

A FOLLOW-UP STUDY TO DETERMINE THE EFFECTIVENESS
OF THE COORDINATED VOCATIONAL EDUCATION AND
TRAINING PROGRAM IN SELECTED HIGH
SCHOOLS IN OKLAHOMA

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CHAPTER I

INTRODUCTION

One of the major domestic problems facing our nation today is to find ways to help those who come from disadvantaged backgrounds to take a more active part in its economic life. One solution often proposed is to train the disadvantaged for salable skills through vocational education. Many educators fear that taking large numbers of disadvantaged into vocational programs will damage the image of vocational training. In addition, vocational education, historically has not been organized for those students possessing less than average ability. The typical vocational course demands average or above average skills in reading and arithmetic as well as in the technical areas. As a rule students from disadvantaged homes do not possess these skills (10).

Coordinated Vocational Education and Training (CVET) for Disadvantaged and Handicapped Youth is the Oklahoma State Department of Vocational and Technical Education Program designed for students with special learning needs. It is intended for in-school youth possessing academic, socio-economic, or other handicaps to such an extent as to prevent them from succeeding in traditional educational endeavors. A combination of vocational and modified related instruction provides the educational opportunities of acquiring a salable vocational skill while also gaining basic knowledge in the related fields of math, science, English and social studies. This approach allows students participating

in the program to reach maximum personal development, including employment potential, in the shortest possible time. This program must be supported by a specialized guidance and counseling program for the students (15).

Eligible students usually have one or more of the following characteristics:

1. Low or under-achievers. They are often handicapped academically because of low scholastic ability and/or lack of educational and cultural advantages. Retarded by one or more grades, they are potential dropouts.
2. Low ability in communication skills. They are at a disadvantage with other students because of low reading ability, lack of verbal fluency, creativity, ability to think abstractly, capacity for deferred gratification, short attention span, and slowness of learning.
3. Irregular in attendance, frequently tardy and disinterested in school. They feel that they are second-class citizens at school and as a result do not like school, believe they cannot learn, and feel their teachers neither accept nor understand them.
4. Have no personal goal, lack a sense of purpose, lack self-confidence, and often develop negative self-images. Because there is a lack of opportunity for them at home or in the immediate neighborhood to become acquainted with a way of life different from their own or with persons in occupations of a higher status than those with whom they associate, they may not be motivated to attend school or to want something better. Standards of the family and neighborhood may discourage them from aspiring to a higher level of achievement or way of life.
5. Normal or above normal in potential ability to achieve satisfactorily in school but have failed courses for various reasons such as dislike of teachers and school, improper attitudes, poor study habits, laziness, poor reading ability, or have been enrolled in courses without adequate guidance and counseling.

6. Are members of families of low income or long-time recipients of welfare payments, or other subsistence. Often children from these families lack money for adequate clothing, food, or for participating in school activities requiring incidental expenses. These conditions contribute to feelings of insecurity and hopelessness, resulting in under-achievement in school (15, pp. 4-5).

Coordinated Vocational Education and Training objectives are twofold: (1) to provide students with vocational education preparing them for employment in jobs requiring semi-skilled knowledge and training, or through preparation in this program, prepare these students to the point where success in regular high school or area vocational schools is likely, and (2) to provide students with a related curriculum that departs from traditional methods at a level where they can succeed.

The need exists for a study to determine how effective CVET has been in meeting these objectives.

Statement of the Problem

Coordinated Vocational Education and Training was introduced in sixteen schools in Oklahoma during the 1970-71 school year. From this beginning the program has expanded into fifty-one programs in thirty-eight schools. The cost of these programs has reached approximately \$446,000.00 per year.

The Coordinated Vocational Education and Training Program has been designed to enable students to become prepared for employment in jobs requiring semi-skilled knowledge and training or to enter regular high school or area vocational school programs.

The present study was needed to determine if the Coordinated Vocational Education and Training Program has enabled students

completing the courses to obtain employment or to succeed in regular vocational programs.

Purpose of the Study

The purpose of the study was to determine the success of CVET in enabling students to obtain employment or to succeed in regular vocational programs. An additional purpose was to determine the students' and instructors' opinions of the program and the applicability of the related curriculum.

Objectives of the Study

The following objectives of the study were formulated:

1. To do a follow-up study on Coordinated Vocational Education and Training Programs that have been in operation for three years to determine the number of students who subsequently enrolled in regular vocational programs or obtained employment.
2. To determine the students' and instructors' opinions of the CVET program and the applicability of the related curriculum.

Scope and Limitations of the Study

1. The study did not include schools with programs in operation less than three years.
2. The study was limited by the completeness of the answers obtained on the survey instrument.

Need for the Study

The Vocational Education Amendments of 1968 set forth the intent of Congress to provide special training for those handicapped and disadvantaged students who are not capable of functioning in a regular vocational program. The need exists for a study to determine the effectiveness of CVET in meeting the objectives it was designed for.

Definition of Terms

Completers: Those students who completed two years of Coordinated Vocational Education and Training.

Disadvantaged Students: This term is used to identify those students who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who for that reason, require specially designed educational programs or related services (17).

Handicapped Students: Handicapped students are those who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason for their handicapping condition cannot succeed in a vocational or consumer homemaking program without special educational assistance or who require a modified vocational or consumer homemaking education program (17).

Non-Completers: Those students who did not complete two years of Coordinated Vocational Education and Training.

CHAPTER II

REVIEW OF LITERATURE

Legislation

On February 20, 1961, President John F. Kennedy recommended a panel of consultants to be appointed to study the current program for vocational education and make recommendations for improving and redirecting it. The consultants concluded that the national program of vocational education had been insensitive to the economic and social change, to labor market demands, to the impact of change on our education and education for job preparation, and to the varied vocational needs of population segments. These conclusions were the basis for drafting the Vocational Education Act of 1963 (29).

The funding under the Act of 1963 was found to be inadequate by the Advisory Council on Vocational Education. The total of federal funding for vocational education did not allow for expanding and developing programs in accordance with the need. The Council's report included a comprehensive series of recommendations and suggested that all federal vocational legislation administered by the Office of Education be combined into one act (29).

The 1968 amendments to the Vocational Education Act encompassed most of the Advisory Council's recommendations. Highest priority was given to the educational and training needs of the rural and urban disadvantaged, the mentally and physically handicapped, and those seeking

post-secondary training. The 1968 amendments permitted great flexibility in programs authorizing large resources to be at the disposal of state and local educational agencies. They also imposed upon the public schools equally great responsibilities for developing the vocational and educational potential of the nation's citizens (29).

The intent of the 90th Congress was clearly indicated by the following:

- (a) Vocational education for disadvantaged or handicapped persons supported with funds under section 102 (a) or (b) of the Act shall include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modifications of regular programs, special educational services which are supplementary to regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons. Examples of such special educational programs and services include the following: Special instructional programs or prevocational orientation programs where necessary, remedial instruction, guidance, counseling and testing services, employability skills training, communication skills training, special transportation facilities and services, special educational equipment, services, and devices, and reader and interpreter services (27, p. 7338).

Part B of the Vocational Education Amendments of 1968 specifies 10 percent of the sum allotted to a state for vocational programs to be used for training and services for the handicapped. It is further specified that 15 percent of a state's allocation for vocational programs be used for training and services to the disadvantaged (28).

According to Jablonsky (8), there was little concern with dropouts in this country until child labor laws inhibited the industrial establishment from utilizing children and adolescents in its less skilled

jobs. The youth who left school because of poverty to become an apprentice to an artisan, craftsman, or mechanic was rewarded by family appreciation and an enhanced self image. Once the apprenticeship was completed they emerged as skilled craftsmen. Rural and urban youth were urgently needed for the many unskilled and semi-skilled jobs opening up in a growing industrial economy. Girls were needed for menial jobs in textile factories, clothing manufacturing firms and as domestics. There were jobs to be filled, although low paying ones, and most young people had little choice but to opt for work instead of for an education.

Jablonsky further stated (8, p. vii).

As late as the 1920's less than 20 percent of school-aged youth completed a high school program. In the intervening years however the development of strong unions which protected their workers from the use of lower paid youth, the greater technological advances which increased production with less manpower, the population expansion resulting from higher birth rates rather than adult immigration, the shift of emphasis from unskilled to skilled tasks, and the enforcement of compulsory education laws have compelled youth to either submit to an extended dependent role as students or to accept one of the possible alternatives, such as low-paying employment, idleness, or delinquency. None of these are optimal and all place a youth in the category of "school dropout."

Educational Needs of the Handicapped and Disadvantaged

Recently attention has focused upon the educationally disadvantaged students. Their slight experience with formal language, ignorance of school culture and ensuing poor achievement scholastically is now common knowledge. Many reports document the fact that the IQ scores of disadvantaged children are lower than those of middle-class children,

they are substandard readers, have negative attitudes and their behavior is annoying to their teachers. Disadvantaged children come from lower socio-economic groups where low income and values alien to the school culture coexist. A larger proportion of disadvantaged than middle-class students are failing in school (22).

According to Rosenthal and Jacobsen (22), the generally low educational achievement level of lower-class students has caused concern on the national level because of the close relationship between education and development of talent. Technological advances and international political crises demand educated manpower, which means that those children who have not benefited from schooling are a waste of future skilled manpower.

Much has been written describing the educationally disadvantaged learner. His frustrations encountered in a middle-class, comprehensive high school are sometimes overwhelming. He needs special classes and special attention if he is to become a successful, useful citizen capable of realizing his innate right to a full and happy life.

In an expanding technological society, it is urgent for students to develop vocational competencies along with personal-social traits which will enable them to relate to other people both on and off the job. Programs should be designed to give students an opportunity to evaluate their interests, aptitudes and abilities related to the occupational opportunities offered by the society of today (9).

The need for programs to educate the handicapped and disadvantaged was emphasized by De Witt (4, p. 197) when he stated the following:

Any nation, rich or poor, makes two kinds of investment to promote its well-being and growth. It invests in things and it invests in people. Investment in things

creates stocks of tangible physical capital. Investment in people creates "human capital"--an embodiment of resources devoted to producing, maintaining, and increasing the capabilities of human beings as participants in the social mode of production. Human resource development is the social process of the production, distribution, and utilization of the knowledge, the skills, and the capabilities of all the people in a society. If a society is unable to develop its human resources, it cannot develop much else, be it technology, political or social institutions, material or cultural welfare, or its economy.

A further need for programs to help solve the problems of educating the handicapped and disadvantaged was set forth by Walker (31) when he stated that the practice of directing academically disadvantaged students into established occupationally oriented programs must cease. These courses are not designed to deal with the special needs of students. Rather, they emphasize the development of occupational knowledges and skills. On-going vocational and technical courses do little for academically disadvantaged students. A conflict in instructional objectives develops as the instructor attempts to meet the occupational needs of well-prepared students and at the same time teach basic scholastic skills.

By grouping the disadvantaged students by occupational area and grade level, the CVET program along with the related academic instruction has been able to overcome this problem in many cases.

The disadvantaged and handicapped have been helped as evidenced by studies made by various agencies. Most of the studies cited in this section deal with basic education.

Basic education skills are vital to vocational training. Without both skill and knowledge, our graduates have little chance of advancing beyond the entry level in the vocation for which they were trained (13, p. ii).

Since low educational level has been a major factor associated with high levels of unemployment, the MDTA program has attempted to

reach as many educationally disadvantaged jobseekers as possible. This attempt has been furthered by amendments to the program extending the maximum training period to two years including provision for basic education where needed (21).

Basic remedial education has assisted disadvantaged persons appreciably in the MDTA program. For many trainees, elementary education, usually in the areas of reading, writing, arithmetic, and language skills, has been coupled with counseling, testing, and aid in developing proper job attitude and motivation towards satisfactory employment. Successful occupational training has been promoted by emphasizing the improvement of individual educational and related competence (21).

Dunlap and Associates (5) conducted personal interviews of 1,416 Neighborhood Youth Corps enrollees and obtained secondary source data on 572 additional trainees who terminated from NYC training. Supportive services were recommended by 15 percent of the males and 11 percent of the females as they expressed a desire for more education and training.

In Orange County Public Schools, Orlando, Florida (20), local school personnel believed that a negative self-concept was one of the major deterrents to overall development of students. Two of the purposes of a pilot study funded under a Title III Elementary and Secondary Education Act Grant were to determine evaluative criteria for measuring significant changes in self-concept and to measure the effect these changes have on academic achievement and social development. In summary, the study yielded positive results in social development, and although the changes in academic achievement were not significant, they were positive changes.

Barge (1, p. 141) was in agreement with this study when he stated the following:

Helping pupils realize their progress and success while working toward realistic and attainable goals strengthens their self-confidence, self-concept and attitude.

In a study by Wessmen (32) it was found that compensatory education did not cause miracles to happen, but about 30 percent of the disadvantaged boys studied did make distinct academic gains, and 75 percent thought the experience was beneficial.

Disadvantaged children did benefit in a special summer program designed to improve reading and arithmetic skills. Also, their self-concept and self-perception was increased with their increased achievement in academics according to Soares (25).

The Challenge to Education

A large segment of the American population, because of social, health, educational, or other deficiencies, has not shared in the high standard of living which the nation as a whole has come to enjoy. Efforts to contact and serve these people in order that they may move into the mainstream of social and economic life are being made. A mandate has been given vocational education to assist the disadvantaged and handicapped in achieving a useful and productive role in society (7).

Educators use various criteria for describing disadvantaged persons. The concepts of disadvantage are as varied as the number of individuals having them. Regardless of the differing concepts, vocational education has been challenged to recognize and provide programs for individuals often overlooked in the past. In some states the problems of the disadvantaged have long been reflected by nearly one-third of all

youth leaving high school before graduation. In Oklahoma an average of 25.1 percent of the students who enrolled in high school dropped out before graduation in the school years 1970-71 to 1973-74 (16). Group characteristics of these students show problems such as lack of reading ability and other basic skills essential to learning; the lack of motivation to achieve; and negative perceptions of self and education, according to Vice (30).

We are in the midst of basic social changes that affect all aspects of the educational system. A substantial group of students are not adequately served and are not making normal progress in school. Mainly, these are students whose early experiences in their home, school, and community, whose motivation for learning and goals for the future handicap them in both school and work. Often they are defined as disadvantaged and potential drop-outs (1).

According to Barge (1), research indicates that the root of their problems may be traced in many cases to their experiences in the home, school, and their local surroundings which do not transmit the cultural patterns necessary for the type of learning that is characteristic of the usual school setting. It is the task of the school to provide programs that will help students overcome these handicapping conditions and become useful, contributing members of society.

Every part of the school environment should be geared to the overall development of students. The teacher should recognize that he must give guidance and see that effective communication skills and skills in human relations are developed, that esthetic values are formed, that new interests are created, that entry skills are mastered and the process of thinking and problem solving are learned (1).

While discussing the learning process of the disadvantaged child, Deutsch (3, p. 178) stated the following:

The lower class child probably enters school with a nebulous and essentially neutral attitude. His home rarely, if ever, negatively predisposes him toward the school situation, though it might not offer positive motivation and correct interpretation of the school experience. It is in the school situation that the highly charged negative attitudes toward learning evolve, and the responsibility for such large groups of normal children showing great scholastic retardation, the high drop-out rate, and to some extent the delinquency problem, must rest with the failure of the school to promote the proper acculturation of these children. Though some of the responsibility may be shared by the larger society, the school, as the institution of that society, offers the only mechanism by which the job can be done.

Deutsch (3) did not wish to imply that the school has all the needed methods at its disposal and has chosen not to apply them. Rather, what is called for is experimentation in the development of new methods, the clear delineation of the problem, and training and retraining of administrative and teaching personnel in the educational philosophy and learning procedures that this problem dictates.

This philosophy was in agreement with the following declaration by Passow (18, p. 5):

We will move closer to the American ideal of equal educational opportunity for all through programs which face and make up for the inequalities in potential, aptitudes, and motivations. Success in school has been the key to social mobility in the United States--another way of saying a better living standard for more people than in any other country at any other time.

Societal Implications

The usual CVET student is an individual coming within the group that is between the average and the mentally deficient levels of intelligence. He is inclined to drop out of high school more readily than

the average or better student especially when his failures mount or his interest declines--he is often labeled a "slow learner."

According to Sutton (26, pp. 3-4):

The number of unskilled jobs available today has reportedly decreased one-half in the past decade, whereas the "slow learner" segment of our total population has remained proportionately the same, and yet is much larger due to natural increase in population. The emphasis on job preparation appears increasingly to be upon training technicians, skilled craftsmen, and semi-skilled workers. As total population increases with proportionate increases in the numbers of "slow learners," the problems of preparation, job placement, and continued training for this group compound themselves.

The education of the "slow learner" assumes growing importance in light of the increasing need for skilled workers. When the course of instruction in American public schools, especially in the high schools, was organized and planned for that small group of the school-age population headed for college, "slow learners" were an undifferentiated group. They remained in school until they reached legal leaving age, and entered the working force usually as unskilled laborers, for which the demand was large. We now recognize that there are many reasons for a slowness to learn, as well as degrees of mental retardation. In addition, it is recognized that the "slow learner" can lead a socially useful and personally satisfying life, but there is less room at the bottom for employment. Unskilled labor is a constantly shrinking segment of the labor force.

....this non-academic and often mechanically inadequate group of workers is compelled to compete with the more intelligent, the more proficient, and generally better qualified workers for jobs in an increasingly competitive labor market. The "slow learner" group marries, has children, and requires the same material needs as any other family. The numbers of such families subsisting on temporary employment, unemployment compensation, and welfare aid for much of the year comprise a severe drain on national, state, and community resources. The loss in material productivity and the enervating effect of continuing reliance upon welfare assistance are staggering in their total and growing impact upon our national economy.

Dawson (2) wrote that the lives of millions of individuals, especially in rural areas are conditioned by deprivation because of a lack of relevant vocational education training programs.

According to Dawson (2), the disadvantaged segment of our society has been pushed aside into a state of isolation. This group of people has been considered to be in, but not of, our culture. Because of their socio-economic level, their academic background, and other handicaps, both physical and mental, these individuals have not had the opportunity to share in our affluent society.

To neglect educating and training the disadvantaged portion of our society is a waste of human resources which is detrimental to the welfare of our nation. Therefore, it is imperative that we place special emphasis on educating and training the more than 35 million disadvantaged persons in this country (2, p. 242).

Follow-Up and Evaluative Studies

The follow-up study has been widely used as a useful tool in evaluating training. In a study done by Needham and Binnie (14) of an inservice institute, the primary method of evaluating the institute was by a follow-up form soliciting participants' opinions regarding the conduct of the institute and its contents at the end of the institute and a post-institute evaluation form mailed to each participant seven months later. The purpose of the post-institute evaluation form was to evaluate how the institute was conducted, and to measure the degree of changes being initiated and established by institute participation.

Maley (12) used evaluation and follow-up material as a part of his report on a four-year research and development project dealing with the cluster concept approach to vocational education.

A follow-up study was used by Schriver and Bowlby (23) to determine how the characteristics of students and their training affect the rate of return to investment in vocational training, and how vocational training influences the distribution of income among educational groups.

Sharp and Krasnegar (24, p. 1) state the following concerning follow-up studies:

Follow-up studies involve research designs which require a contact with individuals who have shared an experience in the past and whom the researcher desires to study or re-study. The usual goal of such studies is to arrive at some measure of the impact of the experience on the subsequent behavior or status of these individuals. In the area of vocational education the most widely accepted technique has been to evaluate training programs in terms of occupational outcome over a given period of time. The employment of a graduate in a job for which he received training is the accepted ultimate indicator of successful vocational training, although experts in the field recognize that many indicators other than training-related employment--for example enrollment in posthigh school training, or simple retention in high school through graduation--might be used to measure the "success" of vocational training. The usual technique for obtaining data concerning graduates is one or more follow-up contacts after training or occasionally, the collection of data on trainees through a particular phase of training, with subsequent follow-up.

Summary

In summarizing the review of literature it may be concluded that a large segment of our population will not have the opportunity to share the full benefits of our society unless the educational agencies are able to make the changes necessary to meet their needs.

The fact that the number of jobs for unskilled workers is rapidly shrinking makes it doubly important that methods are found to keep the handicapped and disadvantaged in training until they attain entry level skills and the basic skills in communication and calculation.

The Vocational Education Act of 1963 and the 1968 Amendments to the Vocational Education Act gave highest priority to educational and training needs of the rural and urban disadvantaged, the mentally and physically handicapped and those seeking post-secondary training.

The intent of the 90th Congress was clearly indicated when 25 percent of the states' allocation for vocational education under Part B of the Vocational Education Amendments of 1968 was specifically set aside for training and services for the handicapped and disadvantaged.

Additional funds beyond the 25 percent of Part B mandated for the training of the disadvantaged and handicapped are provided under Section 102(b) of the Act for education of the disadvantaged and handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach due to their handicapping condition. These may include special instructional programs or prevocational orientation programs if necessary, remedial instruction, guidance, counseling and testing services, employability skills training, communication skills training, special transportation, special educational equipment, and reader and interpreter services.

Much of the responsibility rests with the schools. The schools must accept the philosophy that we cannot afford second class citizens. The attitudes of educational personnel must change also. That was clearly demonstrated in a study by Rosenthal and Jacobson (22) in which the teachers' expectations of success for their disadvantaged students led to improved intellectual performance by the students. Perhaps educators are taking a negative attitude in some cases when innovations and higher expectations might bring spectacular successes in training the disadvantaged and handicapped.

This nation can ill afford unfilled jobs and unemployed people. The studies cited in the review of literature indicate that disadvantaged and handicapped people can benefit from vocational and academic education when it is geared to their capabilities. Without education specifically designed for this large segment of the population, the nation will lose the benefits of their productivity and be faced with the prospect of evergrowing, never ending welfare costs.

CHAPTER III

DESIGN AND CONDUCT OF THE STUDY

Introduction

The two primary objectives of this investigation were: (1) to determine the success of the CVET program in enabling students to obtain employment or to succeed in regular vocational programs and (2) to determine the students' and instructors' opinions of the CVET program and the related curriculum.

This chapter consists of the procedures used to select the population for the study, development of instruments, collection of data, and the analysis of the data obtained.

The design of the investigation is a follow-up study which can properly be considered an ex post facto design.

Educational critics have stated that secondary education is failing to meet the needs of today's youth. Some educational programs have been labeled "too limited or inadequate." Other programs are said to be archaic or inappropriate for today's complex and fast moving society. One technique of determining the value of an educational program is by studying the products of the program in terms of its graduates (6).

Follow-up studies of vocational education graduates were demonstrated to be useful tools in evaluating training and were recommended for future assessment of programs (24). The usual goal of follow-up studies is to arrive at some measure of the impact of the experience.

upon the subsequent behavior or status of these individuals (24).

Ex post facto research may be defined as that research in which the independent variable or variables have already occurred and in which the researcher starts with the observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relations to, and effects on, the dependent variable or variables (11, p. 360).

Ex post facto research has three major weaknesses according to Kerlinger (11). They are the inability to manipulate independent variables, the lack of power to randomize, and the risk of improper interpretation.

Despite its weaknesses, much ex post facto research must be done in psychology, sociology, and education simply because many research problems in the social sciences and education do not lend themselves to experimental inquiry. A little reflection on some of the important variables in education research--intelligence, aptitude, home background, parental upbringing, teacher personality, school atmosphere--will show that they are not manipulable (11, pp. 372-373).

The Study Population

This study was divided into two parts in order to accomplish the objectives that were established. The population for the first part of the investigation consisted of 1,739 students and former students who had enrolled in CVET. The 1,739 students constituted the total enrollment in 25 CVET programs in 17 schools that had been offering CVET three or more years. In all cases studied the programs had been initiated in the 1970-71 or 1971-72 school year. The limiting of the study to those programs in operation at least three years was necessary to provide a class eligible to have graduated at the time the population was selected. Those classes would have been sophomores during their first year in the CVET programs existing only three years.

The 25 CVET programs in 17 schools were identified by Mr. Jack Herron who was at that time Program Specialist for Disadvantaged, Handicapped, and CVET programs.

That particular part of the study is a descriptive research effort.

The second part of this study involved three distinct populations studied to determine the applicability of the related curriculum and the value of the CVET course. The populations were: (1) those students who completed two years of CVET in the 25 programs studied, (2) those students who did not complete two years of CVET, and (3) 30 teachers and former teachers of the 25 programs involved in the study. In the cases where schools had two programs traditionally considered for boys, the programs were combined in this study due to the number found to have changed from one program to another. The population for those completing two years of CVET was 760 students. The population of those students who did not complete two years of CVET consisted of 979 students.

The portion of the study concerning the value of the related curriculum and the CVET program is a descriptive research endeavor with the pooled variance t test used to test for any significant difference in the mean responses.

Development of the Instrument

The original intent of the investigation was to develop two instruments for use in a mail-out survey. This idea was discarded in the case of the instrument used to gather data concerning the effectiveness of the CVET program. The questionnaire developed to obtain data on the

effectiveness of the CVET program was tested by personal interviews in two schools by the investigator and in both tests the instrument did not gain information on all students who had been in the program even though it had been revised between tests. In the final version the instrument contained 104 categories of information and accounted for all students who had been or were still in the program. The decision was then made to use the instrument in a face-to-face interview with the instructors and other school personnel, such as counselors, principals, and record clerks.

The instrument developed to gather data concerning the applicability of the related curriculum and the value of the CVET program was a mail-out questionnaire. Five areas were covered by the instrument including the applicability of the English, math, science, social studies and the value of the CVET program. The instrument was tested by allowing two teachers and a secretary to answer the questions according to the directions given on the instrument. Since no difficulty was encountered the instrument was left in that form.

Collection of the Data

During February of 1975 the investigator began visiting the 17 schools that had been selected for the study. The instrument, "Effectiveness of the CVET," was administered personally by the investigator in the school setting. The data for six programs were gathered from persons other than the CVET instructors. In one small school where the program had been dropped because of low enrollment and neither of the two former teachers was available, the superintendent of schools furnished the information asked for concerning all the students. In

another school data related to one Home and Community Services program and one Construction Cluster program were obtained from the central office records clerk and the counselor. In the other three programs which were in one school, the information concerning students was obtained from a counselor who had worked almost exclusively with the CVET students for three of the four years studied. In this case the three CVET instructors and one former instructor were available to answer any questions should they have been needed. In the other 19 programs studied the instructors were present and furnished the data requested by the investigator. In all instances the class rolls for each school year included in the study were open to the writer to insure the accuracy of counts.

A major advantage of the instructor-investigator interview method of gathering data was the opportunity to have the major portion of the information available in the school records as well as the instructors' class records. Another and most obvious advantage of this interview method was that data were obtained on all programs eligible to be included in the study.

In all the 17 schools included in this study the administrators, counselors, office personnel, and CVET instructors were extremely cooperative.

Table I is a summary of the 17 schools and 25 programs with 1,739 students included in the study.

The instrument "Applicability of the Related Curriculum and Value of the CVET Program" was mailed to 220 completers and 203 non-completers of the CVET programs. The completers and non-completers to be included were selected by taking systematic samples of the two populations. The

TABLE I
SUMMARY OF SCHOOLS AND PROGRAMS

| School Number | Program | Number Students |
|------------------|----------------------------|--------------------|
| 1 | 1 Construction | 62 |
| | 1 Home & Community Service | 56 |
| 2 | 2 General Mechanic | 106 |
| | 1 Home & Community Service | 59 |
| 3 | 1 Construction | 91 |
| 4 | 1 Mechanical | 79 |
| | 1 Home & Community Service | 67 |
| 5 | 1 Mechanical | 47 |
| 6 | 1 Mechanical | 75 |
| 7 | 1 Mechanical | 89 |
| 8 | 1 Construction | 80 |
| 9 | 1 Construction | 74 |
| 10 | 2 Construction | 137 |
| | 1 Home & Community Service | 87 |
| 11 | 1 Mechanical | 104 |
| 12 | 1 Construction | 69 |
| 13 | 1 Mechanical | 54 |
| 14 | 2 Construction | 125 |
| 15 | 1 Construction | 89 |
| | 1 Home & Community Service | 39 |
| 16 | 1 Mechanical | 78 |
| 17 | 1 Construction | 72 |
| 17 Schools | 25 Programs | 1739 Students |

samples were obtained by taking the first ten students in each program studied who were listed on the class rosters who completed two years of CVET, whose home addresses were known, on record with the school or could be obtained from other students. The ten students who were non-completers were selected from each program in the same manner as were the completers.

Questionnaires with stamped return envelopes were mailed to the 220 completers and 203 non-completers selected for the study. Thirty-one student questionnaires were returned to the writer marked "undeliverable." Four questionnaires returned were unusable. The completers returned 110 valid questionnaires which constituted a 50 percent return; and the non-completers returned 79 questionnaires that were valid, constituting a 39 percent return. This amounted to a 45 percent return of the 423 questionnaires mailed out. The responses received constituted the study data of the students' questionnaires. It should be noted that in four schools the addresses of ten non-completers could not be obtained. In those cases two schools could furnish the addresses of eight non-completers each, one could obtain the addresses of seven, and one school could not find the addresses for the four students who were non-completers and had not moved from the community.

An attempt was made to obtain responses from 30 instructors and former instructors of CVET programs. Responses were obtained from 29 instructors and former instructors of which 27 were valid and were used in this study. The 27 valid responses amounted to a 90 percent return of the instructors' questionnaires.

Analysis of the Data

Analysis of the data received was done in two parts. The procedure for the first part of the study concerning the effectiveness of the CVET program was a descriptive analysis using a table format with numbers and percentages for presentation of data obtained.

Analysis of the second part of the investigation concerning students' and instructors' opinions of the applicability of the related curriculum and the value of the CVET program involved the use of a Likert-type scale. Respondents rated the applicability of the related curriculum on a scale of "none" to "very much." To permit statistical treatment of data, numerical values were assigned to the response categories as follows:

| <u>Response Category</u> | <u>Numerical Value</u> | <u>Range of Actual Limits for Categories</u> |
|--------------------------|------------------------|--|
| Very Much | 5 | 4.5 - 5.0 |
| Much | 4 | 3.5 - 4.49 |
| Some | 3 | 2.5 - 3.49 |
| Little | 2 | 1.5 - 2.49 |
| None | 1 | 0 - 1.49 |

These actual limits for categories facilitated interpretation of the findings. In the case of a mean numerical response of 4.65, according to the range of numerical values set up, the mean response would be "very much."

This portion of the investigation was also descriptive in nature with statistics such as arithmetic averages, percentages, and mean responses selected as means of describing findings of the study.

The t test (19), a parametric statistical test to determine differences between mean scores of two groups, was used to test the differences in the mean responses of completers and non-completers; female completers and non-completers; and male completers and non-completers regarding the applicability of the related curriculum and the value of the vocational program. By use of the t test the null hypothesis that two group means are not significantly different may be tested; that is, the means are so similar that the sample groups can be considered to have been drawn from the same population.

In this study the pooled variance t test was used. The formula appears below.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

As previously stated, the major objectives of this study were:

1. To determine the effectiveness of the CVET program in enabling students to obtain employment or to succeed in a regular vocational program.
2. To determine the students', instructors', and former instructors' opinions of the value of the CVET program and the applicability of the related curriculum.

The presentation of the findings will be in the following sections:

- (1) the data concerning the effectiveness of the CVET program and
- (2) the data concerning the students' and instructors' ratings of the value of the CVET program and the applicability of the related curriculum.

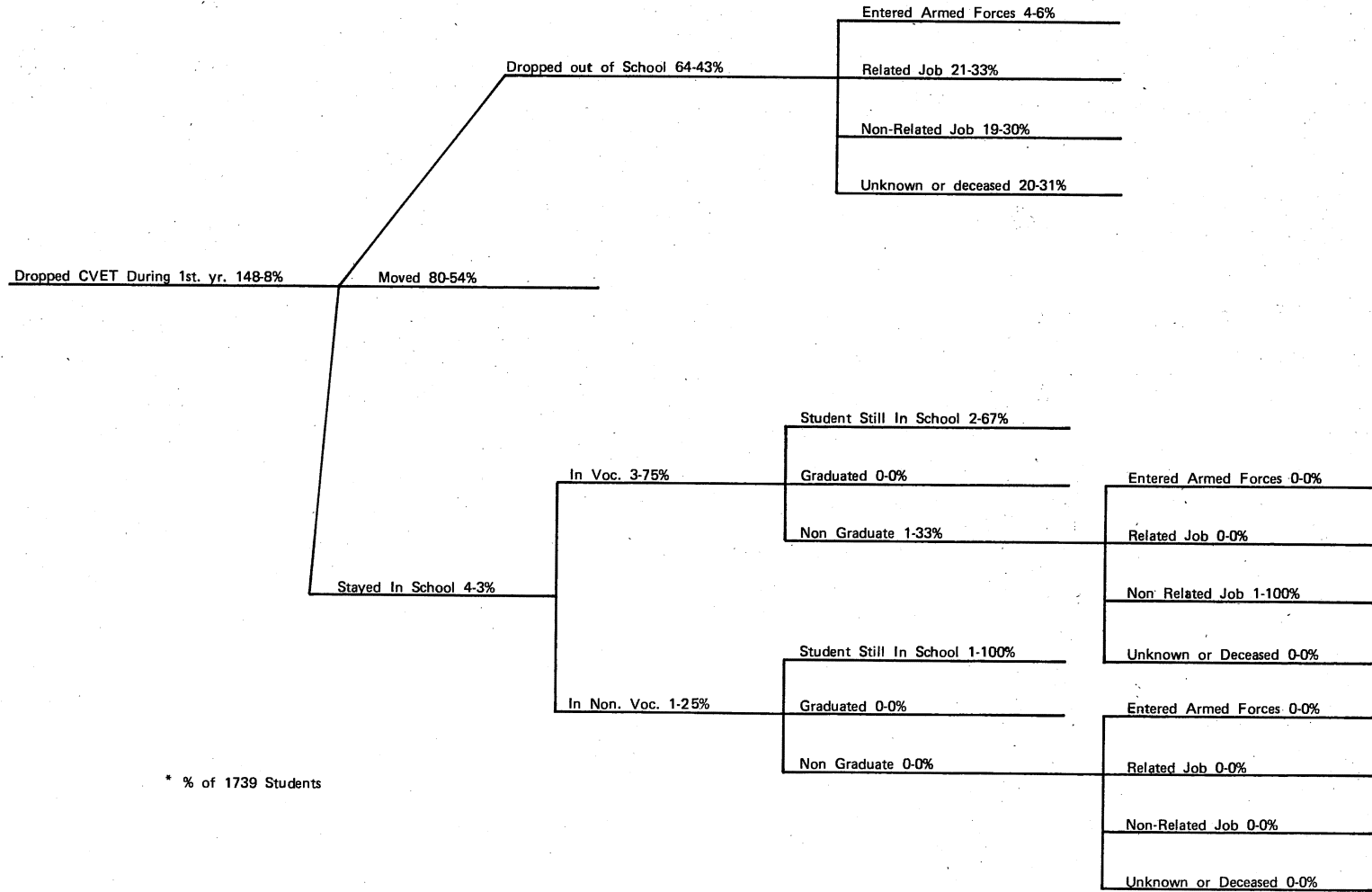
Findings of the Study

Findings of the study to determine the effectiveness of the CVET are reported below.

Data in Table II indicate that 148 (8 percent) of the 1,739 CVET students dropped the CVET course during their first year. Eighty (54 percent) of the students who dropped CVET during their first year moved from the community. Sixty-four (43 percent) of the students who dropped CVET during their first year dropped out of school. Four

TABLE II

SUMMARY OF STUDENTS WHO DROPPED CVET
DURING THE FIRST YEAR



* % of 1739 Students

(6 percent) of the 64 who dropped out of school entered the armed forces, 21 (33 percent) entered jobs related to their CVET training, 19 (30 percent) entered jobs not related to their CVET training, and 20 (31 percent) students' status were unknown or they were deceased.

Data in Table II also indicate that four (3 percent) of the 148 students who dropped CVET during their first year stayed in school. Three (75 percent) of the four entered a regular vocational course. Two (67 percent) of the three students who enrolled in a regular vocational course were still in school when this study was made. None of the three who entered a regular vocational course had graduated. One (33 percent) had left school without graduating. The one (100 percent) who did not graduate had become employed in a job not related to the CVET training program.

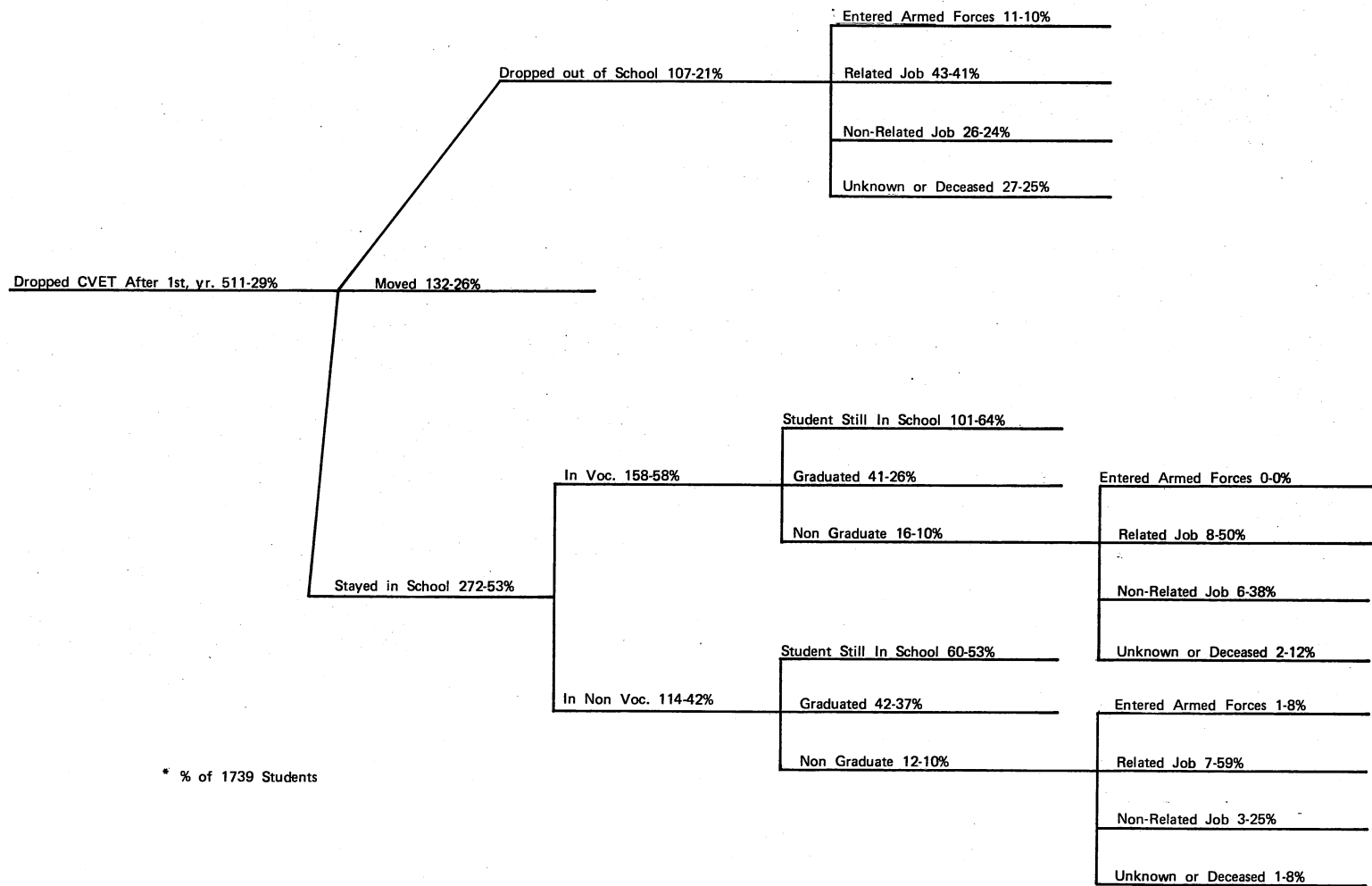
One (25 percent) of the four students who dropped CVET during their first year did not enroll in a vocational course. That one (100 percent) student was still in school when the data were obtained.

Data in Table III reveal that 511 (29 percent) of the students dropped CVET after completing the first year of training. It can be observed that 132 (26 percent) of the 511 who dropped CVET after completing one year moved from the community. One hundred seven (21 percent) dropped out of school. Eleven (10 percent) of the 107 entered the armed forces, 43 (41 percent) became employed in a job related to their CVET training, 26 (24 percent) became employed in a job not related to their CVET training, and 27 (25 percent) former students' status were unknown or they were deceased.

Data in Table III also reveal that 272 (53 percent) of the students who dropped CVET after completing one year remained in school. Of the

TABLE III

SUMMARY OF STUDENTS WHO DROPPED CVET AFTER ONE YEAR



* % of 1739 Students

272 students who stayed in school, 158 (58 percent) subsequently enrolled in a regular vocational program. One hundred one (64 percent) of the students who enrolled in a regular vocational program were still in school at the time this study was made, 41 (26 percent) of the students had graduated, and 16 (10 percent) had entered a regular vocational program but had left school without graduating.

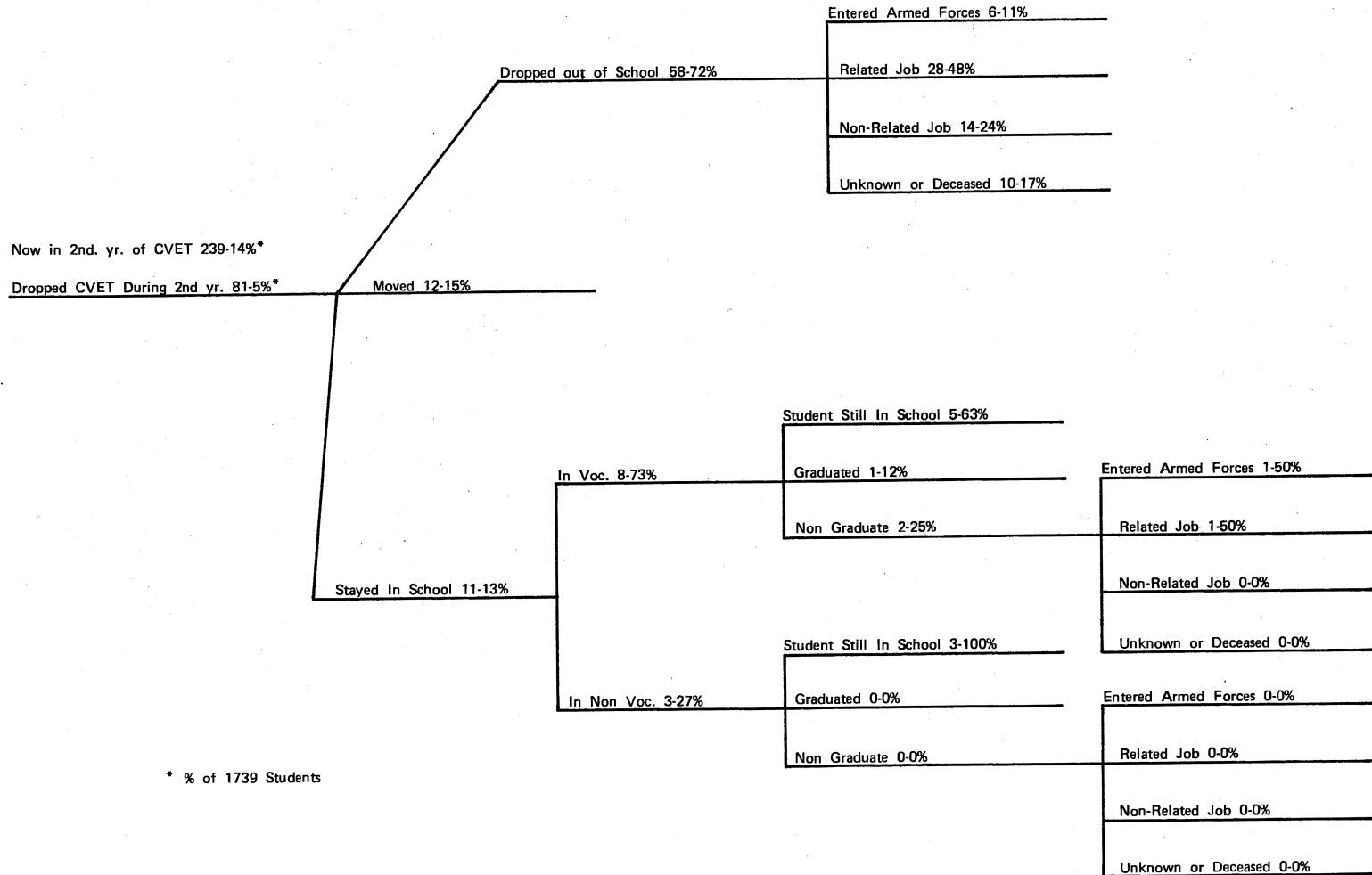
Data concerning the non-graduates who had enrolled in a regular vocational program reveal that none entered the armed forces, eight (50 percent) became employed in jobs related to the CVET training, six (38 percent) became employed in jobs not related to their CVET training, and two (12 percent) students' status were unknown or they were deceased.

One hundred fourteen (42 percent) of the 272 students who dropped CVET after one year and remained in school did not enroll in a regular vocational program. Sixty (53 percent) of the 114 students were still in school when the data were gathered, 42 (37 percent) had graduated, and 12 (10 percent) had left school without graduating. Of the 12 non-graduates who had not enrolled in a regular vocational course, one (8 percent) had entered the armed forces, seven (59 percent) had become employed in a job related to their CVET training, three (25 percent) had become employed in jobs not related to their CVET training, and the status of one (8 percent) was unknown or deceased.

A summary of the data in Table IV reveals that 239 (14 percent) of the students were in their second year of CVET at the time the data were obtained. Eighty-one (5 percent) of the students dropped CVET during their second year of CVET training. Twelve (15 percent) of the 81 moved from the community. Fifty-eight (72 percent) dropped out of school during their second year of CVET training. Six (11 percent) of

TABLE IV

SUMMARY OF STUDENTS WHO DROPPED CVET DURING SECOND YEAR



* % of 1739 Students

the 58 who dropped out of school during their second year of CVET training entered the armed forces, 28 (48 percent) became employed in jobs related to their CVET training, 14 (24 percent) became employed in a job not related to their CVET training, and 10 (17 percent) former students' status were unknown or they were deceased.

Further observation of the data in Table IV reveals that 11 (13 percent) of the 81 students who dropped CVET during their second year of CVET training remained in school. Eight (73 percent) of the 11 students later enrolled in a regular vocational course. Five (63 percent) of the 11 students were still in school when this investigation obtained the data. One (12 percent) had graduated, and two (25 percent) had left school without graduating.

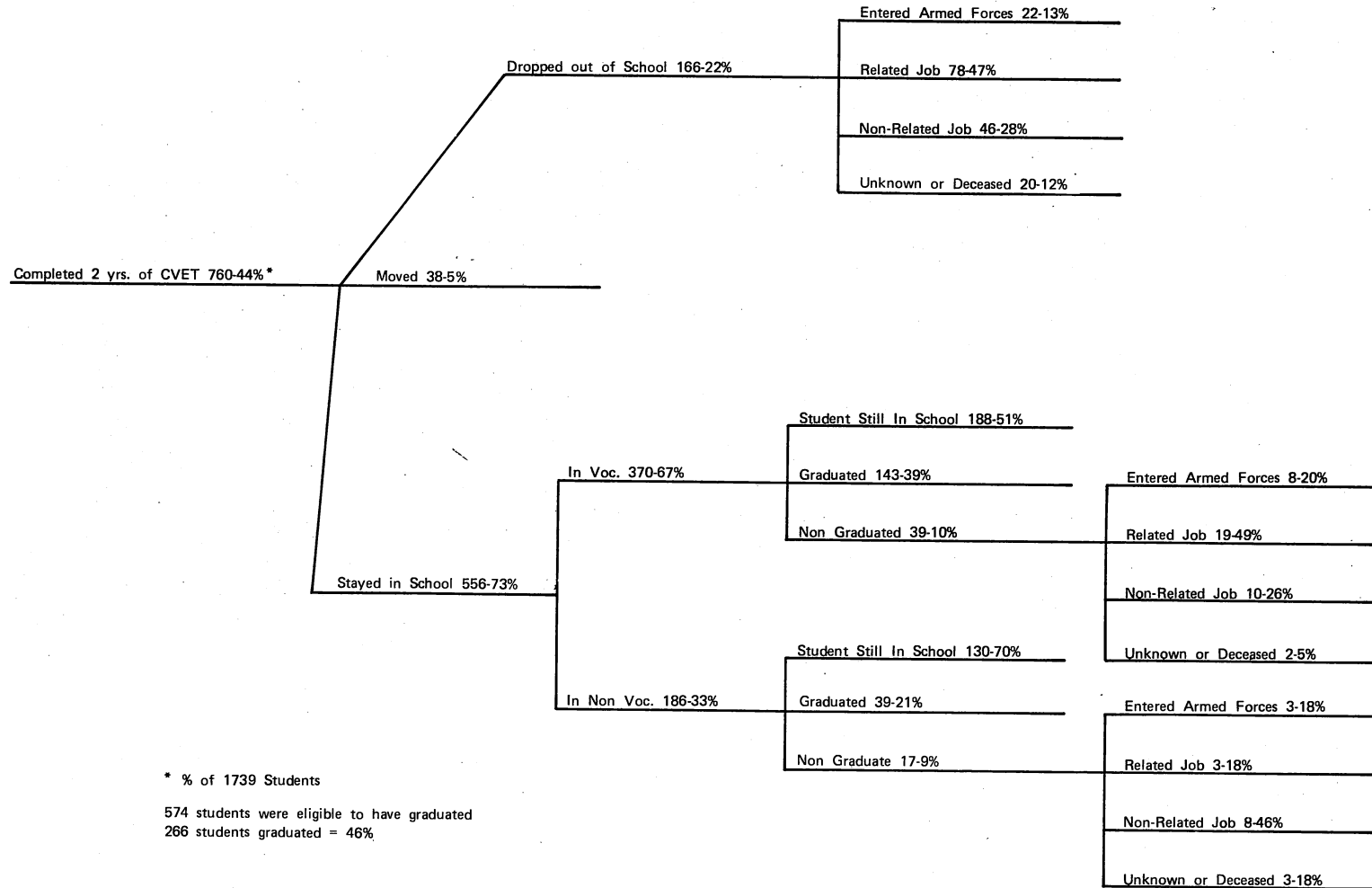
One (50 percent) of the two students who did not graduate had entered the armed forces and one (50 percent) had become employed in a job related to the CVET training.

Three (27 percent) of the 11 students who remained in school did not enroll in a regular vocational course. All of the three students (100 percent) were still in school when this study was made.

Reported in Table V are findings regarding those students who completed two years of CVET training. Data presented in Table V indicate that 760 (44 percent) of 1,739 students completed two years of CVET training. Thirty-eight (5 percent) of the 760 students who completed two years of CVET training moved from the community. It can be observed that 166 (22 percent) of the students who completed two years of CVET training dropped out of school, 22 (13 percent) entered the armed forces, 78 (47 percent) became employed in jobs related to their CVET training, 46 (28 percent) became employed in jobs that were not

TABLE V

SUMMARY OF STUDENTS WHO COMPLETED TWO YEARS OF CVET



* % of 1739 Students
 574 students were eligible to have graduated
 266 students graduated = 46%

related to their CVET training, and 20 (12 percent) former students' status were unknown or they were deceased.

Observation of data in Table V also indicates that 556 (73 percent) of the students who completed two years of CVET training remained in school. Three hundred seventy (67 percent) of the 556 students who remained in school enrolled in a regular vocational program. One hundred eighty-eight (51 percent) of the students who remained in school were still in school when this study was made. One hundred forty-three (39 percent) had graduated and 39 (10 percent) had left school without graduating. Of the 39 who had left school without graduating, eight (20 percent) had entered the armed forces, 19 (49 percent) had become employed in jobs related to their CVET training, ten (26 percent) had become employed in jobs not related to their CVET training, and the status of two (5 percent) were unknown or they were deceased.

One hundred eighty-six (33 percent) of the students who stayed in school did not enroll in a regular vocational course. One hundred thirty (70 percent) of the 186 students were still in school when the data were gathered, 39 (21 percent) had graduated, and 17 (9 percent) had left school without graduating. Three (18 percent) of the non-graduates had entered the armed forces, three (18 percent) had become employed in jobs related to their CVET training, eight (46 percent) had become employed in jobs not related to their CVET training, and the status of three (18 percent) were unknown or they were deceased.

Data presented in Table VI indicate that 262 (15 percent) of 1,739 CVET students moved from the community, 395 (23 percent) dropped out of school, and 1,082 (62 percent) remained in school. Of the 1,082 students who remained in school, 843 (48 percent) stayed in school after

TABLE VI

SUMMARY OF STUDENTS WHO WERE IN THE CVET PROGRAM

| Summary of Students Who: | Moved | Dropped Out of School | Stayed in School | In Voc. Course | In Non-Voc. Course | Still in School | Grad- uated | Non- Grad- uate | Armed Forces | Work- ing Rel. | Work- ing Non- Rel. | Unk. or Dec. |
|---------------------------------------|-------|-----------------------------|------------------------|----------------------|--------------------------|-----------------------|----------------|-----------------------|-----------------|----------------------|------------------------------|--------------------|
| Dropped CVET During the First Year | 80 | 64 | 4 | 3 | 1 | 3 | 0 | 1 | 4 | 21 | 20 | 20 |
| Dropped CVET After One Year | 132 | 107 | 272 | 158 | 114 | 161 | 83 | 28 | 12 | 58 | 35 | 30 |
| Dropped CVET During Second Year | 12 | 58 | 250* | 247* | 3 | 247* | 1 | 2 | 7 | 29 | 14 | 10 |
| Completed Two Years of CVET | 38 | 166 | 556 | 370 | 186 | 318 | 182 | 56 | 33 | 100 | 64 | 25 |
| Total | 262 | 395 | 1082 | 778 | 304 | 729 | 266 | 87 | 56 | 208 | 133 | 85 |
| N = | 1739 | 1739 | 1739 | 1082 | 1082 | 1082 | 574 | 1082 | 482 | 482 | 482 | 482 |
| % = | 15 | 23 | 62 | 72 | 28 | 67 | 46 | 8 | 12 | 43 | 27 | 18 |

*Includes 239 who were in second year of CVET when study was made

dropping CVET training, 239 (14 percent) were in the second year of CVET training. Of those remaining in school, 539 (50 percent) enrolled in a regular vocational course, 239 (22 percent) were in the second year of CVET training, and 304 (28 percent) did not enroll in a regular vocational course. At the time the study was made 729 (67 percent) of the students were still in school. Five hundred seventy-four students were eligible to have graduated when the study was made and 266 (46 percent) had graduated while 87 (8 percent) of those who remained in school had left school without graduating. The 87 students who left school without graduating and 395 who dropped out of school when they dropped the CVET program totaled 482 students. Of those 482 students 56 (12 percent) entered the armed forces, 208 (43 percent) became employed in jobs related to the CVET training, 133 (27 percent) did not become employed in jobs related to the CVET training and the status of 85 (18 percent) were unknown. Thirty (2 percent) of the 1,739 students had gone into education beyond high school. Twenty had entered college and ten had entered technical institutes.

Findings Regarding the Applicability of the
Related Curriculum and the Value of the
Vocational Course

Findings of the study concerning the applicability of the related curriculum and the value of the vocational course as rated by completers, non-completers, and instructors are presented in this section.

The t test (19) was used to statistically measure the difference between the mean responses. The F test (19) was used to determine the homogeneity of the two variances.

The results of the statistical analysis of the mean responses concerning the applicability of the related curriculum and the value of the vocational program are reflected in Table VII. Data in Table VII reveal completers' and non-completers' ratings of the related curriculum and the value of the vocational course. The completers and non-completers rated all related curriculum from "some" to "much" in applicability and the value of the vocational course of "very much" value.

There was no significant difference at the .05 level between the mean responses of the completers and non-completers concerning the related curriculum. There was a significant difference at the .05 level between the mean responses of completers and non-completers concerning the value of the vocational course with the completers rating it significantly higher than did the non-completers.

The data in Table VIII indicate the female completers' and non-completers' ratings of the related curriculum and the value of the vocational course. Both completers and non-completers rated all related curriculum as applying from "some" to "much" and the value of the vocational course of "very much" value.

There was no significant difference at the .05 level between mean responses of the completers and non-completers concerning the related curriculum. There was a significant difference at the .05 level in the completers' and non-completers' ratings of the value of the vocational course.

TABLE VII
 SUMMARY OF COMPLETERS' AND NON-COMPLETERS' RATINGS
 OF THE APPLICABILITY OF THE RELATED CURRICULUM
 AND THE VALUE OF THE VOCATIONAL COURSE

| | | Distribution by Response Category | | | | | | | | | | | | | |
|----------------|-------------------|-----------------------------------|-------|--------|-------|------|-------|------|-------|-----------|-------|-------|-----|----------------|---------|
| Subject | Completion Status | None | | Little | | Some | | Much | | Very Much | | Total | | Mean Response* | t Score |
| | | N | % | N | % | N | % | N | % | N | % | N | % | | |
| English | Completers | 9 | 8.18 | 16 | 14.55 | 28 | 25.45 | 26 | 23.64 | 31 | 28.18 | 110 | 100 | 3.49 | |
| | Non-completers | 7 | 8.86 | 8 | 10.12 | 25 | 31.65 | 25 | 31.65 | 14 | 17.72 | 79 | 100 | 3.39 | .56 |
| Math | Completers | 2 | 1.85 | 4 | 3.71 | 17 | 15.74 | 31 | 28.70 | 54 | 50.00 | 108 | 100 | 4.21 | |
| | Non-completers | 3 | 3.85 | 8 | 10.26 | 9 | 11.54 | 27 | 34.61 | 31 | 39.74 | 78 | 100 | 3.96 | 1.62 |
| Science | Completers | 19 | 18.82 | 27 | 26.73 | 27 | 26.73 | 17 | 16.83 | 11 | 10.89 | 101 | 100 | 2.74 | |
| | Non-completers | 12 | 17.91 | 15 | 22.39 | 15 | 22.39 | 15 | 22.39 | 10 | 14.92 | 67 | 100 | 2.94 | .99 |
| Social Studies | Completers | 23 | 21.30 | 31 | 28.70 | 22 | 20.37 | 12 | 11.11 | 20 | 18.52 | 108 | 100 | 2.77 | |
| | Non-completers | 13 | 17.11 | 27 | 35.53 | 14 | 18.42 | 11 | 14.47 | 11 | 14.47 | 76 | 100 | 2.74 | .15 |
| Vocational | Completers | 0 | 0 | 1 | .94 | 5 | 4.67 | 15 | 14.02 | 86 | 80.37 | 107 | 100 | 4.74 | |
| | Non-completers | 1 | 1.26 | 1 | 1.26 | 7 | 8.86 | 17 | 21.51 | 53 | 67.09 | 79 | 100 | 4.52 | 3.45** |

*Mean response based on following scale: Very Much = 5; Much = 4; Some = 3; Little = 2; None = 1

**P < .05

TABLE VIII

SUMMARY OF FEMALE COMPLETERS' AND NON-COMPLETERS' RATINGS
OF THE APPLICABILITY OF THE RELATED CURRICULUM
AND THE VALUE OF THE VOCATIONAL COURSE

| | | Distribution by Response Category | | | | | | | | | | | | Mean Response* | t Score |
|-------------------|----------------------|-----------------------------------|-------|--------|-------|------|-------|------|-------|--------------|-------|-------|-----|-------------------|------------|
| Subject | Completion Status | None | | Little | | Some | | Much | | Very Much | | Total | | | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | | |
| English | Completers | 0 | 0 | 0 | 0 | 8 | 38.10 | 5 | 23.80 | 8 | 38.10 | 21 | 100 | 4.00 | |
| | Non-completers | 0 | 0 | 1 | 11.11 | 2 | 22.22 | 4 | 44.45 | 2 | 22.22 | 9 | 100 | 3.77 | |
| Math | Completers | 0 | 0 | 1 | 4.76 | 3 | 14.28 | 8 | 38.10 | 9 | 42.86 | 21 | 100 | 4.19 | |
| | Non-completers | 1 | 11.10 | 0 | 0 | 0 | 0 | 4 | 44.45 | 4 | 44.45 | 9 | 100 | 4.11 | |
| Science | Completers | 4 | 19.05 | 4 | 19.05 | 6 | 28.57 | 1 | 4.76 | 6 | 28.57 | 21 | 100 | 3.05 | |
| | Non-completers | 1 | 16.67 | 0 | 0 | 5 | 83.33 | 0 | 0 | 0 | 0 | 6 | 100 | 2.67 | |
| Social Studies | Completers | 7 | 33.33 | 4 | 19.05 | 2 | 9.53 | 1 | 4.76 | 7 | 33.33 | 21 | 100 | 2.86 | |
| | Non-completer | 1 | 11.10 | 2 | 22.22 | 3 | 33.34 | 0 | 0 | 3 | 33.34 | 9 | 100 | 3.22 | |
| Vocational | Completers | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 14.29 | 18 | 85.71 | 21 | 100 | 4.86 | |
| | Non-completers | 0 | 0 | 0 | 0 | 1 | 11.11 | 2 | 22.22 | 6 | 66.67 | 9 | 100 | 4.55 | |

*Mean response based on following scale: Very Much = 5; Much = 4; Some = 3; Little = 2; None = 1

**P < .05

Table IX was developed to display the male completers' and non-completers' ratings of the applicability of the related curriculum and the value of the vocational course. The male completers and non-completers rated all related curriculum as applying from "some" to "much" and the value of the vocational course of "very much" value.

There was no significant difference at the .05 level between the mean responses of the male completers and non-completers concerning the related curriculum. Neither was there a significant difference at the .05 level in the mean response of male completers and non-completers concerning the value of the vocational course.

The CVET instructors' ratings of the applicability of the related curriculum and the value of the vocational course are reflected in Table X. The instructors' mean responses for the related curriculum were from "some" to "much" and the vocational course mean response rating was "very much" value.

TABLE IX

SUMMARY OF MALE COMPLETERS' AND NON-COMPLETERS' RATINGS
OF THE APPLICABILITY OF THE RELATED CURRICULUM
AND THE VALUE OF THE VOCATIONAL COURSE

| | | Distribution by Response Category | | | | | | | | | | | | | |
|----------------|-------------------|-----------------------------------|-------|--------|-------|------|-------|------|-------|-----------|-------|-------|-----|-----------|-------|
| | | None | | Little | | Some | | Much | | Very Much | | Total | | Mean | t |
| Subject | Completion Status | N | % | N | % | N | % | N | % | N | % | N | % | Response* | Score |
| English | Completers | 9 | 10.11 | 16 | 17.98 | 20 | 22.47 | 21 | 23.60 | 23 | 25.84 | 89 | 100 | 3.37 | |
| | Non-completers | 7 | 10.00 | 7 | 10.00 | 23 | 32.86 | 21 | 30.00 | 12 | 17.14 | 70 | 100 | 3.34 | .149 |
| Math | Completers | 2 | 2.30 | 3 | 3.45 | 14 | 16.09 | 23 | 26.44 | 45 | 51.72 | 87 | 100 | 4.22 | |
| | Non-completers | 2 | 2.90 | 8 | 11.60 | 9 | 13.04 | 23 | 33.33 | 27 | 39.13 | 69 | 100 | 3.94 | 1.65 |
| Science | Completers | 15 | 18.75 | 23 | 28.75 | 21 | 26.25 | 16 | 20.00 | 5 | 6.25 | 80 | 100 | 2.66 | |
| | Non-completers | 11 | 18.04 | 15 | 24.59 | 10 | 16.39 | 15 | 24.59 | 10 | 16.39 | 61 | 100 | 2.97 | 1.49 |
| Social Studies | Completers | 16 | 18.39 | 27 | 31.04 | 20 | 22.99 | 11 | 12.64 | 13 | 14.94 | 87 | 100 | 2.75 | |
| | Non-completers | 12 | 17.91 | 25 | 37.31 | 11 | 16.42 | 11 | 16.42 | 8 | 11.94 | 67 | 100 | 2.67 | .57 |
| Vocational | Completers | 0 | 0 | 1 | 1.16 | 5 | 5.82 | 12 | 13.95 | 68 | 79.07 | 86 | 100 | 4.71 | |
| | Non-completers | 1 | 1.43 | 1 | 1.43 | 6 | 8.57 | 15 | 21.43 | 47 | 67.14 | 70 | 100 | 4.51 | 1.66 |

*Mean response based on following scale: Very Much = 5; Much = 4; Some = 3; Little = 2; None = 1

TABLE X

SUMMARY OF CVET INSTRUCTORS' RATINGS OF THE APPLICABILITY
OF THE RELATED CURRICULUM AND THE VALUE
OF THE VOCATIONAL COURSE

| Distribution by Response Category | | | | | | | | | | | | | |
|-----------------------------------|------|-------|--------|-------|------|-------|------|-------|-----------|-------|-------|-----|----------------|
| Subject | None | | Little | | Some | | Much | | Very Much | | Total | | Mean Response* |
| | N | % | N | % | N | % | N | % | N | % | N | % | |
| English | 2 | 7.41 | 1 | 3.70 | 8 | 29.63 | 13 | 48.15 | 3 | 11.11 | 27 | 100 | 3.52 |
| Math | 0 | 0 | 1 | 3.70 | 7 | 25.93 | 8 | 29.63 | 11 | 40.74 | 27 | 100 | 4.07 |
| Science | 3 | 11.54 | 4 | 15.38 | 11 | 42.31 | 6 | 23.08 | 2 | 7.69 | 26 | 100 | 3.00 |
| Social Studies | 2 | 7.41 | 4 | 14.81 | 13 | 48.15 | 8 | 29.63 | 0 | 0 | 27 | 100 | 3.00 |
| Vocational | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 32.0 | 17 | 68.00 | 25 | 100 | 4.68 |

*Mean response based on following scale: Very Much = 5; Much = 4; Some = 3; Little = 2; None = 1.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Those American citizens who come from disadvantaged backgrounds must be educated in order to gain their rightful place in our society. One solution is to train the disadvantaged for salable skills through vocational education. The typical vocational course demands average or above average skills in reading and arithmetic as well as in the technical areas. The fact is strongly implied in the review of literature that the needs of the disadvantaged student are not being met in the traditional educational setting.

The CVET program in Oklahoma is designed for students with special needs. A combination of vocational and modified related instruction provides the opportunity of acquiring a vocational skill while also gaining basic knowledge in the related fields of English, math, science and social studies. This approach also allows students to reach maximum personal development, including employment potential, in the shortest time.

Purpose of the Study

There were two primary purposes of this study. One was to determine the effectiveness of the CVET program in enabling disadvantaged students to obtain employment or to succeed in regular vocational

programs. The second purpose was to determine the students' and former students' opinions of the applicability of the related curriculum and the value of the CVET program.

Objectives of the Study

This study was ex post facto in nature designed to investigate two specific objectives. The first objective was to do a follow-up study on Coordinated Vocational Education and Training programs that had been in operation for at least three years to determine the number of students who subsequently enrolled in regular vocational programs or obtained employment. The second objective was to determine the students' and instructors' opinions of the applicability of the related curriculum and the value of the vocational program.

Design and Conduct of the Study

The major tasks involved in the design and conduct of the study were: (1) to determine the population for the study; (2) to develop the instrument necessary for collecting the data; (3) to determine and develop the procedures for collecting the data; and (4) to select the methods for the analysis of the data.

The study population consisted of 1,739 students used to study the effectiveness of the CVET program. Information was gathered concerning all 1,739 students. The study population for the section of the study dealing with the applicability of the related curriculum and value of the CVET program consisted of 760 students who completed two years of CVET, 979 students who did not complete two years of CVET, and 30 instructors and former instructors. Two hundred twenty completers and

203 non-completers were mailed questionnaires. Usable responses were received from 110 completers, 79 non-completers, and 27 teachers.

Findings of the Study

Findings of the study reveal that 148 (8 percent) of the students dropped CVET during their first year. Eight hundred thirty-one (48 percent) completed one year of CVET. It was found that 511 (61 percent) of the 831 students who completed one year of CVET dropped CVET at the end of their first year, while 81 (10 percent) of the 831 dropped CVET during their second year of CVET and 239 (29 percent) of the 831 were in their second year of CVET when the study was made. A further finding was that 760 (44 percent) of the total completed two years of CVET training. Thus, 1,591 (92 percent) of the 1,739 students completed one or two years of CVET training.

Further observation indicates 262 (15 percent) of the 1,739 students moved from the community, 395 (23 percent) dropped out of school, 843 (48 percent) stayed in school after dropping or completing CVET training, 239 (14 percent) were in their second year of CVET, and 539 (31 percent) enrolled in a regular vocational course. Taken together, 778 (45 percent) enrolled in a vocational course. Also, 729 (67 percent) were still in school when the study was made. There were 574 students eligible to have graduated and 266 (46 percent) had graduated when the data were gathered. Eighty-seven (8 percent) had remained in school beyond completing or dropping CVET training but left school without graduating. Of the 395 who had dropped out of school when they dropped CVET and the 87 who dropped out of school before graduation, 56 (12 percent) entered the armed forces, 208 (43 percent) entered jobs

related to the CVET training, 133 (27 percent) entered jobs not related to the CVET training, while 85 (18 percent) students' status were unknown or they were deceased.

The second portion of the study concerned the completers', non-completers', and instructors' opinions of the applicability of the related curriculum and the value of the vocational course. It was revealed that there was no significant difference between the mean responses of the completers' and non-completers' ratings of the related English, math, science and social studies. There was a significant difference at the .05 level in the mean response concerning the value of the vocational course when the ratings of the completers and non-completers were compared. There was also a significant difference at the .05 level when the ratings of the female completers and non-completers were compared concerning the value of the vocational course. There was no significant difference in the ratings given by the male completers and non-completers concerning either the related curriculum or the value of the vocational course. The mean response of completers, non-completers and instructors rated math from "some" to "much" in applicability. All groups rated English as being "much" in applicability, while science and social studies were both rated as being of "some" applicability. All groups rated the vocational course of "very much" value.

Conclusions

The following conclusions were made based on the analysis of the data collected by the investigation:

1. The CVET program and the related curriculum did enable students to enroll in regular vocational programs as indicated by 45 percent of the students enrolling in vocational courses upon completion of or dropping CVET.
2. The CVET program and the related curriculum did enable students to graduate from high school as evidenced by 46 percent of those students who were eligible for graduation doing so, even in this group of students with special needs.
3. The CVET program and the related curriculum did enable students to become employed in occupations related to their CVET training as indicated by 43 percent of those who dropped out of school prior to graduation becoming employed in related occupations.
4. The CVET program and the related curriculum is effective in causing students to remain in school during the two years of the CVET program as evidenced by the 166 students, the largest number of any year, dropping out of school after completion of two years of CVET training.
5. The students and instructors did consider the related curriculum applicable to the vocational course as indicated by their ratings.
6. The vocational course was considered very valuable by students and instructors as indicated by their ratings.
7. The students and instructors felt the math and English curriculum was more applicable than social studies and science to the vocational course as they rated math and English higher than social studies and science.

Recommendations

Based upon the findings of this study as well as personal experience of the investigator, the following recommendations are made:

1. Curriculum materials similar to the related math, English, science, and social studies should be developed for courses required in the eleventh and twelfth grades. This was emphasized by the instructors, administrators, and counselors because many of these students are not capable of passing the courses required during the junior and senior years when in the traditional class setting.
2. The CVET program should be extended to four years in some Oklahoma high schools which have limited vocational offerings and are not in an area vocational-technical school district.
3. The number of CVET programs in Oklahoma should be increased to meet the needs of additional students with special needs, as evidenced by the increasing requests by superintendents of schools for additional programs.
4. The enrollment in existing CVET programs should be increased to the allowable limits to give more students the opportunity to be in the program and to facilitate scheduling of the related courses.
5. The State Department of Vocational and Technical Education should provide in-service training for counselors and instructors of the related curriculum as indicated by a concensus of opinion of CVET instructors.
6. The writer agrees with the suggestion of the CVET instructors that the related curriculum should be revised even though it

was rated applicable in its present form by both students and instructors.

7. As suggested by the instructors, it is recommended that the vocational curriculum be revised also.

Recommendations for Additional Research

1. The researcher would encourage further research to be conducted involving the additional CVET students who have graduated or dropped from school.
2. Provision should be made to gather data concerning those students who are still in school and their class had graduated.
3. Provision should be made to obtain data on the students who completed one year of CVET and were determined to be capable of progressing in a regular class and consequently not allowed to enroll for the second year of CVET.

Concluding Statement

Based on the findings of this study it is concluded that the CVET program is a very valuable component of the total vocational education system in Oklahoma. This program provides training to freshmen and sophomores with special needs that other programs fail to reach. The program has motivated many to continue in school rather than to drop out. The program is providing students with the knowledge and skill essential to becoming taxpayers. The dollars expended for this program will be repaid many times over as the students take their rightful place in our society.

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APPENDIX A

EFFECTIVENESS OF CVET QUESTIONNAIRE

EFFECTIVENESS OF CVET QUESTIONNAIRE

PERSON ANSWERING QUESTIONNAIRE _____

POSITION _____

SCHOOL _____ LOCATION _____ COUNTY _____

1. _____ Number of years CVET has been offered in your school.
2. _____ Number of students who dropped CVET during their first year.
3. _____ Number of students who dropped CVET during their first year who moved from the community.
4. _____ Number of students who dropped CVET during their first year who dropped out of school.
5. _____ Number of students who dropped CVET during their first year, dropped out of school and entered the Armed Forces.
6. _____ Number of students who dropped CVET during their first year, dropped out of school and became employed in a job related to their CVET cluster training.
7. _____ Number of students who dropped CVET during their first year, dropped out of school and did not become employed in a job related to their CVET cluster training.
8. _____ Number of students who dropped CVET during their first year, dropped out of school and their status is unknown or they are deceased.
9. _____ Number of students who dropped CVET during their first year who stayed in school.
10. _____ Number of students who dropped CVET during their first year, stayed in school and enrolled in a vocational course.
11. _____ Number of students who dropped CVET during their first year, stayed in school, enrolled in a vocational course and are still in school.
12. _____ Number of students who dropped CVET during their first year, stayed in school, enrolled in a vocational course and graduated.
13. _____ Number of students who dropped CVET during their first year, stayed in school, enrolled in a vocational course and did not graduate.
14. _____ Number of students who dropped CVET during their first year, stayed in school, enrolled in a vocational course, did not graduate and entered the Armed Forces.

15. _____ Number of students who dropped CVET during their first year, stayed in school, enrolled in a vocational course, did not graduate and became employed in a job related to their CVET cluster.
16. _____ Number of students who dropped CVET during their first year, stayed in school, enrolled in a vocational course, did not graduate and did not become employed in a job related to their CVET cluster training.
17. _____ Number of students who dropped CVET during their first year, stayed in school, enrolled in a vocational course, did not graduate and their status is unknown or they are deceased.
18. _____ Number of students who dropped CVET during their first year, stayed in school and did not enroll in a vocational course.
19. _____ Number of students who dropped CVET during their first year, stayed in school, did not enroll in a vocational course and are still in school.
20. _____ Number of students who dropped CVET during their first year, stayed in school, did not enroll in a vocational course and graduated.
21. _____ Number of students who dropped CVET during their first year, stayed in school, did not enroll in a vocational course and did not graduate.
22. _____ Number of students who dropped CVET during their first year, stayed in school, did not enroll in a vocational course, did not graduate and entered the Armed Forces.
23. _____ Number of students who dropped CVET during their first year, stayed in school, did not enroll in a vocational course, did not graduate and became employed in a job related to their CVET cluster training.
24. _____ Number of students who dropped CVET during their first year, stayed in school, did not enroll in a vocational course, did not graduate and did not become employed in a job related to their CVET cluster training.
25. _____ Number of students who dropped CVET during their first year, stayed in school, did not enroll in a vocational course, did not graduate and their status is unknown or they are deceased.
26. _____ Number of students who completed only one year of CVET.
27. _____ Number of students who dropped CVET after one year.

28. _____ Number of students who dropped CVET after one year who moved from the community.
29. _____ Number of students who dropped CVET after one year who dropped out of school.
30. _____ Number of students who dropped CVET after one year, dropped out of school and entered the Armed Forces.
31. _____ Number of students who dropped CVET after one year, dropped out of school and became employed in a job related to their CVET cluster training.
32. _____ Number of students who dropped CVET after one year, dropped out of school and did not become employed in a job related to their CVET cluster training.
33. _____ Number of students who dropped CVET after one year, dropped out of school and their status is unknown or they are deceased.
34. _____ Number of students who dropped CVET after one year and stayed in school.
35. _____ Number of students who dropped CVET after one year, stayed in school and enrolled in a vocational course.
36. _____ Number of students who dropped CVET after one year, stayed in school, enrolled in a vocational course and are still in school.
37. _____ Number of students who dropped CVET after one year, stayed in school, enrolled in a vocational course and graduated.
38. _____ Number of students who dropped CVET after one year, stayed in school, enrolled in a vocational course and did not graduate.
39. _____ Number of students who dropped CVET after one year, stayed in school, enrolled in a vocational course, did not graduate and entered the Armed Forces.
40. _____ Number of students who dropped CVET after one year, stayed in school, enrolled in a vocational course, did not graduate and became employed in a job related to their CVET cluster training.
41. _____ Number of students who dropped CVET after one year, stayed in school, enrolled in a vocational course, did not graduate and did not become employed in a job related to their CVET cluster training.
42. _____ Number of students who dropped CVET after one year, stayed in school, enrolled in a vocational course, did not graduate and their status is unknown or they are deceased.
43. _____ Number of students who dropped CVET after one year, stayed in school and did not enroll in a vocational course.

44. _____ Number of students who dropped CVET after one year, stayed in school, did not enroll in a vocational course and are still in school.
45. _____ Number of students who dropped CVET after one year, stayed in school, did not enroll in a vocational course and graduated.
46. _____ Number of students who dropped CVET after one year, stayed in school, did not enroll in a vocational course and did not graduate.
47. _____ Number of students who dropped CVET after one year, stayed in school, did not enroll in a vocational course, did not graduate and entered the Armed Forces.
48. _____ Number of students who dropped CVET after one year, stayed in school, did not enroll in a vocational course, did not graduate and became employed in a job related to their CVET cluster training.
49. _____ Number of students who dropped CVET after one year, stayed in school, did not enroll in a vocational course, did not graduate and did not become employed in a job related to their CVET cluster training.
50. _____ Number of students who dropped CVET after one year, stayed in school, did not enroll in a vocational course, did not graduate and their status is unknown or they are deceased.
51. _____ Number of students who completed one year of CVET and are now in their second year of CVET.
52. _____ Number of students who dropped CVET during their second year.
53. _____ Number of students who dropped CVET during their second year who moved from the community.
54. _____ Number of students who dropped CVET during their second year and dropped out of school.
55. _____ Number of students who dropped CVET during their second year, dropped out of school and entered the Armed Forces.
56. _____ Number of students who dropped CVET during their second year, dropped out of school and became employed in a job related to their CVET cluster training.
57. _____ Number of students who dropped CVET during their second year, dropped out of school and did not become employed in a job related to their CVET cluster training.
58. _____ Number of students who dropped CVET during their second year, dropped out of school and their status is unknown or they are deceased.

59. _____ Number of students who dropped CVET during their second year and stayed in school.
60. _____ Number of students who dropped CVET during their second year, stayed in school and enrolled in a vocational course.
61. _____ Number of students who dropped CVET during their second year, stayed in school, enrolled in a vocational course and are still in school.
62. _____ Number of students who dropped CVET during their second year, stayed in school, enrolled in a vocational course and graduated.
63. _____ Number of students who dropped CVET during their second year, stayed in school, enrolled in a vocational course and did not graduate.
64. _____ Number of students who dropped CVET during their second year, stayed in school, enrolled in a vocational course, did not graduate and entered the Armed Forces.
65. _____ Number of students who dropped CVET during their second year, stayed in school, enrolled in a vocational course, did not graduate and became employed in a job related to their CVET cluster training.
66. _____ Number of students who dropped CVET during their second year, stayed in school, enrolled in a vocational course, did not graduate and did not become employed in a job related to their CVET cluster training.
67. _____ Number of students who dropped CVET during their second year, stayed in school, enrolled in a vocational course, did not graduate and their status is unknown or they are deceased.
68. _____ Number of students who dropped CVET during their second year, stayed in school and did not enroll in a vocational course.
69. _____ Number of students who dropped CVET during their second year, stayed in school, did not enroll in a vocational course and are still in school.
70. _____ Number of students who dropped CVET during their second year, stayed in school, did not enroll in a vocational course and graduated.
71. _____ Number of students who dropped CVET during their second year, stayed in school, did not enroll in a vocational course and did not graduate.
72. _____ Number of students who dropped CVET during their second year, stayed in school, did not enroll in a vocational course, did not graduate and entered the Armed Forces.

73. _____ Number of students who dropped CVET during their second year, stayed in school, did not enroll in a vocational course, did not graduate and became employed in a job related to their CVET cluster training.
74. _____ Number of students who dropped CVET during their second year, stayed in school, did not enroll in a vocational course, did not graduate and did not become employed in a job related to their CVET cluster training.
75. _____ Number of students who dropped CVET during their second year, stayed in school, did not enroll in a vocational course, did not graduate and their status is unknown or they are deceased.
76. _____ Number of students who completed two years of CVET.
77. _____ Number of students who completed two years of CVET and moved from the community.
78. _____ Number of students who completed two years of CVET and stayed in school.
79. _____ Number of students who completed two years of CVET, stayed in school and enrolled in a vocational course.
80. _____ Number of students who completed two years of CVET, stayed in school, enrolled in a vocational course and are still in school.
81. _____ Number of students who completed two years of CVET, stayed in school, enrolled in a vocational course and graduated.
82. _____ Number of students who completed two years of CVET, stayed in school, enrolled in a vocational course and did not graduate.
83. _____ Number of students who completed two years of CVET, stayed in school, enrolled in a vocational course, did not graduate and entered the Armed Forces.
84. _____ Number of students who completed two years of CVET, stayed in school, enrolled in a vocational course, did not graduate and became employed in a job related to their CVET cluster training.
85. _____ Number of students who completed two years of CVET, stayed in school, enrolled in a vocational course, did not graduate and did not become employed in a job related to their CVET cluster training.
86. _____ Number of students who completed two years of CVET, stayed in school, enrolled in a vocational course, did not graduate and their status is unknown or they are deceased.
87. _____ Number of students who completed two years of CVET, stayed in school and did not enroll in a vocational course.

88. _____ Number of students who completed two years of CVET, stayed in school, did not enroll in a vocational course and are still in school.
89. _____ Number of students who completed two years of CVET, stayed in school, did not enroll in a vocational course and graduated.
90. _____ Number of students who completed two years of CVET, stayed in school, did not enroll in a vocational course and did not graduate.
91. _____ Number of students who completed two years of CVET, stayed in school, did not enroll in a vocational course, did not graduate and entered the Armed Forces.
92. _____ Number of students who completed two years of CVET, stayed in school, did not enroll in a vocational course, did not graduate and became employed in a job related to their CVET cluster training.
93. _____ Number of students who completed two years of CVET, stayed in school, did not enroll in a vocational course, did not graduate and did not become employed in a job related to their CVET cluster training.
94. _____ Number of students who completed two years of CVET, stayed in school, did not enroll in a vocational course, did not graduate and their status is unknown or they are deceased.
95. _____ Number of students who completed two years of CVET, and dropped out of school.
96. _____ Number of students who completed two years of CVET, dropped out of school and entered the Armed Forces.
97. _____ Number of students who completed two years of CVET, dropped out of school and became employed in a job related to their CVET cluster training.
98. _____ Number of students who completed two years of CVET, dropped out of school and did not become employed in a job related to their CVET cluster training.
99. _____ Number of students who completed two years of CVET, dropped out of school and their status is unknown or they are deceased.
100. _____ Number of students who were eligible to graduate.
101. _____ Number of vocational courses offered in the home high school other than CVET.
102. _____ Is this school in an area vocational-technical school district?
_____ Yes _____ No

103. _____ Number of CVET students who enrolled in college.

104. _____ Number of CVET students who enrolled in a technical institute.

APPENDIX B

STUDENT AND INSTRUCTOR QUESTIONNAIRE


OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

This is a study to find out CVET students' opinions of the English, math, science, and social studies taught by teachers other than the vocational instructor, and their opinions of the vocational instruction received. Your opinion is very important to us to help improve this program for other students.

Please circle the answer you feel most accurately describes your opinion of subjects studied during the time you were enrolled in the vocational course taught by _____.

When you studied English how much did it apply to your vocational program?

NONE LITTLE SOME MUCH VERY MUCH

When you studied math how much did it apply to your vocational program?

NONE LITTLE SOME MUCH VERY MUCH

When you studied science how much did it apply to your vocational program?

NONE LITTLE SOME MUCH VERY MUCH

When you studied social studies how much did it apply to your vocational program?

NONE LITTLE SOME MUCH VERY MUCH

Please circle the answer you feel most accurately describes your opinion of the value of the vocational course taught by _____.

NONE LITTLE SOME MUCH VERY MUCH

Please return this questionnaire in the pre-addressed and stamped envelope. Your assistance in this study will be greatly appreciated.

Sincerely,

Clyde Matthews
Coordinator of Special Programs

CCM/meh

VITA 2

Clyde C. Matthews, Jr.

Candidate for the Degree of
Doctor of Education

Thesis: A FOLLOW-UP STUDY TO DETERMINE THE EFFECTIVENESS OF THE COORDINATED VOCATIONAL EDUCATION AND TRAINING PROGRAM IN SELECTED HIGH SCHOOLS IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

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Professional Experience: Vocational Agriculture instructor at Morris High School, Morris, Oklahoma (with 22 months out for military service from September 1, 1950 to July 10, 1952), 1949-1956; instructor of Vocational Agriculture, Nowata Public Schools, Nowata, Oklahoma, 1956-1970; Teacher Trainer and Assistant State Supervisor MDTA, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, 1970-71; Coordinator of Special Programs, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma, 1971-April, 1976; State Supervisor of Special Programs, Oklahoma State Department of Vocational and Technical Education, April, 1976 to present.

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