

DISTRIBUTION OF COORDINATORS OF PART G COOPERATIVE PROGRAMS FOR THE DISADVANTAGED BY SEX, ETHNICITY, TYPE OF STUDENT SERVED, MICHIGAN, 1972-73

CHARACTERISTICS	TYPE OF STUDENTS SERVED			TOTALS	PERCENT
	URBAN	RURAL	SUBURBAN		
MALE					
Black	2	0	2	4	
White	12	6	12	30	
MALE TOTAL	14	6	14	34	75.6
FEMALE					
Black	3	1	0	4	
White	4	2	1	7	
FEMALE TOTAL	7	3	1	11	24.4
TOTAL BLACK	5	1	2	8	17.8
TOTAL WHITE	16	8	13	37	82.2
TOTAL	21	9	15	45	
PERCENT	(46.7)	(20.0)	(33.3)	(100.0)	

TABLE 3

DISTRIBUTION OF COORDINATORS OF PART G COOPERATIVE PROGRAMS FOR THE DISADVANTAGED YEARS OF TEACHING EXPERIENCE, MICHIGAN, 1972-73

Years of Experience	Frequency	Percent of Total
1	4	8.89
2	5	11.10
3	4	8.89
5	6	13.33
6	2	4.45
7	6	13.33
8	2	4.45
9	1	2.22
10	1	2.22
11	1	2.22
12	1	2.22
15	2	4.45
16	1	2.22
17	2	4.45
18	4	8.89
22	2	4.45
24	1	2.22
Total	45	100.00

TABLE 4

DISTRIBUTION OF COORDINATORS OF PART G COOPERATIVE PROGRAMS FOR THE DISADVANTAGED YEARS OF TEACHING A RELATED CLASS, MICHIGAN, 1972-73

Years Teaching Related Class	Frequency	Percent of Total
0	20	44.44
1	8	17.78
2	3	6.67
3	3	6.67
4	4	8.89
5	2	4.44
6	1	2.22
7	1	2.22
10	3	6.67
Total	45	100.00

TABLE 5

DISTRIBUTION OF PART G COORDINATORS YEARS OF COORDINATING A COOPERATIVE PROGRAM FOR THE DISADVANTAGED, MICHIGAN, 1972-73

Number of Years	Frequency	Percent of Total
1	17	37.79
2	9	20.00
3	10	22.22
4	4	8.89
5	2	4.44
7	2	4.44
10	1	2.22
Total	45	100.00

TABLE 6

DISTRIBUTION OF COORDINATORS OF PART G COOPERATIVE PROGRAMS FOR THE DISADVANTAGED COLLEGE CREDITS DIRECTED TOWARD TEACHING DISADVANTAGED YOUTH

College Credits	Frequency	Percent of Total
0	27	59.99
3	2	4.45
4	3	6.67
5	1	2.22
6	1	2.22
8	1	2.22
12	2	4.45
16	2	4.45
27	1	2.22
30	3	6.67
31	1	2.22
36	1	2.22
Total	45	100.00

Characteristics of Schools and Programs

Respondents indicated that the number enrolled in the schools ranged from 40 to 8,500. The location of school districts participating in this study are shown in Figure 1. Table 7 shows the distribution of the total enrollment of schools participating in Part G Programs. An unusually low figure of 40 was reported as the total enrollment for the school and twelve as the number of students enrolled in the Part G Program. Further investigation revealed that the figure reported was that of a correctionational institution for boys. Table 7 shows the largest percentage of Part G Programs (48.8) was found in schools with enrollments of 1001 to 2000.

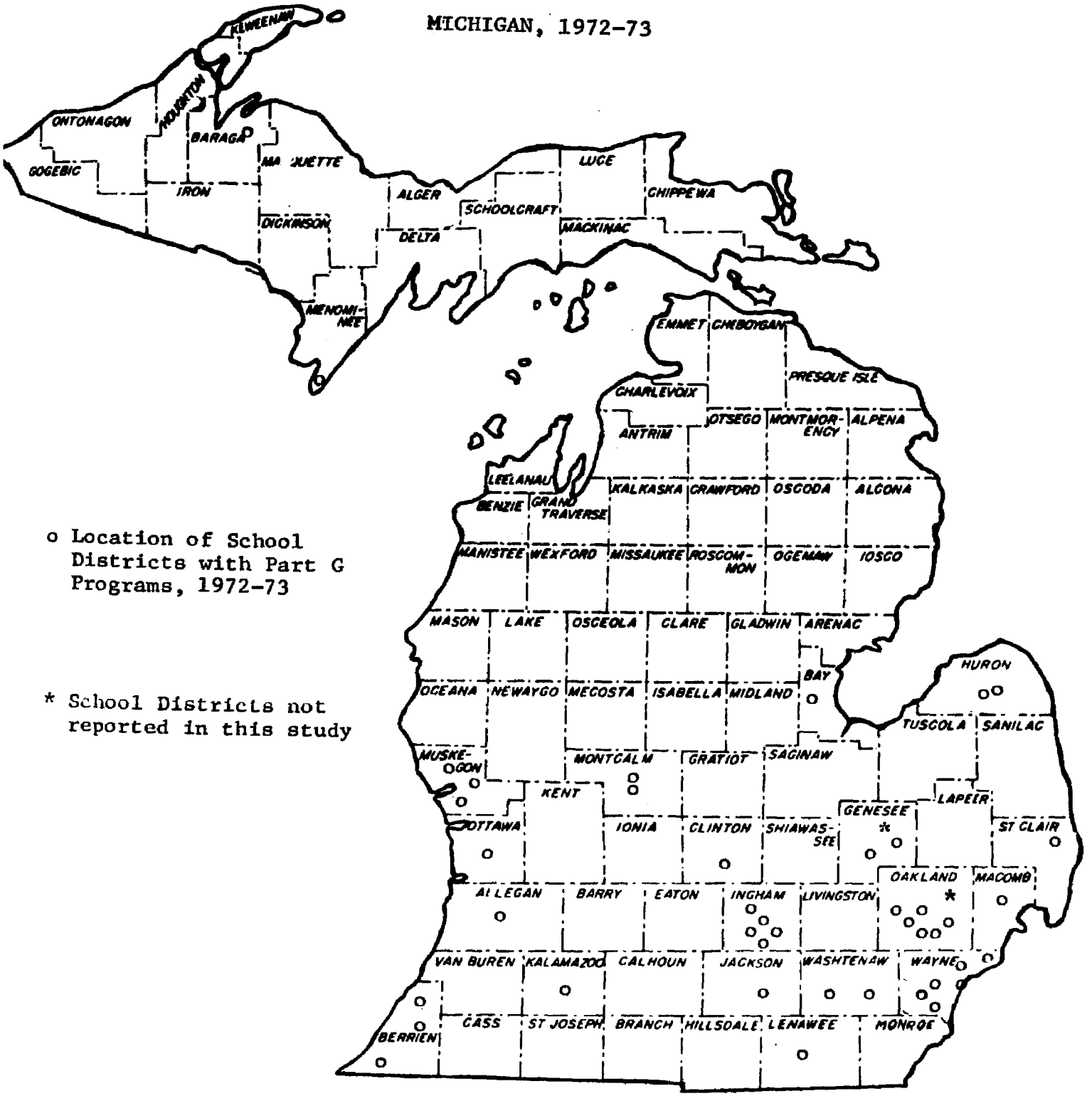
The coordinators reported that the number enrolled in regular vocational programs funded by the State Department of Education ranged from 0 to 500. The number enrolled in Part G Programs ranged from 12 to 400. Six figures that were reported were unusually high. They were 100, 106, 130, 150, 295, and 400. The figure 400 in particular was subject to question. There was only one school that reported four coordinators; the other schools reported fewer. Because of the anonymity of the questionnaires, they could not be associated with any school or coordinator; therefore, it was impossible to trace the source of the information without sending additional questionnaires. A telephone call to the vocational director of the school that reported four coordinators verified the fact that they did not have 400 students enrolled in Part G Programs.

The percentage of students enrolled in cooperative programs for the disadvantaged by sex, ethnicity, and geographical location is presented in Table 8. The table shows that 68.9 percent of the students

FIGURE 1

PART G VOCATIONAL EDUCATION PROGRAMS

MICHIGAN, 1972-73



o Location of School Districts with Part G Programs, 1972-73

* School Districts not reported in this study

TABLE 7

DISTRIBUTION OF TOTAL ENROLLMENT OF SCHOOLS PARTICIPATING IN PART G COOPERATIVE EDUCATION PROGRAMS FOR THE DISADVANTAGED, MICHIGAN, 1972-73

SCHOOL ENROLLMENT	NUMBER OF SCHOOLS IN GROUP	PERCENT OF TOTAL
Below 500	5	11.6
501-1000	5	11.6
1001-2000	21	48.8
2001-3000	5	11.6
3001-4000	3	7.0
5001-6000	2	4.7
8001-9000	2	4.7
TOTAL	43	100.0

Not Reporting 2

TABLE 8

PERCENT OF STUDENTS ENROLLED IN COOPERATIVE PROGRAMS FOR THE DISADVANTAGED BY SEX, ETHNICITY, AND GEOGRAPHICAL LOCATION IN MICHIGAN, 1972-73

	URBAN	RURAL	SUBURBAN
Female	48.2	32.9	40.7
Male	51.8	67.1	59.3
Total	100.0	100.0	100.0
Black	68.9	14.0	16.8
White	26.9	81.1	82.1
Spanish	3.3	3.1	0.6
Oriental	0.2	--	--
American Indian	0.7	1.8	0.5
Total	100.0	100.0	100.0

enrolled in Part G Programs in urban areas were black. In rural and suburban areas 81.1 and 82.1 percent respectively of the students enrolled in Part G Programs were white.

Ninety-three physically handicapped students were enrolled in Part G Programs. Thirty-six or 80.1 percent of the coordinators reported that they had no physically handicapped students. Table 9 shows the distribution of the number of physically handicapped students enrolled in Part G Programs. One-hundred percent of the coordinators reported one-half or more of their students were both academically as well as economically handicapped.

In reporting the ages of the students, 43 respondents indicated that they had no 14 year olds; 24 indicated that they had no 15 year olds; 6 indicated that they had no 16 year olds; 8 indicated that they had no 17 year olds, and 13 indicated that they had no 18 year olds or older enrolled in the Cooperative Program for the Disadvantaged.

TABLE 9

DISTRIBUTION OF NUMBER OF PHYSICALLY HANDICAPPED STUDENTS IN PART G PROGRAMS, MICHIGAN, 1972-73

No. Handicapped	Frequency	Percent of Total
0	36	80.01
1	2	4.44
2	3	6.67
10	1	2.22
15	1	2.22
30	2	4.44
Total	45	100.00

Section II

SUMMARY OF THE STATED HYPOTHESES

The first five null hypotheses were tested on the following seven dependent variables:

1. Aims and Objectives
2. Choice of Training Stations
3. Related Instruction
4. Advisory Committee
5. Community and School Understanding
6. Training Stations and Employers
7. Follow-up Activities

The following null hypotheses were tested:

Ho_1 There are no differences between cooperative programs for the disadvantaged when the programs are compared on the basis of age of the coordinator.

The summary of the results of the seven univariate analysis of variance tests is found in Table 10. Significant distinctions were observed on "Choice of Training Stations," "Advisory Committee," and "Community and School Understanding" dependent measures.

A Scheffé post hoc analysis was run for those tests which were found significant. The results of all the post hoc tests can be found in the following chpater with a discussion.

Ho_2: There are no significant differences between cooperative programs for the disadvantaged when the programs are compared on the basis of number of years teaching experience.

The summary of the results of the seven univariate analysis of variance tests is found in Table 11. Significant distinctions on "Related Instruction" and "Advisory Committee" dependent variables were observed.

TABLE 10

UNIVARIATE ANALYSIS OF VARIANCE ON DEPENDENT MEASURES AND AGE OF COORDINATOR

DF = 3 and 37 for each test

Dependent Variables	Between Mean Sq.	Error Mean Sq.	Univariate F	P Value[1]
Aims and Objectives	.078	.464	.168	.9176
Choice of Training Station	5.314	1.755	3.028	.0402*
Related Instruction	.946	.755	1.254	.3029
Advisory Committee	3.636	1.266	2.873	.0478*
Community and School Understanding	18.377	2.117	8.682	.0002*
Training Stations and Employers	1.118	.674	1.659	.0657
Follow-up Activities	.810	.312	2.592	.0657

[1]Assuming that the null hypothesis is true, the P Value is the probability of getting an F ratio as big or bigger than the F ratio achieved for the given sample. Therefore if the P Value is less than the chosen Alpha, (for these tests Alpha is .05) we reject the null hypothesis.

*P $<$ .05

TABLE 11

UNIVARIATE REGRESSION ANALYSIS ON DEPENDENT MEASURES AND YEARS OF TEACHING EXPERIENCE OF THE COORDINATOR

DF = 1 and 43 for each test

Dependent Variables	$\hat{B}$	r	F Ratio	P Value
Aims and Objectives	.153	.0607	.159	.6922
Choice of Training Station	.316	.2437	2.716	.1067
Related Instruction	.200	.1498	.987	.3262
Advisory Committee	.260	.3241	5.048	.0299*
Community and School Understanding	.376	.4153	8.960	.0046*
Training Stations and Employers	.187	.2529	2.939	.0937
Follow-up Activities	.134	.1615	1.151	.2893

*P < .05

$\hat{B}$ = Slope of regression line of the sample

Ho_3: There are no differences between cooperative programs for the disadvantaged when the programs are compared on the basis of specialized training of the coordinator.

The null hypothesis was accepted on the basis of the lack of significant evidence to suggest that there are differences. Table 12 shows that there are no significant differences on the seven dependent variables when compared to specialized training of the coordinator.

Ho_4: There are no differences in cooperative programs for the disadvantaged when the programs are compared on the basis of type of certificate held by the coordinator.

The summary of the results of the seven univariate analysis of variance tests is found in Table 13. Significant distinctions were observed on "Related Instruction" and "Advisory Committee" dependent measures.

TABLE 12

UNIVARIATE ANALYSIS OF VARIANCE ON DEPENDENT MEASURES AND SPECIALIZED TRAINING OF THE COORDINATOR

DF = 1 and 43 for each test

Dependent Variables	Between Mean Sq.	Error Mean Sq.	Univariate F	P Value
Aims and Objectives	.066	.446	.147	.7034
Choice of Training Stations	1.954	1.999	.978	.3284
Related Instruction	.579	.772	.751	.3911
Advisory Committee	.016	1.460	.011	.9184
Community and School Understanding	.161	3.297	.049	.8261
Training Stations and Employers	.298	.713	.419	.5210
Follow-up Activities	.322	.347	.928	.3408

$P < .05$

TABLE 13

UNIVARIATE ANALYSIS OF VARIANCE ON DEPENDENT MEASURES AND TYPE OF CERTIFICATE HELD BY COORDINATOR

DF = 2 and 41 for each test

Dependent Variables	Between Mean Sq.	Error Mean Sq.	Univariate F	P Value
Aims and Objectives	.568	.436	1.304	.2825
Choice of Training Station	.432	2.090	.207	.8142
Related Instruction	1.943	.714	2.722	.0777
Advisory Committee	5.193	1.229	4.224	.0215*
Community and School Understanding	13.901	2.687	5.176	.0100*
Training Stations and Employers	1.466	.068	2.157	.1287
Follow-up Activities	.034	.364	.094	.9108

$P < .05$

Ho_5: There are no differences in cooperative programs for the disadvantaged when the programs are compared on the basis of type of students served.

The null hypothesis was not rejected. Table 14 shows no evidence to suggest that there is any relationship between the reported activities based on type of students served.

The last five null hypotheses were tested on the following eight dependent variables:

8. Perception of Program
9. Attitude Toward Disadvantaged Students
10. Perception of Students' Attitude Toward Program
11. Perception of School Administration and Community Attitude Toward Program
12. Item 35--Disadvantaged students who have not developed job skills in prior courses cannot be expected to fare well on a job that requires specialized skills.
13. Item 41--White disadvantaged students perform better than disadvantaged students of other ethnic backgrounds in the cooperative program.
14. Item 46--Teacher-coordinators for regular vocational programs tend to be antagonistic toward the installation of programs for the disadvantaged.
15. Item 48--My program receives full support from the administrators of my school.

Ho_6: There are no differences in the expressed attitudes and perceptions of coordinators for the cooperative program for the disadvantaged when compared on the basis of age of the coordinator.

The null hypothesis was not rejected. Table 15 shows no evidence to suggest that there is any relationship between the age of the coordinator and his/her expressed attitudes and perceptions toward the program.

TABLE 14

UNIVARIATE ANALYSIS OF VARIANCE ON DEPENDENT MEASURES AND TYPE OF STUDENTS SERVED

DF = 2 and 42 for each test

Dependent Variables	Between Mean Sq.	Error Mean Sq.	Univariate F	P Value
Aims and Objectives	.184	.449	.410	.6665
Choice of Training Station	5.378	1.833	2.927	.0646
Related Instruction	.292	.790	.369	.6933
Advisory Committee	2.679	1.383	1.959	.1537
Community and School Understanding	3.902	3.193	1.222	.3050
Training Stations and Employers	.203	.728	.279	.7579
Follow-up Activities	.977	.316	3.909	.0560

$P < .05$

TABLE 15

UNIVARIATE ANALYSIS OF VARIANCE ON DEPENDENT MEASURES AND AGE OF THE COORDINATOR

DF = 3 and 41 for each test

Dependent Variables	Between Mean Sq.	Error Mean Sq.	Univariate F	P Value
Perception of Program	2.457	5.021	.489	.6916
Attitude Toward Disadvantaged Students	7.325	5.444	1.345	.2730
Perception of Student's Attitude Toward Program	4.611	5.741	.803	.4994
Perception of School Administration and Community Attitude Toward Program	4.340	2.951	1.471	.2367
Item 35-Perception of Students' Ability to Fare on Job	.261	1.566	.167	.9183
Item 41-Perception of White Students' Ability to Fare on Job	1.744	.956	1.807	.1610
Item 46-Perception of Regular Coordinator's Attitude	.168	1.849	.091	.9646
Item 48-Perception of Administrative Support	.085	.599	.142	.9341

$P < .05$

Ho_7: There are no differences in the expressed attitudes and perceptions of the coordinator for the cooperative program for the disadvantaged when compared on the basis of number of years teaching experience.

The null hypothesis was not rejected. Table 16 shows no evidence to suggest that there is any relationship between the number of years of experience and the coordinator's expressed attitudes and perceptions toward the program.

Ho_8: There are no differences in the expressed attitudes and perceptions of coordinators for the cooperative program for the disadvantaged when compared on the basis of specialized training of the coordinator.

The null hypothesis was accepted on the basis of lack of significant evidence to suggest that there are differences in expressed attitudes and perceptions based on the specialized training of the coordinator. Table 17 shows all tested dependent variables to be above the .05 level of signficance. However, Item 48, the fifteenth dependent variable was approaching the level of significance (.0554).

Ho_9: There are no differences in the expressed attitudes and perceptions of coordinators for the cooperative program for the disadvantaged when compared on the basis of type of certificate held by the coordinator.

The null hypothesis was not rejected. Table 18 shows no evidence to suggest significant relationships between the expressed attitudes and perceptions of the coordinators and the type of certificate they hold.

Ho_{10}: There are no differences in expressed attitudes and perceptions of the coordinators for the cooperative program for the disadvantaged when compared on the basis of types of students served.

The summary of the results of the eight univariate analysis of variance tests is found in Table 19. Significant distinctions on "Attitude Toward Students" and "Perception of Student's Attitude" dependent measures were observed.

TABLE 16

UNIVARIATE REGRESSION ANALYSIS ON DEPENDENT MEASURES AND YEARS OF TEACHING EXPERIENCE OF THE COORDINATOR

DF = 1 and 43 for each test

Dependent Variables	Square r	r	F	P Value
Perception of Program	.003	.055	.129	.7212
Attitude Toward Disadvantaged Students	.002	.050	.108	.7442
Perception of Student's Attitude Toward Program	.003	.057	.142	.7085
Perception of School Administration and Community Attitude Toward Program	.005	.073	.233	.6317
Item 35-Perception of Students' Ability to Fare on Job	.006	.081	.287	.5950
Item 41-Perception of White Students' Ability to Fare on Job	.012	.113	.556	.4601
Item 46-Perception of Regular Coordinator's Attitude	.031	.177	1.397	.2438
Item 48-Perception of Administrative Support	.004	.065	.182	.6718

$P < .05$

TABLE 17

UNIVARIATE ANALYSIS OF VARIANCE ON DEPENDENT MEASURES AND SPECIALIZED TRAINING OF THE COORDINATOR

DF = 1 and 43 for each test

Dependent Variables	Between Mean Sq.	Error Mean Sq.	Univariate F	P Value
Perception of Program	.184	.955	.037	.8481
Attitude Toward Disadvantaged Students	2.235	5.650	.395	.5328
Perception of Student's Attitude Toward Program	.125	5.792	.021	.8841
Perception of School Administration and Community Attitude Toward Program	9.062	2.906	3.119	.0845
Item 35-Perception of Students' Ability to Fare on Job	.489	1.500	.326	.5712
Item 41-Perception of White Student's Ability to Fare on Job	.656	1.027	.639	.4287
Item 46-Perception of Regular Coordinator's Attitude	5.184	1.654	3.134	.0838
Item 48-Perception of Administrative Support	2.052	.529	3.879	.0554

$P < .05$

TABLE 18

UNIVARIATE ANALYSIS OF VARIANCE ON DEPENDENT MEASURES AND TYPE OF CERTIFICATE HELD BY COORDINATOR

DF = 2 and 41 for each test

Dependent Variables	Between Mean Sq.	Error Mean Sq.	Univariate F	P Value
Perception of Program	1.466	4.999	.293	.7474
Attitude Toward Disadvantaged Students	2.489	5.419	.459	.6350
Perception of Student's Attitude Toward Program	.375	5.855	.064	.9381
Perception of School Administration and Community Attitude Toward Program	.307	3.184	.096	.9084
Item 38-Perception of Students' Ability to Fare on Job	2.921	1.438	2.031	.1442
Item 41-Perception of White Student's Ability to Fare on Job	1.102	1.030	1.070	.3524
Item 46-Perception of Regular Coordinator's Attitude	1.296	1.730	.749	.4795
Item 48-Perception of Administrative Support	.102	.591	.173	.8471

$P < .05$

TABLE 19

UNIVARIATE ANALYSIS OF VARIANCE ON DEPENDENT MEASURES AND TYPES OF STUDENTS SERVED IN PART G PROGRAMS, MICHIGAN, 1972-73

DF = 2 and 42 for each test

Dependent Variables	Between Mean Sq.	Error Mean Sq.	Univariate F	P Value
Perception of Program	7.822	4.705	1.663	.2019
Attitude Toward Disadvantaged Students	18.679	4.949	3.775	.0311*
Perception of Student's Attitude Toward Program	20.813	4.942	4.211	.0216*
Perception of School Administration and Community Attitude Toward Program	2.546	3.069	.829	.4433
Item 35-Perception of Students' Ability to Fare on Job	1.225	1.489	8.23	.4461
Item 41-Perception of White Student's Ability to Fare on Job	1.346	1.003	1.343	.2722
Item 46-Perception of Regular Coordinator's Attitude	.012	1.812	.056	.9456
Item 48-Perception of Administrative Support	1.225	.590	.022	.9790

P < .05

Chapter V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

Introduction

The purpose of this chapter is to summarize the crucial elements of the study. The findings, recommendations, and implications based upon the data obtained in the study will be presented.

SUMMARY

The Design

During the past decade, Federal legislation has focused attention on vocational training as a means of eliminating unemployment among disadvantaged youth. The U. S. Office of Education endorsed the cooperative method of instruction as a work-preparation device for those students who, because of handicapping conditions, are considered unable to succeed in the regularly reimbursed vocational programs. This study was designed to: (1) describe activities that are performed in Part G Cooperative Programs for the Disadvantaged in Michigan; (2) identify and describe distinct characteristics in programs as reported by coordinators of the programs; (3) derive from such data some implications of program value; and (4) derive from such data suggestions for further study and bases for evaluation.

With the growing problem of youth unemployment, and the reported marginal success of special programs for disadvantaged youth, it is imperative that these programs be examined, evaluated, and improved.

Forty-five coordinators of Part G Programs from 36 school districts in Michigan responded to a questionnaire which consisted mainly of fact-finding data about themselves, their schools, and their programs. Also included in the questionnaire were statements designed to sample the perceptions and attitudes of the coordinators concerning students, programs, and program acceptance.

The following hypotheses were tested to determine the relationships between expressed facts about the programs and expressed attitudes and perceptions of coordinators.

1. There are no differences between cooperative programs for the disadvantaged when the programs are compared on the basis of:

    a. age of the coordinator
    b. number of years teaching experience of the coordinator
    c. specialized training of the coordinator
    d. type of certificate held by the coordinator
    e. type of students served (urban, rural, suburban)

2. There are no differences in the expressed attitudes and perceptions of coordinators of the cooperative program for the disadvantaged when compared on the basis of:

    a. age of the coordinator
    b. number of years teaching experience of the coordinator
    c. specialized training of the coordinator
    d. type of certificate held by the coordinator
    e. type of students served (urban, rural, suburban)

Important questions were generated from the interviews that were not subjected to statistical tests but were analyzed and reported in descriptive terms. The following questions formed the basis for the interviews:

1. Do coordinators of the cooperative programs for the disadvantaged report that disadvantaged students are taught more effectively in special cooperative programs than in regular vocational cooperative programs?

2. Do coordinators of regular vocational cooperative programs report that disadvantaged students are taught more effectively in special cooperative programs than in regular vocational cooperative programs?

3. Do Part G Coordinators report that students' career goals are one of the first priorities considered in job placement?

4. How might one go about placing disadvantaged students who have career goals versus those without career goals?

5. Are there observed or reported differences in what is actually being done that conflict with State or Federal guidelines or laws?

The study was based on several assumptions:

1. That the instrument will yield the data that the researcher is seeking.

2. That all respondents will answer truthfully.

3. That the combination of questionnaire and interview methods of collecting data for this study will yield clearer picture of both major and minor characteristics that are found in the cooperative programs for the disadvantaged.

4. That certain implications may be inherent in implementing positive change in programs when and where needed.

5. That this study is capable of inspiring further research relating to the effectiveness of cooperative education programs that serve the disadvantaged.

The following were considered limitations of the study:

1. The results of this study will be generalizable to other populations only to the extent that other populations are similar in characteristics to the population used in this study.

2. The data accepted for analysis were limited to the responses by the coordinators.

3. Businessmen and students interviewed were recommended by the coordinators.

4. In order for this study to be of maximum value, further research of an evaluative nature must follow.

Analysis of data

A one-way univariate analysis of variance was used to determine reported differences in programs based on four independent variables--age of the coordinator, specialized training of the coordinator, type of certificate held by the coordinator, and type of student served.

Since exact information about the number of years teaching experience was available, the regression analysis was used to determine if number of years teaching experience affected the reported program activities and expressed attitudes.

A significant F-test on any analysis was followed by the Scheffé post hoc procedures. All hypotheses were tested at the .05 level of significance.

The data secured in interviews were not subjected to statistical analysis.

FINDINGS AND DISCUSSIONS

The following findings and discussions were based on the analysis of the responses from the questionnaires and interviews.

1. Thirty-four or 75.6 percent of the Part G Coordinators were male. Four of the males were black.

A close examination of the responses revealed that there were two black male coordinators in urban schools and two in suburban schools. White males made up the greatest percentage of coordinators in all three areas. The representation of white male coordinators in the urban areas was 57.1 percent, 75 percent in the rural areas, and 80 percent in the suburban areas. Forty percent of the white male coordinators were over 45 and had experience, other than teaching, ranging from 12 to 25 years.

2. Eleven or 24.4 percent of the Part G Coordinators were female. Four of the females were black.

The percentages of female and black coordinators were considered too small to do adequate statistical analysis as designed by this study. Re-examination of the questionnaires, however, revealed that three females coordinated programs in rural areas; one coordinator was black. During interviews with rural coordinators, they indicated that their main problems were job placements for girls and transportation for all students. One coordinator reported that on many occasions, he had to take students to their jobs.

The jobs that were available in rural areas, for the most part, were farm-related. While it is conceivable that a female can work well in a rural area if she is part of a team of coordinators, it is doubtful that a female coordinator is the better of the two sexes to work with farmers and to provide the related instruction for the male students who have farm-related jobs. Although it is not unusual to "farm out," i.e. have a teacher other than the coordinator teach the related class or part of it in subjects outside of the coordinator's area of specialization, hiring a lone female in a rural area seems to present problems that are avoidable.

Female coordinators tend to be younger than male coordinators and have fewer years of experience other than teaching.

3. Fifteen or 35.6 percent of the coordinators indicated that they had no years of occupational experience other than teaching.

The above finding indicates that at least 35.6 percent of the coordinators of Part G Programs have not fulfilled all of the requirements for vocational certification. In order to be vocationally certified (Appendix G), a coordinator should have a minimum of two years of

experience in the occupational area concerned or should have completed a planned program of directed, supervised occupational experience approved by the State Board.

Three of the four black male coordinators had no years of occupational experience other than teaching. Two of the black female coordinators had no occupational experience other than teaching, and two had had only part-time employment.

All of the white female coordinators indicated that they had four years or more experience other than teaching except one; she had only one year of experience. Of the eighteen white male coordinators under 45, only three had no years of occupational experience other than teaching. Seven of the twelve white male coordinators over 45, had ten or fewer years teaching experience. This seems to suggest that white males were occupationally involved in other careers before or during their tenure as a teacher.

4. Approximately 2,126 students were served by Part G Programs in Michigan, 1972-73.

In all three areas, the percentage of males that were served by Part G Programs was higher than the percentage of females. In the urban area the percentage of males was only slightly higher, whereas males outnumbered females two to one in the rural areas. The ratio of males to females in the suburban areas was approximately three to two.

The fact that the percentage of females was considerably lower in rural areas than in the other two areas raises several questions.

1. Are there fewer disadvantaged female youth in rural areas?

2. Are there fewer female students in rural schools?

3. Is it possible that the needs of female students in rural areas are overlooked or ignored by the Part G coordinators?

4. Does the sex of the coordinator relate to the proportion of male-female students selected for Part G Programs?

5. Are there fewer jobs for women in rural areas which limit the enrollment of female students in Part G Programs?

6. How do female students in rural areas feel about the limited opportunities for them in the cooperative education programs?

7. What kinds of jobs are available for female students in rural areas.

Answers to these and similar questions could possibly give some indications as to why such small numbers of female students were reported in rural areas.

The highest percentage of black students (68.9) was found in the urban areas. Eighty-one and 82.1 percent respectively were the percentages of white students found in rural and suburban areas.

An extensive review of the literature revealed that the majority of the disadvantaged come from minority groups. Based on the findings from this study, white students made up a slightly larger percentage (51.6) of students being served by the Part G Programs. However, 82.2 percent of the coordinators were white and 17.8 percent were black. Because the number of minority coordinators was such a small percentage of the total population (17.8), a statistical analysis based on ethnic background of the coordinators was not run.

Although the percentages of Spanish, Oriental, and American Indian students were low, the percentage of all three in urban areas was higher than in the other two areas. Two groups, black and white, were represented in the population of coordinators.

5. State and Federal guidelines suggest that classes for the disadvantaged remain small. Six coordinators reported extremely large numbers of students enrolled in Part G Programs. The numbers reported were: 100, 106, 130, 150, 295, and 400.

If the above figures are true, and if there are no more than four coordinators in any one school (one school reported four Part G coordinators), there seems to be a violation of the low student-teacher ratio requirement. Unfortunately no such program was observed during the interviews. It would have been interesting to find out why such large numbers exist and how the coordinators go about handling large numbers of disadvantaged students who presumably are to receive individualized attention and instruction. Forty of the coordinators reported that there was an insufficient number of released hours to visit students on the job and to recruit employees.

6. Eight coordinators reported a range of 20-22 as the maximum number of class periods students are released from school for working purposes.

Although there are no stated requirements on maximum hours, a fifteen-hour work week is recommended (Appendix H). The reported hours seem to be a slight overemphasis of the students' recommended work load.

While this was not found to be typical, observations and interviews revealed that there were students over 16 who were holding eight-hour a day jobs secured for them by coordinators. One young man who was interviewed at 9:00 a.m. informed the interviewer that he had just

completed a ten-hour shift at a local factory. He said that he could hardly wait for school to end because "the two are killing me." When he was asked what he would do in the event he had to let one go, he said "it will have to be school." He had just bought a car and needed the money to pay for it. He said that since it was so close to the end of school, he was sure that he could make it. The young man was not a graduating senior. It would, therefore, be interesting to do a follow-up on him to see how he will deal with the situation in the fall. Twenty-six of the coordinators reported that they have an organized follow-up system of former disadvantaged students.

7. Significant distinctions were found in Ho_1. There were significant differences between the age of the coordinator when compared to choice of training station, advisory committee, the community and school understanding.

The three dependent variables came from the second section of the questionnaire that pertains to activities that are actually expected to be found in Part G Programs. Choice of Training Stations dependent measure was composed of Items 3, 4, 5, 6, 7, and 8 of the second section. Some of the items were:

a. With very few exceptions, students are placed on jobs that are related to their career goals.

Thirty-four of the respondents answered "yes", and eleven answered "no."

b. Learning opportunities provided at the majority of the work stations are varied in nature.

Forty-one of the respondents answered "yes", two answered "no" and two answered "not appropriate."

c. Students are permitted to change jobs when varied learning is not possible on present jobs.

Thirty-seven of the coordinators answered "yes"; six answered "no" and two answered "not appropriate."

d. The coordinator visits each training station.

Forty-four of the respondents answered "yes"; one answered "not appropriate."

e. Training stations are selected on the basis of the variety of learning experiences provided to supplement the classroom instruction.

Thirty of the respondents answered "yes"; seven answered "no" and eight answered "not appropriate." The eight "not appropriates" was the highest "not appropriate" response from the questionnaire. A closer examination of the data revealed that five white males, one white female, and two black females answered "not appropriate." One respondent wrote this comment, "In Part G they are selected as to who will hire them." It was interesting and depressing to find that any coordinator would find "variety of learning experiences" anything other than crucial when selecting training sites for disadvantaged students. Certainly if there are no varied experiences, learning is kept at a minimum.

f. The student participates in the selection of his training station.

Thirty-five of the coordinators answered "yes"; eight answered "no" and two answered "not appropriate." One coordinator commented, "The student has the right to accept or reject a job."

Items 13, 14 and 15 made up the Advisory Committee independent measure. They are:

a. A general advisory committee has been appointed to assist the school in the development of the whole cooperative program for the disadvantaged.

Twenty-seven of the respondents answered "yes"; seventeen answered "no" and one answered "not appropriate." Inasmuch as an advisory committee was one of the recommended funded services (U.S.O.E. 1972b:8), it was surprising to find so large a number not taking advantage of such services. The coordinators were instructed not to answer Items 14 and 15 if the answer to Item 13 was "no." Three sub-questions were asked of those who indicated that there was an advisory committee. The twenty-seven who reported that they had an advisory committee said that local business representatives serve on the committee. Fourteen of the coordinators said that parents from the "disadvantaged" community serve on the advisory committee, and ten coordinators indicated that students who are considered "disadvantaged" serve on the advisory committee. It is inconceivable that an advisory committee that functions on behalf of disadvantaged youth can work in their best interest if members of the disadvantaged community are not represented.

b. The committee assists the coordinator in locating suitable training stations for the program.

Twenty coordinators answered "yes"; six answered "no"; two anwered "not appropriate", and seventeen did not respond. One of the major functions of the advisory committee is to aid the coordinator in selling the program to the business community; this includes locating and recommending job stations. If the advisory committee fails in this regard its existence is subject to question.

c. The advisory committee has regularly scheduled meetings.

Sixteen of the coordinators answered "yes"; nine answered "no"; three answered "not appropriate", and seventeen did not respond. When asked how often did the advisory committee meet, answers received were:

1. Twice a year
2. Every two months
3. Monthly
4. Weekly
5. When the need occurs

Community and School Understanding dependent measure was composed of Items 16, 17, 18, 19, 20, 21, 22, and 29. The two following items are examples of statements contained in the group:

a. The objectives and philosophy of the program have been presented to the members of the non-vocational faculty.

Thirty-three of the respondents answered "yes"; nine answered "no" and three answered "not appropriate." During the interview it was reported that the objectives and purposes of programs for disadvantaged students are often misunderstood and misinterpreted. It is the duty of the Part G Coordinator to explain the intentions of the program to the faculty who may look at it as a "dumping ground." Six of the coordinators reported that they do not have a written statement setting forth the philosophy and objectives.

b. A planned program of publicity is carried on outside the school.

Nineteen of the coordinators responded "yes"; twenty-six responded "no." One of the main complaints of the coordinators is poor acceptance of the disadvantaged program by the community and other teachers. Yet over half of them admit that they do not publicize their program outside the school. This fact brings a few questions to mind. When there is a commodity to sell, why not publicize it? Is it that

coordinators are not convinced that their programs are salable; and therefore, they are reluctant to publicize their products? Certainly the coordinator cannot convince others of the benefits of hiring disadvantaged youngsters, if he/she is not convinced that such students and programs deserve "priaseworthy" news publication through school and community channels. Thirty-two coordinators reported that they attempt to sell their program to the community by speaking to civic groups.

A Scheffé post hoc analysis was run to determine where the differences were on the three dependent variables--"Choice of Training Station," "Advisory Committee," and "Community and School Understanding." Table 20 shows that when the two younger groups are compared to the two older groups, there is a significant difference in "Choice of Training Station" dependent variable. Table 21 shows the mean of the two older groups to be significantly higher than that of the two younger groups. This suggests that the two older groups have better choice of training stations for the development of job skills of disadvantaged youth.

Although the F-test results indicated that there was a significant difference ($F = .873$, $P = .0478$) in age of the coordinator and "Advisory Committee," the differences were not revealed in the pairwise comparison, i.e., when all groups were compared to each other the significance did not show. More complex comparisons and analysis can forecast the differences, but were deemed unnecessary for this study as it was designed.

Table 21 shows that the mean of the two older groups was higher than that of the two younger groups. Therefore, the two older groups tended to have better school and community understanding and advisory

TABLE 20

SCHEFFÉ POST HOC ANALYSIS

Age of the Coordinator and Choice of Training Station

Contrast	Estimate of Population $\bar{X}_i - \bar{X}_j$	(95% Confidence Interval)		Significant
		Lower Level	Upper Level	
$\mu_1 - \mu_3$	-2.1667	-4.7087,	.3754	No
$\mu_2 - \mu_3$	-1.0556	-2.5786,	.4675	No
$\mu_3 - \mu_4$	.2857	-1.3132,	1.8846	No
$\mu_1 - \mu_2$	-1.1111	-3.5193,	1.2971	No
$\mu_1 - \mu_4$	-1.8810	-4.3378,	.5759	No
$\mu_1 + \mu_2 - \mu_3 + \mu_4$	-2.9365	-5.8271,	-.0459	Yes

N1 = 4, N2 = 16, N3 = 10, N4 = 15

TABLE 21

MEANS AND STANDARD DEVIATIONS OF DEPENDENT MEASURES AND AGE OF THE COORDINATOR

		AIMS		CHOICE *		RELATED		ADVISORY *		COMMUNITY *		TRAINING		FOLLOW	
AGE	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Under 25	46	2.67	.577	3.33	2.89	3.00	1.00	1.00	1.73	3.67	1.53	2.67	2.30	1.00	1.00
26-35	16	2.44	.784	4.44	1.42	3.28	.83	.89	1.02	3.83	1.68	3.50	.78	1.33	.594
36-45	10	2.60	.516	5.50	.71	3.60	.52	2.10	.99	6.40	1.17	3.70	.67	1.80	.422
Over 45	15	2.50	.650	5.21	1.12	2.93	1.07	1.64	1.22	5.64	1.27	3.79	.42	1.64	.497

*Significance Difference Observed at $\alpha = .05$

committee understanding regarding Part G Programs; but despite the fact that a .05 level of significant differences was observed, the mean scores revealed that all coordinators were rather favorably inclined.

8. Significant distinctions were found in Ho_4. There were significant differences between the type of certificate held by the coordinator and the "Community and School Understanding" and "Advisory Committee" dependent measures.

The items that made up both "Community and School Understanding" and "Advisory Committee" dependent variables have been presented in this chapter (pp. 88, 89, 90). The Scheffé post hoc analysis revealed that significant distinctions could not be detected in a pair-wise comparison. Based on the design of this study, a more complex comparison would not be of interest. Table 22 shows that the mean of the temporary certificate holders was higher than that of the other two certificate holders on both variables. Therefore, the temporary certificate holders tended to have higher perceptions of the "Community and School Understanding" and "Advisory Committee." In spite of the fact that a significant difference was observed, the mean scores were relatively favorable on all dependent variables for all three types of certificate holders.

9. Significant distinctions were found in Ho_{10}. There were significant differences between the types of students served and the expressed attitudes toward students and perceptions of students' attitudes.

Items 32, 34, and 42 made up the dependent variable, "Attitude Toward Disadvantaged Students in Program." Coordinators were instructed to choose one of five possible responses from "Strongly Agree" to "Strongly Disagree." The items to which they responded were:

a. No job is considered menial so long as the individual is making an honest living.

TABLE 22

MEANS AND STANDARD DEVIATIONS OF DEPENDENT MEASURES AND TYPES OF STUDENTS SERVED

TYPE OF CERTIFICATE	N	AIMS		CHOICE *		RELATED		ADVISORY *		COMMUNITY *		TRAINING		FOLLOW	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Temporary	11	2.72	.47	4.91	1.51	3.55	.57	2.27	.77	6.36	1.97	3.91	.30	1.45	.52
Provisional	22	2.50	.67	4.68	1.43	3.27	.83	1.14	1.25	4.45	1.71	3.32	1.04	1.55	.67
Permanent	11	2.27	.79	5.00	1.41	2.73	1.10	1.18	1.08	4.73	1.56	3.73	.65	1.55	.52

No response 1

*Significance difference observed at $\alpha = .05$

Item 32 was negatively stated; therefore, a "Strongly Disagree" was considered the most favorable response. Six coordinators agreed strongly, seven agreed, six were uncertain, twelve disagreed, and fourteen disagreed strongly. This finding indicates that more than half of the coordinators realize that there is more to working than having a job. The job can be honest in every sense of the word, but it if does not provide the individual with a reasonable degree of economic security, which also promotes personal dignity and basic comforts, it may be worthless in the long run. It can also be added here that in the case of disadvantaged youngsters, if the job does not provide varied learnings, increased knowledge, plus better attitudes toward the world of work, the cause of helping disadvantaged youngsters get out of the pit of deprivation may be a lost one.

An interview with a young lady, who was not recommended by the coordinator, revealed that she had been in Part G-like programs for three years. Although she had changed jobs five times, she was never more than a counter girl or a waitress. For three years this young lady had received credits toward graduation working at a job that was not related to existing career opportunities susceptible to promotion and advancement, as stated in the State Plan (Appendix I). One could hardly refrain from suspecting the motives of a coordinator who finds it satisfying just to place a student on a job, any job, and forget that he/she is there if there are no complaints. This process seemed synonymous with retaining a student in the same grade for a number of years, in this case three years, and allowing him/her to graduate simply because he/she put in the specified time. It did not seem to take into account varied learning opportunities provided for the student.

b. Academically disadvantaged students cannot be taught successfully in the regular cooperative programs.

This statement was negatively stated. A "Strongly Disagree" response was considered the most favorable. Four coordinators agreed strongly, six agreed, seven were uncertain, eighteen disagreed, and ten disagreed strongly.

It was brought out in the interviews, which will be discussed later in this chapter, that under present conditions most Part G Coordinators felt that academically disadvantaged students are overlooked when placed in regular cooperative programs. Thirty-two of the Part G Coordinators reported that provisions are made for disadvantaged students in regularly reimbursed office and distributive education programs.

c. Academically disadvantaged students cannot be expected to develop specific job skills.

This statement was negatively stated and a "Strongly Disagree" represents the most favorable response. Two coordinators agreed strongly, two agreed, four were uncertain, twenty disagreed, and seventeen disagreed strongly.

Academically disadvantaged is not synonymous with mental retardation. Academically disadvantaged students are usually slow, but they are trainable and are capable of developing specific job skills. They may not have the mental capacity or fortitude to develop highly technical skills, but they can certainly be trained to perform tasks that require skills that are more sophisticated than sweeping floors, washing dishes and similar jobs that fall into the "dead end" category.

A job that provides just enough money to pacify them, but does not provide the opportunity for developing skills that will carry over into future for better jobs should not be considered for any student who is in his/her second year of cooperative education. Perhaps during his/her first year or first semester as a cooperative student, placing him/her on any approved, available job to acquaint him/her with the world of work can be justified; but acquaintanceship should not be permitted to go on indefinitely. Forty coordinators reported that remedial instruction is provided based on the individual's needs. This remedial instruction should be directed toward increased basic knowledges and skills which will have immediate as well as carry-over value.

"Perception of Students' Attitudes" dependent variable consists of Items 33, 39, 40, 45, and 49. An example of such an item is:

a. Disadvantaged students seem more enthused over released time from school and making money than they do with learning job skills.

This statement was negatively stated and a "Strongly Disagree" response was the most favorable. One disagreed strongly, nine disagreed, eleven were uncertain, sixteen agreed, and five agreed strongly. If the cooperative program for the disadvantaged is to be considered a part of the student's total program, it seems safe to assume that budgeting should be one of the major units discussed during the related instruction. For the most part, these students have had little or no money to spend prior to their work assignment with the Part G Program. It is unfortunate that eleven of the coordinators indicated that they have no idea how the students feel about making money.

Thirty-nine of the coordinators reported that disadvantaged students seem to see the program as one of value for them. Yet, during the interviews with the thirty-five students, one-hundred percent of them indicated that they look at their job as just a job and not as part of their high school training. In 95% of the cases, Part G students interviewed said, too, that if they did not need the money, they would rather stay in school than work. They did not, for the most part, make statements that suggested dislike for school; they mentioned particulars that they disliked. They did say in all cases that they would recommend the program to a friend.

Ten of the coordinators disagreed or were uncertain about the program's impact on reducing the problems of the disadvantaged students; however, they all agreed that the program encouraged potential dropouts to stay in school.

A Scheffé post hoc analysis revealed a significant difference between urban and rural coordinators' expressed attitudes toward students in Part G Programs. A significant difference between urban and suburban coordinators' "Perceptions of Student's Attitudes Toward the Program" was observed. Table 23 shows that the mean of the rural coordinators was higher than that of the urban coordinators. Therefore, the rural coordinators tend to have lower perceptions of the student's attitudes in programs than do urban coordinators. The mean of the suburban coordinators was higher than that of the urban coordinators, which suggests that the suburban coordinators have lower perceptions of the student's attitudes towards the program. The above two findings were certainly unexpected. Based on the review of literature, urban youngsters are more difficult to

TABLE 23

MEANS AND STANDARD DEVIATIONS OF DEPENDENT MEASURES AND TYPES OF STUDENTS SERVED

Type Student		Attitude Toward Program		Attitude Toward Students		Perception of Students Attitude Toward Prog.*		Perception of School Adm. and Community		Item 35- Development of job Skills		Item 41- White Students Perform better		Item 46- Antagonism of Regular Coordinator		Item 48- Administrative Support	
	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Urban	21	10.67	2.31	7.28	2.17	9.95	2.42	6.95	1.96	2.52	1.24	2.29	1.14	3.29	1.31	1.61	.74
Rural	9	11.67	2.54	9.56	1.33	10.89	1.36	6.78	1.09	2.22	1.09	2.89	.78	3.44	1.51	1.56	.53
Suburban	15	11.93	2.66	8.67	2.66	12.13	2.32	6.20	1.74	2.87	1.25	2.26	.88	3.40	1.30	1.60	.91

*Significance observed at $\alpha = .05$

handle in school and have higher dropout rates than do those in other areas. These findings suggest that coordinators of these programs have faith in their students and hope for the success of the programs. Although the .05 level of significance was observed in both instances, the mean scores indicated that the attitudes and perceptions of all groups on all dependent measures were somewhat favorable.

10. When interviewed both coordinators of the cooperative program for the disadvantaged and coordinators of regular vocational cooperative programs reported, with one exception, that disadvantaged students are taught more effectively in special programs than in regular vocational cooperative programs.

Although both groups were in agreement on the above statement, their reasons were entirely different. Regular vocational coordinators reported that:

1. They do not have time to give the special attention most disadvantaged students need.

2. They work with junior and senior students who have acquired some job entry skills.

3. Competition is not very keen for academically disadvantaged students when they are in special classes, and they have a better chance of keeping up.

4. Job assignments are not made by them (the coordinator). They send several students to interview for the same job. It is left to the student to sell him/herself. Chances for the disadvantaged student under these conditions are very slim.

5. It takes a special kind of person to work well with disadvantaged students and quite frankly, "I am not that kind of person," said one.

Part G Coordinators reported that:

1. It takes extra work and dedication to work with disadvantaged students. "Regular coordinators say they don't have the time. That's not true, they are not willing to put forth the extra effort."

2. "I enjoy teaching disadvantaged students; they need me, and I think I relate to them very well. Anyone can teach a gifted youngster. In fact, they can teach themselves with a little direction."

3. "It would be ideal to have students who are considered disadvantaged included as an integral part of regular vocational co-op, but we just cannot afford the luxury. As it is, we are not getting to all the kids who need help."

4. "Regular co-op does not begin until a youngster is a junior or senior. Most of the kids that I have will not stay in school without a job."

It was interesting to note on Item 38, "There are no real differences other than students selected, between the regular cooperative program and the disadvantaged cooperative program." Five coordinators agreed strongly, eleven agreed, one was uncertain, eighteen disagreed, and ten disagreed strongly. The large number of agrees and strongly agrees was not anticipated. Had such responses been expected, a closer examination of the differences between programs would have been explored. Just as a speculation, respondents might have had such differences in mind as: (1) kinds of jobs that are available for disadvantaged students, (2) age and grade level of students selected, and (3) community support that is given to the disadvantaged cooperative program. At any rate, there was a wide range of opinions on the distinctions between the two programs, and it is unfortunate that the reasons for these differences, as reported by the coordinators, are unknown.

When asked if "teacher-coordinators of regular vocational programs tend to be antagonistic toward the installation of programs for the disadvantaged," three agreed strongly, thirteen agreed, five were uncertain, thirteen disagreed, and eleven disagreed strongly. One of the major complaints of Part G Coordinators during the interviews was

that the working relationship between the two coordinators is not as good as it should be. Coordinators indicated that they are often in competition for jobs. Regular cooperative programs have been part of the school program for a larger number of years; the Part G Programs are not yet five years old. Naturally regular coordinators, especially those who have been on the job five years or more, have established a list of employers that hire their students year after year. As trivial and childish as it may seem, such a coordinator may become annoyed when other coordinators threaten to infringe on the secure system that he/she has established. Fortunately, this type of behavior does not exist in all programs, as the results of the following item indicates:

11. Part G Coordinators reported that students' career goals are one of the first priorities considered in job placement. Thirty-four of the coordinators answered "yes" to Item 3, "With few exceptions, students are placed on jobs that are related to their career goals."

During the student interviews, only two of the thirty-five indicated that they have career goals. However, in all cases they admitted that they did not want to do the type of work, or anything related to what they were doing at the present time, the rest of their lives.

The coordinators admitted in the interviews, after probing, that for the most part these students are void of career goals or aspirations.

When students are without career goals, the coordinators indicated that they use the following methods in placing students on jobs:

1. Provide students with literature on types of jobs for which they can prepare.

2. Provide students with information on types of jobs which are available.

3. Place the student on the job based on his ability to handle it regardless of his/her interest.

4. Place the student on the job that is available and move him/her to another job when one is available.

Businessmen reported:

1. "I try to provide varied learnings for the students, but there is just so much that can be learned in the short-order business."

2. "I find the students much more dependable than they are given credit for being. I've had several and have been pleased with all of them."

3. "I do not find them too responsible. I had to let two go this year because of excessive absences."

4. "I take as many of them as I can get. They are the hardest workers you can find anywhere."

5. "I really don't need as many as I take, but I try to help these people, and I have the means."

The businessmen who were interviewed in all cases looked upon the programs favorably. One built-in bias did exist. Businessmen were selected from a list provided by the coordinators. They were businessmen who had at least one Part G student in their employ. Interviews with businessmen who once but no longer hired disadvantaged students would probably have yielded different findings.

Thirty coordinators reported that they had, at times, encountered much difficulty selling disadvantaged trainees to employers. Thirty-seven reported that retail and other business leaders volunteer work stations for the students in the cooperative program for the disadvantaged.

Forty-three coordinators reported that businessmen are informed of the purposes of the program and training stations, and forty-two reported

that they encouraged employees to think of the program as a "training experience" for the student and not a source of inexpensive labor. The three coordinators who answered no to that question are completely unaware of what Part G Programs are all about.

When asked what, if anything, they liked most about their jobs, the students responded:

1. "the money"
2. "getting out of school"
3. "meeting people"

When asked what, if anything, they disliked about their jobs, they responded:

1. "don't have any time for myself"
2. "cannot participate in sports"
3. "I think I should be paid more"
4. "my job is boring"
5. "cannot take a class that I want because of my job"

Student responses seem to indicate that they are not, for the most part, overly enthusiastic about the types of jobs that they have, but the need for money is so great that they have few, if any, better alternatives. Over 90 percent of the coordinators reported that students seem to find their jobs economically as well as personally rewarding, but would rather not be labeled as "disadvantaged."

During the time of the school visitations and interviews, many of the characteristics of the program and the coordinators were viewed that could not possibly have even been sensed from the questionnaire responses. Following these events, both positive and negative, were considered worthy of highlights.

Two school sites were visited that were considered outstanding and quite unique.

The first program did not have a coordinator designated on the class schedule as Part G or any such special coordinator hired to work with disadvantaged students exclusively. The school was receiving Part G funds, but a team of four coordinators worked with all students based solely on interest of the students. Students in all cases were placed on jobs directly or indirectly related to their career goals. If a student was unsure about goals, he/she was counseled by one of the coordinators. The coordinator interviewed at this site was a vivacious individual who stays on the move in the interest of his students. After spending an entire day with him, it seemed safe to conclude that a program is no better than its coordinator.

The second program was a night school program for youngsters who had been unsuccessful in the day program. They were given the entire day to work and attended school four nights a week. The course offerings were the same as the day offerings. If a student wanted to take a course that was not scheduled, providing he/she could get a specified number of students to sign up, it would be automatically added to the list of course offerings. Students seemed to have been highly pleased with their program. A full academic schedule was available for them. Consequently, they had no concerns about having sufficient credits for college entrance as was the case in some of the day programs where students were working when certain classes that they wanted to take were offered. This program had been the subject of two research projects this year, but the findings were not available.

Two of the coordinators interviewed indicated that the 1972-73 school year would be their last year working with Part G Programs. One, a minority himself, felt that the program is a "farce." "They know damn well that the type of jobs that are available for these students is a waste of their time, with a little money attached. I struggle to get the best possible jobs for my students. I encourage black students not to take jobs at fast-food places. When I talk to prospective businessmen, I have a particular youngster in mind, and do not tell him that I represent 'disadvantaged' youth. The word 'disadvantaged' has a stigma attached that is self-defeating. I am leaving this program because I have so little faith in its outcomes, and I am going to channel my energies in remedial reading at the lower grades. If these kids cannot read and do simple arithmatic computations, no work-study job in the world is going to prepare them for a better life. There is no need for us to try to fool ourselves."

A second coordinator, who was not a minority, said, "I am not convinced that these kids are not being exploited from every angle. Let's face it, I only have the troublemakers and the slow learners. This makes for an ideal situation. The disadvantaged students like not having to be in school, businessmen are getting their work done for little or nothing, and everyone is happy except me. I see what is happening, and I don't like it. I am tired of shuffling papers and saying the right things at the right time. It has gotten to the point that I can no longer live with myself in good conscience. The kids are great, but the set-up is lousy."

There are many opinions expressed in this study, but it should be emphasized that the over 80 percent of the coordinators reported

full support from the school administrators and parents of the disadvantaged trainees. Ninety-nine percent recommended that the continuation of cooperative and other such work-study programs is vital to the successful training of disadvantaged youth.

CONCLUSIONS

The following conclusions are drawn from the findings of this study. These conclusions are pertinent to and limited by the assumptions and the design of the study.

1. Because of the significant differences in the age of the coordinators on three of the seven dependent variables, "Choice of Training Stations," "Advisory Committee," and "Community and School Understanding," one can conclude that the younger coordinator has more difficulty with human and public relations.

2. Because of the significant differences in years of teaching experience when compared to "Advisory Committee" and "Community and School Understanding" variables, one can conclude that coordinators with fewer years of experience have more difficulty with human and public relations.

3. Because of the lack of evidence to support the fact that specialized training for working with the disadvantaged is needed to coordinate programs, it can be concluded that specialized training is helpful but not necessary.

4. Because the seemingly most successful programs were coordinated by energetic, vivacious, personable coordinators, it can be concluded that a cooperative program is no better than its coordinator.

5. Because of lack of evidence to prove that programs differ based on type of student served, it can be concluded that there are no differences in the characteristics of urban, rural, and suburban program activities. There are differences, however, in kinds of jobs that are available in the three areas.

6. Because it is evident that disadvantaged students do not usually get the better jobs, it can be concluded that Part G Coordinators are obligated to find the best possible job for each student and to recommend courses and remedial

instruction that will increase the student's basic skills and knowledges. The combination of the two can provide an opportunity to make vertical moves toward the acquisition of a better career choice.

7. Because of the evidence to prove that disadvantaged students are usually placed on menial, low-paying jobs, it can be concluded that jobs that are not related to existing career opportunities, susceptible of promotion and advancement should not be considered in the second and subsequent years a student is enrolled in cooperative education.

8. Because of the evidence which supports the hypothesis that there is a degree of antagonism between Part G Coordinators and other vocational cooperative coordinators, it can be concluded that all teachers should work on behalf of all students. Trivial misunderstandings that are sometimes observed among coordinators of various programs should be non-existent.

9. Because 35.6 percent of the coordinators indicated that they have no years of occupational experience other than teaching, it can be concluded that they (35.6%) have not fulfilled all of the requirements for vocational certification.

10. Because of the objectives and purposes of Part G Programs, it can be concluded that the advisory committee should have representation from the disadvantaged community.

11. Because of the responses to questions on both the interviews and the questionnaires, it can be concluded that all persons are not mentally or emotionally equipped to work with disadvantaged youth. Extreme care should be taken in the recruitment and hiring of teachers of special programs for disadvantaged youth.

12. Because there is evidence that disadvantaged students are sometimes exploited, it can be concluded that a cooperative arrangement can be considered "good" only to the extent to which the job provides varied learnings, opportunities for promotion, increased job skills and knowledge and encourages potential dropouts to remain in school. Time spent on the job should not interfere with the development of basic skills taught in the classroom.

RECOMMENDATIONS

The following recommendations are drawn from the findings of this study. The recommendations are pertinent and limited by the assumptions, findings, and design of the study.

1. Further research of an evaluative nature must follow this study in order to it to be of maximum value.

2. Reconstruction of the instrument should solicit additional information such as,

   a. type of work in which coordinator was engaged provided that he/she had occupational experiences other than teaching.

   b. what differences actually exist when comparing the Part G Programs with other vocational cooperative programs.

   c. kind of school, i.e. high school, junior high school, etc.

   d. title given the program

3. Except in cases of mental retardation, disadvantaged students should be accepted in regular vocational programs.

4. Sophisticated evaluation, which includes valid pre and post tests should be given yearly to test the effectiveness of the programs.

5. The cooperative program for the disadvantaged should be renamed, as has been done in some of the districts. The term disadvantaged has a negative connotation.

6. There is evidence to suggest that the student-teacher ratio is high in some cases and presents problems for the coordinator of individual instruction and visiting training stations. It is therefore recommended that in such cases funds should be requested for an additional coordinator, part-time coordinator, paraprofessional or whatever is needed. When monies are not available, volunteer help from the State colleges and universities should be requested. It is further recommended that the State or U. S. Office of Education set a maximum for the number of disadvantaged students that can be served effectively and efficiently by each coordinator.

IMPLICATIONS

The research findings of this study have direct implications for the Michigan State Board of Education, local school districts, and other school districts outside of Michigan that have similar programs. The statements presented are not necessarily supported by the findings of the study, but are considered pertinent for program implementation, program changes, and future State and Federal legislation.

1. In areas where there is a large concentration of a particular ethnic group, at least one coordinator from the same ethnic group should be hired to coordinate Part G Programs. Disadvantaged students in particular have problems communicating with and relating to persons outside of the disadvantaged community. Minority coordinators, who themselves may have been subjected to similar hardships, may be able to understand and deal with many of problems that disadvantaged students face. This does not suggest that non-minority coordinators do not serve minority students well, nor is it meant to imply that all minority coordinators serve disadvantaged students well. Aside from college preparation, a Part G Coordinator must possess other characteristics. He/she must be energetic, vivacious, personable, have good ties with the business community, and have an interest in the future of disadvantaged students.

2. Recruitment and selection of coordinators of Part G Programs must be conducted with a great deal of care. Disadvantaged students are "special" people who are in desperate need of "special" teachers and coordinators who can work with and help them solve some of their problems effectively.

3. For the most part, disadvantaged students were without appreciable sums of money prior to their enrollment in Part G Programs. For these youth, the prime factor for working at the beginning was making money. Emphasis on budgeting, spending, and saving should not be overlooked as a <u>necessary</u> part of preparing the disadvantaged for the life ahead.

4. Poor public transportation facilities in rural areas often present problems for cooperative students. Monies are available under Part G to help with transportation services. These monies should be requested and utilized, because no student who needs financial help should be denied the opportunity to work simply because he/she has no means of getting to the job.

5. Programs designed to mold disadvantaged youths' attitudes toward the world of work should be developed for children at the elementary level, thereby, alleviating the problem of having to break bad habits that might not have developed if occupational training had begun earlier in their lives.

6. When and where possible, minority businessmen should be sought to work with disadvantaged students. A sense of pride and hope may be developed if disadvantaged students witness a degree of legitimate success by someone who possibly could have been subjected to similar disadvantages.

7. In a cooperative program, students must be placed where jobs are available. Retail establishments do offer many jobs for the unskilled worker, but the coordinator should not be satisfied with placing students on jobs just because they are open. He/she must be willing to knock on doors and convince employers in all areas of the benefits of hiring his/her students. Health care, for example, is a field in which jobs are now and are predicted to be open for the next twenty years. In addition, the career ladder in health occupations has many steps. A disadvantaged student who is without a career goal should be exposed to health care and other professions that offer many opportunities for advancement.

8. A student, advantaged or disadvantaged, who is permitted to progress through the grades cannot expect to move up the occupational hierarchy if he/she does not possess a command of the basic skills. Methods must be developed so that <u>all</u> students, barring mental retardation, leave school with a command of the basic skills. Any educational institution that falls short of this primary objective must be considered ineffective and should not be tolerated.

9. Based on the findings of this study concerning the erratic number of released hours from class a student is permitted to work and the number of students assigned to one coordinator, it is the strong feeling of this researcher that some minimal requirements be handed down from either the State or U. S. Office of Education. The flexibility afforded coordinators and administrators is sometimes abused.

10. In the event that disadvantaged students are placed in the same classroom with other students, it is assumed that they will not be isolated, but will be an integral part of the class. It will be the job of the coordinator to precipitate group interaction and the help-each-other atmosphere which makes for better relationships among students.

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APPENDICES

APPENDIX A

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • ERICKSON HALL

December 5, 1972

Dear Colleague:

You are one of the forty-three leading adminstrators in Michigan who plays an important role in the implementation of Part G, Cooperative Programs for the Disadvantaged. That is why Barbara Gaylor of the State Department of Education suggested that I contact you.

Undoubtedly, you know of the growing trend to evaluate federal programs to determine if, in fact, they are producing favorable results. At the present, however, there is still a large information gap of accurate statistics; and it is difficult to obtain a clear overview of the situation.

It is my intent to investigate this topic as a doctoral dissertation at Michigan State University.

You can help me greatly if you will send me a list of names and addresses of <u>all</u> coordinators of Disadvantaged Cooperative Programs in your district.

Since a complete response is vital to the accuracy of the research, I urge you to take time to comply with my request. I am most grateful for your cooperation in this project.

A stamped, self-addressed envelope is enclosed for your convenience.

Yours very truly,

Delores Taylor
Graduate Student

Enclosure

APPENDIX B

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF SECONDARY EDUCATION AND CURRICULUM • ERICKSON HALL

M E M O R A N D U M

TO:

FROM: Delores A. Taylor, Graduate Student

SUBJECT: Approval to Collect Data for Doctoral Dissertation

DATE: March 19, 1973

There are many State and Federally funded programs in Michigan designed to help those who have been unsuccessful in fitting into the mainstream of society; namely, the disadvantaged.

I am asking for your cooperation in obtaining information regarding one such program, the Part G, Cooperative Program for the Disadvantaged, funded under the Vocational Education Admendments of 1968. As you know, there is a growing trend to evaluate special programs to determine if, in fact, they are producing favorable results. At the present time, however, there is still a large information gap of accurate statistics, and it is difficult to obtain a clear overview of the situation.

It is my intent to investigate this topic as a doctoral dissertation at Michigan State University.

The general intent of this study is to collect data which will provide a greater insight into the quality and characteristics of the Part G Programs. I hope to come up with some findings which will aid in implementing and perfecting programs for disadvantaged youth.

The questionnaire that I have developed for the study is simple and should not require more than ten minutes of the coordinator's time. Would you be willing to have the Part G Coordinators in your district participate in this study?

In addition, some coordinators, principals, and students will be interviewed. These people will be randomly selected from a list of those who indicate that they are willing to participate.

Please return the attached form indicating whether or not you are agreeable to the participation of the teachers in your district in the study.

Since one-hundred percent participation of all Part G Coordinators is vital to the accuracy of this research, I certainly hope that you will give your approval.

A stamped, self-addressed envelope is enclosed for your convenience.

Enclosures

Name of School District _____ Telephone Number _____

Number of Schools in District with Part G Cooperative Education Programs for the Disadvantaged _____

They are: (Please indicate the type of students mostly served--urban, rural, suburban--for each school listed)

School	Address	Coordinator's Name (if available)

Please encircle your response:

I (do, do not) give my approval to have questionnaires sent to the Part G Coordinators in my district.

I (do, do not) give my approval for short interviews with Part G Coordinators, Principals, and Students in Part G Programs in my district.

Comments:

_____
Signature

If there are questions, you may contact me by telephone at 517-353-3391.

APPENDIX C

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

May 7, 1973

Dear Colleague:

A few weeks ago, I sent you a letter soliciting your professional assistance. To date I have not received your response card indicating that the questionnaire has been completed and returned.

You have a very busy schedule, I realize; but I desperately need a complete return to insure the accuracy of my study. At last count I had a little better than fifty percent response--that is not enough. Won't you help me get a one hundred percent response?

A self-addressed envelope is enclosed for your convenience. Also enclosed is a post card which, when signed, indicates that your questionnaire has been completed and returned. Upon receipt of the card, you will receive no further correspondence.

If you have already completed and returned both the questionnaire and the card, please disregard this letter.

Your cooperation will be greatly appreciated.

Very sincerely yours,

Delores Taylor

Delores Taylor
Graduate Student

Enclosures

APPENDIX D

Co-op G Programs Approved for 1972-73

School District	Amount Allocated	Contact Person
Adrian Lenawee Intermediate School District	$22,860	James R. Brown, Principal
Ann Arbor Public Schools	$14,247	Earl W. Shaffer, Vocational Director
Bath Community Schools	$11,250	Robert D. Miller
Bay City Bangor Township Schools	$16,758	William Hileman, Principal
Benton Harbor Public Schools	$11,655	Bob Lane, Vocational Director
Berkley Public Schools	$12,420	Samuel Flam, Deputy Supt. Leo Gallivan, Special Needs Coord.
Coloma Public Schools	$14,886	Wesley Arent, Vocational Dir.
Davison Public Schools	$14,130	Thomas Fagon
Detroit Public Schools	$53,450	Jeanne Reed, Business Education
Detroit Public Schools	$23,265	Jeanne Reed, Business Education
East Detroit Public Schools	$16,650	James A. Reed, Director of Guidance
Flint Public Schools	$9,266	Charles Clark, Vocational Dir.
Flint Genesee Community College	$5,598	Charles Roche, Dean, Voc-Technical Education
Flint Genesee Community College	$8,004	Charles Roche, Dean, Voc-Technical Education
Highland Park Public Schools	$30,038	Clyde Minor, Vocational Dir.
Holland Public Schools	$5,000	Donald Gebraad, CEPD Coord.
Jackson Public Schools	$9,893	Robert DuBois

Co-op G Programs Approved for 1972-73 (continued)

Lansing Public Schools	$69,439	Russel Maples, Vocational Dir.
Madison Heights Public Schools	$17,127	William DiGiulio, Vocational Director
Madison Heights Lamphere Pub. Schools	$9,430	William DiGiulio, Vocational Director
Mason - Ingham Intermediate School District	$25,218	Jan Danford, Vocational Consultant
Memphis Public Schools	$16,056	Robert J. Phillips, Supt.
Menominee Public Schools	$14,301	Ernest Pintorelli, Coordinator
Muskegon Public Schools	$16,650	Gerrit Wiegerink, Vocational Dir.
Muskegon - Fruitport-Oakridge Schools	$15,975	Gerrit Wiegerink, Vocational Director
Muskegon - Whitehall-Montague Schools	$16,200	Gerrit Wiegerink, Vocational Director
Muskegon Heights Public Schools	$17,100	Gerrit Wiegerink, Vocational Director
Oak Park Public Schools	$14,805	Irving Collins, Vocational Dir.
Pontiac Public Schools	$54,085	Donald Kaiser, Vocational Dir.
Pontiac - Waterford Township Schools	$16,110	John Carter, Vocational Coordinator
Portage Public Schools	$29,206	Ronald Williams, Dir. of Youth
Port Huron Public Schools	$19,800	Harold Cook, Vocational Dir.
Royal Oak -		
Kimball High School	$6,896	Ronald Todd, Vocational Dir.
Dondero High School	$7,072	Same
St. Joseph Public Schools	$22,050	William Weirick
Stanton - Central Montcalm Public Schools	$9,990	A. Delbert Tucker, Principal

Co-op Programs G Approved for 1972-73 (continued)

Warren Public Schools		Alfred Bracciano, Vocational Director
Mott High School	$13,410	
Warren High School	$12,840	
Cousino High School	$11,880	
Sterling Hgts. High School	$12,840	
Wayne-Westland Public Schools	$24,768	William Murphy, Administrative Assistant
Ypsilanti Public Schools	$15,750	Ronald Isbell, Director of Instruction

APPENDIX E

Jury Selected to Evaluate the Questionnaire Items

Dr. Peter G. Haines, Professor
Business & Distributive Education
Michigan State University
East Lansing, Michigan

Dr. Rex E. Ray, Professor
Vocational Education
Michigan State University
East Lansing, Michigan

Dr. Mary Brown, Special Needs Coordinator
Lansing School District
Lansing, Michigan

Mrs. Mary Lane, Vocational Director
Highland Park Public Schools
Highland Park, Michigan

Mrs. Patricia Swagler (former coordinator of regular cooperative programs that served disadvantaged students)
Capital Area Career Center
Mason, Michigan

Mr. David Houston (former coordinator of regular cooperative programs that served disadvantaged students)
Michigan State University
East Lansing, Michigan

Mr. Harry Whitesell, Part G Coordinator
Lenawee Area Voc-Tech Education Center
Adrian, Michigan

Miss Barbara Gaylor, Supervisor
Work-Study, Co-op Unit
Michigan State Department of Education
Division of Vocational Education
Lansing, Michigan

APPENDIX F

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

April 7, 1973

Dear Colleague:

Your role as coordinator of the cooperative program for the disadvantaged places you in a "special position"--that of helping students who have been unsuccessful in regularly reimbursed programs. Much of your time, I am sure, is spent helping your students; but I do hope that you will take a few minutes to respond to the enclosed questionnaire.

As you know, there is a growing trend to evaluate Federally funded programs to determine if, in fact, they are producing favorable results. At the present time, however, there is a large information gap concerning the Part G Programs, and it is difficult to obtain a clear overview of the situation.

It is my intent to identify and describe characteristics of the Part G Programs in Michigan as a doctoral thesis at Michigan State University.

Hopefully, my study will provide a greater insight into the quality of the programs and will produce findings which will aid in implementing and perfecting programs for disadvantaged youth.

Since a complete response is vital to the accuracy of this research, may I urge you to do it now, if possible. Your response is completely anonymous, of course. For follow-up purposes, it would be very helpful to me if you would return the enclosed post card separately from the questionnaire.

Thank you for considering my request; I am most grateful for your cooperation in this project.

Sincerely yours,

Delores Taylor

Enclosures

Return to: Delores Taylor
W522 Owen Hall
Michigan State University
East Lansing, MI 48823

QUESTIONNAIRE FOR COORDINATORS OF PART G, COOPERATIVE PROGRAMS FOR THE DISADVANTAGED

GENERAL INFORMATION (Coordinator)

Please Check: 1. Sex: (1.1) Male_____ (1.2) Female_____
2. Age: (2.1) Under 25_____ (2.2) 26-35_____
(2.3) 36-45_____ (2.4) Over 45_____
(2.5) Birthyear_____
(Optional)
3. Ethnic Background: (3.1) Black_____ (3.2) White_____
(Optional) (3.3) American Indian_____
(3.4) Spanish Surname_____
(3.5) Other (Specify)_____

4. Number of Years: (4.1) Teaching Experience_____
(4.2) Teacher-Coordinator of Cooperative Programs (Taught Related Class)_____
(4.3) Teacher-Coordinator of Cooperative Program for the Disadvantaged_____
(4.4) Occupational Experience other than teaching_____

5. Did you have any specialized training or experience working with disadvantaged students prior to your becoming a teacher-coordinator of the cooperative program for the disadvantaged.
(5.1) Yes_____ (5.2) No_____
If yes, check the type of training or describe the type of experiences and write in the approximate amount of time or credits for each type.

Type of Training or Experience	College Courses (5.3)____	Workshops (5.4)____	In-Service (5.5)____	Summer Institute (5.6)____	Other (Describe) (5.7)
Approximate Number of	Credits (5.31)____	Days (5.41)____	Weeks (5.51)____	Days (5.61)____	(5.71)____

6. What kind of Vocational Certificate do you now hold? (Check One)
(6.1) Special (Temporary)_____ (6.2) Provisional_____ (6.3) Approval_____
(6.4) Permanant (Continuing)_____ (6.5) Other (Specify)_____

GENERAL INFORMATION (Students and School)

7. Number of Students: (7.1) Enrolled in the School_____
(7.2) Enrolled in Regular Vocational Cooperative Programs that are funded by the State Department of Education_____
(7.3) Enrolled in the Part G, Cooperative Program for the Disadvantaged_____

They are: (Disadvantaged Cooperative Only)

(7.31) Female_____ (7.32) Male_____
(7.33) Black_____ (7.34) White_____
(7.35) Spanish Surname_____ (7.36) Oriental_____
(7.37) American Indian_____ (7.38) Other_____
(Specify)

Number of Students: (7.4) Who are Considered:
(7.41) Academically Disadvantaged_____
(7.42) Socio-Economically Disadvantaged_____
(7.43) Both of the Above_____
(7.44) Physically Handicapped_____
(7.45) Other (Specify)_____

(7.5) By Age Group:
(7.51) 14_____
(7.52) 15_____
(7.53) 16_____
(7.54) 17_____
(7.55) 18 or over_____

8. Number of grades in the school_____

9. The school serves students mostly from a/an (9.1) Urban_____ (9.2) Rural_____ (9.3) Suburban_____Area. (Check One)

10. Maximum number of released class periods from school students are allowed to work per week_____

11. Minimum number of class hours required per week_____

12. Number of students in Part G Program who work maximum number of hours a week_____

13. Number of students in Part G Program who work minimum number of hours a week_____

Instructions: In the following statements various characteristics of the cooperative program for the disadvantaged are described. Will you please indicate for each item whether or not your program bears such characteristics by checking either "Yes" or "No." "Not Appropriate" may be checked if your answer is "No" and you feel that the item described is unnecessary.

	YES	NO	NOT APPROPRIATE
1. A written statement setting forth the philosophy and objectives of the cooperative program for the disadvantaged has been developed.	1____	____	____
(If your answer to No. 1 is "Yes," answer 1.1-1.3 before moving to No. 2. If your answer is "No," move to No. 2.)			
1.1 Based on the philosophy and objectives, student performance objectives have been developed.	1.1____	____	____
1.2 The program is evaluated not less than twice a year by the coordinator and/or administrator in terms of these objectives.	1.2____	____	____
1.3 Written objectives and operation procedures of the program are made available to parents and potential disadvantaged cooperative students.	1.3____	____	____
2. Provisions have been made for disadvantaged students in regularly reimbursed office and distributive education programs.	2____	____	____
3. With very few exceptions, students are placed on jobs that are related to their career goals.	3____	____	____
4. Learning opportunities provided at the majority of the work stations are varied in nature.	4____	____	____
5. Students are permitted to change jobs when varied learnings are not possible on present jobs.	5____	____	____
6. The coordinator visits each training station.	6____	____	____
6.1 If yes, how often?_____			
7. Training stations are selected on the basis of the variety of learning experiences provided to supplement the classroom instruction.	7____	____	____
8. The student participates in the selection of his training station.	8____	____	____
9. The coordinator provides related instruction for each student directly related to his career goal.	9____	____	____

		YES	NO	NOT APPROPRIATE
10.	Remedial instruction is provided based on individual student's needs.	10_____	_____	_____
11.	Students participate in the evaluation of the related instruction.	11_____	_____	_____
12.	The student-teacher ratio is low enough so that individualizing instruction presents no problem for the coordinator.	12_____	_____	_____
13.	A general advisory committee has been appointed to assist the school in the development of the whole cooperative program for the disadvantaged.	13_____	_____	_____
	(If your answer to No. 13 is "Yes," answer 13.1-15.1 before moving to No. 16. If your answer is "No," move to No. 16.)			
	13.1 Local business representatives serve on the advisory committee.	13.1_____	_____	_____
	13.2 Parents from the "disadvantaged" community serve on the advisory committee.	13.2_____	_____	_____
	13.3 Students who are considered "disadvantaged" serve on the advisory committee.	13.3_____	_____	_____
14.	The committee assists the coordinator in locating suitable training stations for the program.	14_____	_____	_____
15.	The advisory committee has regularly scheduled meetings.	15_____	_____	_____
	15.1 If yes, how often?_____			
16.	The objectives and philosophy of the program have been presented to the members of the non-vocational faculty.	16_____	_____	_____
17.	The cooperative program for the disadvantaged is periodically publicized in the school publicity media.	17_____	_____	_____
18.	A planned program of publicity is carried on within the school for the benefit of the members of the faculty and interested students.	18_____	_____	_____
19.	A planned program of publicity is carried on outside the school.	19_____	_____	_____
20.	Retail and other business leaders volunteer work stations for the students in the cooperative program for the disadvantaged.	20_____	_____	_____

		YES	NO	NOT APPROPRIATE
21.	A school administrator occasionally accompanies the coordinator on visits to work stations.	21____	____	____
22.	The teacher-coordinator attempts to sell the cooperative program for the disadvantaged to the community through speeches to civic groups and utilization of other public relations techniques.	22____	____	____
23.	Employers are informed of the purposes of the program and the training stations.	23____	____	____
24.	There are regular evaluations by the employer and the coordinator of the student's progress.	24____	____	____
25.	Employers are encouraged to think of the program as a "training experience" for the student and not a source of inexpensive labor.	25____	____	____
26.	The employer and the coordinator have developed a written analysis of the trainee's job and listed desirable outcomes.	26____	____	____
	(If your answer to No. 26 is "Yes," answer 26.1-26.11 before moving to No. 27. If your answer is "No," move to No. 27).			
	26.1 The coordinator checks the student's work and progress in light of the written analysis.	26.1____	____	____
	26.11 If yes, how often?_____			
27.	Detailed records (e.g. Student Profile, Training Agreement, Training Plan, etc.) are kept on each student.	27____	____	____
28.	If a disadvantaged student is without a career goal, activities and meaningful experiences are provided that will give him career direction.	28____	____	____
29.	There is a sufficient number of released hours for the coordinator to visit students on the jobs and to recruit employers.	29____	____	____
30.	There is an organized system of follow-up of former disadvantaged students (e.g. by means of annual questionnaire, interview, etc.)	30____	____	____
	30. 1 If yes, what follow-up system is used? _____			

Instructions: Please indicate for each item whether you "agree strongly," "agree," are "uncertain," "disagree," or "disagree strongly."

		Agree Strongly	Agree	Uncertain	Disagree	Disagree Strongly
31. The cooperative program for the disadvantaged is seen as being "good" because it rids the regular classroom of its academic "problem children."	31					
32. No job is considered menial so long as the individual is making an honest living.	32					
33. Disadvantaged students seem more enthused over released time from school and making money than they do with learning job skills.	33					
34. Academically disadvantaged students cannot be taught successfully in the regular cooperative programs.	34					
35. Disadvantaged students who have not developed job skills in prior courses cannot be expected to fair well on a job that requires specialized skills.	35					
36. The cooperative program for the disadvantaged encourages potential dropouts to remain in school.	36					
37. The cooperative program is expected to have a positive impact on the work attitudes of the disadvantaged students.	37					
38. There are no real differences, other than the students selected, between the regular cooperative program and the disadvantaged cooperative program.	38					
39. Most of the disadvantaged students enrolled in the cooperative program see it as one of value for them.	39					
40. Many of the problems that the disadvantaged students had at the beginning of the schoolyear have decreased as a result of the training they have received in the cooperative program.	40					
41. White disadvantaged students perform better than disadvantaged students of other ethnic backgrounds in the cooperative program.	41					
42. Academically disadvantaged students cannot be expected to develop specific job skills.	42					

		Agree Strongly	Agree	Uncertain	Disagree	Disagree Strongly
43. I have, at times, encountered much difficulty in selling my disadvantaged trainees to employers.	43					
44. The disadvantaged program has a positive image among community (Social) groups.	44					
45. Students who are considered disadvantaged would rather not be labeled as such.	45					
46. Teacher-coordinators for regular vocational programs tend to be antagonistic toward the installation of programs for the disadvantaged.	46					
47. Most of the parents of the disadvantaged trainees react favorably to the special cooperative program.	47					
48. My program receives full support from the administrators of my school.	48					
49. Disadvantaged students seem to find their jobs economically as well as personally rewarding.	49					
50. The continuation of the cooperative program, and other such programs, is vital to the successful training of disadvantaged youth.	50					

APPENDIX G

ADMINISTRATIVE RULES GOVERNING THE CERTIFICATION OF MICHIGAN TEACHERS

Effective January 18, 1973

(By authority conferred on the state board of education by section 10 of Act No. 287 of the Public Acts of 1964, as amended, and sections 9 and 302 of Act No. 380 of the Public Acts of 1965, being sections 388.1010, 16.109 and 16.402 of the Compiled Laws of 1948.)

Rules 1, 5, 15, 23, 24, 26, 27, 29, 30, 32, 33, 34, 41, 51, 52 and 54 of the rules entitled "Teacher Certification Code", being R 390.1101, R 390.1105, R 390.1115, R 390.1123, R 390.1124, R 390.1126, R 390.1127, R 390.1129, R 390.1130, R 390.1132, R 390.1133, R 390.1134, R 390.1141, R 390.1151, R 390.1152 and R 390.1154 of the Michigan Administrative Code, rules 1, 5, 15, 23, 24, 26, 27, 29, 30, 32, 33, 34, 51, 52 and 54 appearing on pages 4234 to 4240 of the 1967 Annual Supplement to the Code, and rule 41 appearing on page 4741 of the 1968 Annual Supplement to the Code are amended, and rules 29a, 45 and 61 to 67, being R 390.1129a, R 390.1145, R 390.1161 to R 390.1167, are added to read as hereinafter provided.

The rules of the state board of education entitled "Plan for the Certification of Teachers and Coordinators of Trade and Industrial Education", "Plan for the Certification of Teachers and Coordinators of Business Education", "Plan for the Certification of Teachers of Vocational Agriculture", and "Plan for the Certification of Teachers of Vocational Homemaking", being R 390.571 to R 390.603 of the 1954 Michigan Administrative Code, and appearing on pages 4014 to 4019 of the 1954 Administrative Code; rules 2 to 5, 103, 123, 124 and 133 of the rules entitled "Reimbursed Programs of Vocational-Technical Education", being R 395.232 to R 395.235, R 395.333, R 395.353, R 395.354 and R 395.363 of the Michigan Administrative Code and appearing on pages 4247, 4268 and 4270 to 4272 of the 1967 Annual Supplement to the Code; and rule 31 of the "Teacher Certification Code", being R 390.1131 of the Michigan Administrative Code and appearing on page 4237 of the 1967 Annual Supplement to the Code are rescinded.

R 390.571 to R 390.603. Rescinded
R 395.232 to R 395.235. Rescinded
R 395.333. Rescinded
R 395.353. Rescinded
R 395.354. Rescinded
R 395.363. Rescinded
R 390.1131. Rescinded

PART 1. GENERAL PROVISIONS

R 390.1101. Definitions.

Rule 1. As used in this code:

(a) "Elementary school" means a school which includes grades kindergarten to 9.

(b) "Secondary school" means a school which includes grades 7 to 12.

(c) "Sponsoring institution" means a higher education institution approved for teacher education by the state board and which is willing to make recommendations as to applicants for the several certificates provided for in this code.

(d) "State board" means the state board of education.

(e) "Substantive field" means courses in areas other than professional preparation courses in education or courses of content or methods related to the preparation of teachers.

(f) "Satisfactory college credit" means an average grade of "C" or its equivalent.

(g) "Certificate endorsement" means the extension of the grade level validity of an existing elementary or secondary certificate or the completion of a planned program in an area of specialization. The intent of the endorsement program is to permit a person with a secondary certificate to obtain an endorsement at a level other than secondary and to permit a person with an elementary certificate to obtain an endorsement in another area or level other than elementary.

(h) "Early childhood certificate endorsement" means an authorization to teach in any school program preceding or including kindergarten.

(i) "General elementary certificate endorsement" means an authorization to teach in grades kindergarten to 6.

(j) "Middle school certificate endorsement" means an authorization to teach in grades 5 to 9.

(k) "Secondary certificate endorsement" means an authorization to teach in grades 10 to 12.

HISTORY: Add. 1967; Am. 1973.

R 390.1105. Persons required to hold certificates or permits.

Rule 5. (1) A person employed in an elementary or secondary school with instructional responsibilities shall hold a certificate, permit or vocational authorization valid for the positions to which he is assigned.

(2) A teacher aide, classroom assistant, secretary to instructional personnel or other paraprofessional person legally employed in a non-instructional capacity need not be certificated as a teacher.

(3) A student enrolled for student teaching or internship credit at an approved teacher education institution need not hold a teaching certificate but shall be certified by such teacher education institution to the state board as enrolled for student teaching. The certificate shall include the initial and final dates of the assignment and the name of the school to which the student is assigned. Upon filing such certificate with the state board, persons assigned school duties by a board of education shall be considered as lawfully exercising such duties.

(4) A full-time teacher of a day school program reimbursed from vocational education funds (agriculture, business, homemaking, trade and industrial), shall meet the minimum qualifications for endorsement or authorization in the particular vocational education field as specified by the state board.

(5) A teacher in a reimbursed program in special education, shall meet the minimum qualifications for certification when required by law in the particular special education field as specified by the state board.

(6) A previously issued certificate retains its original designation and validity. A permanent certificate continues as a permanent certificate.

HISTORY: Add. 1967; Am. 1973.

R 390.1111. Equality of opportunity.

Rule 11. (1) The state board holds that segregation of students at any level in educational programs seriously interferes with the achievement of equal opportunity guarantees of this state and that segregated schools fail to provide maximum opportunity for the full development of human resources in a democratic society. Therefore, it directs each Michigan institution of higher education approved for the preparation of teachers to provide an opportunity for prospective teachers to: (a) understand the effect of discrimination on minority groups as well as on the majority; and, (b) be educated in integrated teacher education programs so that in their professional careers they will be able to further achievement of the equal opportunity guarantees of this state.

(2) An applicant for provisional certification shall show an awareness that Michigan's constitution and laws guarantee the right to equal educational opportunity without discrimination because of race, religion, color, or national origin.

(3) Such an applicant holds an important responsibility for creating a climate for learning based upon the practice of, and an understanding of, equality of educational opportunity in its fullest sense.

(4) Such an applicant who is otherwise qualified shall not be denied the right to be certified by the state board, to receive training for the purpose of becoming a teacher or to engage in practice teaching in any school, on the grounds he is blind, deaf, or physically handicapped

in some other manner. A school district shall not refuse to engage a teacher on such grounds, if such a handicapped teacher is able to carry out the duties of the position for which he applies in the school district.

HISTORY: Add. 1967.

R 390.1115. Applications and credits.

Rule 15. (1) The application for a certificate or permit shall be directed to the state board of education, Lansing, Michigan, presented on a form supplied or approved by the state board.

(2) Credits toward certification shall be completed through an approved teacher education institution, or accepted in transfer by such an institution, and shall be acceptable toward requirements for a provisional teaching certificate and a bachelor's or higher degree. The state board reserves the right to determine the acceptability of credits presented for certification from approved teacher education institutions located in other states.

HISTORY: Add. 1967; Am. 1973.

R 390.1117. Certificate restrictions and expiration.

Rule 17. (1) A certificate and a permit have certain restrictions as to the nature of teaching for which the holder may be employed. The applicant and the employer shall be thoroughly familiar with the specific provisions regarding the validity of the several certificates.

(2) All certificates and permits expire on June 30 of the expiration year indicated on the certificate or permit.

HISTORY: Add. 1967.

PART 2. STATE PROVISIONAL CERTIFICATES

R 390.1121. General provisions.

Rule 21. (1) A qualified person shall complete an application for provisional certification within 5 years after certification requirements have been met.

(2) The requirements in this part of the code for the several certificates are minimum requirements.

(3) The provisions of this part are mandatory for all persons enrolled in teacher education institutions in this state after July 1, 1970.

HISTORY: Add. 1967.

R 390.1122. General education and substantive fields.

Rule 22. (1) An applicant for a provisional certificate shall demonstrate that he has an acquaintance with the substance, concepts, and methods of the principal areas of human knowledge, and skills essential to communication and inquiry in modern society. He shall present evidence that he has completed not less than 40 semester hours in a program of general or liberal education.

(2) An applicant shall present evidence of completion of a program providing for depth in any substantive field he proposes to teach. At the secondary level, such specialization is ordinarily initiated by completing a major in a specific field or in closely allied fields. At the elementary level, responsibility for introducing pupils to many areas of human knowledge or inquiry shall not deprive the prospective teacher of the opportunity to develop a degree of specialization in a particular substantive field. Therefore, the applicant shall present evidence that he has begun to master a substantive field and is able because of his teaching skills to stimulate students to seek more knowledge and understanding.

HISTORY: Add. 1967.

R 390.1123. Professional education.

Rule 23. (1) An applicant shall present evidence that he has completed 20 semester hours of theoretical and practical knowledge in the following fields:

(a) How human beings grow and how they learn.
(b) The structure, function and purposes of educational institutions in our society.
(c) The methods and materials of instruction appropriate to the elementary or secondary level.
(2) The applicant shall present evidence that he has participated under institutional supervision for a minimum of 6 semester hours (of the 20) in directed teaching at the level for which the certificate is granted.
HISTORY: Add. 1967; Am. 1973.

R 390.1124. Scholastic averages and directed teaching.

Rule 24. (1) An applicant for an elementary or secondary provisional certificate shall have satisfactory college credits prior to assignment to directed teaching. An applicant, to qualify for a certificate, shall obtain satisfactory college credit in directed teaching. An applicant shall have satisfactory college credit in the required hours for each successive certificate.
(2) For certification purposes, a minimum of 30 clock hours of responsible classroom teaching and observation under the supervision of a sponsoring institution is equivalent to 1 semester hour of credit in directed teaching.
(3) The directed teaching requirement for the initial elementary or secondary provisional certificate may be waived in full or in part for an experienced teacher as follows:
(a) For an applicant with an earned master's degree or higher degree and 3 years of successful teaching experience at the appropriate level, together with a recommendation from the school superintendent and the sponsoring institution regarding the certificate, the complete requirement of 6 semester hours may be waived.
(b) For an applicant with less than an earned master's degree but with 5 years of successful teaching experience at the appropriate level, together with a recommendation from the school superintendent and the sponsoring institution regarding the certificate, the complete requirement of 6 semester hours may be waived.
HISTORY: Add. 1967; Am. 1973.

R 390.1125. Degrees and recommendations.

Rule 25. (1) An applicant for a provisional certificate shall have been granted a bachelor's degree from a Michigan college or university approved for teacher education by the state board. Degree requirements for an out-of-state applicant are determined by the out-of-state institution as described in rule 30.
(2) The sponsoring institution shall make recommendation concerning all certificates.
HISTORY: Add. 1967.

R 390.1126. State elementary provisional certificates.

Rule 26. (1) A state elementary provisional certificate may be issued to an applicant who presents evidence that he has completed 1 of the following requirements:
(a) A major of at least 30 semester hours or a group major of 36 semester hours, and a planned program of 20 semester hours in other substantive fields deemed appropriate to elementary education.
(b) Three minors of at least 20 semester hours each, 2 of which shall be in substantive fields which may include a group minor of 24 semester hours, and 1 of which may be a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education.
(2) A state elementary provisional certificate is valid for teaching all subjects in grades kindergarten to 8, and in subject matter areas in grade 9, in which the applicant has completed a major or minor. It is valid for 6 years.
HISTORY: Add. 1967; Am. 1973.

R 390.1127. State secondary provisional certificates.

Rule 27. (1) A state secondary provisional certificate may be issued to an applicant who presents evidence that he has completed the following requirements:
(a) A major of at least 30 semester hours or a group major of 36 semester hours.
(b) A minor of 20 semester hours or a group minor of 24 semester hours.

(2) A state secondary provisional certificate is valid for teaching all subjects in grades 7 and 8, and in subject matter areas in grades 9 to 12 in which the applicant has completed a major or minor. It is valid for 6 years.

HISTORY: Add. 1967; Am. 1973.

R 390.1128. Additional majors and minors.

Rule 28. A person already certificated who wishes to qualify for a new major or minor may combine credit already earned with additional credit to bring the total up to the minimum for a major or a minor as specified in this code. The additional major or minor is to be recommended by a sponsoring institution in the same manner as the original provisional or permanent certificate and is to be recorded on a form certifying supplementary majors or minors.

HISTORY: Add. 1967.

R 390.1129. Certificate endorsements.

Rule 29. (1) The holder of a provisional or continuing certificate (elementary or secondary) may qualify for a certificate endorsement by presenting evidence that he has completed 1 of the following planned programs with a minimum of 18 semester hours: early childhood, general elementary, middle school or areas appropriate to the secondary grades. When the planned program is completed following the issuance of the initial provisional state certificate, the person may apply the credit on the requirements for the continuing certificate.

(2) The holder of a provisional or continuing certificate (elementary or secondary) may qualify at a new certificate level (elementary or secondary) by presenting evidence that he has completed a minimum 12 semester hour planned program appropriate to the new certificate level. The applicant qualifying for the new certificate shall present evidence that he has a distribution of majors and minors appropriate to teaching at that new level. When directed teaching at the new level is required, the minimum of 2 years of successful teaching experience at the appropriate level as determined by the state board may be substituted for the requirement. Credit completed in qualifying at a new certificate level may be applied on the requirements for the continuing certificate.

(3) A Michigan institution approved for teacher education or an institution out of this state as authorized by subdivision (c) of subrule (1) of rule 32 may recommend the additional certificate endorsement.

HISTORY: Add. 1967; Am. 1973.

R 390.1129a. Procedures at expiration of provisional certificates.

Rule 29a. (1) To be qualified for teaching at expiration of an elementary or secondary provisional certificate, an applicant shall qualify within the provisional period for a continuing certificate. If the applicant does not so qualify, a 3-year renewal of the provisional certificate may be granted if the applicant presents evidence that he has completed 10 semester hours of credit since issuance of the provisional certificate or that he holds an earned master's or doctor's degree. A second 3-year renewal may be granted if the applicant presents evidence that he has earned 18 semester hours after issuance of the provisional certificate in a planned course of study applicable toward requirements for a continuing certificate or that he holds an earned master's or doctor's degree.

(2) The sponsoring institution shall make recommendation concerning the certificate.

HISTORY: Add. 1973.

R 390.1130. Reciprocity.

Rule 30. The state board may issue a provisional certificate to a person who has, or who is reported eligible for, a teaching certificate issued by the certificating authority of any other state in which requirements for certification are deemed equivalent to those in effect in this state. The state board may enter into written agreements with the states for the mutual acceptance of 1 or more types of teaching certificates issued by each state. The department of education shall publish and distribute annually a list of states with which reciprocity agreements are signed, or whose certificates are accepted in such manner.

HISTORY: Add. 1967; Am. 1973.

PART 3. STATE CONTINUING CERTIFICATES

R 390.1131. Rescinded 1973 (See R 390.1129a).

R 390.1132. State elementary and secondary continuing certificates.

Rule 32. (1) A state elementary or secondary continuing certificate may be issued to an applicant who presents evidence that he has completed the following requirements:

(a) He has taught successfully for 3 years according to the validity of his provisional certificate and since the issuance of the provisional certificate, as determined by the state board upon recommendation of the sponsoring institution and the local school district.

(b) He has earned 18 semester hours after the issuance of the state provisional certificate in a planned course of study. This advanced course of study is applicable to the applicant's professional development as determined by the state board upon recommendation of the sponsoring institution, and if appropriate, the local school district. A person with an earned master's or higher degree is not required to complete the 18 semester hour planned program.

(c) A continuing certificate may be recommended by a teacher education institution out of this state accredited by a national teacher accreditation agency approved by the state board provided that credits comprising a planned course of study are applicable toward a master's or higher degree at the institution.

(2) This rule is mandatory for all persons seeking certification after July 1, 1976.

HISTORY: Add. 1967; Am. 1973.

R 390.1133. State elementary and secondary 30-hour continuing certificates.

Rule 33. (1) A state elementary or secondary continuing certificate is not required but is available to the teacher who qualifies and requests it.

(2) This certificate may be issued to an applicant who presents evidence that he has completed the following requirements:

(a) He has taught successfully for 3 years, under the terms of his provisional, continuing or permanent certificate as determined by the state board upon recommendation of the sponsoring institution and the local school district.

(b) Thirty semester hours in a planned course of study beyond the bachelor's degree or that he holds a master's degree. This advanced course of study is applicable to the applicant's professional development and shall consist of a planned program contributing specifically to his professional improvement as determined by the state board upon recommendation of the sponsoring institution.

(c) When recommendation for this certificate is made by an institution which is located out of this state and accredited by a national teacher accreditation agency approved by the state board, the credits comprising a planned course of study shall be applicable on a master's or higher degree at the institution.

HISTORY: Add. 1967; Am. 1973.

R 390.1134. Validity.

Rule 34. (1) A permanent or continuing certificate or full vocational authorization retains its validity providing the holder is employed in an educational capacity for a minimum of 100 days in any given 5 year period.

(2) If the holder of a permanent or continuing certificate or full vocational authorization is not employed in an educational capacity for the minimum of 100 days in the 5 year period, his permanent or continuing certificate or full vocational authorization is automatically suspended.

(3) The suspended certificate or authorization may be reinstated provisionally for 1 year by the state board upon request of a public or private school employer that is willing to employ and sponsor the holder of the suspended certificate or authorization full time for 1 year. The provisional reinstatement shall be authorized to the sponsoring school employer in the name of the holder.

(4) During the reinstatement period the school employer shall provide appropriate classroom supervision to the teacher candidate for reinstatement of the certificate or authorization. The employer shall submit a written evaluation to the state board at the end of the 1 year reinstatement period.

(5) When the employer reports completion of 1 year of successful experience during the reinstatement period the permanent or continuing certificate or full vocational authorization shall be fully reinstated.

(6) When the employer reports that the reinstatement year of experience was unsuccessful, the holder of the suspended certificate or authorization may enroll in a teacher education institution of his choice and complete a minimum of 6 semester hours of credit selected to improve the teaching skills identified by the sponsoring employer as deficient during the 1 year reinstatement period. Upon successful completion of that additional credit, the permanent or continuing certificate or full vocational authorization shall be fully reinstated.

HISTORY: Add. 1967; Am. 1973.

PART 4. STATE SPECIAL PERMITS

R 390.1141. General provisions.

Rule 41. (1) On application, the state board will issue a special permit for a person who has the statutory qualifications and has completed, or had accepted by transfer, the prescribed amount of satisfactory college credit on an approved teacher education program. The permit will be a full-year permit or substitute permit.

(2) A permit or renewal is issued to the recommending superintendent or personnel officer who shall apply therefor and affirm under oath that a certificated teacher is not available for employment. The recommending superintendent or personnel officer receiving the permit or renewal shall hold the permit or renewal for the person.

HISTORY: Add. 1967; Am. 1968; Am. 1973.

R 390.1142. Full-year special permits.

Rule 42. (1) An applicant for a full-year special permit shall present evidence that the person has completed 120 semester hours of satisfactory college credit, including 15 semester hours of credit in professional education.

(2) A full-year special permit is valid for teaching in the grades or subjects specified on the permit or both until June 30 of the school year for which the permit is issued.

(3) A full-year special permit will be renewed upon presentation of evidence that the person has completed 6 semester hours of satisfactory additional credit applying on requirements for regular certification.

HISTORY: Add. 1967.

R 390.1143. Substitute permits.

Rule 43. (1) An applicant for a substitute permit shall present evidence that the person has completed at least 60 semester hours of satisfactory college credit until September 1, 1970, and 90 semester hours of satisfactory college credit after September 1, 1970.

(2) After September 1, 1973, the person who presents less than 15 semester hours of credit in professional education, but at least 120 semester hours of satisfactory college credit, is eligible for a substitute permit.

(3) A substitute permit is valid for teaching on a substitute basis for a maximum of 90 days during any school year for a person with a minimum of 60 semester hours of satisfactory college credit, and for a maximum of 90 days during any semester for a person with a minimum of 90 semester hours of satisfactory college credit, except that to be eligible to teach for 90 days, the person with less than 120 semester hours shall have completed 30 semester hours of satisfactory college credit within the last 10 years.

(4) After September 1, 1973, a substitute permit is valid for teaching on a substitute basis for a maximum of 90 days during any school year.

HISTORY: Add. 1967; Am. 1968.

R 390.1144. Substitute permits; renewal.

Rule 44. (1) For a person with 60 semester hours or more of satisfactory college credit who does not teach more than 90 days during any school year, the substitute permit is renewable the following year upon recommendation of the superintendent of schools and without additional credit, but no substitute permit shall be issued for any person with less than 90 semester hours after September 1, 1970.

(2) For a person with 90 but less than 120 semester hours of satisfactory college credit who does not teach more than 180 days during any school year, the substitute permit is renewable the following year upon recommendation of the superintendent of schools and upon presentation of evidence that the person is participating in a planned program approved by the sponsoring institution and has completed 10 semester hours of satisfactory college credit during the preceding 12 months.

(3) For a person with 120 or more semester hours of satisfactory college credit, the substitute permit is renewable the following year.

HISTORY: Add. 1967; Am. 1968.

R 390.1145. Permits in emergency situations.

Rule 45. On recommendation of the superintendent of a local or intermediate school district, the state board may issue a permit for a person with reasonable qualifications when failure to authorize the permit will deprive children of an education. The permit shall be issued for a specific period of time under emergency circumstances not including labor disputes.

HISTORY: Add. 1973.

PART 5. EDUCATIONAL INSTITUTIONS

R 390.1151. Approved teacher education institutions.

Rule 51. (1) The state board approves certain institutions and their programs for the purposes of preparing applicants for certification. Upon request of the state board a teacher education institution shall present a report of its teacher education curricula and definitions of majors and minors. The programs of an approved teacher education institution are subject to periodic review by the state board.

(2) A sponsoring institution recommending applicants for teachers' certificates shall establish selection techniques which insure that only qualified students are admitted to the teacher education program and sponsored for certification.

(3) Unless otherwise approved by the state board, all majors and minors offered by an approved teacher education institution shall be in subject matter fields pertinent to teaching at the level for which certification is to be recommended. The state board reserves the right to determine the acceptability of majors and minors recommended by out-of-state institutions.

(4) An applicant who has been graduated from a specific teaching curriculum, such as fine arts, industrial arts, library science, music, physical education, health education or foreign language, may be certificated to teach such specific subject in elementary and secondary grades when, upon recommendation of the sponsoring institution, the applicant qualifies at both levels.

(5) An applicant convicted as an adult of an act of immoral conduct contributing to the delinquency of a child, or a felony involving moral turpitude, as determined by a court, shall be denied issuance of a certificate or license or shall be denied enrollment for student teaching or internship in a public or private school, or shall have his certificate suspended or revoked.

HISTORY: Add. 1967; Am. 1973.

R 390.1152. Same; equivalence option.

Rule 52. An applicant may satisfy any educational requirement for certification by presenting evidence of an equivalent as determined by the state board. In granting such equivalence the state board shall consider college graduation and scores made on standardized examinations or prior teaching experience, or any combination of these or other appropriate criteria. Evaluation of equivalence shall be under direction of the state board. The sponsoring institution may award semester hours of credit based upon equivalence in partial fulfillment of requirements for a major or minor or for any of the required credits for certification.

HISTORY: Add. 1967; Am. 1973.

R 390.1153. Same; experimental programs.

Rule 53. The state board at the request of an approved teacher education institution may waive for a specific time particular requirements of this code, for experimental teacher education programs. A request for such a waiver shall provide sufficient detail as prescribed to allow the state board to approve such provisions in order that substantial experimentation with patterns of teacher education may be encouraged. Upon adequate evidence, the state board may give continuing status to an experimental teacher education program of demonstrated superiority.

HISTORY: Add. 1967.

R 390.1154. Out of state institutions.

Rule 54. (1) An applicant for certification in this state who has been educated in an accredited institution out of this state shall present evidence of having fulfilled all of the requirements established for residents of this state. The state board may accept credit from an institution accredited by its regional accrediting association.

(2) An applicant for certification in this state who presents credit from a teacher education institution not accredited by its regional accrediting association may validate such credit by gaining unconditional admission to full standing in the graduate department, division or school of a college or university fully accredited by the regional accrediting association, or completing 6 semester hours of acceptable graduate credit in an accredited institution or meeting such requirements as are specified by the state board.

(3) Credits from institutions in foreign countries will be adjudged by the United States Office of Education and by the state board in determining eligibility for certification.

(4) A state elementary or secondary provisional certificate may be issued to an applicant from another state who presents evidence that he has been graduated from a teacher education institution approved by that state's appropriate education agency and has completed a program in elementary or secondary education as prescribed by that teacher education institution, if the institution is accredited at the time of his graduation by a national teacher accreditation agency approved by the state board.

HISTORY: Add. 1967; Am. 1973.

R 390.1155. Non-teacher education institutions.

Rule 55. An applicant presenting credits from an institution of higher education not approved for teacher education purposes shall complete such credits as may be required by the state board in his individual case.

HISTORY: Add. 1967.

R 390.1156. Correspondence credits.

Rule 56. A correspondence credit may not apply toward requirements for a continuing certificate, renewal of a provisional certificate, nor conversion of a provisional or continuing certificate.

HISTORY: Add. 1967.

PART 6. VOCATIONAL ENDORSEMENT AND AUTHORIZATION

R 390.1161. State secondary provisional certification with vocational endorsement.

Rule 61. (1) An applicant for vocational endorsement shall meet the requirements for state secondary provisional certification as described in part 2 of these rules as well as presenting evidence of completing:

(a) A program in vocational teacher education at an institution approved by the state board for the preparation of vocational teachers in the occupational area of the endorsement.

(b) A major or a minor in an approved program in the occupational area of the endorsement.

(c) Two years of work experience in the occupational area of the endorsement or completion of a planned equivalent program of directed supervised occupational experience approved by the department of education. The occupational experience shall be characterized by its relevancy and recency.

(2) Vocational endorsement is valid for teaching in the stated occupational area in approved vocational education programs.

HISTORY: Add. 1973.

R 390.1162. State secondary continuing certification with vocational endorsement.

Rule 62. (1) A state continuing certificate with a vocational endorsement may be issued to an applicant who has met the requirements for continuing certification as described in part 3 of these rules as well as presenting evidence that he has completed the following requirements:

(a) Taught successfully for 3 years according to the validity of his provisional certificate and vocational endorsement and since the issuance of the provisional certificate and vocational endorsement, as determined by the state board upon recommendation of the sponsoring institution and the local school district.

(b) Earned 18 semester hours after the issuance of his state provisional certificate and vocational endorsement in a planned course of study which includes a minimum of 10 semester hours of relevant vocational education. This advanced course of study is applicable to the applicant's professional development as determined by the state board upon recommendation of the sponsoring institution and, if appropriate, the local school district. A person with an earned master's or higher degree is not required to complete the 18 semester hour planned program.

HISTORY: Add. 1973.

R 390.1163. Temporary vocational authorization.

Rule 63. (1) A temporary vocational authorization document may be issued upon the report of a designated vocational teacher education institution to an applicant presenting evidence that he has met the following requirements:

(a) Possesses a baccalaureate degree.

(b) Has a major or minor in the field of specialization in which vocational authorization is being requested or equivalent graduate credits to substitute for the required major or minor.

(c) Has a minimum of 2 years of experience in the occupational area concerned or has completed a planned program of directed supervised occupational experience approved by the state board. The occupational experience shall be characterized by its relevancy and recency.

(2) Temporary vocational authorization is valid for teaching in those courses in which instruction is limited to the occupation specified on the authorization in approved vocational programs. It is valid for 6 years.

HISTORY: Add. 1973.

R 390.1164. Full vocational authorization.

Rule 64. (1) A full vocational authorization document shall be issued to qualified candidates and shall be valid for continued teaching in those courses in which instruction is limited to the occupation specified on the authorization in approved vocational programs.

(2) Applications for full vocational authorization shall contain evidence that the candidate:

(a) Has taught successfully for 3 years according to the validity of his temporary vocational authorization as determined by the state board upon recommendation of the sponsoring institution and the local school district.

(b) Has completed a minimum of 10 semester hours of professional vocational education as determined by the state board and approved by the sponsoring institution and the local school district.

(3) The validity of a full vocational authorization is specified in rule 34.

HISTORY: Add. 1973.

R 390.1165. Annual vocational authorization.

Rule 65. (1) If a candidate does not meet the standards outlined for temporary vocational authorization, an evaluation of competency shall be made by the department of education. The department shall determine the adequacy of his combined education and occupational

and teaching experience in relation to the requirements set forth. A candidate shall have work experience at the journeyman level in apprenticeable trades. If the candidate is deemed competent, a 1 year vocational authorization shall be issued to the school district. This annual vocational authorization is planned primarily for persons who will be teaching only vocationally approved trade and industrial and health occupation courses in grades 9 to 12.

(2) This annual authorization is valid for teaching those courses in approved programs, in which instruction is limited to the occupation specified on the authorization.

(3) A vocational authorization is renewable annually upon the recommendation of the employing local school district.

HISTORY: Add. 1973.

R 390.1166. Credit from institutions not designated for preparation of vocational teachers.

Rule 66. Candidates for vocational endorsement or authorization who present credit from a teacher education institution not approved by the state board for the preparation of vocational teachers may validate the credit by gaining unconditional admission to full standing in the graduate department, division or school of a college or university approved for vocational teacher education, by completing 6 semester hours of acceptable graduate credit in an institution approved by the state board for the preparation of vocational teachers, or meet the requirements specified by the state board.

HISTORY: Add. 1973.

R 390.1167. Instructional programs leading to state or federal license.

Rule 67. Personnel assigned instructional responsibility in fields for which a state or federal license is required shall hold the appropriate license before requesting a vocational endorsement or authorization.

HISTORY: Add. 1973.

PART 7. CERTIFICATION OF TEACHERS UNTIL 1970

R 390.1171-R 390.1179. Expired 1970.

PART 8. CERTIFICATION OF CERTAIN TEACHERS UNTIL 1976

R 390.1181. State permanent certificates; elementary.

Rule 81. (1) A state elementary permanent certificate may be issued to an applicant who has held a state elementary provisional certificate and who presents evidence that he has met the following requirements:

(a) The application shall be made within 1 year after expiration of the state elementary provisional certificate.

(b) He has taught successfully 3 years in elementary schools within the 5 year period provided in the provisional certificate.

(c) He has earned 10 additional semester hours of credit in an approved institution after the date of issuance of the original state elementary provisional certificate.

(d) Credit earned after receiving the state elementary provisional certificate whether or not leading to a master's or higher degree, may be counted toward requirements for the state elementary permanent certificate, or additional majors or minors.

(2) The sponsoring institution shall make recommendation concerning permanent certification after submission of evidence by the applicant or after the collection of evidence by the sponsoring institution.

(3) A state elementary permanent certificate qualifies the holder to teach from the date of issuance in the elementary grades of the public schools of this state.

HISTORY: Add. 1967.

R 390.1182. State permanent certificates; secondary.

Rule 82. (1) A state secondary permanent certificate may be issued to an applicant who has held a state secondary provisional certificate, and who presents evidence that he has met the following requirements:

(a) The application shall be made within 1 year after expiration of the state secondary provisional certificate.

(b) He has taught successfully 3 years in the secondary schools within the 5 year period defined by the validity of the provisional certificate.

(c) He has earned 10 additional semester hours of credit in an approved institution after the date of issuance of the original state secondary provisional certificate. It is recommended, but not required, that such credit be in partial fulfillment for the master's degree.

(d) Credit earned after receiving the state secondary provisional certificate, whether or not leading to a master's or higher degree may be counted toward requirements for the state secondary permanent certificate, or additional majors or minors.

(2) The sponsoring institution shall make recommendation concerning permanent certification after submission of evidence by the applicant or after the collection of evidence by the sponsoring institution.

(3) A state secondary permanent certificate qualifies the holder to teach from the date of issuance in the secondary grades of the public schools of this state in the subjects or subject fields indicated on the certificate.

HISTORY: Add. 1967.

R 390.1183. State permanent certificates; general provisions.

Rule 83. (1) Waiver of additional training. Additional training for a state elementary or secondary permanent certificate may be waived when the applicant has a master's or higher degree from an accredited institution when the provisional certificate was issued, or prior to the application for a state elementary or secondary permanent certificate.

(2) Changes from provisional certification. To be qualified for teaching at the expiration of an elementary or secondary provisional certificate, the applicant shall qualify within the provisional period for the state permanent certificate. If the applicant does not qualify for the state permanent certificate within the provisional period the privilege of candidacy for a permanent certificate is forfeited. To qualify for reconsideration the holder shall meet the conditions specified by the state board to apply to the individual case.

(3) Invalidation of certificate. If the holder of a permanent certificate is not actively employed in this state, or elsewhere, for 5 consecutive years in an educational position, the certificate is automatically suspended. To qualify for recertification the conditions specified by the state board to apply to the individual case shall be met.

HISTORY: Add. 1967.

R 390.1184. State limited renewal certificates; 3-year.

Rule 84. (1) A 3-year state limited renewal certificate may be issued to the holder of a 3-year state limited certificate or a 3-year state limited renewal certificate, who has earned 10 semester hours of bachelor's degree credit since the date of issuance of the last certificate held. Renewal credits shall be presented to the state board by the approved teacher education institution where the applicant is a candidate for the bachelor's degree, be of an average grade of "C" or better, and be applicable toward requirements of the curriculum approved for a state provisional certificate.

(2) A 3-year state limited renewal certificate is valid for 3 years from the date of issuance and qualifies the holder to teach in the elementary grades of any school district except 1 which maintains an approved high school.

HISTORY: Add. 1967.

R 390.1185. State limited renewal certificates; 1-year.

Rule 85. (1) A 1-year state limited renewal certificate may be issued to the holder of a 1-year state limited certificate or a 1-year state limited renewal certificate, who has earned 6 semester hours of bachelor's degree credit since the date of issuance of the last certificate held. Renewal credits shall be presented to the state board by the approved teacher education institution where the applicant is a candidate for the bachelor's degree, be of an average grade of "C" or better, and be applicable toward requirements of the curriculum approved for a state provisional certificate.

APPENDIX H

Part G

Cooperative Education for the Disadvantaged

1. Definition

Co-op education means a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field.

2. Objective

The primary purpose of Part G Cooperative Education programs in Michigan is to assist disadvantaged youth in adjusting to the work environment by providing supervised and coordinated on-the-job training with related classroom instruction. Such programs will recognize the differing aspirations and ability levels of youth. Disadvantaged students enrolled in the lower high school grade levels may be considered as eligible for cooperative experience, provided they are at least fifteen years of age and provided they are enrolled in a vocational education program.

3. Types of Cooperative Arrangements

Work periods and school attendance may be on alternate half-days, full days, weeks, or other periods of time in fulfilling the cooperative vocational education program. Although no average hours per week are specified, it is desirable that programs operate for a full school year and that students in these programs work a minimum of 15 hours per week for the duration of the program.

4. Special Provisions

a. Related Instruction

Related work instruction for disadvantaged youth in Co-op G should include basic work adjustment instruction needed to bring students to an educational standard necessary for employment. Special education services which allow for basic or remedial reading, writing, computing and communication skills required for adequate job performance should be considered. In addition, each student shall be enrolled or have completed a related vocational training program.

b. Supportive Services

Certain services designated as supportive in nature are eligible for partial reimbursement. Such services include vocational counseling and guidance, remedial types of instruction, development of curriculum, and development of instructional materials. However, when requesting monies for supportive services, be sure to include such justification when the project is submitted for review.

c. Costs to Students

The Department of Education may reimburse local educational agencies for unusual costs of students resulting from their participation in cooperative education programs. Special tools and clothing, transportation, safety and other protective devices are services included as unusual costs provided they are not normally furnished by the employer or the school. The local educational agency will retain such speicals tools and other equipment which have a minimum cost of $25 per unit (i.e. a set of tools). (Other supply items, including special clothing, may be kept by the student provided that he remains in the cooperative education program for a period of at least 30 days from the beginning date of such employment.) When requesting monies for costs to students, be sure to include a list or description of eligible items to be purchased.

d. Additional Cost of Employers

One of the purposes of the funds available under Co-op G is to reimburse employers for the added costs of training beyond the ordinary costs of training new employees. Only when it can be established that without such reimbursement employers cannot provide quality on-the-job training, should local educational agencies submit "added cost payment" requests.

Categories of eligible costs include the following:

(1) Additional time of training sponsors/employers

(2) Special instructional materials

(3) Special formal training sessions not normally provided

(4) Clerical help required to keep necessary records and reports

Such added employers' costs will not include the costs of construction of facilities, purchases of equipment, and other capital costs which would accrue to the benefit of the employers.

The length of time in which employers are eligible to claim reimbursement of excess costs is limited to ninety work days.

e. Training Agreements

There is to be kept on file in each student's personal folder a copy of the training agreement made between student, coordinator, and employer. This agreement must include information as to job activities, hours worked, wages paid, the occupational program the student has completed or is enrolled in, and the type or kind of related instruction in which the student is enrolled. This agreement should contain the signature of student, parent or guardian, coordinator and employer. A copy of the written training agreement must be available for review upon request.

5. Criteria

a. Students receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field.

b. These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability.

c. Instructional staff assigned to Co-op G programs must hold or be eligible to hold a vocational teaching certificate. In certain instances, however, the school district may request the option to employ a counselor or some other regularly certified teacher who has the empathy and ability to work effectively with disadvantaged persons and with the business and industrial community.

6. Funding Criteria

Allocation of funds is in terms of priority to areas within the state having high rates of school dropouts and youth unemployments. Areas in which there is a concentration of school dropouts are those school districts where the dropout rate is equal to or exceeds the state average, plus 100 or more school dropouts. A high rate of youth unemployment is determined by the State of Michigan Employment Security Commission office and exists in those areas where 25 percent or more of the MESC applicants are youth 22 years of age and younger. If the amount of monies requested from eligible schools exceeds the allocation, it will be necessary to determine additional priorities that must be met in order to qualify for funding.

Post-secondary institutions are eligible to offer the program provided that one or more school districts which meet the above criteria are located in the service area of the post-secondary institution. All programs and projects approved will be funded under Part G provisions of the Act at 90 percent reimbursement rate. The 10 percent local share must be a direct in-cash contribution, such as salaries of project personnel. Indirect costs, such as heat, light, and rental of buildings, are not considered as eligible in-cash contributions.

7. Application Procedures

School districts in those areas of the state having a high concentration of school dropouts and youth unemployment are encouraged to submit requests for new and expanded cooperative education programs. These programs will be on a project, contractual basis, funded through Part G of the Vocational Education Amendments of 1972. (The regularly reimbursed cooperative education programs will be funded under Part B of the Act.)

a. Request application form VE-4002 from the CEPD Coordinator in each district.

b. Complete application form and submit to Career Education Planning District Coordinator in local planning district. This program request will become a part of the total vocational education program submitted by the planning district for each school year.

c. Program applications will receive approval, disapproval, or deferred action for such reasons as lack of funds. Each local educational agency submitting such applications shall be notified of the disposition of the application.

d. Final reports including amount of money actually expended, federal and local, must be submitted to the Vocational Education and Career Development Service within 30 days after completion of project.

APPENDIX I

EXCERPT FROM THE MICHIGAN STATE PLAN FOR VOCATIONAL EDUCATION

Evaluation and research designed to meet the requirements of consumer and homemaking programs will be compatible and coordinated with overall vocational education evaluation and research activities. Personnel working in the above ancillary services will meet the responsibilities and qualifications as contained in 1.3.

9.0 Cooperative Vocational Education Programs
In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with Federal funds under Part G of the Act.

9.1 Procedures for Approval of Cooperative Vocational Education Programs
New and expanded cooperative vocational education programs designed under Part G of the Act shall be established primarily for the purpose of assisting youth in developing those concepts, skills, understandings, and attitudes necessary to adjust to the work environment and thereby gain occupational competency consistent with their career interests. Such programs developed through participation of public and private employers, will be aimed at helping those youth not presently served but who need and can profit from supervised cooperative education programs.

Priority of funding cooperative vocational education programs through local educational agencies shall be given to areas of high concentration of youth unemployment or school dropouts.

9.11 Submittal of Applications
Local educational agencies may submit applications to the Department of Education for their review and recommendation. Such applications must show evidence that cooperative arrangements have been worked out between local educational agencies and private and public employers to provide on-the-job experience through part-time paid employment.

Nature of Program - Programs will be developed on the basis of local manpower needs identified with respect to the persons involved.

Duration - The total program, including related instruction and on-the-job training shall be sufficiently intensive to enable the individual served to develop necessary competencies. Cooperative experience may be viewed as an individually designed and employment-based learning activity for each student.

Other Application Requirements - Local educational agencies will describe in each application basic information needed by state staff. Applications shall contain information on the purpose, plan of the project, value to vocational education, qualifications of staff, financial arrangements, and participation of public and private employers, number of students enrolled in private non-profit schools who are expected to participate, degree and manner of their expected participation and provision that the local agency will maintain administrative control and direction.