

VOCATIONAL EDUCATION PREFERENCES OF SENIOR
HIGH SCHOOL STUDENTS IN A FOUR
COUNTY AREA OF FLORIDA

By

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CHAPTER I

INTRODUCTION

This study is concerned with vocational-technical education needs and offerings for a four-county area in Florida. The designated area includes the four counties of Indian River, Okeechobee, Saint Lucie, and Martin. In this area four public high schools and three non-public high schools are to be found. Indian River has Vero Beach High School, which is public, and Saint Edwards, which is non-public, while Okeechobee County has only Okeechobee High School. Saint Lucie County has Fort Pierce Central, a public high school, and John Carroll and Indian River Academy, which are non-public high schools, while Martin County has only Martin County High School.

The study is primarily concerned with finding the respondents' preferences for training in vocational and technical education. These expressed preferences were studied in relation to (1) current program offerings in the four-county area, (2) employment opportunities in the area, and (3) occupation of the parents, in addition to certain other selected items.

Indian River Community College is the designated area vocational school for the four-county area it serves. It offers college-credit programs, adult technical and vocational education programs, and high school credit programs in vocational areas. The college offers three degrees--the AA college transfer, AS technical education degree, and the

AAS vocational education degree--as well as certificates in vocational and technical education.

The college has an "open door" policy of admission that accepts any person with a high school diploma or high school equivalency diploma. In the vocational-technical areas any person out of school who is 16 years of age or older is admitted, provided classes are not filled. This study is primarily concerned with finding the respondents' preferences for vocational and technical education.

Indian River Community College is located on the Treasure Coast of Florida between Lake Okeechobee and the Indian River, which is a part of the Inland Waterway. It is a state tax-supported college accredited by the Southern Association of Colleges and Schools.

Indian River Junior College was authorized by law during the 1959 Session of the Florida Legislature. The college was established to serve the four-county area of Indian River, Martin, Okeechobee, and Saint Lucie counties and receives students from other states and countries as well.

In November, 1970, the Board of Trustees of the college, in accord with the State Board of Education, changed the name to Indian River Community College. This was done in keeping with the role of the college, which is more than a junior college, with its excellent AA degree program. Indian River serves its entire four-county service district with vocational, technical, cultural, and community service needs as a true community college is designed to do.

Indian River Community College is a comprehensive community college dedicated to meeting the needs of education beyond the high school level. The college serves as a center to foster cultural development in

the community. It provides a two-year college transfer program to four-year colleges or universities. It provides programs that will prepare students for employment in business and industry. It provides courses for students who wish to further their education, to improve their personal or business efficiency, or to enrich their lives regardless of age or previous educational experience.

The Problem

Presently, vocational-education curricula in the four-county area have been developed and implemented almost solely on the basis of advisory committee counsel and employment possibilities, without concern for potential enrollment. Information about vocational interests and preferences should be helpful as a tool in determining curriculum needs and evaluation of present curricula offerings.

The vocational education preference of the senior high school students in the four-county area was not available prior to implementation of this study. Without such information, it was felt that no functional plan of implementation could be developed or adequacy of present program offerings determined. Student awareness, enrollment, and placement are needed in vocational education programs presently being offered and anticipated in the future. A satisfactory program would include, among other items, an analysis of the employment pattern for the area. This information will be ascertained periodically through continued use of advisory committees and study of the latest census data.

Purpose of the Study

The major purpose of the study was to determine the vocational education preferences of the senior high school students in a four-

county area of Florida. A comparison of the senior high school students' vocational education preferences with the vocational curricula presently being offered in the four counties and at the Community College was also made. In addition, the vocational education preferences were compared to selected items of employment information of the area, taken from the 1970 census. Further, an attempt was made to evaluate data to determine differences in preferences as related to the sex of the respondent.

Need for the Study

The primary use of the study was projected to be that of determining the adequacy of the present vocational curriculum in the four-county area and as a guide to the four county school systems and the Community College in ascertaining desirable additions or adjustments to the curriculum.

Guidance counselors in all the schools hopefully can and will make use of the study.

Indian River Community College was designated as the area vocational school in 1968 and started vocational programs for high school and college credit the fall of 1970, having programs in air-conditioning, welding, auto-body fender repair, auto mechanics, agriculture, and printing. Partial employment studies were made, but only through advisory committees and not in a very systematic way. No student interest survey had been conducted for the area prior to this study. Some of the existing programs were recognized as having problems of inadequate enrollment. A vocational program that is elective can hardly exist economically without a knowledge of potential student enrollment.

This study was conceived as being potentially of considerable benefit in this area.

Objectives of the Study

In fulfilling the purposes and solving the problems inherent in this study, it was deemed appropriate to attempt to meet the following objectives:

1. To determine the desire of these students for vocational education in high school or at the Community College.
2. To determine the vocational education preferences of the senior high school students in the four-county area being served by Indian River Community College.
3. To analyze the respondents' stated vocational education preferences with respect to the vocational curricula presently being offered in the four-county area.
4. To determine the programs in which students are enrolled while in high school.
5. To determine the students' plans after high school.
6. To compare the respondents' stated vocational preferences with their present plans after high school.
7. To compare the stated vocational education preferences with present employment patterns as determined by the 1970 census.
8. To list and discuss the employment opportunities in the surrounding area of Florida.
9. To compare the students' stated vocational preferences with the vocation of their parents.

10. To analyze students' responses based on their grade in high school and their sex.

Hypotheses

To further supplement the objectives of the study, the following hypotheses were tested at the .05 level of significance:

HO₁ -- There is no significant difference between male and female students in desire for vocational education.

HO₂ -- There is no significant difference between male and female students' program selection in high school.

HO₃ -- There is no significant difference between male and female students' plans after high school.

Basic Assumptions

The following assumptions were made with no attempt to prove the degree to which they are generally accepted:

1. That vocational education is a needed part of the curriculum at the high school and community college level.
2. That students' preference should be considered in determining vocational education programs in the schools in the four-county area and at the Community College.
3. That all respondents understood the purpose of the questionnaire and the proper manner of response indicated.
4. That the students were honest and that they gave true information to the best of their ability.
5. That the students responding to the questionnaire were representative of all senior high school students in the four-county area.

Scope of the Study

An opportunity was provided for all senior high school students in the four-county area present in school to indicate their preference, or lack of preference, of vocational education course offerings in the home high school or at the Community College. They were asked to indicate their desire for further training after leaving high school and the type of work they hoped to enter after further training.

Limitations of the Study

This study may have little value to areas outside the four counties being served by Indian River Community College because of its nature. It may not be readily adapted to other localities without similar situations.

This study seeks to determine the vocational education preference of senior high school students only as a tool for assessing the adequacy of vocational curriculum in a given area.

Orientation to the importance of vocational education will not be consistent throughout the four-county area. It was recognized that the role of the Community College in meeting educational needs of the four counties would not be viewed in the same manner by persons residing in each and all counties but would be subject to the opinions of people as they viewed the prestige of the college in that particular area.

Definition of Terms

It seems advisable to define terms as used throughout this study:

DOT -- Dictionary of Occupational Titles

OVIS -- Ohio Vocational Interest Survey

SVIB -- Strong Vocational Inventory Blank

Area Vocational School -- A school developed to provide training programs in vocational and technical education for an area crossing traditional school district lines, this in order to provide a large enough service area to make a vocational program feasible and economical.

CHAPTER II

REVIEW OF THE LITERATURE

In reviewing the literature an attempt was made to determine the types of considerations that had been given in similar studies of vocational interest, vocational preference, and vocational guidance. Interpretation of the literature would indicate that developing or selecting a proper instrument for gathering data was important. Factors affecting vocational choice were considered quite frequently, and the problems generally inherent in vocational education programs were considered. These included occupational awareness and financing of vocational education programs.

Selecting an Instrument

The selection or construction of a proper instrument to gather the information desired in this study was an important consideration.

The OVIS is a most desirable instrument, taking 60 to 90 minutes to administer. Frantz (1) indicates that the OVIS is quite an adequate instrument.

For the counselor looking for a good, current, well standardized vocational interest inventory to use with high school pupils, the Ohio Vocational Interest Survey is worth considering, and in a few more years may well be the best choice.

Experience was gained with parts of the OVIS as early as 1959, as used by Swingle (2), tested, and then administered to an entire population. The results were considered satisfactory and the level of

consistent vocational education choices were comparable to the Colorado (3) study.

It appears that many if not all the instruments developed to determine vocational interest or occupational choice have their problems.

O'Shea (4) found:

A study of the relationship between the Strong Vocational Interest Blank and the Kuder Occupational Interest Survey, Form DD, reveals many potential problems for counselors. Frequent inconsistencies and contradictions are found; like-named scales appear to be measuring different things, while dissimilar scales often have strong positive relationships. The first results of a long-term follow-up study are described and further emphasize the difference between the inventories. The implications of these findings for counselors are discussed, and suggestions for further research are outlined.

The question may be asked, can a respondent purposefully fake the results on an interest inventory? Abrahams (5) found that individuals can increase their scores on the SVIB retention scale. It should be noted that under routine administration and under actual selection conditions there is neither a significant nor consistent tendency for applicants to increase their selection scores.

Crites (6) found that there is a relationship of Verbal Vocational behavior related to both age and grade, but are more frequently associated to grade. A true-false type format provides better item discrimination than a Likert-type rating scale. ". . . There was an increase in vocational maturity levels at all grade levels except the eleventh grade, which was atypical; the correlation of vocational maturity with age was .385 and with grade was .463."

Factors Affecting Vocational Choice

The literature indicates that many factors determine the vocational

choice that a student might make. Interests are based upon exposure to knowledge about a subject. The literature is not in complete agreement regarding the strongest factors influencing one's vocational choice. When and where the studies were conducted appeared to affect it greatly. Parents in many areas feel that their child should go to college and that training for an occupation requiring physical labor is below their dignity. They do not know the wide range of vocational education at the secondary and post-secondary institutions. Mitchell (7) states:

Not going through college or dropping out of school is an unequivocal disgrace. Consequently, 65% of American youth list college as their principal objective. Given a choice for their children, parents choose the profession of teacher second only to medicine. The artificiality of this extreme value on security and social prestige forces those who might succeed in another realm to compete in a world for which they are not suited and from which they receive no satisfaction. Clearly, a broader scope of education would allow each person a wider range of goals which would enable him to direct his own interests and abilities toward a useful, satisfying career without regard to the arbitrary and often decisive pressure upon him. Hopefully, the student would have a more sound basis for his decision were he allowed to pursue a more individual goal.

The influence of parents on the vocational choice often is stated or implied. Admiring successful people in an occupation and personal interest are other influencing factors.

7. Twenty reasons were given by the students for making their occupational choices. Sixty-six and seven-tenths (66.7) per cent indicated that admiration of successful people in the occupation was responsible for their choice. (8)

Heath (9) on pages 69-72, "Factors Influencing Vocational Choice of Senior High School Students," based on a review of 84 similar studies had the following conclusions, among others:

2. Interests are one of the major influences determining vocational choice. Interest serves as the motivating force behind the exploratory period of pre adolescence and adolescence. . . . It is not until interest patterns become

stabilized that any permanence of choice is realized. Therefore we may conclude that interests may take many forms during the developmental period, and, regardless of form taken, the motivational force created by interest patterns may be the catalytic agent that directs the individual toward a vocational choice . . .

6. The home situation is the most influential factor determining vocational choice . . . It can be said that the child takes his home with him to school, to play, and to work.

9. Peer group activities are an important influence on vocational choice. . . .

10. The school situation influences the choice process in that it provides areas of exploration which enable the individual to develop a wide range of interests and the opportunity to develop his potential capacities. The nature of the school curriculum has the tendency to direct students toward fields of occupations. The school only sets the stage for developing patterns of vocational choice; it does not determine what the choice will be.

Further reference will be made in a later section of the study concerning the effect of school programs and counseling on vocational choices.

The literature further indicates that many students who plan to go to college or do some other type of work still desire some vocational education. The Colorado (3) study, Swingle (2), and Margolin (10) indicate that this is true. In Colorado 80.6 percent of the respondents listed vocational choices, yet 58.32 percent planned to attend college and another 31.8 percent had additional plans for study after graduation from high school. In the Soviet education study 67.8 percent of the graduating students expressed satisfaction with the occupation acquired in school, but only 27 percent intended to work in their area of specialization.

It follows that three-quarters of the total number questioned do not associate their future career path with the occupation acquired during their schooling. There are grounds for assuming /and this is indicated by the responses

of many graduating students to the questionnaire/ that the satisfaction with the acquired occupation is regarded by the students in the following way: we received something useful in the process of production training, but it will be of value in the future, but it will become the basic form of our work activity. (10, p. 66)

Margolin (10) further indicates that chance may be an important factor in one's vocational choice. One type of accident in determining one's choice would be within his own ability and inclinations. The other type would be those cases not connected with the individual's ability, personal qualities, or personality. These accidents would be affected solely by external factors. The elimination of vocational accidents in a logical lead into the next section of the study.

Need of Occupational Awareness

The literature would indicate that greater validity of vocational education choices can be accomplished when a long-range program of occupational awareness is developed. This is accomplished both in the school and in the home, with a cooperative attitude between the two. Phillips (11) found that students using the school as the main source of occupational choice and vocational choice showed a greater congruency of occupational choice than those students using other sources of information. He further stated that lower-class boys make occupational choices which are incongruent with their vocational interest than do upper middle-class boys. Boys that are congruent with vocational choice are well or very well fitted for the occupation chosen and are reasonably well satisfied with the occupation chosen and are reasonably well interested, to very strongly interested, in the occupation chosen.

Further need for vocational education, vocational surveys, vocational counseling, and the importance of vocational education being a

part of the total school is indicated by Winefordner (12). Programs designed to orient students to the world of work must be developed on a conceptual framework on an elementary basis to permit introduction into the primary grades. This will enable career development to orient the students to the world of work.

Career development is a long-range process and needs to become a part of the total educational experience. The literature would indicate that integrating vocational education into the total school curriculum is an apparent concern. Without the developmental process of occupational guidance, it is difficult to make sound occupational choices.

Occupational guidance is constantly becoming a more difficult job. Turner (8) found that in a study in 1957 only 79 occupational categories were listed by students, and in 1964 188 categories were listed in a similar study. Margolin (10) states on pages 70 and 71:

The vocational orientation of pupils, conducted in the process of teaching general education subjects, can play an important role. Lessons in physics and chemistry should be connected with production; trips to enterprises should be organized. The activities of clubs and school workshops should also perform this function, as yet very little is being done in this area. In reality the schools do not have generalized experience and scientifically elaborated methods of student vocational orientation.

An expansion of material facilities for school workshops is required, where pupils could acquire knowledge and work skills in metal fitting, joining, lathe operation and the like. Every school should have a study-room for machine operation, electrical engineering, and radio engineering. The funds for this in any case, will be much less than the expenditures that went for organization of vocational training.

The literature cited to this point might seem to imply that students at the high school level are not capable of making consistent vocational choices. This has not been the intent, but an attempt has been made to substantiate the need for additional vocational guidance

and orientation. Studies similar to this will probably increase occupational awareness. Winefordner (12) on page 56 in his comments about the OVIS stated:

A natural Motivator. It is characteristic of youth that they work best when they are pursuing something which concerns them personally. Thus, self-exploration through the use of an interest such as OVIS, which is tied to a developmental program that includes a system for learning about the world of work, can serve as a natural motivator to assist in vocational exploration and course selection.

School programs must be based upon sound vocational developmental theory and built around a conceptual framework appropriate for student involvement. There is a definite need to establish systems that will tie occupational information and job opportunities to student interests, aptitudes, educational course selection and curricular planning. The use of the DOT and the Ohio Vocational Interest Survey provides the basis for such a system.

The Colorado (3) study indicated that 76.4 percent of the high school students surveyed made consistent vocational education choices, which is in line with Ohio at 72.4 percent, Utah at 83 percent; and Swingle (2) found that 78 percent made consistent choices. All the studies used the OVIS or some slight deviation from it.

Throughout this paper much emphasis has been put on the importance of occupational choice or vocational interest of senior high school students. Writers often use vocational interest and occupational choice as synonymous terms. Ginzberg (13) would tend to invalidate this thought. He states, "The outstanding conclusion from our findings is that occupational choice is a developmental process: it is not a single decision, but a series of decisions made over a period of years." The period of occupational choice is divided into three stages: fantasy, tentative, and realistic. The tentative choices were interest, capacity, value, and transition. Everyone, unless retarded, becomes aware in early adolescence; yet their interests and values are incompatible.

General Problem Areas of Vocational Education

Freedom of choice of an occupation is a part of the democratic way of life in the United States and apparently throughout the world. This fact alone creates problems for the vocational educator. Vocational education choices and occupational choices are probably made for the wrong reasons. Turner (8) on page 73 exemplifies this in his summary:

10. Several of the high schools included in the study have no courses at all in their curricula to prepare students for specific occupations. Except in a few schools which provide courses to prepare students for specific occupations, the offerings are quite limited. Mr. Edward T. Chase describes the situation thus -

Our educational system is concentrated on the 20 per cent of the students who go through college. The vocational future of the other 80 per cent has been either ignored or sabotaged - only about 18 per cent of high school students in urban areas are getting any sort of preparation for work.

Ginzberg (13) on page 131 indicates that some professional societies may compound the problems of choosing a career by providing information that is not entirely accurate.

Since free choice of a career is a hallowed value in a democracy, it is disquieting to see professional societies placing artificial barriers on entrance or, as has more recently been the case, using propaganda to increase the number of prospective applicants. Young people and their parents need objective information about the present state of professions and the probable trends in the demand for professional personnel in the years ahead. No one can make an intelligent choice without such reliable information. And the professional societies, government, and the educational institutions each have a responsibility in providing such information. But no one without the gift of prophecy should take it upon himself to bar young people from or entice them into a particular career. The individual should be provided with the best information available and then be permitted to make his own decisions.

The problems of choosing one's field of work is not unique to this country. According to Margolin (10) on page 64, the Soviet Union

has similar problems and concerns:

Solving the problem of choosing one's specific kind of work specialization occupies an extremely important place in the career plans of youth. The particular sphere of activity and the acquisition of a definite occupation represent the foundation for realizing all one's other objectives and dreams.

A specialty chosen in accordance with one's inclinations and talents provides moral satisfaction, makes work an inspired, creative activity, and life interesting and full. At the same time, by unfolding the individual's abilities it makes it possible for him to bring maximum benefit to society.

Freedom of occupational choice under socialism is expressed, above all, in the abolition of discrimination: property, racial, national, and all other forms. The right to an education provides each individual with the opportunity to receive the minimum of general education and specialized knowledge necessary to acquire a specialty. The inclinations and abilities of the individual are the principal criteria in preparing cadres for the national economy, science, and culture.

Examination of much of the literature as to factors influencing occupational choice reveals that often investigators are in conflict. Ginzberg (14) stated that the parents play an important role in determining the occupational choice a child might make, and Smith (15) on page 29 found:

. . . Most twelfth grade boys and girls do not aspire to nor do they expect an occupational cluster in which either of their parents are currently employed. Only in relatively few cases, did students express interest in pursuing careers similar to their parents.

The literature and this study at this point has devoted a great deal of space to what subject areas should be taught and how students make their choices. Apparently an effort should be made to determine how to get the job done. This would quite logically involve selection of training stations, personnel, and finances needed.

Annis (16) on page 11 found the following:

One of the constantly recurring areas of concerns in many businesses was that of supervisory personnel. In this study area there was no training devoted to the daily supervision of production personnel. Personnel generally work up through the ranks of businesses and are appointed to supervisory positions with virtually no experience in leadership. The skills described by the respondents that are expected of supervisory personnel define the need for curricula incorporating the skills of management at the production level in industry.

In selecting a training center for the vocational education process, one must consider the employee-employer relationship. What are the characteristics that a student should possess if he is to succeed on the job or in the training situation.

Annis (16) on page 20 asked what personal characteristics were important and to rate them. Efficiency, courtesy, manner, neatness, appearance, and self expression were determined important. All the areas were considered important by the respondents, but especially critical were efficient performance of the job and courtesy on the job. As a result of this survey, Annis (16) on page 71 had the following recommendations:

3. Institutions should include as a part of technical training:
 - a. efficiency in doing one's job.
 - b. courtesy and manners toward others and its effect.
 - c. the importance of conversing with others.
 - d. the communications of instructions and policies.
 - e. the importance of personal neatness.
 - f. neatness in doing one's job.
 - g. the rewards for the individual who takes pride in and shows enthusiasm toward his work.
 - h. the importance of ambition, responsibility, and honesty in obtaining satisfying, high paying jobs.

Young people are limited by their environment. An effort should be made by the school to expand or help the student escape the limitations of his environment. To accomplish this, the role of the school counselor

and teacher is even more important. A good teacher serves as a model of excellence and can capture the imagination of the young. Ginzberg (14) on pages 135-136 states:

At best, school authorities, teachers, and guidance specialists combined, find it difficult to do an effective job in facilitating young people's understanding of the world of work. The majority of the staff are women, most of whom know only one job, teaching, and the typical guidance counselor is not likely to have an intimate acquaintance with the job market. Most of what he knows is from books, not life. The schools should therefore elicit the active cooperation of various groups in the community--business, labor, the professions, government--so that young people who are confronted with the necessity of making choices can learn about the advantages and limitations of different fields.

Christensen (17) on pages 142-144 quite well summarizes many of the problems and what the possible solutions might be for some of them.

(3) One of the assumptions of this research is that the student himself will and can provide many answers to the needs and types of vocational programs that the schools should provide. Students should periodically be given an opportunity to make an evaluation of vocational programs. Certain procedures must be followed if their judgments are of most value. These evaluations can be of great value in improving local programs.

(4) Within limits students going to work or to vocational-technical schools can be identified. The counselor or vocational teacher must not require too high a degree of refinement in determining students' occupational choices. In planning vocational programs broad occupational categories are sufficient because of the cluster approach to teaching and the continued training after high school. The career selection process is developmental in nature. It has its first major start in the secondary or community college.

There needs to be further study of ways and means of determining which students can profit most from vocational classes so they can be guided into them. In this study only three measures were used to determine student consistency of occupational choice. A further study should be made using grades as the fourth measure.

(5) There is a trend in the secondary schools to provide more vocational orientation classes and fewer classes for job entry. The implication resulting from this trend is that there must be a greater emphasis on providing more adequate

post secondary programs in Nevada to give individuals that depth of training necessary for job entry. Also, there appears to be a great need to continue and strengthen classes at the 11th and 12th grade level that are long enough in length to give, particularly those students going directly to work, job entry skills. It appears that there is evidence in the study to support the conclusion the best total vocational programs have classes with a number of varied lengths in class time. Some classes should be of limited lengths, such as single periods for one semester or a full year. The goal of these classes should be vocational orientation for the student. On the other hand there should also be vocational classes organized in sequence in long enough periods so that the students will reach job entry level competency.

(6) This conclusion grows out of number five. There is not much that can be done in the small schools to provide vocational programs in depth to meet the needs of their students. Consolidation (used advisedly) is the best answer where the distance is not too great.

There is also a danger which may emerge, and that is the impetus on the part of some to provide a number of vocational-technical post secondary schools or community colleges in locations within driving distances to larger populations. The size of the school has a direct and important bearing on the potential for quality vocational programs. This is a fundamental fact of life that cannot be discounted.

(7) There is support in this study for the fact that many schools are handicapped financially to provide good programs due to lack of equipment and facilities. Extra state and national support is needed to provide programs in depth for vocational education for job competency. One of the main findings in this study is that as students become older they become more dissatisfied with vocational programs. This situation should be completely reversed. This cannot be done without more finance and changes made to improve the overall quality of vocational programs.

(8) There is a great need to redirect almost half of the students who say they plan to go to a four year college and enter a profession into the occupations that require less than a college degree. These are the programs that can be provided by the secondary schools, adult and community colleges or technical schools.

(9) This study shows that parental influence is hard to measure and is subtle in nature with which the vocational educator finds it difficult to cope. Part of the problem is within the programs themselves evidenced by the fact that as the student gets older the more they are dissatisfied with their vocational programs. In some schools students

definitely feel handicapped for tools, equipment, and space. In other situations students report poor instruction, lack of discipline and lack of enforced prerequisites. There must obviously be better public relations with parents and improved counseling, but this study shows part of the problem is within the vocational programs themselves.

(10) More counseling should be provided for students planning to go directly to work or planning to go to a post secondary vocational-technical school. The study shows these students are more frustrated and least sure of themselves as compared to the college oriented student.

(11) In general in the high schools studied, a high percentage of students were productively working, especially in the summers. Since the employment opportunities are limited in most school areas in Nevada, counselors, cooperative work experience coordinators, if available, and the vocational teachers must work cooperatively together to provide beneficial work experience programs.

Females in Vocations

The role of females in the world of work and vocational-technical education programs is becoming an increasingly more complicated situation. In reviewing the literature for this study, it was found that most studies do not deal with differences between male and female employees. Often the female is treated as a second-class citizen in the world of work. Equal rights supposedly includes females. Because of this situation, some of this study is devoted to vocational aspirations of females.

The United States Department of Labor (18) on page 6 indicates that:

Median wage or salary incomes of year-round full-time women workers in selected major occupation groups in 1971 were as follows:

| <u>Major Occupation Group</u> | <u>Income</u> | <u>As Percent of Men's Income</u> |
|--|---------------|-----------------------------------|
| Professional and technical workers | \$8,346 | 69 |
| Nonfarm managers and administrators | 7,312 | 56 |
| Clerical workers | 5,718 | 62 |
| Sales workers | 4,549 | 43 |
| Operatives, including transport | 4,798 | 61 |
| Service workers (except private household) | 4,280 | 60 |

This represents:

. . . a differential, perhaps of the order of 20 percent, between the earnings of men and women remains after adjusting for factors such as education, work experience during the year, and even lifelong work experience. (18, p. 6)

If vocational-technical education is to succeed, we must not neglect such a large segment of our society. The fact that according to the United States Department of Labor (18) on page 1 reports that women make up 33 percent of the total work force would indicate the emphasis should be placed on vocational education for females.

Levy (19) stated:

. . . that in secondary schools we are inclined to guide female students into dull dead end careers. Teachers differentiate ideal behavior based on sex and act out sex role stereotypes.

The United States Department of Labor (18) on page 5 further substantiates Levy's finding by the following:

Women are more apt than men to be white-collar workers, but the jobs they hold are usually less skilled and pay less than those of men. Women professional workers are most likely to be teachers, nurses, and other health workers, while men are most frequently employed in professions other than teaching and health. Women are less likely than men to be managers and officials, and are far more likely to be clerical workers.

There are many myths about women in the work force. Some of these are as follows (20):

Myth:

Women don't work as long or as regularly as their male coworkers; their training is costly--and largely wasted.

Reality:

Although some but not all women leave work for marriage and children, a majority of those who leave return when their children are in school. Despite this break in employment, the average woman worker has a work-life expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

.....

Myth:

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

Reality:

Jobs, with extremely rare exceptions, are sexless. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

The literature provides a strong case for females in vocations and will be treated as such in this study.

Manpower Demand

Manpower demand data is an important aspect of any well organized vocational education program. This data is gathered through the United States Department of Labor. The Bureau of Census Information collects data. Schools systems at various levels and through various methods attempt to gather manpower data.

Florida Project Agriculture is such a study developed in cooperation between the Department of Agricultural and Extension Education and

the Florida State Department of Education Division of Vocational, Technical, and Adult Education (21). This study states the following on pages 9 and 10:

The segment employing the most workers in 1972 was Production Agriculture with 237,275 representing 44% of all workers. This was followed by Ornamental Horticulture with 61,824 or 11%; Products with 28,158 or 5%; Supplies and Services with 16,696 or 3%; Forestry with 11,457 or 2%; Mechanics with 3,769 or 1%. In terms of numbers employed, Resources is relatively unimportant, giving employment to a mere 837 workers. This industry, however, is comparatively new with a considerable development potential.

.....

Looking at the projection for 1975, one sees that Production Agriculture is expected to decline from the 1972 figure to 316 persons which is less than 1%. All the other segments show an increase over 1972. All Agriculture will move from 542,503 workers to 592,101, a gain of 9%. The biggest percentage increase is expected in Resources (30%) though the actual number of extra workers will be only 256. The next largest gain will be in Mechanics (25%), followed by Horticulture and Supplies and Services each with 16%. The increase in Forestry will be 4% while that in Products will be less than 2%. The reason for this relatively lower anticipated percentage increase for the Forestry and Agricultural Products segments of the industry is believed to be that there is possibly greater opportunity for increased mechanization in these segments of the industry than in others.

Gathering data of manpower needs in a systematic way is an important aspect of vocational education. Development of an information source of manpower needs is quite important.

Oklahoma State Department of Vocational and Technical Education (22) has such a system. It is called "OTIS," Occupational Training Information System. This system is designed to provide current information on the supply of and demand for people trained in selected skills and technical occupations.

Summary

To summarize the related literature, there is an indication of greater need of occupational counseling. Studies such as this can serve as a guidance and counseling tool. Student interest should be used as a tool in determining vocational programs.

The literature indicates that many factors affect vocational choice. Contact with successful persons in business seems a practical means of vocational counseling. Exposure to vocations should be a continued process while in school.

Problems of vocational counseling and development of satisfactory vocational education programs are not limited to this country.

Special consideration should be given to females in vocational education. Females have unique counseling needs. There are many myths about females in the world of work.

CHAPTER III

DESIGN AND METHODOLOGY OF THE STUDY

The study is designed to determine the vocational education preferences of the senior high school students in a four-county area being served by Indian River Community College of Fort Pierce, Florida. The vocational education preferences of the respondents will be compared with the curricula presently being offered in the high schools of the four-county area and at Indian River Community College. Data from the 1970 census were used to compare the present situation of employment in the four-county area in relationship to respondents' vocational preferences.

The study should prove of greatest value to the curriculum decision makers in the four-county area and the Community College. Guidance counselors in the schools represented in the study should be able to use the information to an advantage.

Students will be surveyed as to their vocational preference and numbers and percentages will be recorded by school and as a total district. The information will be communicated by the writer to the curriculum decision makers in the four-county area.

Selection of Population

The questionnaire was given to all senior high school students in attendance in the four counties. This population was chosen because all

four counties are served by Indian River Community College. The college serves as the area vocational school. This being an initial study, it seemed wise to survey an entire population.

Procedure

An initial contact was made to the Associate Dean of Instruction at Indian River Community College as to the need and value of the study. The next contact was with the President of Indian River Community College to determine if a similar study had been made and if the college administration would be in favor of such a study. There was a negative reply to previous studies and an affirmative reply favoring the study. The study was developed at this point and was presented to the vocational-technical directors and principals of the four counties by the writer and the college administration. The questionnaires were given to the principal or his designated representative in the local schools; they were distributed in the home room or English classes to be returned at a later time on a voluntary basis. The following tests were considered by referring to the 1972 Mental Measurement Yearbook (23): "California Occupational Preference Survey," "Conolly Occupational Interest Questionnaire," "Gordon Occupational Checklist," "Hackman-Gather Vocational Interest Inventory--Standard Edition," "Kuder General Interest Survey," "Kuder Occupational Interest Survey," "Minnesota Vocational Interest Inventory," "Rating Scales of Vocational Values, Vocational Interest, and Vocational Aptitudes," and the "Ohio Vocational Interest Survey." The Strong Vocational Inventory Blank was not considered because it requires a separate form for male and female. The "Ohio Vocational Interest Survey" and the "Rating Scales of Vocational

Values, Vocational Interest, and Vocational Aptitudes" seemed to be the best suited for this investigation based on the information studied. None of the tests met the needs of the study, and it was decided to develop a questionnaire.

An initial questionnaire was prepared using the Ohio Vocational Interest Survey and a previous questionnaire used by Swingle (2) as a guide. It was then studied and evaluated by members of the Vocational Department teaching staff at Indian River Community College. Recommended changes were made. At this point the chairmen of the Technical Department and Municipal Service Department of Indian River Community College read the questionnaire and made suggestions. The Associate Dean of Instruction, formerly Director of Vocational Education at Indian River Community College, made additional recommendations of change of content.

Copies were printed and high school students in the auto mechanics program read the questionnaire to determine if it was understandable to high school students. The questionnaire was deemed satisfactory.

At this time all Vocational-Technical Directors and School Principals in the four-county area were invited to the college for a luncheon with the college administration, chairman of the Vocational Department, and chairman of the Technical Department. The purpose of the study and questionnaire were reviewed. One question was removed from the questionnaire, and it was then deemed satisfactory to administer to the entire population of the study.

All schools in the four-county area agreed to cooperate with the study. The questionnaires were delivered to the schools and administered during a two-week period in May, 1972.

Collection and Analysis of Data

The data collected was descriptive in nature based on students' response to a vocational planning questionnaire. Census data and Florida and United States Department of Labor data were also used. Indian River Community College's self-study and program offerings from the cooperating schools were used.

The data from the questionnaires were coded and key punched. For the most part the data was recorded according to school, grade, and sex.

The respondents' first, second, and third choices of an intended vocation were compared with that of their parents and were recorded in terms of percentage choosing the same vocation as the parent, by school, grade, and sex.

The respondents' plans after high school were reported numerically and by percentage by school, grade, and sex.

The respondents' program in high school were reported according to grade and sex, numerically and as a percentage.

The respondents' interest in vocational education were reported by grade and sex, numerically and as a percentage.

The vocational education preference of the respondents was reported according to first, second, and third choice by program area, grade, school, and sex.

The above descriptive information was tested at the .05 level of significance by the chi-square, X^2 , where applicable. It was analyzed, compared, and related to census data, Department of Labor information, and curricula being offered in the high schools represented in the study and Indian River Community College.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter was to present and analyze data collected in the study.

A major effort was made to accomplish objectives and to appropriately test hypotheses. Chi-square (X^2) at the .05 level of significance was used to test the hypotheses.

The study as developed was primarily descriptive in nature and for the most part dealt with a base of numerical information and percentages. In some instances the data was further treated by grade level.

The questionnaire used in this study was developed with the assistance of the staff at Indian River Community College, personnel of the senior high schools represented in the study, and students at Indian River Community College. The questionnaire, Appendix A, was presented to a representative of the schools included in the study during the first week of May. Each school was to administer the questionnaire within two weeks. The questionnaires were presented to the students during home room, or in one school during English classes as all students were enrolled in English. The questionnaires were to be returned by the students to a designated place in the school on a voluntary basis. The questionnaires were then picked up by a representative of Indian River Community College two weeks after the schools received them.

Description of Population and Return

The population of this study was comprised of the senior high school students of Indian River County, Okeechobee County, Saint Lucie County, and Martin County, Florida. This represented four county public schools and three non-public schools. Two of the non-public schools are new schools within the past three years. Saint Edwards School does not have a twelfth grade. Vero Beach and Saint Edwards High Schools are located in Indian River County; John Carroll, Indian River Academy, and Fort Pierce Central are located in Saint Lucie County; Martin County High School is located in Martin County; and Okeechobee High School is located in Okeechobee County. John Carroll, Saint Edwards, and Indian River Academy are non-public high schools.

Data shown in Table I depicts the enrollment by school as indicated by school secretaries at the time the questionnaires were being prepared for distribution. There is an enrollment of 6,132, with 5,763 present in school. "Present in school" is the number of students present and available to respond to the questionnaires. Due to the fact that two extra-curricular activities occurred on the date the tests were given, two quite large groups were not available to respond. Later, when this was discovered, there was no practical way to provide a follow-up questionnaire.

According to data presented in Table I, 3,742 students responded to the questionnaire. It should be noted that there were eight incomplete questionnaires not indicating school and some other phases of the questionnaire. The 3,742 responses represent 61 percent of the total enrollment and 72.5 percent of those present in school who were given the questionnaire. Again, it should be noted that the response to the

TABLE I
ENROLLMENT AND RESPONSE OF SENIOR HIGH SCHOOL STUDENTS
IN A FOUR-COUNTY AREA OF FLORIDA BY SCHOOLS

| Distribution of Respondents | | | | | |
|-----------------------------|------------|----------------------|--------------------------------|--|---|
| School | Enrollment | Present in School | Responding to Questionnaire | Percent of Total Enrollment Responding to Questionnaire | Percent of Total Present in School Responding to Questionnaire |
| Fort Pierce Central | 1,975 | 1,504 | 1,213 | 61.4 | 80.7 |
| John Carroll | 200 | 178 | 116 | 58.0 | 65.2 |
| Martin County | 1,540 | 1,315 | 898 | 58.3 | 68.3 |
| Okeechobee | 563 | 498 | 327 | 58.1 | 65.7 |
| Vero Beach | 1,762 | 1,600 | 1,154 | 65.5 | 72.1 |
| Indian River Academy | 59 | 38 | 18 | 30.5 | 47.4 |
| Saint Edwards | 33 | 30 | 16 | 48.5 | 53.3 |
| Total | 6,132 | 5,163 | 3,742 | 61.0 | 72.5 |

questionnaire was on a voluntary basis. No attempt was made to encourage the non-respondents to respond. This response was treated as the typical opinion and choice of senior high school students in a four-county area of Florida. This will be the basis of interpretation of data throughout this study.

Desire for Vocational Education

Students' desire for vocational education was ascertained by asking the following question on the questionnaire: "If a vocational program were offered at the high school or community college that interested you, would you enroll?" The students' response to this question is the basis for findings shown in Table II.

Data presented in Table II indicates that 77.8 percent of females desire vocational education, while 74.7 percent of the males were interested in vocational education. It is of further interest to note that in all schools, a greater percentage of the females than males desired vocational education. This data was used to test Hypothesis HO_1 to determine significance of difference.

Hypothesis HO_1 - "There is no significant difference between male and female students in desire for vocational education."

HO_1 is rejected at the .05 level of significance. Table II indicates that Chi-square (X^2) was significant at the .02 level with two degrees of freedom, meaning that females have a greater desire for vocational education than do males.

Later in this study an analysis of program offerings in the four-county area will be made. The question must be raised, "Do we have adequate program offerings for both male and female?" Of the 38 program

TABLE II
INDICATED INTEREST IN VOCATIONAL EDUCATION OF SENIOR HIGH SCHOOL
STUDENTS IN A FOUR-COUNTY AREA OF FLORIDA

| Interest by Grade | | Distribution by School and Sex | | | | | | | | | | | | | | Total of All Responding | | |
|-------------------------|-----|--------------------------------|------|-----------------|------|------------------|------|------------|------|------------|------|-------------------------|-------|------------------|------|-------------------------------|------|------|
| | | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | Saint Edwards | | | | |
| | | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | |
| INTERESTED | | | | | | | | | | | | | | | | | | |
| 10th | No. | 233 | 220 | 14 | 21 | 127 | 154 | 60 | 52 | 181 | 169 | 0 | 5 | 0 | 0 | 615 | 621 | |
| | % | 84.4 | 84.0 | 77.8 | 80.8 | 70.6 | 77.0 | 84.5 | 83.9 | 71.8 | 79.7 | 0 | 83.3 | 0 | 0 | 77.2 | 80.9 | |
| 11th | No. | 117 | 148 | 12 | 12 | 137 | 137 | 57 | 42 | 131 | 141 | 0 | 1 | 10 | 4 | 464 | 485 | |
| | % | 77.5 | 85.5 | 57.1 | 48.0 | 90.1 | 77.0 | 85.1 | 85.7 | 73.2 | 70.9 | 0 | 100.0 | 90.9 | 80.0 | 77.3 | 77.0 | |
| 12th | No. | 106 | 148 | 7 | 16 | 58 | 46 | 25 | 21 | 113 | 120 | 3 | 4 | 0 | 0 | 312 | 355 | |
| | % | 68.8 | 75.1 | 77.8 | 94.1 | 61.1 | 62.2 | 55.6 | 63.6 | 71.5 | 77.9 | 60.0 | 66.7 | 0 | 0 | 67.0 | 73.8 | |
| NOT INTERESTED | | | | | | | | | | | | | | | | | | |
| 10th | No. | 27 | 29 | 3 | 5 | 40 | 31 | 9 | 5 | 40 | 22 | 0 | 1 | 0 | 0 | 119 | 93 | |
| | % | 9.8 | 11.1 | 16.7 | 19.2 | 22.2 | 15.5 | 12.7 | 8.1 | 15.9 | 10.4 | 0 | 16.7 | 0 | 0 | 14.9 | 12.1 | |
| 11th | No. | 29 | 20 | 9 | 13 | 26 | 30 | 8 | 7 | 36 | 31 | 0 | 0 | 1 | 1 | 109 | 102 | |
| | % | 19.2 | 11.6 | 42.9 | 52.0 | 15.2 | 16.9 | 11.9 | 14.3 | 20.1 | 15.6 | 0 | 0 | 9.1 | 20.0 | 18.2 | 16.2 | |
| 12th | No. | 35 | 37 | 2 | 1 | 31 | 24 | 18 | 7 | 35 | 20 | 2 | 2 | 0 | 0 | 123 | 91 | |
| | % | 22.7 | 18.8 | 22.2 | 5.9 | 32.6 | 32.4 | 40.0 | 21.2 | 22.2 | 13.0 | 40.0 | 33.3 | 0 | 0 | 16.4 | 18.9 | |
| NO RESPONSE | | | | | | | | | | | | | | | | | | |
| 10th | No. | 16 | 13 | 1 | 0 | 13 | 15 | 2 | 5 | 31 | 21 | 0 | 0 | 0 | 0 | 63 | 54 | |
| | % | 5.8 | 5.0 | 5.6 | 0 | 7.2 | 7.5 | 2.8 | 8.1 | 12.3 | 9.9 | 0 | 0 | 0 | 0 | 7.9 | 7.0 | |
| 11th | No. | 5 | 5 | 0 | 0 | 8 | 11 | 2 | 0 | 12 | 27 | 0 | 0 | 0 | 0 | 27 | 43 | |
| | % | 3.3 | 2.9 | 0 | 0 | 4.7 | 6.2 | 3.0 | 0 | 6.7 | 13.6 | 0 | 0 | 0 | 0 | 4.5 | 6.8 | |
| 12th | No. | 13 | 12 | 0 | 0 | 6 | 4 | 2 | 5 | 10 | 14 | 0 | 0 | 0 | 0 | 31 | 35 | |
| | % | 8.4 | 6.1 | 0 | 0 | 6.3 | 5.4 | 4.4 | 15.2 | 6.3 | 9.1 | 0 | 0 | 0 | 0 | 6.7 | 7.3 | |
| TOTALS | | | | | | | | | | | | | | | | | | |
| Interested | No. | 456 | 516 | 33 | 49 | 322 | 337 | 142 | 115 | 425 | 430 | 3 | 10 | 10 | 4 | 1391 | 1461 | |
| | % | 78.5 | 81.7 | 68.8 | 72.1 | 72.2 | 74.6 | 77.6 | 79.9 | 72.2 | 76.1 | 60.0 | 76.9 | 90.9 | 80.0 | 74.7 | 77.8 | |
| Not Interested | No. | 91 | 86 | 14 | 19 | 97 | 85 | 35 | 19 | 111 | 73 | 2 | 3 | 1 | 1 | 351 | 286 | |
| | % | 15.7 | 13.6 | 29.1 | 27.9 | 21.8 | 18.8 | 19.1 | 13.2 | 18.8 | 12.9 | 40.0 | 23.1 | 9.1 | 20.0 | 18.8 | 15.2 | |
| No Response | No. | 34 | 30 | 1 | 0 | 27 | 30 | 6 | 10 | 53 | 62 | 0 | 0 | 0 | 0 | 121 | 132 | |
| | % | 5.8 | 4.7 | 2.1 | 0 | 6.0 | 6.6 | 3.3 | 6.9 | 9.0 | 11.0 | 0 | 0 | 0 | 0 | 6.5 | 7.0 | |
| TOTAL ALL RESPONDING | | No. | 581 | 632 | 48 | 68 | 446 | 452 | 183 | 144 | 589 | 565 | 5 | 13 | 11 | 5 | 1863 | 1879 |

$\chi^2 = 8.7608$ with $df = 2$. Significant at the .02 Level.

possibilities listed in the questionnaire, 21 would probably be judged male programs, being designed predominantly for male students, while 9 would be judged female programs, designed predominantly for the female student, and 8 non-sex programs. Interpretation of the review of literature would indicate that sex orientation to training programs and employment are not justified.

Findings shown in Table III would indicate that an even higher number of students desire vocational education than the 2,852 students indicated in Table II. The data presented in Table III indicate that 569 students listed a first choice of vocational education programs after responding "no interest" or failure to respond on the questionnaire. This represents approximately 12 percent of those responding. This fact may be an indication that we are not getting the job accomplished in vocational counseling. Studies such as this may be helpful in creating an awareness of vocational education program offerings.

Vocational Education Preferences

Vocational education preference as referred to in this study refers to the students' choice indicated on the questionnaire. Students were asked to indicate their vocational education preference. When the student had more than one choice, he was to indicate the order of his preference. The first, second, and third choices were considered in this study. Results presented in Table IV are a compilation of the first choice of vocational education preference.

The data in Appendix D is a further compilation of these choices by school, grade, and sex. Each page in Appendix D is the first, second, and third choice of the respondents by grade, school, and sex.

Appendix D should be helpful to the individual schools. For a school to operate a vocational program, enrollment is needed. This appendix should provide an indication of potential enrollment each year.

TABLE III

SENIOR HIGH SCHOOL STUDENTS IN A FOUR-COUNTY AREA OF
FLORIDA SELECTING A VOCATIONAL EDUCATION PROGRAM
AFTER INDICATING NO INTEREST IN VOCATIONAL
EDUCATION OR NOT RESPONDING ON
QUESTIONNAIRE

| Number of Responses by School | | | | | | | | |
|-------------------------------|---------------------------|-----------------|------------------|-----------------|---------------|----------------------------|------------------|-------|
| Grade and Sex | Fort Pierce Central | John Carroll | Martin County | Okee- chobee | Vero Beach | Indian River Academy | Saint Edwards | Total |
| 10th | | | | | | | | |
| Male | 33 | 4 | 37 | 6 | 40 | | | 120 |
| Female | 30 | 4 | 34 | 8 | 22 | | | 98 |
| 11th | | | | | | | | |
| Male | 16 | 5 | 25 | 8 | 31 | | 1 | 86 |
| Female | 14 | 7 | 33 | 5 | 38 | | 1 | 98 |
| 12th | | | | | | | | |
| Male | 17 | 0 | 17 | 14 | 29 | 2 | | 79 |
| Female | 29 | 1 | 21 | 8 | 29 | | | 88 |
| Subtotal | | | | | | | | |
| Male | 66 | 9 | 79 | 28 | 100 | 2 | 1 | 285 |
| Female | 73 | 12 | 88 | 21 | 89 | | 1 | 284 |
| Total | 139 | 21 | 167 | 49 | 189 | 2 | 2 | 569 |

TABLE IV

FIRST CHOICE VOCATIONAL EDUCATION PREFERENCE OF SENIOR HIGH
SCHOOL STUDENTS IN A FOUR-COUNTY AREA OF FLORIDA
BY GRADE AND SEX

| Type Program | Number of Male and Female Responses by Grade | | | | | | | |
|--|--|--------|----------|--------|----------|--------|-------|--------|
| | Grade 12 | | Grade 11 | | Grade 10 | | Total | |
| | Male | Female | Male | Female | Male | Female | Male | Female |
| General Clerical or Recording | 1 | 17 | 5 | 29 | 1 | 21 | 7 | 67 |
| General Agriculture | 12 | 4 | 15 | 8 | 23 | 4 | 50 | 16 |
| Fire Science | 3 | | 2 | | 10 | | 15 | |
| Machine Shop | 10 | | 7 | | 15 | 3 | 32 | 3 |
| Auto Body Fender Repair | 14 | | 15 | 1 | 20 | | 49 | 1 |
| Electrical Trades | 16 | | 25 | 1 | 37 | | 78 | 1 |
| Brick & Block Laying | 11 | 1 | 25 | 1 | 42 | | 78 | 2 |
| Plumbing | 7 | | 10 | 1 | 10 | | 27 | 1 |
| General Home Economics | | 8 | | 10 | 1 | 16 | 1 | 34 |
| Teacher Aide | 4 | 35 | 5 | 46 | 10 | 61 | 19 | 142 |
| Health Aide | 1 | 3 | | 3 | 3 | 3 | 4 | 9 |
| Medical Laboratory Technician | 6 | 17 | 12 | 15 | 9 | 17 | 27 | 49 |
| Practical Nursing | | 13 | 2 | 21 | 1 | 26 | 3 | 60 |
| Medical Assistant | 8 | 10 | 11 | 14 | 12 | 15 | 31 | 39 |
| Printing & Duplicating | 1 | 3 | 2 | 3 | 2 | 2 | 5 | 8 |
| Tailoring & Dressmaking | | 16 | 3 | 21 | 2 | 14 | 5 | 51 |
| Forestry, Landscaping, Citrus, or Horticulture | 12 | 3 | 27 | 5 | 24 | 5 | 63 | 13 |
| Heating, Refrigeration, & A.C. | 1 | | 7 | | 13 | | 21 | |
| Service Station Attendant & Management | | | 5 | 1 | 7 | 1 | 12 | 2 |
| Other (specify) _____ | 47 | 50 | 69 | 80 | 93 | 99 | 209 | 229 |
| Secretarial Sciences | | 65 | | 59 | | 91 | | 215 |
| Police Science | 12 | 4 | 10 | 3 | 38 | 3 | 60 | 10 |
| Auto Mechanics | 36 | 1 | 44 | 1 | 75 | 2 | 155 | 4 |
| Welding or Sheet Metal | 1 | | 11 | 1 | 12 | 2 | 24 | 3 |
| Appliance Repair | | | | | 1 | | 1 | |
| Carpentry | 23 | 1 | 31 | | 38 | 2 | 92 | 38 |
| Drafting | 22 | 2 | 27 | 3 | 20 | | 69 | 5 |
| Data Processing | 9 | 15 | 14 | 9 | 16 | 14 | 39 | 38 |
| Child Care | 1 | 29 | 4 | 49 | 2 | 71 | 7 | 149 |
| Physical Therapy Assistant | 2 | 11 | 1 | 10 | 4 | 15 | 7 | 36 |
| Radiologic Technology | 8 | 2 | 3 | 3 | 5 | 5 | 16 | 10 |
| Dental Assistant | 1 | 13 | 4 | 32 | 4 | 34 | 9 | 79 |
| Registered Nursing | 1 | 27 | 1 | 47 | | 46 | 2 | 120 |
| Food Preparation & Services | 4 | | 6 | 8 | 7 | 8 | 17 | 16 |
| Cosmetology | 2 | 16 | 1 | 26 | 2 | 41 | 5 | 83 |
| Commercial Art | 10 | 24 | 13 | 16 | 12 | 17 | 35 | 57 |
| Distributive Occupations | 10 | 9 | 10 | 3 | 9 | 3 | 29 | 15 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 10 | | 20 | | 31 | 1 | 61 | 1 |
| Radio, TV, & Electronic Serv. | 18 | 1 | 31 | 1 | 40 | | 89 | 2 |
| None | 68 | 39 | 63 | 49 | 62 | 67 | 193 | 155 |

In analyzing Table IV it was found that "other (specify)" was the most popular choice to both male and female students, with 209 and 229, respectively. Materials in Appendix C represent a computer printout of all students that marked "other" on the questionnaire pertaining to vocational education preference. The writer categorized these choices into 19 areas, thus the makeup of the appendix. Responses were put into a specific group when possible. When this was not possible, craftsman and professional were used. Agriculture business and natural resources was the most popular selection with 73 responses; professional was second with 69, followed by transportation occupations with 54. It does not seem expedient to further analyze the responses of data presented in Appendix C. Many of the 73 responses in agri-business and natural resources were veterinary or veterinary technician or assistant. Of the 54 in the area of transportation occupations, airline stewardess and pilot were quite popular.

Findings in Table IV would tend to verify an earlier statement that there are in fact vocations primarily considered as being for females. The most popular female choices are secretarial sciences, 215; child care, 149; teacher aide, 142; registered nursing, 120; cosmetology, 83; dental assistant, 79; general clerical and recording, 67; and practical nursing, 60. Three of the vocational education preferences were not selected by any female, these being fire science, heating, refrigeration and air-conditioning, and appliance repair.

The male preferences were more wide-spread than the female, auto mechanics being the most popular with 155. Carpentry was the second most popular with 92. Radio, television, and electronic service was the third most popular with 89, followed by electrical trades and brick and

block laying, each having 78. Drafting had 69, followed by forestry, landscaping, citrus or horticulture with 63 and mechanics with 61.

The eight most popular female vocational education choices accounted for 915 students, while the eight most popular male choices accounted for only 685 students; yet there were a similar number of students of each sex, 1,863 male and 1,879 female. Secretarial sciences is the only first choice not selected by at least one male.

Data presented in Table V indicates course offerings of the schools in the study. The only vocational education program offered in the non-public schools in the study was business and office.

John Carroll sends vocational students to Indian River Community College and Fort Pierce Central. Vocational agriculture students from John Carroll attend programs at Fort Pierce Central.

All the public schools offer agriculture except Martin County. The Community College offers agriculture. Data in Appendix D seem to indicate that Martin County should consider implementing an agriculture program based on student interest. Thirty-nine students in Martin County listed agriculture as their first choice; 29, the second choice; and 13, the third choice. The vocational education preference of students would tend to indicate that existing agriculture programs should be continued as interest and placement potential exists.

The listings in Table VI are vocational programs offered at Indian River Community College for both high school students and vocational college students. Auto body fender repair, air conditioning, auto mechanics, radio and television, vocational drafting, and welding are available to daytime high school students. Cosmetology is not available to daytime high school students.

TABLE V
OVERVIEW OF VOCATIONAL COURSE OFFERINGS IN THE SENIOR
HIGH SCHOOLS IN A FOUR-COUNTY AREA OF FLORIDA

| Vocational Courses | Distribution of Programs by School | | | | | | |
|-------------------------------------|------------------------------------|---------------|------------------|-----------------|-----------------|----------------------------|------------------|
| | Fort Pierce Central | Vero Beach | Martin County | Okee- chobee | John Carroll | Indian River Academy | Saint Edwards |
| Agriculture | x | x | | x | | | |
| Air Conditioning & Refrigeration | | | | x | | | |
| Auto Mechanics | x | | x | x | | | |
| Business & Office | x | x | x | x | x | x | x |
| Carpentry | | x | x | x | | | |
| Cooperative Business Education | x | x | x | | | | |
| Cosmetology | | | | x | | | |
| Data Processing | | | x | | | | |
| Distributive Education | x | | x | | | | |
| Diversified Coop. Training | x | x | x | x | | | |
| Drafting | x | x | x | | | | |
| Electronics | x | | | x | | | |
| Home Economics | x | x | x | x | | | |
| Manufacturing | x | | | | | | |
| Marine Engine Mechanics | | | x | | | | |
| Masonry | x | x | x | x | | | |
| Power Technology | x | | | | | | |
| Radio & TV Service | x | | x | | | | |
| Small Enginer Repair | | x | | | | | |
| Vocational Occup. Education | x | x | x | x | | | |
| Work Experience | x | x | x | | | | |

TABLE VI
VOCATIONAL PROGRAMS OFFERED AT INDIAN RIVER
COMMUNITY COLLEGE (AAS DEGREE)

| | |
|--|----------------------------------|
| Auto Body and Fender Repair | Cosmetology (1,200-hour program) |
| Air Conditioning, Refrigeration and Heating | Radio/TV |
| Auto Mechanics | Vocational Drafting |
| | Welding |

Source: Indian River Community College Catalog 1973-74 (Fort Pierce, 1973), p. 15.

The listings in Table VII are those technical education programs offered at Indian River Community College. These programs were not designed primarily with the daytime high school student in mind. The scheduling is not necessarily planned to accommodate the high school student. Major emphasis in these programs is for post-secondary students. It should be noted, however, that in certain situations special arrangements between the high school principal and the dean of instruction enable students to enroll in the programs for high school credit.

Air conditioning is offered at Okeechobee High School and the Community College. The Community College offers air conditioning at the main campus and also at the Martin County Branch. In the past, Fort Pierce Central and Okeechobee have sent air-conditioning students to Indian River Community College. Findings shown in Appendix D would tend to indicate that the student interest is somewhat small, with only 21 first choices in all schools. The existing programs may expect to encounter enrollment problems in the future.

TABLE VII
TECHNICAL PROGRAMS OFFERED AT INDIAN RIVER
COMMUNITY COLLEGE (AS DEGREE)

| | |
|----------------------------------|------------------------------|
| Agribusiness | Fashion Merchandising |
| Agricultural Mechanics | Home Economics |
| Animal Science | Hotel-Motel Administration |
| Banking | Nursing |
| Building Construction | Mid-Management Institutional |
| Citrus Technology and Production | Food Service |
| Criminal Justice | Mid-Management Marketing and |
| Crop Technology and Production | Retailing |
| Data Processing | Medical Technology |
| Drafting | Radiologic Technology |
| Electronics | Secretarial Science |
| | Teacher Aide |

Source: Indian River Community College Catalog 1973-74 (Fort Pierce, 1973), pp. 30-31.

The results presented in Appendix D would seem to indicate that Fort Pierce Central may have difficulty in meeting the needs of all their 60 students indicating a first-choice interest in auto mechanics. In the past, however, they have sent their auto mechanics student overflow to Indian River Community College. Vero Beach does not offer auto mechanics and based on student interest, with 49 first choices, should possibly consider implementing a program or sending high school students to the Community College. Indian River Community College in the past has provided this service to Okeechobee. Okeechobee has implemented its own program at this point. John Carroll sends its auto mechanics students to the Community College. Indian River Academy and Saint Edwards may send auto mechanics students to the Community College if the need should arise.

All schools in the study offer business and office, and student interest, showing 74 students in general clerical and recording and 215 in secretarial science, would indicate that they should probably continue, based on this information.

Carpentry is offered at Vero Beach and Martin County. The Community College has an apprentice program for adults. Data in Appendix D would seem to indicate that Fort Pierce Central should consider a carpentry program, based on student interest, as 42 students selected carpentry as their first choice. The easiest solution could well be to request the Community College to plan their schedule to accommodate high school students.

Cooperative business education, as such, was not a direct choice on the questionnaire. It should be noted that Fort Pierce Central, Vero Beach, and Martin County offer this program. The Community College offers cooperative business education as a part of the business department, including banking, hotel-motel administration, secretarial science, and mid-management.

Cosmetology is offered by the Community College and Okeechobee High School. The Community College cosmetology is primarily for post-secondary students. There are several private schools of cosmetology in the area to help meet the needs of the students. The employment demand in the surrounding area is not completely favorable for the cosmetologist.

Data processing is offered at the Community College and Martin County High School. Data presented in Table IV and Appendix D would indicate that these two programs are all that should be needed in the four-county area, based on student choice, with 77 students choosing it

as their first choice. Martin County can possibly expect low enrollment based on Appendix D, with only 16 students selecting this program as their first choice.

Distributive education is offered at the Community College, Fort Pierce Central, and Martin County and, based on student interest from Table IV with 44 first choices, can probably anticipate continued enrollment for at least several years. No new programs should probably be contemplated based on student interest.

Diversified cooperative training, vocational occupational education, and work experience, as listed in Table V, will not be discussed as to student interest choice. A specific choice was not offered in the questionnaire in this area. These three vocational education programs can and do cross other program areas.

Drafting is offered at all public schools in the study, except Okeechobee. It should be noted in Tables VI and VII that the Community College offers both technical drafting and vocational drafting. The trend is toward vocational drafting and away from technical drafting, except technical drafting for up-grading skills and specific needs.

Electronics is offered at Fort Pierce Central, Okeechobee, and Indian River Community College. Data in Appendix D would indicate that student interest may be too limited in Okeechobee, with only eight students indicating electronics as a first choice, to justify such a program. Figures presented in Appendix D would indicate that Martin County with 19 first choices and Vero Beach with 21 should further investigate some type of program in electrical trades, based on student interest.

Home economics is offered in all the schools represented in the study. The findings in Appendix D indicate that general home economics

is not an extremely popular choice, with only 35 students selecting it as a first choice. It should be noted, however, that child care, tailoring and dressmaking are popular choices. Emphasis on these areas in the home economics programs would seem to be a practical solution. The students interested in food preparation and food service could possibly be served by specialization in other areas.

Data in Table V shows that manufacturing and power technology are two courses offered at Fort Pierce Central. These are courses to introduce and create an understanding and overview of these fields incorporated with on-job training or supervised employment experience. They are not designed for a specific occupation.

Masonry is offered at all public high schools in the study. Brick and block laying is taught as an adult non-credit, or apprenticeship, course at Indian River Community College. It had been offered as a college or high school credit vocational course, but enrollment did not justify this. It is continued as an adult non-credit or apprenticeship course at the Community College. Continuation of all brick and block laying programs is indicated, based on data in Table IV, with 80 students selecting it as their first choice.

Marine engine repair is offered at Martin County and small engine repair at Vero Beach. Data in Appendix D indicates there is student interest at Okeechobee, with 11 first choices, John Carroll, with 3 first choices, and Fort Pierce Central, with 12 first choices. The Community College offers small engine repair as a continuing education program. The Community College should probably further investigate the possibility of mechanics including diesel and/or small engine repair.

Fort Pierce Central, Martin County, and Indian River Community College offer radio and television service programs and evidently should continue, based on response in Appendix D. Vero Beach with 23 first choices in three grades and Okeechobee with 10 first choices in three grades have some interest, but probably not enough to justify programs. Vero Beach is not sending vocational students to the Community College and could possibly meet some of their needs by doing so.

Auto body fender repair is offered at the Community College, which should be able to fulfill the student interest as indicated on the questionnaire.

Findings as shown in Table IV and Appendix D have been discussed to this point as they relate to the programs offered at the high schools and the Community College. Programs offered at the Community College and not at the high schools will be further discussed.

According to Table IV and Appendix D, health occupations have considerable student interest, with 381 students selecting these training programs for a first choice. It should be noted that Indian River Community College is presently offering programs in nursing, which includes registered nursing and practical nursing; and data would indicate that they should be continued, with practical nursing having 63 first choices and registered nursing having an additional 122 first choices. The college also offers a program to train medical laboratory technicians and radiologic technologists. Seventy-six students selected medical laboratory technician as their first choice, and 26 selected radiologic technology.

Data in Table IV would indicate that the Community College should consider the feasibility of expanding their program in health occupations.

Specifically, the following, with the number of students in parentheses listing them as their first choice--medical assistant (70), dental assistant (88), and possibly health aide (13)--should be further studied. Indian River Community College is presently expanding its health occupations facilities. Specific programs to be included in the expansion of health occupation facilities and programs, as of November, 1973, were not yet established, according to information given by the associate dean of instruction of Indian River Community College.

Indian River Community College has established a department of municipal services which includes criminal justice and fire science. At present, fire science is a developing program and specifics on program offerings are not listed in the 1973-74 General Information Catalog (24). The college will develop programs as needed by the four-county area. Fire science had 15 students indicate this program as the first choice, and police science has 70 first-place choices.

According to student interest in Table IV, commercial art should be a popular course or program, with 92 listings of first choice in this area. It should be noted, however, that according to the chairman of the technical department at Indian River Community College, this course has been offered within the past three years and was cancelled because of low enrollment. The feasibility of offering a course in this area possibly should be considered again at this time.

Indian River Community College offers a combination welding program on a full-time basis. In 1972 the program was reduced to part-time, but in 1973 it was again established on a full-time basis based on employment possibilities and student demand. Welding and sheet metal received 27 first choices of training programs.

There is considerable interest in machine shop according to figures in Table IV and Appendix D, with 35 students selecting this as their first choice. It should be noted that the interest at any one grade level may cause the development of such a program to be questionable. The cost of such a program may be a detriment to its feasibility. Table VIII indicates that there are good job opportunities for the machinist.

Plumbing is offered as an apprentice program at the Community College. At present it would not seem practical to change this structure, as a total of only 28 students selected plumbing as their first choice in all schools.

The Community College provides a teacher aide program and will expand as employment needs dictate to meet the employment need of the area. There were 161 first choice preferences for teacher aide.

Findings shown in Table IV show little interest in service station attendant and management, with only 14 first place choices. However, Table VIII shows good job opportunities.

Only one student listed appliance repair as a first choice, but Table VIII lists electric appliance repair as having a strong demand for workers. The last two references to student interest and job opportunities may indicate a greater need for vocational counseling.

Employment Demand

Vocational education is to be oriented to the world of work. Without occupational experience and orientation to the world of work, one could question if we really have vocational education. We should not, therefore, educate and train for work if there are no employment possibilities.

TABLE VIII

OPPORTUNITIES FOR WORK IN AREAS OF FLORIDA WITHIN 55
MILES OF INDIAN RIVER COMMUNITY COLLEGE

| Demand for Workers | | Demand for Workers | |
|--|-------------|----------------------------|-------------|
| Type of Work | Strong Good | Type of Work | Strong Good |
| <u>SKILLED AND SEMI-SKILLED</u> | | <u>CLERICAL AND SALES</u> | |
| Alteration, Tailor | x | Salesman, Driver | x |
| Automobile, Body Repairman | x | Secretary | x |
| Automobile, Service Station Attendant | x | <u>PROFESSIONAL AND</u> | |
| Baker | x | <u>MANAGERIAL</u> | |
| Brick & Block Laying (cement) | x | Draftsman, | |
| Carpenter & Cabinetmaker | x | Architectural | x |
| Construction Workers | x | Nurse, Licensed | |
| Dry Wall Finisher & Plasterer | x | Practical | x |
| Duct Installer | x | Nurse, Registered | x |
| Electric Appliance Service | x | Surveyor | x |
| Electricians | x | <u>SERVICE OCCUPATIONS</u> | |
| Factory Worker | x | Bus Boy | x |
| Furniture Finisher | x | Chef, All Types | x |
| Harvest Hand, Citrus Fruit | x | Cook | x |
| Heavy Equipment Operator | x | Cook, Short Order | x |
| Industrial Truck Operator | x | Counter Girl/Man, | |
| Laborer | x | Cafeteria | x |
| Machinist | x | Dishwasher | x |
| Mechanic, All Types | x | Exterminator | x |
| Mobile Home Repairman | x | Janitor | x |
| Moldman, Fiberglass Layup | x | Kitchen Helper | x |
| Office Machine, Serviceman | x | Meat Cutter | x |
| Offset, Press Man | x | Orderly | x |
| Painter | x | Porter | x |
| Plumber | x | Waiter/Waitress | x |
| Printer | x | Yard Man | x |
| Radio Repairman | x | | |
| Roofer | x | | |

Source: Florida Department of Commerce, Division of Employment Security, Bureau of Employment Services, Opportunities for Work in Principal Areas of Florida (Tallahassee, November, 1973--May, 1974).

Earlier in the study it was suggested that a carpentry program be added. This can further be justified by Table VIII; this table also documents the statement made earlier pertaining to emphasis for home economics and food services. Many of the high demand areas for employment are in the service occupation that could be interpreted as home economics related.

It has been suggested previously that greater emphasis should be placed on mechanics, including diesel and possible small engines at the Community College. A further justification of this need can be found in Table VIII. Mechanics of all types are in strong demand.

The previous statements pertaining to health occupations are partially documented by Table VIII, with many of the health occupations in good to strong demand.

Many of the occupations in Table VIII are not considered glamorous, and basically training programs have not been developed. Many of them would probably not require the normal 450 to 500 or 900 to 1,000 hour training programs. The possibility of a community needs assessment and development of short-term programs should be investigated. The Community College and other adult education programs could probably best meet these needs, unless the high schools were permitted to deviate from the Carnegie Unit of Credit or hours required to develop programs.

High School Program Enrollment

Data shown in Table IX was compiled from the respondents' response to the statement: "I am enrolled in _____ program in high school."

TABLE IX

TYPE OF PROGRAM IN HIGH SCHOOL INDICATED BY SENIOR HIGH SCHOOL STUDENTS
IN A FOUR-COUNTY AREA OF FLORIDA

| Type Program | Distribution by Grade and Sex | | | | | | | | | | | | | | | | | |
|---------------------|-------------------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-----------------------|--------------|
| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | | Totals | | | | | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | Total Male and Female | |
| | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent |
| General | 64 | 8.0 | 74 | 9.6 | 61 | 10.2 | 53 | 8.4 | 42 | 9.0 | 40 | 8.3 | 167 | 9.0 | 167 | 8.9 | 334 | 8.9 |
| College Preparatory | 78 | 9.8 | 125 | 16.3 | 94 | 15.7 | 119 | 18.8 | 90 | 19.3 | 81 | 16.8 | 262 | 14.0 | 325 | 17.3 | 587 | 15.7 |
| Vocational | 179 | 22.5 | 75 | 9.8 | 173 | 28.8 | 124 | 19.6 | 113 | 24.3 | 159 | 33.1 | 465 | 25.0 | 358 | 19.0 | 823 | 22.0 |
| No or No Response | 476 | 59.7 | 494 | 64.3 | 272 | 45.3 | 334 | 53.2 | 221 | 47.4 | 201 | 41.8 | 969 | 52.0 | 1029 | 54.8 | 1998 | 53.4 |
| Total | 797 | 100.0 | 768 | 100.0 | 600 | 100.0 | 630 | 100.0 | 466 | 100.0 | 481 | 100.0 | 1863 | 100.0 | 1881 | 100.0 | 3742 | 100.0 |

$\chi^2 = 22.5088$ with $df = 3$. Significant at the .001 Level.

H_{02} - There is no significant difference between male and female students' program selection in high school. H_{02} was rejected. Chi-square (X^2) on Table IX was significant at the .001 level. This data indicates that more females are in a college preparatory program, that more males are in vocational education programs, and, further, that more females are in no program in high school or fail to respond to the question on the questionnaire.

More than one-half of the respondents in Table IX did not respond or indicated no program enrollment in high school. This may indicate an improper question on the questionnaire, a weakness in counseling, or a lack of communications as to what makes a program. Only 14 percent of the male and 17.3 percent of the female respondents indicated college preparatory; yet Appendix E, Table XV, indicates that about 50 percent of the public school graduates and an even higher percentage of the non-public school graduates entered college.

An encouraging aspect of the data in Table IX is that as students progressed in school the percentage indicating a definite program increased. This is true for both male and female at all grade levels.

Information presented in Appendix F is a further breakdown of Table IX by school, grade, and sex. The percentage of males and females in vocational programs was highest at the eleventh grade. The percentage of students at John Carroll in vocational education increases quite rapidly after the tenth grade. This can possibly be attributed to the fact that eleventh grade students can attend the Community College. There is a further indication that students may withdraw from vocational education in the twelfth grade. Further study should be made as to how well students pursue vocational education once they have started.

Plans After High School

The respondents in the study were asked: "After high school I plan to _____" and given eight choices on the questionnaire. Table X shows the results of this question.

Figures in Table X reject H_0 - There is no significant difference between male and female students' plans after high school. A significant difference was indicated at the .001 level on Chi-square (X^2) with 8 df, meaning there is a difference according to sex in plans after high school--females are more undecided.

The data presented in Table X indicate that 9.6 percent failed to respond to the question. Undecided was the next most popular choice with 24 percent. The figures indicate that 21.9 percent planned to enroll at a four-year college or university and 20.8 percent planned to enter the Community College. It should be noted that only 2.9 percent planned to receive no further training. Findings presented in Table XV in Appendix E, based on 1971 graduates, show that less than 60 percent of all students went on for further training after graduation from high school.

In looking at plans after high school, 24.5 percent of the females and 17.1 percent of the males planned to attend the Community College; yet 24.2 percent of the males and 19.5 percent of the females planned to attend a four-year college or university. This may indicate that females are a little less inclined to move away from home.

It should be noted that a higher percentage of females planned no further training and were undecided. This may account for some situations in employment referred to in Chapter II as to why females make less than males and why they do not achieve as high level jobs. There

TABLE X

PLANS AFTER HIGH SCHOOL OF SENIOR HIGH SCHOOL STUDENTS
IN A FOUR-COUNTY AREA OF FLORIDA

| After High School Plans | Distribution by Grade and Sex | | | | | | | | | | | | | | | | | |
|--------------------------------------|-------------------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|--------------------------|-------|
| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | | Totals | | | | Total Male and Female | |
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | | |
| | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | Num- ber | Per- cent | | |
| Vocational or Technical Education | 45 | 5.6 | 20 | 2.6 | 35 | 5.8 | 34 | 5.4 | 27 | 5.8 | 25 | 5.2 | 107 | 5.7 | 79 | 4.2 | 186 | 5.0 |
| Business School | 18 | 2.3 | 49 | 6.4 | 12 | 2.0 | 27 | 4.3 | 5 | 1.1 | 20 | 4.2 | 35 | 1.9 | 96 | 5.1 | 131 | 3.5 |
| Community College | 88 | 11.0 | 136 | 17.7 | 102 | 17.0 | 153 | 24.2 | 128 | 27.5 | 172 | 35.8 | 318 | 17.1 | 461 | 24.5 | 779 | 20.8 |
| Four-Year College or University | 196 | 24.6 | 159 | 20.7 | 139 | 23.2 | 126 | 19.9 | 117 | 25.1 | 82 | 17.0 | 452 | 24.2 | 367 | 19.5 | 819 | 21.9 |
| Military Service | 78 | 9.8 | 17 | 2.2 | 51 | 8.5 | 20 | 3.2 | 29 | 6.2 | 3 | 0.6 | 158 | 8.5 | 40 | 2.1 | 198 | 5.3 |
| Apprenticeship or On-Job Training | 75 | 9.4 | 31 | 4.0 | 55 | 9.2 | 24 | 3.8 | 47 | 10.0 | 29 | 6.0 | 177 | 9.5 | 84 | 4.5 | 261 | 7.0 |
| No Further Training | 14 | 1.8 | 20 | 2.6 | 12 | 2.0 | 18 | 2.8 | 11 | 2.4 | 33 | 6.9 | 37 | 2.0 | 71 | 3.8 | 108 | 2.9 |
| Undecided | 190 | 23.8 | 250 | 32.6 | 126 | 21.0 | 180 | 28.5 | 60 | 12.9 | 94 | 19.5 | 376 | 20.2 | 524 | 27.9 | 900 | 24.0 |
| No Response | 93 | 11.7 | 86 | 11.2 | 68 | 11.3 | 48 | 7.9 | 42 | 9.0 | 23 | 4.8 | 203 | 10.9 | 159 | 8.4 | 360 | 9.5 |
| Total | 797 | 100.0 | 768 | 100.0 | 600 | 100.0 | 630 | 100.0 | 466 | 100.0 | 481 | 100.0 | 1863 | 100.0 | 1881 | 100.0 | 3742 | 100.0 |

$\chi^2 = 211.4607$ with $df = 8$. Significant at the .001 level.

are possible implications for the need of more vocational counseling among females. This need can be verified in the literature on female studies.

The findings shown in Table X indicate that as students progress in school there are less "no responses" and less "undecided." The plans, however, do not vary a great deal. This may indicate that once the students have considered plans after high school they stick to them.

The response to Table X, based on student plans, is in quite close agreement to Table XVI in Appendix E as to the percentage of students entering further training in 1971. This may be a good indication that the students not responding, and being undecided, will in fact not go on for further training.

Statistics presented in Table XVI in Appendix E show that only a small percent of the adult population even has a high school diploma-- 27.2 percent for Okeechobee and the high of 43.0 percent for Indian River County. The importance of completing high school should probably be stressed in the area. This information should be a guide to the Community College for its adult high school and continuing education programs.

Figures presented in Table X show that 51.1 percent of the students plan to go to the vocational-technical school, business school, Community College, or a four-year college or university. Indian River Community College, being an area vocational-technical school and having a business department, can possibly expect to at sometime enroll many of these students for at least a part of their program.

Data presented in Appendix G is a breakdown of students by grade, school, and sex as to plans after high school. Personnel at the

Community College and the local school can use this as a guide to further counseling and possible recruitment.

The figures in Appendix G would indicate that the Community College should attempt to recruit students as early as grades ten and eleven. By grade twelve the respondents are showing greater interest in the Community College. This appendix would indicate that continued and possibly expanded apprenticeship programs would be advisable.

Comparisons of Anticipated Vocations

With Plans After High School

In preparing this study, occupations were clustered into 19 categories. To determine the categories a combination of materials were studied. It seems that there is not uniformity of occupational classification. The United States Office of Education, Ohio Vocational Interest Survey List, and census categories were used. As nearly as possible throughout this study, the occupational or vocational classifications are consistent. Some seem to be occupational classifications while others seem to be occupational levels. In developing further studies it would seem practical to give a specific choice, rather than asking a simple question: "What is the occupation of your parent or guardian?" or "After high school and military or further training, the vocation I hope to enter is:". This would eliminate a judgment situation on the part of persons compiling data.

Findings presented in Table XI are a comparison of respondents' first choice of a vocation as compared to plans after high school. Plans after high school were compared to vocational choice based on a reasonable chance of employment without further training after high school.

TABLE XI
COMPARISON OF STUDENTS' PLANS WITH THEIR FIRST CHOICE OF A VOCATION

| | Distribution by Grade and Sex | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|-------------------------------|---------------------|----------------------|----------------------|---------------------|----------------------|----------------------|---------------------|----------------------|----------------------|---------------------|----------------------|----------------------|---------------------|----------------------|----------------------|---------------------|----------------------|------------|---------------------|----------------------|--------------|---------------------|----------------------|
| | Grade 10 | | | | | | Grade 11 | | | | | | Grade 12 | | | | | | Total Male | | | Total Female | | |
| | Male | | | Female | | | Male | | | Female | | | Male | | | Female | | | | | | | | |
| | Vocational Choice | After H.S. Plans | Percent Agreement | Vocational Choice | After H.S. Plans | Percent Agreement | Vocational Choice | After H.S. Plans | Percent Agreement | Vocational Choice | After H.S. Plans | Percent Agreement | Vocational Choice | After H.S. Plans | Percent Agreement | Vocational Choice | After H.S. Plans | Percent Agreement | Choice | After H.S. Plans | Percent Agreement | Choice | After H.S. Plans | Percent Agreement |
| | No. | No. | % | No. | No. | % | No. | No. | % | No. | No. | % | No. | No. | % | No. | No. | % | No. | No. | % | No. | No. | % |
| Hospitality & Recreation | 50 | 50 | 100.0 | 17 | 17 | 100.0 | 28 | 28 | 100.0 | 11 | 11 | 100.0 | 15 | 15 | 100.0 | 9 | 9 | 100.0 | 93 | 93 | 100.0 | 37 | 37 | 100.0 |
| Business & Office | 32 | 27 | 84.4 | 140 | 72 | 51.4 | 32 | 25 | 78.1 | 105 | 54 | 51.4 | 35 | 33 | 94.3 | 105 | 65 | 61.9 | 99 | 85 | 85.9 | 350 | 191 | 54.6 |
| Marketing & Distribution | 24 | 14 | 58.3 | 24 | 13 | 54.2 | 16 | 9 | 56.3 | 16 | 11 | 68.8 | 5 | 5 | 100.0 | 27 | 19 | 70.4 | 45 | 28 | 62.2 | 67 | 43 | 64.2 |
| Public Service | 60 | 60 | 100.0 | 37 | 37 | 100.0 | 24 | 24 | 100.0 | 22 | 22 | 100.0 | 25 | 25 | 100.0 | 17 | 17 | 100.0 | 109 | 109 | 100.0 | 76 | 76 | 100.0 |
| Manufacturing | 21 | 13 | 61.9 | | | | 19 | 14 | 73.7 | | | | 7 | 6 | 85.7 | | | | 47 | 33 | 70.2 | | | |
| Environmental Control | 10 | 8 | 80.0 | | | | | | | | | | 2 | 2 | 100.0 | | | | 12 | 10 | 83.3 | | | |
| Fine Arts & Humanities | 14 | 9 | 64.3 | 25 | 16 | 64.0 | 17 | 7 | 41.2 | 20 | 8 | 40.0 | 14 | 7 | 50.0 | 14 | 9 | 64.3 | 45 | 23 | 51.1 | 59 | 33 | 55.9 |
| Agriculture & Natural Resources | 59 | 59 | 100.0 | 26 | 26 | 100.0 | 42 | 42 | 100.0 | 17 | 17 | 100.0 | 37 | 37 | 100.0 | 18 | 18 | 100.0 | 138 | 138 | 100.0 | 61 | 61 | 100.0 |
| Health Occupations | 43 | 31 | 72.1 | 138 | 88 | 63.8 | 32 | 25 | 78.1 | 132 | 94 | 71.2 | 33 | 29 | 87.9 | 71 | 62 | 87.3 | 108 | 85 | 78.7 | 341 | 244 | 71.6 |
| Personal Service | 4 | 0 | 0.0 | 25 | 8 | 32.0 | | | | 18 | 9 | 50.0 | 2 | 0 | 0.0 | 9 | 7 | 77.8 | 6 | 0 | 0.0 | 52 | 24 | 46.2 |
| Communications & Media Occupations | 18 | 16 | 88.9 | 15 | 9 | 60.0 | 17 | 11 | 64.7 | 17 | 11 | 64.7 | 17 | 9 | 52.9 | 10 | 8 | 80.0 | 52 | 36 | 69.2 | 42 | 28 | 66.7 |
| Transportation | 21 | 21 | 100.0 | 28 | 28 | 100.0 | 22 | 22 | 100.0 | 23 | 23 | 100.0 | 12 | 12 | 100.0 | 7 | 7 | 100.0 | 55 | 55 | 100.0 | 58 | 58 | 100.0 |
| Marine Science | 24 | 17 | 70.8 | 6 | 4 | 66.7 | 12 | 9 | 75.0 | 4 | 4 | 100.0 | 8 | 4 | 50.0 | 5 | 4 | 80.0 | 44 | 30 | 68.2 | 15 | 12 | 80.0 |
| Consumer & Homemaking | 14 | 14 | 100.0 | 93 | 93 | 100.0 | 6 | 6 | 100.0 | 63 | 63 | 100.0 | 5 | 5 | 100.0 | 39 | 39 | 100.0 | 25 | 25 | 100.0 | 195 | 195 | 100.0 |
| Self-Employed | 0 | | | 0 | | | | | | 1 | 1 | 100.0 | 1 | 1 | 100.0 | | | | 1 | 1 | 100.0 | 1 | 1 | 100.0 |
| Unemployed or None | 133 | 133 | 100.0 | 114 | 114 | 100.0 | 110 | 110 | 100.0 | 107 | 107 | 100.0 | 100 | 100 | 100.0 | 91 | 91 | 100.0 | 343 | 343 | 100.0 | 312 | 312 | 100.0 |
| Retired | 0 | | | 0 | | | | | | | | | | | | 1 | 0 | 0.0 | | | | 1 | 0 | 0.0 |
| Craftsman | 194 | 108 | 55.7 | 7 | 3 | 42.9 | 159 | 86 | 54.1 | 2 | 0 | 0.0 | 99 | 68 | 68.7 | 6 | 4 | 66.7 | 452 | 262 | 58.0 | 15 | 7 | 46.7 |
| Professional | 69 | 47 | 68.1 | 70 | 53 | 75.7 | 62 | 46 | 74.2 | 68 | 53 | 77.9 | 47 | 38 | 80.9 | 52 | 50 | 96.2 | 178 | 131 | 76.6 | 190 | 156 | 82.1 |
| No Response | 2 | 2 | 100.0 | 1 | 1 | 100.0 | 2 | 2 | 100.0 | 4 | 4 | 100.0 | 1 | 1 | 100.0 | | | | 5 | 5 | 100.0 | 5 | 5 | 100.0 |
| Total | 792 | 629 | 79.4 | 766 | 582 | 76.0 | 600 | 466 | 77.7 | 630 | 492 | 78.2 | 465 | 397 | 85.4 | 481 | 409 | 85.0 | 1857 | 1492 | 80.3 | 1877 | 1483 | 79.0 |

The vocations showing 100 percent agreement as to choice in Table XI are those where employment could be reasonably expected without further training after high school, these being hospitality and recreation, public services, agriculture, transportation, homemaking, unemployed, and no response.

Data presented in Table XI indicates a close agreement between the first choice of a vocation and plans after high school for both male and female students in the following areas: marketing and distribution, 62.2 percent agreement for males and 64.2 percent for females; fine arts and humanities, males 51.1 percent agreement to 55.9 percent agreement for females; health occupations, male 78.7 percent agreement to 71.6 percent agreement for females; communications and media occupations, 69.2 percent agreement for males and 69.2 percent for females; and professional, 76.6 percent agreement for males and 82.1 percent agreement for females. In considering all occupations, between the first choice of a vocation and plans after high school, there is an 80.3 percent agreement for males and 79.0 percent for females, which is really quite close.

It should be noted, however, that in the following occupations there is considerable difference between male and female students as to agreement between plans after high school and the first choice of a vocation: In business and office occupations males have an 85.9 percent agreement to only 54.6 percent agreement for females; personal service has 0.0 percent agreement for males and 46.2 percent agreement for females; marine sciences, 68.2 percent for males and 80.0 percent for females; and craftsman, 58.0 percent for males and 46.7 percent for females.

The 2,977 respondents in Table XI indicated that 80.3 percent of the 1,857 males had agreement as to plans after high school when compared to aspired vocation, while 79 percent of the 1,879 females had agreement. The combined total of the 3,742 respondents indicated 79.6 percent of their plans after high school were in agreement to plans for a vocation. The agreement of plans is noticeably higher at grade twelve than at any other grade level.

Vocational Education Preferences as
Compared to Actual Employment

Comparing vocational education preferences in Table IV to the occupational data from the 1970 census in Table XII is quite difficult. The problem arises as to where the census statistics have placed the 38 vocational education areas on the questionnaire.

No attempt will be made to compare respondents' vocational education choices to all occupations in Table XII.

It should be noted, however, that slightly over 1 percent of the respondents selected distributive occupations; yet 6.8 percent in Table XII are employed as sales workers.

In combining the choices of general clerical or recording and secretarial sciences in Table IV, this represents about 8.5 percent; yet in Table XII clerical and kindred workers account for 13.2 percent.

Machine shop, auto body fender repair, electrical trades, brick and block laying, plumbing, heating, refrigeration and air conditioning, auto mechanics, welding, carpentry, mechanics, and radio-television repair account for about 22 percent of the vocational education preferences; yet Table XII shows that craftsmen account for but 15.5 percent of those employed.

TABLE XII
SUMMARY OF SOCIAL AND OCCUPATIONAL DATA FROM THE 1970
CENSUS OF THE FOUR-COUNTY AREA BY COUNTIES

| Item | Distribution by County | | | | Total | |
|---------------------------------------|------------------------|-------------|--------------|------------|---------|------------------|
| | Martin | Saint Lucie | Indian River | Okeechobee | | |
| SOCIAL DATA | | | | | | |
| Population | 28,035 | 50,836 | 35,992 | 11,233 | 126,096 | |
| Total Employed | | | | | | |
| 16 & Over | 8,932 | 18,390 | 12,466 | 3,789 | 43,577 | |
| % Less Than | | | | | State | |
| Poverty | 15.7% | 20.7% | 15.3% | 17.7% | 12.7% | |
| % Persons in | | | | | | |
| School Age | | | | | State | |
| 14 to 17 Years | 93.3% | 88.0% | 90.8% | 57.3% | 90.6% | |
| EMPLOYMENT DATA | | | | | | |
| | | | | | | Percent of Total |
| Professional, Technical & Kindred | 894 | 1,853 | 1,568 | 281 | 4,596 | 10.0 |
| Manager & Administration | | | | | | |
| Excluding Farm | 799 | 1,633 | 1,014 | 335 | 3,781 | 8.7 |
| Sales Workers | 541 | 1,465 | 808 | 134 | 2,948 | 6.8 |
| Clerical & Kindred Workers | 1,233 | 2,354 | 1,779 | 387 | 5,753 | 13.2 |
| Craftsman, Foreman, & Kindred Workers | 1,519 | 2,525 | 2,173 | 537 | 6,754 | 15.5 |
| Operatives, Except Transport | 661 | 1,639 | 1,092 | 168 | 3,560 | 8.2 |
| Transport Equip. | | | | | | |
| Operative | 276 | 710 | 363 | 164 | 1,513 | 3.5 |
| Laborers, Non-Farm | 628 | 1,259 | 699 | 279 | 2,865 | 6.6 |
| Farmers & Farm | | | | | | |
| Manager | 123 | 201 | 199 | 121 | 644 | 1.5 |
| Farm Laborers & Foreman | 841 | 2,401 | 792 | 820 | 4,854 | 11.1 |
| Service Workers, Not Household | 967 | 1,935 | 1,457 | 497 | 4,856 | 11.1 |
| Private Household | | | | | | |
| Workers | 450 | 415 | 522 | 66 | 1,453 | 3.3 |
| Total | 8,932 | 18,390 | 12,466 | 3,789 | 43,577 | 100.0 |

Source: United States Bureau of the Census, Occupation and Earnings for Counties, Florida (Washington, 1971).

Agriculture accounts for 12.6 percent of those employed in Table XII; yet the respondents' choice in this field accounts for only 4.1 percent.

Findings presented in Table XII indicate that less than one-third of the people in the four-county area are employed. It further indicates that 15 to 20 percent of the population lives at less than poverty level. In one county only 57.3 percent of the persons 14 to 17 years of age are in school.

For the most part, the educational program preference indicated by the respondents does not compare very closely with actual employment. Again, a better job of counseling in the schools may be indicated.

Vocational Preference of Respondents and Occupation of Parents

The respondents were asked, "After high school and military or further training, the vocation I hope to enter is: _____" and were provided a list for three choices. The first choice is the basis for Table XIII as compared to the occupation of parent. These choices were categorized into the 19 areas as previously explained. It is disturbing to note that the most popular choice was unemployed or none, and accounts for 17.5 percent of the students' first choices, while 9.4 percent of the parents were unemployed and another 3.6 percent were retired. Data presented in Appendix E, Tables XVIII through XXIII, show that 19.7 percent to 22.3 percent of the families in the four-county area have incomes under \$3,000. This employment pattern with interest in unemployment probably helps to account for the high percentage of low incomes.

TABLE XIII

COMPARISON OCCUPATION OF PARENTS AND FIRST CHOICE OF A VOCATION OF SENIOR HIGH SCHOOL STUDENTS IN A FOUR-COUNTY AREA OF FLORIDA

| Vocational Areas | Grade 10 | | | | | | Grade 11 | | | | | | Grade 12 | | | | | | Comparison of Combined Totals | | | |
|------------------------------------|----------|-------|--------|--------|-------|-------|----------|-------|--------|--------|-------|-------|----------|-------|--------|--------|-----|-------|-------------------------------|-------|---------|-------|
| | Student | | | Parent | | | Student | | | Parent | | | Student | | | Parent | | | Students | | Parents | |
| | Male | | Female | | No. | | Male | | Female | | No. | | Male | | Female | | No. | | No. | | No. | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Hospitality & Recreation | 50 | 6.3 | 17 | 2.2 | 19 | 1.2 | 28 | 4.7 | 11 | 1.7 | 10 | 0.8 | 15 | 3.2 | 9 | 1.9 | 8 | 0.8 | 130 | 3.5 | 37 | 1.0 |
| Business & Office | 32 | 4.0 | 140 | 18.3 | 131 | 8.4 | 32 | 5.3 | 105 | 16.6 | 97 | 7.9 | 35 | 7.5 | 105 | 21.8 | 58 | 6.1 | 449 | 12.0 | 286 | 7.7 |
| Marketing & Distribution | 24 | 3.0 | 24 | 3.1 | 154 | 9.9 | 16 | 2.7 | 16 | 2.5 | 122 | 9.9 | 5 | 1.1 | 27 | 5.6 | 99 | 10.5 | 112 | 3.0 | 375 | 10.0 |
| Public Service | 60 | 7.6 | 37 | 4.8 | 85 | 5.4 | 24 | 4.0 | 22 | 3.5 | 60 | 4.9 | 25 | 5.4 | 17 | 3.5 | 48 | 5.1 | 185 | 4.9 | 193 | 5.2 |
| Manufacturing | 21 | 2.6 | | | 132 | 8.5 | 19 | 3.2 | | | 92 | 7.5 | 7 | 1.5 | | | 74 | 7.8 | 47 | 1.3 | 298 | 8.0 |
| Environmental Control | 10 | 1.3 | | | 23 | 1.5 | | | | | 21 | 1.7 | 2 | 0.4 | | | 13 | 1.4 | 12 | 0.3 | 57 | 1.5 |
| Fine Arts & Humanities | 14 | 1.8 | 25 | 3.3 | 1 | 0.1 | 17 | 2.8 | 20 | 3.2 | 5 | 0.4 | 14 | 3.0 | 14 | 2.9 | 3 | 0.3 | 104 | 2.8 | 9 | 0.2 |
| Agriculture & Natural Resources | 59 | 7.5 | 26 | 3.4 | 162 | 10.4 | 42 | 7.0 | 17 | 2.7 | 173 | 14.0 | 37 | 8.0 | 18 | 3.7 | 111 | 11.7 | 199 | 5.3 | 446 | 11.9 |
| Health Occupations | 43 | 5.4 | 138 | 18.0 | 46 | 2.9 | 32 | 5.3 | 132 | 20.9 | 59 | 4.8 | 33 | 7.1 | 71 | 14.8 | 29 | 3.1 | 449 | 12.2 | 134 | 3.6 |
| Personal Service | 4 | 0.5 | 25 | 3.3 | 35 | 2.2 | | | 18 | 2.9 | 29 | 2.3 | 2 | 0.4 | 9 | 1.9 | 23 | 2.4 | 58 | 1.6 | 87 | 2.3 |
| Communications & Media Occupations | 18 | 2.3 | 15 | 2.0 | 43 | 2.8 | 17 | 2.8 | 17 | 2.7 | 33 | 2.7 | 17 | 3.7 | 10 | 2.1 | 22 | 2.3 | 94 | 2.5 | 98 | 2.6 |
| Transportation | 21 | 2.6 | 28 | 3.7 | 87 | 5.6 | 22 | 3.7 | 23 | 3.6 | 63 | 5.1 | 12 | 2.6 | 7 | 1.5 | 65 | 6.9 | 113 | 3.0 | 215 | 5.7 |
| Marine Science | 24 | 3.0 | 6 | 0.8 | 12 | 0.8 | 12 | 2.0 | 4 | 0.6 | 7 | 0.6 | 8 | 1.7 | 5 | 1.0 | 7 | 0.7 | 59 | 1.6 | 26 | 0.7 |
| Consumer & Homemaking | 14 | 1.8 | 93 | 12.1 | 134 | 8.6 | 6 | 1.0 | 63 | 10.0 | 68 | 5.5 | 5 | 1.1 | 39 | 8.1 | 63 | 6.7 | 220 | 5.9 | 265 | 7.1 |
| Self-Employed | | | | | 22 | 1.4 | | | 1 | 0.2 | 23 | 1.9 | 1 | 0.2 | | | 18 | 1.9 | 2 | 0.1 | 63 | 1.7 |
| Unemployed or None | 133 | 16.8 | 114 | 14.9 | 157 | 10.1 | 110 | 18.3 | 107 | 16.9 | 108 | 8.8 | 100 | 21.5 | 91 | 18.9 | 85 | 9.0 | 655 | 17.5 | 350 | 9.4 |
| Retired | | | | | 49 | 3.1 | | | | | 40 | 3.2 | | | 1 | 0.2 | 45 | 4.8 | 1 | | 134 | 3.6 |
| Craftsman | 194 | 24.5 | 7 | 0.9 | 173 | 11.1 | 159 | 26.5 | 2 | 0.3 | 131 | 10.6 | 99 | 21.3 | 6 | 1.3 | 105 | 11.1 | 467 | 12.5 | 409 | 11.0 |
| Professional | 69 | 8.7 | 70 | 9.1 | 93 | 6.0 | 62 | 10.4 | 68 | 10.8 | 90 | 7.3 | 47 | 10.1 | 52 | 10.8 | 68 | 7.2 | 368 | 9.9 | 251 | 6.7 |
| No Response | 2 | 0.3 | 1 | 0.1 | | | 2 | 0.3 | 6 | 0.9 | 1 | 0.1 | 1 | 0.2 | | | 2 | 0.2 | 12 | 0.3 | 3 | 0.1 |
| Totals | 792 | 100.0 | 766 | 100.0 | 1,558 | 100.0 | 600 | 100.0 | 632 | 100.0 | 1,232 | 100.0 | 465 | 100.0 | 481 | 100.0 | 946 | 100.0 | 3,736 | 100.0 | 3,736 | 100.0 |

Health occupations account for 12.2 percent of the students' first choices; yet only 3.6 percent of the parents are employed in health occupations.

Figures presented in Table XIII indicate that 12.0 percent of the students selected business and office occupations as first choice; yet only 7.7 percent of the parents were employed in business and office occupations. Ten percent of the parents were employed in marketing and distribution, and 3.0 percent of the students selected this occupation.

Again, in studying Table XIII, as was true in Table XII, there is strong indication that students are less than realistic as to vocational aspirations. It appears that the glamorous occupations and training areas are what students select. Analysis of Appendix H would indicate that the second and third preferences of vocations are no more realistic. Apparently, many respondents will either not be trained and employed in the area of their first preference or they will change their aspirations. It appears again that the career education concept of greater exposure and counseling to the world of work will be practical. Instruction directed toward familiarization with the world of work may be helpful.

Dr. Byrl Shoemaker, State Director of Vocational Education in Ohio, at a teacher educators' workshop at Oklahoma State University stated that more and more educators were expected to orient instruction aimed to potential use in employment.

Education aimed to develop career awareness, career orientation, and career exploration are essential. Counseling should be improved to enable a greater awareness of the world of work. The doors of the school should probably be opened and let students see employment.

Business in the community should be a part of the curricula of the school.

Data presented in Appendix I tends to imply that students in high school do not have a high impression of their parents' occupations. In analyzing the number of students selecting their first choice of a vocation the same as their parents, as few as 4.0 percent selected the same as the parent to a maximum of 25.3 percent. The second and third choices do not improve the percentage.

It is interesting to note, however, that in agriculture and natural resources occupations there is the greatest percentage of students selecting the same occupation as the parent.

Summary

Female students have a greater desire for vocational education, with 77.8 percent, as compared to 74.7 percent of the males, desiring vocational education. Male students have a greater variation in vocational education preferences than do females. A greater percentage of females--17.3 percent compared to 14 percent--were in college preparatory programs, while 25 percent of the males, compared to 19 percent of the females, were in vocational programs while in high school. A greater percentage of the females were in no program or failed to respond--54.8 percent, compared to 52 percent.

For the most part, the respondents have a wide range of vocational education preferences. More than half of the respondents indicated they were enrolled in no program in high school or gave no response. About 42 percent of the respondents planned to attend a community college or a four-year college or university. About 80 percent of the students'

plans after high school were in agreement with their vocational aspirations.

The respondents were not in close agreement as to vocational education preferences and vocational aspirations when compared to employment demands of the area, occupation of parents, or census data as to present employment in the area.

The following three hypotheses were rejected at the .05 level according to Chi-square (χ^2):

HO₁ - There is no significant difference between male and female students' desire for vocational education.--Females have a greater desire for vocational education than do males.

HO₂ - There is no significant difference between male and female students' program selection in high school.--Females are less definite as to selection of a program while in high school.

HO₃ - There is no significant difference between male and female students' plans after high school.--Males are more definite as to plans after high school than are females.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

An attempt has been made in this chapter to summarize the entire study, to present pertinent conclusions, to make appropriate recommendations for vocational-technical course planning, specifically as to the schools represented in the study, and to suggest the need for further studies in this area.

Purpose of the Study

The purpose of this study is to determine the vocational education preferences of the senior high school students within a four-county area of Florida. An analysis of senior high school students' vocational education preferences, this in line with the vocational curricula presently being offered in the four counties and at the Community College, was made. These expressed vocational education preferences were also compared with available employment information specific to the area, including reference to 1970 census data. In addition, the data were evaluated to determine differences in responses which might be ascribed to the sex of the respondent.

The Population

The questionnaire was administered on a date selected as most convenient for the respective schools to all senior high school students in

attendance in the four counties. This was accomplished in all schools within a two-week period. This population was chosen because all four counties are served by Indian River Community College. The college serves as the area vocational school. This being an initial study, it seemed wise to survey an entire population.

Procedure Used in the Study

Due to the status of the investigator as a faculty member of the college, an initial contact was made to the Associate Dean of Instruction at Indian River Community College as to his assessment of the need for and value of the study. The next contact was with the President of Indian River Community College to determine if a similar study had been made and if the college administration would be in favor of and possibly support such a study. There was a negative reply to the question of knowledge of previous studies and an affirmative reply indicating that the college favored such a study. The study was then further developed to the point it was considered appropriate to present it to the vocational-technical directors and principals of the four counties. Questionnaires were then given to the principal or his designated representative in the local schools; they were distributed in the home-room or English classes to be returned at a later time on a voluntary basis.

An initial questionnaire was prepared using the Ohio Vocational Interest Survey and a previous questionnaire used by Swingle (2) as a guide. It was then studied and evaluated by members of the Vocational Department teaching staff at Indian River Community College. Recommended changes were made. At this point the chairmen of the Technical

Department and Municipal Service Department of Indian River Community College read the questionnaire and made suggestions. The Associate Dean of Instruction, formerly Director of Vocational Education at Indian River Community College, made additional recommendations for certain minor changes of content.

Copies were printed and high school students in the auto mechanics program at the Community College read the questionnaire to determine if it was understandable to high school students. The questionnaire was deemed satisfactory.

At this time all Vocational Technical Directors and school principals in the four-county area were invited to the college for a luncheon with the college administration, chairman of the Vocational Department, and chairman of the Technical Department. The stated purposes of the study, as well as the questionnaire, were reviewed. As a result, one question was removed from the questionnaire; and it was then deemed satisfactory to administer to the entire population of the study.

All schools in the four-county area agreed to cooperate with the study. The questionnaires were delivered to the schools and administered during a two-week period in May, 1973.

Objectives of the Study

In attempting to fulfill purposes and identify possible solutions to problems inherent in the study, it was deemed appropriate to direct efforts toward the following objectives:

1. To determine the desire of these students for vocational education in high school and/or at the Community College.

2. To determine the vocational education preferences of the senior high school students in the designated four-county area.
3. To analyze the respondents' stated vocational education preferences with respect to vocational curricula presently being offered in the four-county area.
4. To identify the more common program patterns in which students are enrolled while in high school.
5. To determine students' plans after high school.
6. To relate the stated vocational education preferences with present employment patterns as determined by the 1970 census.
7. To compare the respondents' stated vocational preferences with their present plans for pursuing further study and/or employment after high school.
8. To identify and assess employment opportunities in the surrounding area of Florida.
9. To compare the students' stated vocational preferences with the vocations of their parents.
10. To assess student responses in terms of academic achievement in high school and sex.

Summary

The data presented in Table XIV were prepared to supply an easy way to point out findings of the study.

It was found that 76.3 percent of the respondents desired vocational education. A greater percentage of the females, 77.8 percent, desired vocational education than did males, 74.7 percent.

TABLE XIV
SUMMARY OF DATA PRESENTED IN THE STUDY
CLASSIFIED BY SEX

| Specific Item | Distribution by Sex | | | | | |
|--|---------------------|---------|--------|---------|--------|---------|
| | Male | | Female | | Total | |
| | Number | Percent | Number | Percent | Number | Percent |
| Desire for Vocational Education | 1,391 | 74.7 | 1,461 | 77.8 | 2,852 | 76.3 |
| <u>Top Eight Vocational Education Preferences</u> | | | | | | |
| Secretarial Science | 0 | 0.0 | 215 | 12.2 | 215 | 6.3 |
| Teacher Aide | 19 | 1.2 | 142 | 8.0 | 161 | 4.7 |
| Auto Mechanics | 155 | 9.4 | 4 | 0.2 | 159 | 4.7 |
| Child Care | 7 | 0.4 | 149 | 8.4 | 156 | 4.6 |
| Carpentry | 92 | 5.0 | 38 | 2.2 | 130 | 3.8 |
| Registered Nursing | 2 | 0.1 | 120 | 6.8 | 122 | 3.6 |
| Commercial Art | 35 | 2.1 | 57 | 3.2 | 92 | 2.7 |
| Radio TV & Electronics | 89 | 4.9 | 2 | 0.1 | 91 | 2.7 |
| Total | 409 | 23.1 | 727 | 41.1 | 1,126 | 33.1 |
| <u>Program in High School</u> | | | | | | |
| General | 167 | 9.0 | 167 | 8.9 | 334 | 8.9 |
| College Preparatory | 262 | 14.0 | 325 | 17.3 | 587 | 15.7 |
| Vocational | 465 | 25.0 | 358 | 19.0 | 823 | 22.0 |
| No or No Response | 969 | 52.0 | 1,031 | 54.8 | 2,000 | 53.4 |
| <u>Plans After High School</u> | | | | | | |
| Vocational or | | | | | | |
| Technical School | 107 | 5.7 | 79 | 4.2 | 186 | 5.0 |
| Business School | 35 | 1.9 | 96 | 5.1 | 131 | 3.5 |
| Community College | 318 | 17.1 | 461 | 24.5 | 779 | 20.8 |
| Four-Year College or | | | | | | |
| University | 452 | 24.2 | 367 | 19.5 | 819 | 21.9 |
| Military Service | 158 | 8.5 | 40 | 2.1 | 198 | 5.3 |
| Apprenticeship or | | | | | | |
| On-Job Training | 177 | 9.5 | 84 | 4.5 | 261 | 7.0 |
| No Further Training | 37 | 2.0 | 71 | 3.8 | 108 | 2.9 |
| Undecided | 376 | 20.2 | 524 | 27.9 | 900 | 24.0 |
| No Response | 203 | 10.9 | 159 | 8.4 | 362 | 9.6 |
| <u>Plans After High School in Agreement to Vocational Preference</u> | | | | | | |
| | 1,492 | 80.3 | 1,485 | 79.0 | 2,977 | 79.6 |

Males had a wider range of program preferences, with only 23.1 percent of the choices being in the top eight preferences, while 41.1 percent of the female choices were in the top eight programs.

A greater percentage of male respondents were enrolled in vocational education--25 percent--than females, with 19 percent, while in high school.

A greater percentage, 27.9 percent of the females, were undecided as to plans after high school, while only 20.2 percent of the males were undecided.

There is very little difference between male and female students' first choice of vocational preference as to agreement to plans after high school, with 80.3 percent agreement for males and 79.0 percent agreement for females.

Conclusions

The following conclusions are presented based on findings of the study.

1. More than three-fourths of the respondents definitely indicated a desire to enroll in vocational education.
2. Four hundred thirty-eight students, or approximately 12 percent of the respondents, specified training choices other than the 38 listed on the questionnaire. Agri-business and natural resources occupations accounted for the greater percentage of these. Expressed preferences for training in professional and transportation occupations were apparently the two next most popular. Appendix C provides greater detail.
3. Female respondents indicated secretarial science as the most

popular vocational education choice among 38 occupations listed, followed by child care and, third, teacher aide.

4. Among male respondents, auto mechanics is apparently the most popular vocational educational choice of students, followed by carpentry with radio-television repair as third, this among 38 listed occupations.

5. Schools within the four-county area present a wide selection of choices in vocational-technical education programs.

6. A continuation of most programs presently being offered can be expected, based on expressed interests of respondents.

7. Expansion of programs in health occupations should be accomplished, based upon the high level of expressed interest shown by respondents.

8. The Community College and the four-year institutions can be expected to continue enrollment of somewhat over 40 percent of the graduating high school seniors, this as reflected by student responses to the questionnaire.

9. Further, it can be anticipated that business schools and vocational technical schools will likely account for up to 8.5 percent of students enrolling for vocational training.

10. Planned programs should be developed and implemented to encourage students to stay in high school until graduation. (See Table XV, Appendix E.)

11. There is ample evidence that encouragement should be given parents, teachers, and other influentials to exert an influence on students to develop an attitude that it is not good to be unemployed or under-employed.

12. The parents' occupation is not a very reliable indicator of student interest in a like occupational area.

Recommendations

While the recommendations given in this study are primarily based on findings of the study, the author would acknowledge that some are also somewhat prompted on the basis of his 18 years of experience as a teacher of vocational agriculture and secondary school principal. These recommendations include the following:

1. A major effort should be launched directed toward greater emphasis in the counseling of students, particularly pertaining to vocations and occupational choice.
2. Particular attention should be given to the counseling of female students, this pertaining to all occupations.
3. The Community College should initiate a concentrated effort to provide vocational counseling to schools of the area on a systematic and well-planned basis.
4. Administrators and teachers should lend their efforts toward developing a closer working relationship between all schools in the four-county area.
5. In all planning efforts to attract students to vocational training programs, care should be taken to avoid any implied social and/or racial prejudice.
6. Immediate attention should be given to developing and implementing an employment counseling program for the four-county area.
7. All educational institutions should join together to make periodic surveys of students' occupational education interests annually,

with biannual surveys considered as a minimum.

8. Emphasis should be placed on providing field trips and educational programs designed to create an awareness of occupational employment potential available in the area.

9. Immediate attention should be given by the appropriate administrators to the expansion of health occupations programs at Indian River Community College.

10. A program to encourage joint visitation among all schools in the four-county area, involving students and school personnel, should be implemented.

11. Implications of this study should be made available through presentation and discussion to the administrators and counselors of the schools in the four-county area. This should include major findings in the study, especially those aspects pertaining to male-female comparisons.

12. As continued attempts are made on a periodic basis to ascertain student aspirations for vocational training, attention should be given to the development of the questionnaire to enable respondents to make use of a computer card to eliminate the need for interpretation of response.

Needs for Further Study

1. A follow-up study should be made of graduates in all the schools in the four-county area, including the Community College, to determine employment trends and to provide for some assessment of "accountability."

2. The future labor market for various occupational trainees in the four-county area should be studied on a somewhat continuing basis.

3. Racial, as well as sex comparisons, should be made in future studies.

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APPENDIXES

APPENDIX A

THE QUESTIONNAIRE

VOCATIONAL PLANNING QUESTIONNAIRE

Name _____ Grade _____ Age _____

School _____ Sex _____ M _____ F _____

Your school and community are interested in helping you do the best job of choosing and preparing for a field of work. You can help by filling out the following questionnaire. With the information you furnish and information about job opportunities we can obtain from people in the community, we should be able to do more to help you make wise vocational choices and plans. This information will also help us to determine if additional courses should be offered in the high school or at Indian River Community College.

1. After high school and military or further training, the vocation I hope to enter is:

First Choice _____

Second Choice _____

Third Choice _____

2. After high school I plan to: (circle one)

1. Enter a vocational or technical school
2. Enter a business school
3. Enroll at a community college
4. Enroll at a four year college or university
5. Enter the military service
6. Enter an apprenticeship or on job training
7. Receive no further training
8. Undecided

3. I am enrolled in _____ program in high school.

4. If a vocational program were offered at the high school or community college that interested you, would you enroll? Yes _____ No _____

5. What is the occupation of your parent or guardian? _____

6. What vocational education program would you enroll in if it were offered? (If you have more than one choice, please number your choices in order of preference.)

| | |
|---|--|
| <input type="checkbox"/> General Clerical or Recording | <input type="checkbox"/> Secretarial Sciences |
| <input type="checkbox"/> General Agriculture | <input type="checkbox"/> Police Science |
| <input type="checkbox"/> Fire Science | <input type="checkbox"/> Auto Mechanics |
| <input type="checkbox"/> Machine Shop | <input type="checkbox"/> Welding or Sheet Metal |
| <input type="checkbox"/> Auto Body Fender Repair | <input type="checkbox"/> Appliance Repair |
| <input type="checkbox"/> Electrical Trades | <input type="checkbox"/> Carpentry |
| <input type="checkbox"/> Brick and Block Laying | <input type="checkbox"/> Drafting |
| <input type="checkbox"/> Plumbing | <input type="checkbox"/> Data Processing |
| <input type="checkbox"/> General Home Economics | <input type="checkbox"/> Child Care |
| <input type="checkbox"/> Teacher Aide | <input type="checkbox"/> Physical Therapy Assistant |
| <input type="checkbox"/> Health Aide | <input type="checkbox"/> Radiologic Technology |
| <input type="checkbox"/> Medical Laboratory Technician | <input type="checkbox"/> Dental Assistant |
| <input type="checkbox"/> Practical Nursing | <input type="checkbox"/> Registered Nursing |
| <input type="checkbox"/> Medical Assistant | <input type="checkbox"/> Food Preparation or Food Services |
| <input type="checkbox"/> Printing and Duplicating | <input type="checkbox"/> Cosmetology |
| <input type="checkbox"/> Tailoring and Dressmaking | <input type="checkbox"/> Commercial Art |
| <input type="checkbox"/> Forestry, Landscaping, Citrus, or Horticulture | <input type="checkbox"/> Distributive Occupations (salesman) |
| <input type="checkbox"/> Heating, Refrigeration, and Air Conditioning | <input type="checkbox"/> Mechanics (Diesel, Farm, Marine, or Small Engine) |
| <input type="checkbox"/> Service Station Attendant and Management | <input type="checkbox"/> Radio, Television, and Electronic Service |
| <input type="checkbox"/> Other (specify) _____ | <input type="checkbox"/> None |

APPENDIX B

NUMBER OF SENIOR HIGH SCHOOL STUDENTS IN A FOUR
COUNTY AREA OF FLORIDA RESPONDING
TO QUESTIONNAIRE

| Grade | Sex | School | | | | | | | Total |
|----------|-----|------------------------|-----------------|------------------|------------|---------------|-------------------------|------------------|-------|
| | | Fort Pierce Central | John Carroll | Martin County | Okeechobee | Vero Beach | Indian River Academy | Saint Edwards | |
| Grade 10 | M | 276 | 18 | 180 | 71 | 252 | | | 797 |
| | F | 262 | 26 | 200 | 62 | 212 | 6 | | 768 |
| Grade 11 | M | 151 | 21 | 171 | 67 | 179 | | 11 | 600 |
| | F | 173 | 25 | 178 | 49 | 199 | 1 | 5 | 630 |
| Grade 12 | M | 154 | 9 | 95 | 45 | 158 | 5 | | 466 |
| | F | 197 | 17 | 74 | 33 | 154 | 6 | | 481 |
| Total | M | 581 | 48 | 446 | 183 | 589 | 5 | 11 | 1,863 |
| | F | 632 | 68 | 452 | 144 | 565 | 13 | 5 | 1,879 |
| Total | | 1,213 | 116 | 898 | 327 | 1,154 | 18 | 16 | 3,742 |

APPENDIX C

COMPUTER PRINTOUT OF RESPONDENTS MARKING
"OTHER" ON QUESTIONNAIRE

| SCHOOL | GRADE | SEX | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|--------------------------|---|--|-----|----|----|----|---|---|----|----|----|---|----|----|----|----|----|----|----|----|----|----|
| 1 | 10 | M | 253 | 2 | 2 | 3 | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 2 | 1 |
| 1 | 10 | F | 213 | 1 | 3 | 7 | 2 | 0 | 0 | 3 | 5 | 4 | 2 | 2 | 10 | 0 | 4 | 0 | 0 | 0 | 1 | 5 |
| 1 | 11 | M | 136 | 2 | 0 | 0 | 3 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| 1 | 11 | F | 147 | 1 | 2 | 0 | 3 | 0 | 0 | 1 | 6 | 1 | 0 | 4 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 2 |
| 1 | 12 | M | 138 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 5 |
| 1 | 12 | F | 181 | 0 | 2 | 5 | 2 | 0 | 0 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 2 | 10 | M | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 2 | 10 | F | 20 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 2 | 11 | M | 19 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 11 | F | 22 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 12 | M | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 12 | F | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 3 | 10 | M | 144 | 6 | 2 | 1 | 3 | 0 | 0 | 2 | 1 | 3 | 1 | 0 | 2 | 8 | 1 | 0 | 1 | 0 | 1 | 4 |
| 3 | 10 | F | 152 | 1 | 0 | 2 | 6 | 1 | 1 | 2 | 12 | 3 | 0 | 7 | 5 | 1 | 5 | 0 | 0 | 0 | 0 | 2 |
| 3 | 11 | M | 144 | 6 | 3 | 0 | 0 | 2 | 0 | 1 | 6 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 3 |
| 3 | 11 | F | 145 | 5 | 2 | 1 | 4 | 0 | 0 | 2 | 1 | 2 | 0 | 5 | 6 | 2 | 1 | 0 | 0 | 0 | 0 | 4 |
| 3 | 12 | M | 84 | 1 | 1 | 0 | 2 | 1 | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 3 | 12 | F | 61 | 1 | 1 | 0 | 2 | 0 | 0 | 2 | 1 | 3 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 3 | 0 | M | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 0 | F | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 10 | M | 59 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 4 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 4 | 10 | F | 54 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 4 | 11 | M | 58 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 4 | 11 | F | 41 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 |
| 4 | 12 | M | 39 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 12 | F | 28 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 |
| 5 | 10 | M | 215 | 8 | 2 | 1 | 0 | 0 | 0 | 1 | 3 | 3 | 0 | 2 | 3 | 3 | 3 | 0 | 0 | 0 | 0 | 8 |
| 5 | 10 | F | 180 | 4 | 1 | 5 | 3 | 0 | 0 | 3 | 4 | 1 | 0 | 1 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 4 |
| 5 | 10 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 11 | M | 142 | 2 | 2 | 1 | 1 | 1 | 0 | 4 | 1 | 3 | 0 | 2 | 5 | 1 | 1 | 0 | 0 | 0 | 3 | 4 |
| 5 | 11 | F | 166 | 0 | 0 | 1 | 4 | 0 | 0 | 3 | 5 | 3 | 1 | 0 | 2 | 0 | 7 | 0 | 0 | 0 | 0 | 7 |
| 5 | 12 | M | 141 | 0 | 4 | 0 | 1 | 0 | 0 | 2 | 2 | 2 | 0 | 3 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 12 | F | 131 | 1 | 4 | 2 | 1 | 0 | 0 | 4 | 4 | 3 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 5 | 12 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 10 | F | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 6 | 11 | F | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 12 | M | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 12 | F | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 11 | M | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| 7 | 11 | F | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | F | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total - 3184 | | | 47 | 41 | 35 | 38 | 7 | 1 | 40 | 73 | 43 | 5 | 36 | 54 | 27 | 37 | 0 | 1 | 0 | 14 | 69 | |
| CODES | | | | | | | | | | | | | | | | | | | | | | |
| 1 - Ft. Pierce | 1 - Hospitality & Recreation Occupations | 11 - Communications & Media Occupations | | | | | | | | | | | | | | | | | | | | |
| 2 - John Carroll | 2 - Business and Office Occupations | 12 - Transportation Occupations | | | | | | | | | | | | | | | | | | | | |
| 3 - Martin County | 3 - Marketing & Distribution Occupations | 13 - Marine Science Occupations | | | | | | | | | | | | | | | | | | | | |
| 4 - Okeechobee | 4 - Public Services | 14 - Consumer & Homemaking Related Occupations | | | | | | | | | | | | | | | | | | | | |
| 5 - Vero Beach | 5 - Manufacturing Occupations | 15 - Self-Employed | | | | | | | | | | | | | | | | | | | | |
| 6 - Indian River Academy | 6 - Environmental Control Occupations | 16 - Un-Employed or None | | | | | | | | | | | | | | | | | | | | |
| 7 - St. Edwards | 7 - Fine Arts & Humanities Occupations | 17 - Retired | | | | | | | | | | | | | | | | | | | | |
| | 8 - Agri. Business & Natural Resources Occup. | 18 - Craftsman | | | | | | | | | | | | | | | | | | | | |
| | 9 - Health Occupations | 19 - Professional | | | | | | | | | | | | | | | | | | | | |
| | 10 - Personal Service Occupations | | | | | | | | | | | | | | | | | | | | | |

APPENDIX D

VOCATIONAL EDUCATION PREFERENCES

OF RESPONDENTS

FORT PIERCE CENTRAL 10TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Agriculture | 2 | 1 | 1 |
| Fire Science | 4 | 3 | 1 |
| Machine Shop | 5 | 9 | 3 |
| Auto Body Fender Repair | 8 | 6 | 12 |
| Electrical Trades | 19 | 7 | 10 |
| Brick & Block Laying | 21 | 18 | 11 |
| Plumbing | 5 | 11 | 10 |
| General Home Economics | 0 | 1 | 0 |
| Teacher Aide | 2 | 2 | 1 |
| Health Aide | 2 | 0 | 0 |
| Medical Laboratory Technician | 3 | 2 | 2 |
| Medical Assistant | 4 | 4 | 2 |
| Printing & Duplicating | 1 | 1 | 2 |
| Tailoring & Dressmaking | 0 | 0 | 1 |
| Forestry, Landscaping, Citrus, or Horticulture | 8 | 4 | 4 |
| Heating, Refrigeration, & Air Conditioning | 8 | 9 | 7 |
| Service Station Attendant & Management | 4 | 5 | 3 |
| Other (specify) | 16 | 3 | 3 |
| Police Science | 11 | 5 | 7 |
| Auto Mechanics | 33 | 18 | 9 |
| Welding or Sheet Metal | 6 | 9 | 10 |
| Appliance Repair | 0 | 1 | 4 |
| Carpentry | 20 | 23 | 7 |
| Drafting | 8 | 3 | 3 |
| Data Processing | 9 | 5 | 8 |
| Child Care | 0 | 0 | 1 |
| Physical Therapy Assistant | 1 | 3 | 0 |
| Radiologic Technology | 2 | 0 | 1 |
| Dental Assistant | 0 | 1 | 3 |
| Registered Nursing | 0 | 0 | 1 |
| Food Preparation or Services | 7 | 1 | 1 |
| Cosmetology | 1 | 0 | 0 |
| Commercial Art | 5 | 3 | 2 |
| Distributive Occupations (salesman) | 1 | 2 | 2 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 8 | 12 | 6 |
| Radio, TV, & Electronic Service | 15 | 11 | 4 |
| None | 33 | 1 | 0 |

FORT PIERCE CENTRAL 10TH GRADE FEMALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 9 | 6 | 1 |
| General Agriculture | 2 | 1 | 1 |
| Fire Science | 0 | 0 | 1 |
| Machine Shop | 1 | 0 | 0 |
| Auto Body Fender Repair | 0 | 0 | 1 |
| Brick & Block Laying | 0 | 1 | 0 |
| General Home Economics | 7 | 1 | 0 |
| Teacher Aide | 19 | 14 | 3 |
| Health Aide | 0 | 2 | 5 |
| Medical Laboratory Technician | 1 | 3 | 0 |
| Practical Nursing | 13 | 16 | 6 |
| Medical Assistant | 3 | 11 | 5 |
| Printing & Duplicating | 0 | 2 | 2 |
| Tailoring & Dressmaking | 5 | 13 | 9 |
| Forestry, Landscaping, Citrus, or Horticulture | 1 | 2 | 2 |
| Service Station Attendant & Management | 1 | 1 | 1 |
| Other (specify) | 32 | 11 | 3 |
| Secretarial Sciences | 31 | 7 | 12 |
| Police Science | 1 | 0 | 1 |
| Auto Mechanics | 0 | 1 | 1 |
| Welding or Sheet Metal | 1 | 1 | 0 |
| Carpentry | 1 | 0 | 1 |
| Drafting | 0 | 1 | 0 |
| Data Processing | 6 | 4 | 4 |
| Child Care | 25 | 25 | 16 |
| Physical Therapy Assistant | 5 | 7 | 5 |
| Radiologic Technology | 1 | 1 | 0 |
| Dental Assistant | 9 | 6 | 7 |
| Registered Nursing | 23 | 10 | 17 |
| Food Preparation or Services | 2 | 7 | 3 |
| Cosmetology | 18 | 10 | 9 |
| Commerical Art | 6 | 4 | 2 |
| Distributive Occupations (salesman) | 1 | 5 | 2 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 0 | 0 | 1 |
| None | 33 | 0 | 0 |

FORT PIERCE CENTRAL 11TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 2 | 0 | 0 |
| General Agriculture | 3 | 1 | 0 |
| Fire Science | 0 | 0 | 2 |
| Machine Shop | 2 | 4 | 1 |
| Auto Body Fender Repair | 6 | 3 | 0 |
| Electrical Trades | 4 | 5 | 2 |
| Brick & Block Laying | 5 | 10 | 6 |
| Plumbing | 4 | 2 | 4 |
| Medical Laboratory Technician | 3 | 2 | 0 |
| Medical Assistant | 4 | 3 | 1 |
| Printing & Duplicating | 1 | 1 | 0 |
| Tailoring & Dressmaking | 1 | 0 | 1 |
| Forestry, Landscaping, Citrus, or Horticulture | 3 | 1 | 3 |
| Heating, Refrigeration, & Air Conditioning | 1 | 2 | 3 |
| Service Station Attendant & Management | 2 | 0 | 3 |
| Other (specify) | 11 | 1 | 2 |
| Police Science | 2 | 5 | 4 |
| Auto Mechanics | 14 | 6 | 4 |
| Welding or Sheet Metal | 4 | 2 | 1 |
| Appliance Repair | 0 | 2 | 1 |
| Carpentry | 8 | 8 | 6 |
| Drafting | 7 | 1 | 2 |
| Data Processing | 4 | 2 | 1 |
| Child Care | 1 | 1 | 0 |
| Physical Therapy Assistant | 0 | 4 | 2 |
| Radiologic Technology | 1 | 1 | 2 |
| Dental Assistant | 0 | 2 | 3 |
| Registered Nursing | 0 | 1 | 0 |
| Food Preparation or Services | 5 | 2 | 1 |
| Commercial Art | 3 | 2 | 0 |
| Distributive Occupations (salesman) | 2 | 2 | 2 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 4 | 2 | 3 |
| Radio, TV, & Electronic Service | 8 | 7 | 4 |
| None | 24 | 0 | 0 |

FORT PIERCE CENTRAL 11TH GRADE FEMALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 11 | 3 | 0 |
| General Agriculture | 2 | 1 | 0 |
| Plumbing | 0 | 1 | 0 |
| General Home Economics | 2 | 2 | 0 |
| Teacher Aide | 14 | 7 | 6 |
| Health Aide | 1 | 0 | 1 |
| Medical Laboratory Technician | 4 | 5 | 1 |
| Practical Nursing | 7 | 12 | 7 |
| Medical Assistant | 4 | 5 | 5 |
| Printing & Duplicating | 2 | 3 | 0 |
| Tailoring & Dressmaking | 6 | 7 | 2 |
| Forestry, Landscaping, Citrus, or Horticulture | 1 | 6 | 0 |
| Service Station Attendant & Management | 1 | 0 | 0 |
| Other (specify) | 19 | 3 | 4 |
| Secretarial Sciences | 17 | 9 | 2 |
| Police Science | 2 | 0 | 3 |
| Drafting | 0 | 1 | 1 |
| Data Processing | 2 | 3 | 2 |
| Child Care | 9 | 11 | 8 |
| Physical Therapy Assistant | 4 | 1 | 7 |
| Radiologic Technology | 1 | 2 | 1 |
| Dental Assistant | 7 | 8 | 8 |
| Registered Nursing | 14 | 11 | 5 |
| Food Preparation or Services | 3 | 0 | 5 |
| Cosmetology | 7 | 3 | 7 |
| Commercial Art | 5 | 3 | 3 |
| Distributive Occupations (salesman) | 1 | 2 | 2 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 0 | 0 | 1 |
| None | 11 | 2 | 0 |

FORT PIERCE CENTRAL 12TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Agriculture | 0 | 2 | 1 |
| Fire Science | 0 | 0 | 1 |
| Machine Shop | 3 | 1 | 0 |
| Auto Body Fender Repair | 2 | 8 | 4 |
| Electrical Trades | 7 | 4 | 3 |
| Brick & Block Laying | 5 | 6 | 0 |
| Plumbing | 3 | 5 | 2 |
| Teacher Aide | 0 | 0 | 2 |
| Medical Laboratory Technician | 2 | 1 | 0 |
| Practical Nursing | 0 | 0 | 1 |
| Medical Assistant | 2 | 0 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 3 | 1 | 2 |
| Heating, Refrigeration, & Air Conditioning | 1 | 5 | 1 |
| Service Station Attendant & Management | 0 | 0 | 2 |
| Other (specify) | 18 | 0 | 0 |
| Police Science | 3 | 2 | 2 |
| Auto Mechanics | 13 | 5 | 4 |
| Welding or Sheet Metal | 0 | 0 | 3 |
| Appliance Repair | 0 | 1 | 0 |
| Carpentry | 13 | 5 | 6 |
| Drafting | 6 | 3 | 2 |
| Data Processing | 5 | 1 | 1 |
| Child Care | 1 | 0 | 0 |
| Physical Therapy Assistant | 0 | 1 | 0 |
| Radiologic Technology | 2 | 1 | 0 |
| Dental Assistant | 1 | 2 | 1 |
| Registered Nursing | 1 | 0 | 0 |
| Food Preparation or Food Services | 2 | 0 | 1 |
| Cosmetology | 0 | 0 | 1 |
| Commercial Art | 4 | 3 | 0 |
| Distributive Occupations (salesman) | 3 | 2 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 0 | 7 | 1 |
| Radio, TV, & Electronic Service | 7 | 2 | 4 |
| None | 29 | 0 | 1 |

FORT. PIERCE CENTRAL 12TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 6 | 8 | 2 |
| General Agriculture | 2 | 0 | 1 |
| Electrical Trades | 2 | 0 | 0 |
| General Home Economics | 3 | 2 | 1 |
| Teacher Aide | 11 | 10 | 9 |
| Health Aide | 2 | 1 | 1 |
| Medical Laboratory Technician | 8 | 4 | 2 |
| Practical Nursing | 4 | 8 | 7 |
| Medical Assistant | 3 | 3 | 6 |
| Printing & Duplicating | 0 | 3 | 1 |
| Tailoring & Dressmaking | 12 | 7 | 4 |
| Forestry, Landscaping, Citrus, or Horticulture | 1 | 0 | 0 |
| Other (specify) | 12 | 2 | 2 |
| Secretarial Sciences | 35 | 8 | 2 |
| Police Science | 3 | 2 | 2 |
| Carpentry | 0 | 0 | 1 |
| Drafting | 0 | 2 | 0 |
| Data Processing | 8 | 10 | 4 |
| Child Care | 10 | 13 | 6 |
| Physical Therapy Assistant | 6 | 3 | 4 |
| Radiologic Technology | 0 | 3 | 2 |
| Dental Assistant | 6 | 6 | 2 |
| Registered Nursing | 7 | 4 | 4 |
| Food Preparation or Services | 0 | 1 | 1 |
| Cosmetology | 6 | 4 | 7 |
| Commercial Art | 8 | 1 | 5 |
| Distributive Occupations (salesman) | 6 | 2 | 1 |
| Radio, TV, & Electronic Service | 1 | 1 | 0 |
| None | 22 | 0 | 0 |

JOHN CARROLL 10TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| Fire Science | 0 | 1 | 0 |
| Auto Body Fender Repair | 0 | 1 | 1 |
| Brick & Block Laying | 1 | 0 | 0 |
| Medical Laboratory Technician | 1 | 0 | 2 |
| Medical Assistant | 0 | 1 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 0 | 1 |
| Heating, Refrigeration, & Air Conditioning | 0 | 1 | 0 |
| Other (specify) | 2 | 0 | 1 |
| Auto Mechanics | 2 | 2 | 1 |
| Welding or Sheet Metal | 0 | 1 | 0 |
| Carpentry | 2 | 2 | 0 |
| Drafting | 2 | 1 | 2 |
| Data Processing | 0 | 1 | 0 |
| Child Care | 1 | 0 | 0 |
| Dental Assistant | 1 | 0 | 0 |
| Commercial Art | 0 | 1 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 1 | 2 | 1 |
| Radio, TV, & Electronic Service | 2 | 0 | 1 |
| None | 1 | 0 | 0 |

JOHN CARROLL 10TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Home Economics | 0 | 1 | 1 |
| Teacher Aide | 1 | 1 | 1 |
| Medical Laboratory Technician | 1 | 1 | 1 |
| Practical Nursing | 1 | 0 | 0 |
| Medical Assistant | 1 | 0 | 2 |
| Tailoring & Dressmaking | 2 | 0 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 1 | 1 | 1 |
| Other (specify) | 4 | 1 | 1 |
| Secretarial Sciences | 5 | 0 | 0 |
| Drafting | 0 | 0 | 1 |
| Child Care | 2 | 3 | 1 |
| Physical Therapy Assistant | 0 | 0 | 1 |
| Radiologic Technology | 1 | 0 | 0 |
| Dental Assistant | 2 | 3 | 1 |
| Registered Nursing | 1 | 2 | 0 |
| Cosmetology | 1 | 0 | 0 |
| Commercial Art | 1 | 3 | 0 |
| Distributive Occupations (salesman) | 0 | 1 | 0 |
| Radio, TV, & Electronic Service | 0 | 1 | 0 |
| None | 1 | 0 | 0 |

JOHN CARROLL 11TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 0 | 0 | 1 |
| General Agriculture | 0 | 1 | 0 |
| Auto Body Fender Repair | 2 | 0 | 1 |
| Electrical Trades | 2 | 0 | 0 |
| Brick & Block Laying | 1 | 1 | 0 |
| Plumbing | 0 | 0 | 2 |
| Medical Laboratory Technician | 0 | 1 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 0 | 0 |
| Heating, Refrigeration, & Air Conditioning | 1 | 0 | 1 |
| Other (specify) | 2 | 0 | 0 |
| Police Science | 1 | 0 | 0 |
| Auto Mechanics | 1 | 0 | 0 |
| Welding or Sheet Metal | 0 | 1 | 0 |
| Carpentry | 0 | 2 | 0 |
| Drafting | 1 | 0 | 1 |
| Data Processing | 0 | 1 | 0 |
| Physical Therapy Assistant | 0 | 0 | 1 |
| Radiologic Technology | 1 | 0 | 0 |
| Cosmetology | 1 | 0 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 0 | 0 | 1 |
| Radio, TV, & Electronic Service | 0 | 2 | 0 |
| None | 5 | 0 | 0 |

JOHN CARROLL 11TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 0 | 1 | 0 |
| General Agriculture | 0 | 1 | 0 |
| Plumbing | 0 | 0 | 1 |
| General Home Economics | 0 | 0 | 1 |
| Teacher Aide | 1 | 0 | 0 |
| Medical Laboratory Technician | 1 | 0 | 0 |
| Practical Nursing | 1 | 0 | 0 |
| Medical Assistant | 0 | 1 | 0 |
| Tailoring & Dressmaking | 0 | 1 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 1 | 2 |
| Other (specify) | 3 | 0 | 0 |
| Secretarial Sciences | 2 | 0 | 0 |
| Police Science | 0 | 1 | 0 |
| Drafting | 0 | 1 | 0 |
| Data Processing | 0 | 0 | 1 |
| Child Care | 2 | 2 | 2 |
| Physical Therapy Assistant | 0 | 2 | 1 |
| Radiologic Technology | 0 | 1 | 0 |
| Dental Assistant | 2 | 1 | 0 |
| Registered Nursing | 2 | 0 | 0 |
| Food Preparation or Services | 0 | 0 | 1 |
| Cosmetology | 1 | 0 | 0 |
| Commercial Art | 1 | 0 | 1 |
| Radio, TV, & Electronic Service | 1 | 0 | 0 |
| None | 5 | 0 | 0 |

JOHN CARROLL 12TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| Auto Body Fender Repair | 0 | 1 | 0 |
| Electrical Trades | 1 | 0 | 0 |
| Plumbing | 0 | 1 | 0 |
| Heating, Refrigeration, & Air Conditioning | 0 | 1 | 0 |
| Other (specify) | 2 | 0 | 0 |
| Welding or Sheet Metal | 0 | 0 | 2 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 2 | 0 | 0 |
| Radio, TV, & Electronic Service | 0 | 1 | 0 |
| None | 2 | 0 | 0 |

JOHN CARROLL 12TH GRADE FEMALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| Fire Science | 0 | 1 | 0 |
| General Home Economics | 0 | 0 | 2 |
| Teacher Aide | 1 | 0 | 1 |
| Health Aide | 0 | 1 | 0 |
| Medical Laboratory Technician | 0 | 1 | 0 |
| Practical Nursing | 0 | 2 | 1 |
| Medical Assistant | 0 | 0 | 1 |
| Tailoring & Dressmaking | 1 | 0 | 0 |
| Other (specify) | 3 | 0 | 0 |
| Secretarial Sciences | 3 | 0 | 0 |
| Child Care | 4 | 2 | 1 |
| Physical Therapy Assistant | 0 | 1 | 0 |
| Dental Assistant | 0 | 1 | 1 |
| Registered Nursing | 2 | 0 | 0 |
| Cosmetology | 1 | 0 | 0 |
| Commercial Art | 0 | 1 | 0 |
| Distributive Occupations (salesman) | 0 | 1 | 0 |

MARTIN COUNTY 10TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 1 | 0 | 0 |
| General Agriculture | 5 | 0 | 1 |
| Fire Science | 0 | 1 | 2 |
| Machine Shop | 4 | 2 | 4 |
| Auto Body Fender Repair | 3 | 3 | 2 |
| Electrical Trades | 8 | 5 | 2 |
| Brick & Block Laying | 7 | 3 | 3 |
| Plumbing | 3 | 2 | 0 |
| General Home Economics | 1 | 0 | 0 |
| Teacher Aide | 4 | 0 | 1 |
| Health Aide | 1 | 0 | 0 |
| Medical Laboratory Technician | 4 | 1 | 1 |
| Practical Nursing | 0 | 1 | 0 |
| Medical Assistant | 2 | 3 | 2 |
| Printing & Duplicating | 0 | 0 | 2 |
| Tailoring & Dressmaking | 1 | 0 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 6 | 12 | 4 |
| Heating, Refrigeration, & Air Conditioning | 0 | 3 | 0 |
| Service Station Attendant & Management | 2 | 0 | 2 |
| Other (specify) | 32 | 3 | 2 |
| Police Science | 10 | 4 | 1 |
| Auto Mechanics | 10 | 7 | 6 |
| Welding or Sheet Metal | 2 | 2 | 3 |
| Appliance Repair | 1 | 0 | 0 |
| Carpentry | 6 | 4 | 0 |
| Drafting | 5 | 4 | 3 |
| Data Processing | 0 | 3 | 1 |
| Physical Therapy Assistant | 1 | 1 | 0 |
| Radiologic Technology | 1 | 1 | 0 |
| Dental Assistant | 0 | 2 | 0 |
| Food Preparation or Services | 0 | 1 | 0 |
| Cosmetology | 0 | 0 | 1 |
| Commercial Art | 2 | 4 | 1 |
| Distributive Occupations (salesman) | 5 | 2 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 12 | 8 | 2 |
| Radio, TV, & Electronic Service | 10 | 3 | 4 |
| None | 4 | 0 | 0 |

MARTIN COUNTY 10TH GRADE FEMALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 9 | 4 | 3 |
| General Agriculture | 1 | 1 | 0 |
| Machine Shop | 2 | 0 | 0 |
| Auto Body Fender Repair | 0 | 0 | 1 |
| General Home Economics | 6 | 2 | 3 |
| Teacher Aide | 16 | 14 | 3 |
| Health Aide | 2 | 5 | 2 |
| Medical Laboratory Technician | 5 | 4 | 3 |
| Practical Nursing | 5 | 4 | 3 |
| Medical Assistant | 5 | 6 | 7 |
| Printing & Duplicating | 1 | 2 | 2 |
| Tailoring & Dressmaking | 4 | 1 | 4 |
| Forestry, Landscaping, Citrus, or Horticulture | 1 | 3 | 0 |
| Other (specify) | 34 | 7 | 4 |
| Secretarial Sciences | 14 | 3 | 3 |
| Police Science | 2 | 2 | 0 |
| Auto Mechanics | 1 | 2 | 0 |
| Welding or Sheet Metal | 0 | 0 | 1 |
| Carpentry | 1 | 0 | 0 |
| Drafting | 0 | 3 | 1 |
| Data Processing | 7 | 5 | 3 |
| Child Care | 16 | 17 | 8 |
| Physical Therapy Assistant | 5 | 3 | 4 |
| Radiologic Technology | 1 | 0 | 0 |
| Dental Assistant | 10 | 10 | 4 |
| Registered Nursing | 7 | 6 | 3 |
| Food Preparation or Services | 2 | 3 | 7 |
| Cosmetology | 9 | 3 | 6 |
| Commercial Art | 2 | 3 | 2 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 1 | 1 | 1 |
| None | 10 | 1 | 0 |

MARTIN COUNTY 11TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 2 | 0 | 0 |
| General Agriculture | 2 | 2 | 2 |
| Fire Science | 1 | 2 | 0 |
| Machine Shop | 2 | 3 | 6 |
| Auto Body Fender Repair | 0 | 1 | 5 |
| Electrical Trades | 8 | 8 | 0 |
| Brick & Block Laying | 3 | 0 | 5 |
| Plumbing | 3 | 1 | 1 |
| Teacher Aide | 3 | 1 | 1 |
| Health Aide | 0 | 2 | 0 |
| Medical Laboratory Technician | 5 | 3 | 1 |
| Practical Nursing | 2 | 0 | 0 |
| Medical Assistant | 1 | 7 | 0 |
| Printing & Duplicating | 1 | 0 | 1 |
| Forestry, Landscaping, Citrus, or Horticulture | 9 | 7 | 2 |
| Heating, Refrigeration, & Air Conditioning | 3 | 6 | 1 |
| Service Station Attendant & Management | 1 | 2 | 1 |
| Other (specify) | 21 | 6 | 1 |
| Police Science | 1 | 3 | 2 |
| Auto Mechanics | 12 | 6 | 5 |
| Welding or Sheet Metal | 3 | 4 | 2 |
| Appliance Repair | 0 | 0 | 4 |
| Carpentry | 9 | 4 | 2 |
| Drafting | 7 | 4 | 2 |
| Data Processing | 4 | 1 | 2 |
| Child Care | 1 | 0 | 0 |
| Physical Therapy Assistant | 1 | 1 | 0 |
| Radiologic Technology | 1 | 0 | 2 |
| Dental Assistant | 1 | 2 | 1 |
| Registered Nursing | 1 | 0 | 0 |
| Food Preparation or Services | 0 | 0 | 1 |
| Commercial Art | 7 | 3 | 0 |
| Distributive Occupations (salesman) | 3 | 0 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 4 | 7 | 2 |
| Radio, TV, & Electronic Service | 10 | 5 | 2 |
| None | 8 | 0 | 0 |

MARTIN COUNTY 11TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 9 | 5 | 1 |
| General Agriculture | 3 | 0 | 0 |
| Auto Body Fender Repair | 1 | 0 | 0 |
| Electrical Trades | 1 | 0 | 0 |
| Brick & Block Laying | 1 | 0 | 0 |
| General Home Economics | 2 | 1 | 1 |
| Teacher Aide | 22 | 6 | 9 |
| Health Aide | 0 | 3 | 0 |
| Medical Laboratory Technician | 6 | 5 | 3 |
| Practical Nursing | 3 | 5 | 3 |
| Medical Assistant | 4 | 8 | 2 |
| Printing & Duplucating | 0 | 0 | 1 |
| Tailoring & Dressmaking | 10 | 5 | 8 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 0 | 2 |
| Other (specify) | 28 | 6 | 0 |
| Secretarial Sciences | 10 | 2 | 3 |
| Police Science | 1 | 2 | 1 |
| Auto Mechanics | 1 | 0 | 0 |
| Drafting | 1 | 2 | 0 |
| Data Processing | 5 | 5 | 2 |
| Child Care | 11 | 13 | 6 |
| Physical Therapy Assistant | 3 | 6 | 0 |
| Radiologic Technology | 0 | 3 | 1 |
| Dental Assistant | 8 | 9 | 1 |
| Registered Nursing | 13 | 3 | 5 |
| Food Preparation or Services | 1 | 2 | 0 |
| Cosmetology | 6 | 4 | 3 |
| Commercial Art | 6 | 2 | 2 |
| Radio, TV, & Electronic Service | 0 | 1 | 0 |
| None | 4 | 0 | 0 |

MARTIN COUNTY 12TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Agriculture | 3 | 1 | 1 |
| Fire Science | 3 | 0 | 0 |
| Machine Shop | 3 | 2 | 0 |
| Auto Body Fender Repair | 1 | 2 | 1 |
| Electrical Trades | 2 | 0 | 2 |
| Brick & Block Laying | 0 | 1 | 0 |
| Teacher Aide | 0 | 1 | 0 |
| Health Aide | 1 | 0 | 0 |
| Medical Laboratory Technician | 2 | 1 | 0 |
| Medical Assistant | 0 | 1 | 2 |
| Forestry, Landscaping, Citrus, or Horticulture | 4 | 2 | 0 |
| Service Station Attendant & Management | 0 | 1 | 0 |
| Other (specify) | 10 | 1 | 0 |
| Police Science | 1 | 5 | 2 |
| Auto Mechanics | 5 | 2 | 0 |
| Welding or Sheet Metal | 0 | 1 | 0 |
| Carpentry | 4 | 4 | 2 |
| Drafting | 2 | 5 | 2 |
| Data Processing | 0 | 0 | 1 |
| Physical Therapy Assistant | 2 | 0 | 1 |
| Radiologic Technology | 2 | 0 | 0 |
| Dental Assistant | 0 | 1 | 0 |
| Food Preparation or Services | 2 | 0 | 1 |
| Commercial Art | 4 | 1 | 0 |
| Distributive Occupations (salesman) | 2 | 0 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 1 | 2 | 2 |
| Radio, Television, & Electronic Service | 4 | 0 | 1 |
| None | 7 | 0 | 1 |

MARTIN COUNTY 12TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 2 | 0 | 0 |
| General Agriculture | 2 | 0 | 0 |
| Brick & Block Laying | 1 | 0 | 0 |
| General Home Economics | 0 | 1 | 0 |
| Teacher Aide | 10 | 1 | 0 |
| Medical Laboratory Technician | 1 | 2 | 1 |
| Practical Nursing | 2 | 2 | 1 |
| Medical Assistant | 3 | 3 | 1 |
| Printing & Duplicating | 1 | 0 | 0 |
| Tailoring & Dressmaking | 1 | 3 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 1 | 1 | 1 |
| Other (specify) | 12 | 0 | 0 |
| Secretarial Sciences | 4 | 2 | 1 |
| Police Science | 0 | 1 | 0 |
| Welding or Sheet Metal | 0 | 0 | 1 |
| Carpentry | 0 | 1 | 0 |
| Drafting | 0 | 0 | 1 |
| Data Processing | 2 | 1 | 0 |
| Child Care | 2 | 4 | 3 |
| Physical Therapy Assistant | 0 | 2 | 2 |
| Radiologic Technology | 1 | 1 | 0 |
| Dental Assistant | 1 | 5 | 4 |
| Registered Nursing | 6 | 0 | 1 |
| Food Preparation or Services | 0 | 1 | 0 |
| Cosmetology | 1 | 3 | 2 |
| Commercial Art | 5 | 2 | 0 |
| Distributive Occupations (salesman) | 1 | 0 | 1 |
| None | 1 | 0 | 0 |

OKEECHOBEE 10TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Agriculture | 14 | 1 | 0 |
| Fire Science | 2 | 0 | 0 |
| Machine Shop | 1 | 1 | 2 |
| Auto Body Fender Repair | 3 | 9 | 2 |
| Electrical Trades | 0 | 3 | 0 |
| Brick & Block Laying | 3 | 2 | 1 |
| Plumbing | 0 | 1 | 0 |
| Teacher Aide | 0 | 0 | 1 |
| Medical Laboratory Technician | 1 | 1 | 1 |
| Medical Assistant | 3 | 0 | 1 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 2 | 2 |
| Heating, Refrigeration, & Air Conditioning | 1 | 0 | 2 |
| Service Station Attendant & Management | 0 | 1 | 2 |
| Police Science | 4 | 4 | 0 |
| Auto Mechanics | 12 | 6 | 3 |
| Welding or Sheet Metal | 2 | 4 | 2 |
| Carpentry | 1 | 3 | 3 |
| Drafting | 1 | 1 | 0 |
| Data Processing | 1 | 0 | 1 |
| Dental Assistant | 0 | 0 | 1 |
| Commercial Art | 1 | 0 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 3 | 9 | 8 |
| Radio, TV, & Electronic Service | 2 | 1 | 0 |
| None | 6 | 0 | 0 |

OKEECHOBEE 10TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 0 | 1 | 0 |
| General Home Economics | 1 | 0 | 0 |
| Teacher Aide | 7 | 7 | 2 |
| Health Aide | 0 | 1 | 1 |
| Medical Laboratory Technician | 1 | 2 | 0 |
| Practical Nursing | 1 | 5 | 1 |
| Medical Assistant | 1 | 2 | 4 |
| Printing & Duplicating | 0 | 1 | 1 |
| Tailoring & Dressmaking | 1 | 0 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 0 | 0 | 1 |
| Other (specify) | 4 | 3 | 1 |
| Secretarial Sciences | 17 | 7 | 0 |
| Police Science | 0 | 0 | 2 |
| Carpentry | 0 | 1 | 0 |
| Data Processing | 0 | 1 | 2 |
| Child Care | 4 | 5 | 0 |
| Radiologic Technology | 2 | 0 | 0 |
| Dental Assistant | 3 | 0 | 2 |
| Registered Nursing | 6 | 2 | 1 |
| Food Preparation or Services | 0 | 0 | 1 |
| Cosmetology | 7 | 2 | 4 |
| Radio, TV, & Electronic Service | 0 | 1 | 0 |
| None | 6 | 0 | 0 |

OKEECHOBEE 11TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Agriculture | 8 | 2 | 0 |
| Machine Shop | 1 | 1 | 1 |
| Auto Body Fender Repair | 3 | 2 | 2 |
| Electrical Trades | 4 | 5 | 1 |
| Brick & Block Laying | 1 | 1 | 2 |
| Plumbing | 0 | 0 | 1 |
| Teacher Aide | 0 | 1 | 0 |
| Medical Laboratory Technician | 3 | 0 | 2 |
| Medical Assistant | 1 | 0 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 4 | 1 |
| Heating, Refrigeration, & Air Conditioning | 0 | 1 | 1 |
| Service Station Attendant & Management | 0 | 1 | 0 |
| Other (specify) | 5 | 3 | 0 |
| Police Science | 4 | 1 | 0 |
| Auto Mechanics | 3 | 4 | 4 |
| Welding or Sheet Metal | 3 | 3 | 1 |
| Carpentry | 3 | 1 | 0 |
| Drafting | 2 | 0 | 1 |
| Data Processing | 2 | 2 | 1 |
| Radiologic Technology | 0 | 1 | 1 |
| Dental Assistant | 0 | 1 | 2 |
| Commercial Art | 1 | 0 | 0 |
| Distributive Occupations (salesman) | 2 | 0 | 1 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 5 | 3 | 2 |
| Radio, TV, and Electronic Service | 5 | 3 | 0 |
| None | 3 | 0 | 0 |

OKEECHOBEE 11TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 3 | 2 | 1 |
| General Agriculture | 0 | 1 | 0 |
| General Home Economics | 1 | 2 | 0 |
| Teacher Aide | 2 | 3 | 0 |
| Health Aide | 0 | 0 | 1 |
| Medical Laboratory Technician | 1 | 0 | 0 |
| Practical Nursing | 0 | 1 | 3 |
| Medical Assistant | 0 | 3 | 0 |
| Printing & Duplicating | 0 | 1 | 0 |
| Tailoring & Dressmaking | 1 | 2 | 1 |
| Forestry, Landscaping, Citrus, or Horticulture | 0 | 0 | 1 |
| Other (specify) | 4 | 1 | 2 |
| Secretarial Sciences | 14 | 0 | 0 |
| Police Science | 1 | 0 | 2 |
| Drafting | 2 | 0 | 0 |
| Data Processing | 1 | 4 | 1 |
| Child Care | 1 | 1 | 2 |
| Physical Therapy Assistant | 0 | 1 | 1 |
| Radiologic Technology | 2 | 3 | 1 |
| Dental Assistant | 2 | 2 | 3 |
| Registered Nursing | 2 | 0 | 0 |
| Cosmetology | 5 | 2 | 0 |
| Commercial Art | 0 | 3 | 0 |
| None | 5 | 0 | 0 |

OKEECHOBEE 12TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Agriculture | 4 | 1 | 0 |
| Fire Science | 0 | 1 | 0 |
| Machine Shop | 0 | 0 | 1 |
| Auto Body Fender Repair | 3 | 0 | 1 |
| Electrical Trades | 2 | 1 | 0 |
| Brick & Block Laying | 2 | 0 | 0 |
| Plumbing | 1 | 0 | 0 |
| Teacher Aide | 0 | 0 | 1 |
| Medical Laboratory Technician | 2 | 0 | 0 |
| Medical Assistant | 1 | 0 | 1 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 3 | 0 |
| Heating, Refrigeration, & Air Conditioning | 0 | 1 | 0 |
| Service Station Attendant & Management | 0 | 1 | 1 |
| Other (specify) | 3 | 2 | 2 |
| Police Science | 2 | 1 | 1 |
| Auto Mechanics | 2 | 1 | 2 |
| Welding or Sheet Metal | 0 | 1 | 1 |
| Carpentry | 0 | 1 | 0 |
| Drafting | 2 | 1 | 2 |
| Data Processing | 0 | 2 | 0 |
| Child Care | 0 | 1 | 0 |
| Physical Therapy Assistant | 0 | 1 | 1 |
| Radiologic Technology | 1 | 2 | 0 |
| Commercial Art | 0 | 1 | 0 |
| Distributive Occupations (salesman) | 2 | 0 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 3 | 1 | 1 |
| Radio, TV, & Electronic Service | 3 | 0 | 1 |
| None | 9 | 0 | 0 |

OKEECHOBEE 12TH GRADE FEMALE

| | Number of Respondents | | |
|-------------------------------|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 1 | 2 | 0 |
| Teacher Aide | 3 | 1 | 0 |
| Health Aide | 0 | 1 | 0 |
| Medical Laboratory Technician | 1 | 1 | 0 |
| Practical Nursing | 0 | 1 | 0 |
| Medical Assistant | 1 | 0 | 0 |
| Printing & Duplicating | 1 | 0 | 0 |
| Tailoring & Dressmaking | 1 | 1 | 0 |
| Other (specify) | 5 | 0 | 0 |
| Secretarial Sciences | 1 | 0 | 3 |
| Police Science | 0 | 1 | 0 |
| Auto Mechanics | 1 | 0 | 0 |
| Data Processing | 1 | 2 | 0 |
| Child Care | 3 | 2 | 0 |
| Physical Therapy Assistant | 1 | 0 | 0 |
| Dental Assistant | 1 | 1 | 2 |
| Registered Nursing | 1 | 0 | 0 |
| Cosmetology | 3 | 0 | 0 |
| Commercial Art | 1 | 0 | 0 |
| None | 6 | 0 | 0 |

VERO BEACH 10TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Agriculture | 2 | 0 | 4 |
| Fire Science | 4 | 2 | 0 |
| Machine Shop | 5 | 3 | 0 |
| Auto Body Fender Repair | 6 | 3 | 6 |
| Electrical Trades | 10 | 7 | 0 |
| Brick & Block Laying | 10 | 3 | 3 |
| Plumbing | 2 | 1 | 1 |
| Teacher Aide | 4 | 3 | 1 |
| Health Aide | 0 | 2 | 1 |
| Medical Laboratory Technician | 0 | 3 | 2 |
| Practical Nursing | 1 | 0 | 0 |
| Medical Assistant | 3 | 8 | 1 |
| Printing & Duplicating | 1 | 1 | 1 |
| Tailoring & Dressmaking | 1 | 0 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 6 | 6 | 3 |
| Heating, Refrigeration, & Air Conditioning | 4 | 3 | 0 |
| Service Station Attendant & Management | 1 | 4 | 1 |
| Other (specify) | 36 | 1 | 0 |
| Police Science | 13 | 2 | 2 |
| Auto Mechanics | 18 | 11 | 5 |
| Welding or Sheet Metal | 2 | 3 | 2 |
| Appliance Repair | 0 | 0 | 1 |
| Carpentry | 9 | 10 | 10 |
| Drafting | 4 | 4 | 4 |
| Data Processing | 6 | 3 | 0 |
| Child Care | 1 | 1 | 3 |
| Physical Therapy Assistant | 2 | 1 | 0 |
| Radiologic Technology | 2 | 0 | 2 |
| Dental Assistant | 3 | 3 | 1 |
| Registered Nursing | 0 | 0 | 1 |
| Cosmetology | 1 | 1 | 0 |
| Commercial Art | 4 | 3 | 1 |
| Distributive Occupations (salesman) | 3 | 1 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 7 | 9 | 3 |
| Radio, TV, & Electronic Service | 11 | 9 | 3 |
| None | 18 | 0 | 0 |

VERO BEACH 10TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 3 | 0 | 0 |
| General Agriculture | 1 | 0 | 0 |
| General Home Economics | 2 | 4 | 0 |
| Teacher Aide | 17 | 12 | 9 |
| Health Aide | 1 | 0 | 1 |
| Medical Laboratory Technician | 9 | 4 | 1 |
| Practical Nursing | 6 | 4 | 9 |
| Medical Assistant | 5 | 6 | 7 |
| Printing & Duplicating | 1 | 1 | 1 |
| Tailoring & Dressmaking | 2 | 5 | 3 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 2 | 0 |
| Other (specify) | 23 | 3 | 5 |
| Secretarial Sciences | 23 | 8 | 3 |
| Police Science | 0 | 0 | 3 |
| Auto Mechanics | 1 | 0 | 0 |
| Welding or Sheet Metal | 1 | 0 | 0 |
| Data Processing | 1 | 1 | 0 |
| Child Care | 24 | 18 | 10 |
| Physical Therapy Assistant | 5 | 6 | 1 |
| Dental Assistant | 9 | 7 | 2 |
| Registered Nursing | 9 | 9 | 2 |
| Food Preparation or Services | 4 | 2 | 2 |
| Cosmetology | 6 | 10 | 5 |
| Commercial Art | 8 | 3 | 2 |
| Distributive Occupations (salesman) | 2 | 1 | 1 |
| Radio, TV, & Electronic Service | 0 | 0 | 2 |
| None | 16 | 0 | 0 |

VERO BEACH 11TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 1 | 0 | 0 |
| General Agriculture | 1 | 0 | 1 |
| Fire Science | 1 | 2 | 0 |
| Machine Shop | 2 | 2 | 1 |
| Auto Body Fender Repair | 4 | 3 | 10 |
| Electrical Trades | 7 | 6 | 4 |
| Brick & Block Laying | 15 | 4 | 7 |
| Plumbing | 3 | 6 | 2 |
| Teacher Aide | 2 | 3 | 1 |
| Medical Laboratory Technician | 1 | 2 | 0 |
| Medical Assistant | 5 | 1 | 2 |
| Printing & Duplicating | 0 | 1 | 0 |
| Tailoring & Dressmaking | 2 | 0 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 9 | 3 | 2 |
| Heating, Refrigeration, & Air Conditioning | 2 | 2 | 0 |
| Service Station Attendant & Management | 2 | 0 | 0 |
| Other (specify) | 25 | 3 | 1 |
| Police Science | 2 | 2 | 2 |
| Auto Mechanics | 14 | 10 | 5 |
| Welding or Sheet Metal | 1 | 0 | 1 |
| Appliance Repair | 0 | 1 | 0 |
| Carpentry | 9 | 8 | 4 |
| Drafting | 9 | 8 | 4 |
| Data Processing | 4 | 3 | 9 |
| Child Care | 2 | 0 | 1 |
| Physical Therapy Assistant | 0 | 1 | 0 |
| Radiologic Technology | 0 | 1 | 0 |
| Dental Assistant | 1 | 1 | 1 |
| Food Preparation or Services | 1 | 1 | 1 |
| Commercial Art | 2 | 1 | 1 |
| Distributive Occupations (salesman) | 3 | 1 | 1 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 7 | 7 | 3 |
| Radio, TV, & Electronic Service | 8 | 7 | 0 |
| None | 23 | 0 | 0 |

VERO BEACH 11TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 5 | 5 | 0 |
| General Agriculture | 2 | 0 | 1 |
| Electrical Trades | 0 | 0 | 1 |
| Plumbing | 1 | 0 | 0 |
| General Home Economics | 5 | 2 | 1 |
| Teacher Aide | 7 | 11 | 7 |
| Health Aide | 2 | 4 | 0 |
| Medical Laboratory Technician | 3 | 2 | 0 |
| Practical Nursing | 10 | 3 | 4 |
| Medical Assistant | 6 | 6 | 5 |
| Printing & Duplicating | 1 | 0 | 2 |
| Tailoring & Dressmaking | 4 | 4 | 5 |
| Forestry, Landscaping, Citrus, or Horticulture | 0 | 1 | 0 |
| Other (specify) | 26 | 6 | 0 |
| Secretarial Sciences | 16 | 6 | 4 |
| Police Science | 0 | 2 | 0 |
| Welding or Sheet Metal | 1 | 0 | 0 |
| Drafting | 0 | 1 | 0 |
| Data Processing | 1 | 1 | 1 |
| Child Care | 26 | 22 | 15 |
| Physical Therapy Assistant | 7 | 2 | 5 |
| Radiologic Technology | 0 | 1 | 0 |
| Dental Assistant | 13 | 8 | 2 |
| Registered Nursing | 16 | 3 | 2 |
| Food Preparation or Services | 4 | 7 | 1 |
| Cosmetology | 7 | 6 | 6 |
| Commercial Art | 2 | 2 | 1 |
| Distributive Occupations (salesman) | 2 | 0 | 0 |
| None | 23 | 0 | 0 |

VERO BEACH 12TH GRADE MALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 1 | 0 | 0 |
| General Agriculture | 5 | 2 | 0 |
| Fire Science | 0 | 2 | 0 |
| Machine Shop | 4 | 1 | 3 |
| Auto Body Fender Repair | 8 | 4 | 5 |
| Electrical Trades | 4 | 3 | 3 |
| Brick & Block Laying | 4 | 3 | 2 |
| Plumbing | 3 | 2 | 2 |
| Teacher Aide | 4 | 0 | 0 |
| Medical Laboratory Technician | 2 | 2 | 3 |
| Medical Assistant | 5 | 1 | 0 |
| Printing & Duplicating | 1 | 0 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 3 | 3 | 2 |
| Heating, Refrigeration, & Air Conditioning | 0 | 2 | 5 |
| Service Station Attendant & Management | 0 | 1 | 0 |
| Other (specify) | 12 | 5 | 0 |
| Secretarial Sciences | 0 | 0 | 1 |
| Police Science | 5 | 2 | 0 |
| Auto Mechanics | 16 | 11 | 4 |
| Welding or Sheet Metal | 1 | 5 | 2 |
| Carpentry | 5 | 10 | 4 |
| Drafting | 12 | 2 | 1 |
| Data Processing | 4 | 4 | 1 |
| Child Care | 0 | 1 | 0 |
| Physical Therapy Assistant | 0 | 1 | 0 |
| Radiologic Technology | 3 | 5 | 1 |
| Registered Nursing | 0 | 1 | 0 |
| Food Preparation or Services | 0 | 2 | 1 |
| Cosmetology | 2 | 0 | 0 |
| Commercial Art | 2 | 1 | 1 |
| Distributive Occupations (salesman) | 3 | 2 | 1 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 3 | 3 | 0 |
| Radio, TV, & Electronic Service | 4 | 4 | 1 |
| None | 20 | 0 | 0 |

VERO BEACH 12TH GRADE FEMALE

| | Number of Respondents | | |
|---|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 8 | 0 | 0 |
| General Agriculture | 0 | 1 | 0 |
| General Home Economics | 5 | 4 | 0 |
| Teacher Aide | 9 | 5 | 2 |
| Health Aide | 1 | 0 | 1 |
| Medical Laboratory Technician | 7 | 2 | 3 |
| Practical Nursing | 7 | 6 | 2 |
| Medical Assistant | 3 | 6 | 3 |
| Printing & Duplicating | 1 | 2 | 1 |
| Tailoring & Dressmaking | 1 | 6 | 2 |
| Forestry, Landscaping, Citrus, or Horticulture | 0 | 1 | 0 |
| Other (specify) | 18 | 3 | 2 |
| Secretarial Sciences | 22 | 5 | 3 |
| Police Science | 1 | 2 | 1 |
| Carpentry | 1 | 0 | 0 |
| Drafting | 2 | 0 | 0 |
| Data Processing | 4 | 8 | 3 |
| Child Care | 9 | 8 | 11 |
| Physical Therapy Assistant | 4 | 2 | 3 |
| Radiologic Technology | 1 | 2 | 1 |
| Dental Assistant | 5 | 6 | 4 |
| Registered Nursing | 11 | 2 | 1 |
| Food Preparation or Services | 0 | 2 | 0 |
| Cosmetology | 5 | 6 | 6 |
| Commercial Art | 10 | 5 | 1 |
| Distributive Occupations (salesman) | 2 | 0 | 0 |
| None | 7 | 0 | 0 |

INDIAN RIVER ACADEMY 10TH GRADE FEMALE

| | Number of Respondents | | |
|-------------------------------|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 0 | 1 | 0 |
| General Home Economics | 0 | 0 | 1 |
| Teacher Aide | 1 | 0 | 0 |
| Health Aide | 0 | 0 | 1 |
| Other (specify) | 2 | 0 | 0 |
| Secretarial Sciences | 1 | 2 | 0 |
| Child Care | 0 | 0 | 1 |
| Dental Assistant | 1 | 1 | 0 |
| Cosmetology | 0 | 1 | 0 |
| None | 1 | 0 | 0 |

INDIAN RIVER ACADEMY AND SAINT EDWARDS
11TH GRADE FEMALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Clerical or Recording | 1 | 0 | 0 |
| General Agriculture | 2 | 2 | 0 |
| Machine Shop | 0 | 1 | 1 |
| Medical Laboratory Technician | 0 | 1 | 0 |
| Practical Nursing | 0 | 0 | 1 |
| Medical Assistant | 0 | 2 | 0 |
| Forestry, Landscaping, Citrus, or Horticulture | 2 | 1 | 6 |
| Other (specify) | 5 | 0 | 1 |
| Secretarial Sciences | 0 | 1 | 0 |
| Carpentry | 2 | 1 | 0 |
| Drafting | 1 | 1 | 1 |
| Data Processing | 0 | 1 | 0 |
| Child Care | 0 | 0 | 2 |
| Dental Assistant | 2 | 2 | 0 |
| Commercial Art | 2 | 0 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 0 | 0 | 1 |
| Radio, TV, & Electronic Service | 0 | 1 | 0 |
| None | 1 | 0 | 0 |

INDIAN RIVER ACADEMY AND SAINT EDWARDS
12TH GRADE FEMALE

| | Number of Respondents | | |
|--|-----------------------|------------|------------|
| | 1st Choice | 2nd Choice | 3rd Choice |
| General Agriculture | 1 | 0 | 0 |
| Brick & Block Laying | 0 | 1 | 0 |
| Teacher Aide | 1 | 2 | 0 |
| Practical Nursing | 0 | 0 | 1 |
| Forestry, Landscaping, Citrus, or Horticulture | 0 | 0 | 2 |
| Other (specify) | 1 | 0 | 0 |
| Police Science | 1 | 0 | 0 |
| Carpentry | 1 | 0 | 0 |
| Drafting | 0 | 2 | 0 |
| Child Care | 1 | 0 | 0 |
| Physical Therapy Assistant | 0 | 0 | 1 |
| Distributive Occupations (salesman) | 0 | 1 | 0 |
| Mechanics (Diesel, Farm, Marine, or Small Engine) | 1 | 1 | 0 |
| None | 4 | 0 | 0 |

APPENDIX E

STATISTICAL TABLES FROM INDIAN RIVER
COMMUNITY COLLEGE SELF STUDY

TABLE XV

TABLE 10.10 - PERCENTAGE OF PUBLIC AND NONPUBLIC SCHOOL GRADUATES IN IRCC
FOUR-COUNTY COLLEGE DISTRICT WHO ENTERED COLLEGE: YEAR 1971-1972

| County | Public Schools | | | Nonpublic Schools | | |
|--------------|------------------------|--|------------------------------------|------------------------|--|------------------------------------|
| | Number of Graduates | Percent of 1971 Graduates Who Entered-- | | Number of Graduates | Percent of 1971 Graduates Who Entered-- | |
| | | College | Technical, Trade, and Others | | College | Technical, Trade, and Others |
| Florida | 75,649 | 52.77 | 4.93 | 5,019 | 83.24 | 3.03 |
| Indian River | 454 | 49.12 | 5.29 | NA | NA | NA |
| Martin | 255 | 60.00 | 4.71 | NA | NA | NA |
| Okeechobee | 133 | 42.86 | 4.51 | NA | NA | NA |
| Saint Lucie | 473 | 46.72 | 5.29 | 44 | 70.45 | 13.63 |
| Total | 1,315 | | | 44 | | |
| *Brevard | 3,507 | 67.75 | 6.27 | 137 | 44.52 | 0.00 |
| **Palm Beach | 3,500 | 57.74 | 3.00 | 306 | 89.54 | 1.30 |

*County North of College District.

**County South of College District.

Source: State of Florida, Department of Education, Division of Elementary and Secondary Education, Bureau of Research, "Florida High School Graduates, 1971," Research Report 96 in Indian River Community College Self Study Report 1971-1972 (Fort Pierce, 1972).

TABLE XVI

TABLE 10.16 - NUMBER AND PERCENTAGE OF HIGH SCHOOL
GRADUATES RESIDING IN IRCC FOUR-COUNTY
COLLEGE DISTRICT IN 1970

| County | Percentage of 1960 ^a Population With High School Diplomas | Population 1970 ^b | Number of Adults With High School Diplomas, 1970 | Number of Adults Without High School Diplomas, 1970 |
|--------------|---|---------------------------------|--|---|
| Florida | 43.30 | 6,789,443 | 2,939,828 | 3,849,615 |
| Indian River | 43.00 | 35,992 | 15,476 | 20,516 |
| Martin | 40.20 | 28,035 | 11,270 | 16,765 |
| Okeechobee | 27.20 | 11,233 | 3,055 | 8,178 |
| Saint Lucie | 36.90 | 50,836 | 18,876 | 31,960 |
| *Brevard | 54.30 | 230,006 | 124,893 | 105,113 |
| **Palm Beach | 45.80 | 348,753 | 159,729 | 189,024 |

*County North of College District

**County South of College District

^aSource: U. S. Department of Commerce, Bureau of Census, City and County Data Books 1967 (Washington, D.C., U. S. Government Printing Office, 1967), p. 53.

^bSource: Bureau of Economics and Business Research, College of Business Administration, University of Florida, Florida Statistical Abstract 1971 (Gainesville: University of Florida Press, June, 1971), p. 21.

Source: "Survey of Buying Power," Sales Management (June, 1966-1971) in Indian River Community College Self Study Report 1971-1972 (Fort Pierce, 1972).

TABLE XVII

TABLE 10.20 - FTE EXPRESSED AS PAST AND FUTURE
PERCENTAGE OF POPULATION IN THE IRCC
FOUR-COUNTY DISTRICT

| Year | Population ^a | IRCC FTE | FTE as Percent of Population |
|------|-------------------------|--------------------|---------------------------------|
| 1960 | 87,959 | 304 ^b | 0.035 |
| 1970 | 126,096 | 1,554 ^c | 1.233 |
| 1972 | 134,000 | 1,884 ^b | 1.403 |
| 1978 | 155,000 | 2,770 ^b | 1.789 |

^aSource: Bureau of Economic and Business Research, College of Business Administration, University of Florida, Florida Statistical Abstract 1971 (Gainesville: University of Florida Press, June, 1971), pp. 21, 32.

^bSource: The Associated Consultants in Education, Incl, Long Range Planning for Indian River Junior College (Tallahassee, Florida: Associated Consultants in Education, 1969), p. 50.

^cSource: IRCC Records Center.

Source: "Survey of Buying Power," Sales Management (June, 1966-1971) in Indian River Community College Self Study Report 1971-1972 (Fort Pierce, 1972).

TABLE XVIII

TABLE 10.23 - FAMILY INCOME DISTRIBUTION IN
FLORIDA: 1960 TO 1971

| Year | Percentage of Families in Each Category | | | | |
|------|---|---------------------|---------------------|---------------------|--------------------|
| | \$0- \$2,999 | \$3,000- \$4,999 | \$5,000- \$7,999 | \$8,000- \$9,999 | \$10,000 & Over |
| 1966 | 29.8 | 23.4 | 23.9 | 10.0 | 12.9 |
| 1967 | 29.2 | 21.1 | 26.2 | 9.4 | 14.1 |
| 1968 | 27.4 | 20.0 | 25.9 | 10.5 | 16.5 |
| 1969 | 25.7 | 18.8 | 25.3 | 11.5 | 18.7 |
| 1970 | 23.2 | 17.0 | 24.3 | 12.5 | 23.0 |
| 1971 | 21.5 | 15.8 | 23.1 | 13.0 | 26.6 |

Source: "Survey of Buying Power," Sales Management (June, 1966-1971) in
Indian River Community College Self Study Report 1971-1972
(Fort Pierce, 1972).

TABLE XIX

TABLE 10.24 - FAMILY INCOME DISTRIBUTION IN INDIAN RIVER
COUNTY: 1966 TO 1971

| Year | Percentage of Families in Each Category | | | | |
|------|---|---------------------|---------------------|---------------------|--------------------|
| | \$0- \$2,999 | \$3,000- \$4,999 | \$5,000- \$7,999 | \$8,000- \$9,999 | \$10,000 & Over |
| 1966 | 34.0 | 24.1 | 21.8 | 8.7 | 11.2 |
| 1967 | 29.5 | 23.0 | 24.3 | 9.0 | 14.2 |
| 1968 | 24.3 | 19.9 | 24.1 | 11.5 | 20.2 |
| 1969 | 22.7 | 18.4 | 23.6 | 11.8 | 23.5 |
| 1970 | 21.4 | 17.2 | 22.8 | 12.2 | 26.4 |
| 1971 | 21.3 | 17.0 | 23.3 | 12.3 | 26.1 |

Source: "Survey of Buying Power," Sales Management (June, 1966-1971) in Indian River Community College Self Study Report 1971-1972 (Fort Pierce, 1972).

TABLE XX

TABLE 10.25 - FAMILY INCOME DISTRIBUTION IN
MARTIN COUNTY: 1966 TO 1971

| Year | Percentage of Families in Each Category | | | | |
|------|---|---------------------|---------------------|---------------------|--------------------|
| | \$0- \$2,999 | \$3,000- \$4,999 | \$5,000- \$7,999 | \$8,000- \$9,999 | \$10,000 & Over |
| 1966 | 32.8 | 25.8 | 23.2 | 7.6 | 10.6 |
| 1967 | 30.9 | 23.6 | 26.7 | 7.4 | 11.4 |
| 1968 | 28.9 | 22.4 | 26.8 | 9.2 | 12.7 |
| 1969 | 26.6 | 20.6 | 27.1 | 10.5 | 15.2 |
| 1970 | 23.4 | 17.9 | 25.6 | 12.8 | 20.3 |
| 1971 | 22.3 | 16.8 | 25.0 | 13.1 | 22.8 |

Source: "Survey of Buying Power," Sales Management (June, 1966-1971) in Indian River Community College Self Study Report 1971-1972 (Fort Pierce, 1972).

TABLE XXI

TABLE 10.26 - FAMILY INCOME DISTRIBUTION IN
OKEECHOBEE COUNTY: 1966 TO 1971

| Year | Percentage of Families in Each Category | | | | |
|------|---|---------------------|---------------------|---------------------|--------------------|
| | \$0- \$2,999 | \$3,000- \$4,999 | \$5,000- \$7,999 | \$8,000- \$9,999 | \$10,000 & Over |
| 1966 | 32.0 | 29.9 | 23.0 | 6.5 | 8.6 |
| 1967 | 28.0 | 28.3 | 28.6 | 5.6 | 9.5 |
| 1968 | 26.1 | 26.4 | 29.1 | 7.8 | 10.6 |
| 1969 | 23.7 | 23.3 | 30.6 | 10.1 | 12.3 |
| 1970 | 20.7 | 18.6 | 31.0 | 13.0 | 16.7 |
| 1971 | 19.7 | 16.7 | 31.2 | 13.1 | 19.3 |

Source: "Survey of Buying Power," Sales Management (June, 1966-1971) in Indian River Community College Self Study Report 1971-1972 (Fort Pierce, 1972).

TABLE XXII

TABLE 10.27 - FAMILY INCOME DISTRIBUTION IN
SAINT LUCIE COUNTY: 1966 TO 1971

| Year | Percentage of Families in Each Category | | | | |
|------|---|---------------------|---------------------|---------------------|--------------------|
| | \$0- \$2,999 | \$3,000- \$4,999 | \$5,000- \$7,999 | \$8,000- \$9,999 | \$10,000 & Over |
| 1966 | 34.0 | 25.1 | 22.8 | 8.0 | 10.1 |
| 1967 | 30.2 | 22.7 | 25.0 | 9.6 | 12.5 |
| 1968 | 26.4 | 19.7 | 24.4 | 11.9 | 17.6 |
| 1969 | 23.9 | 18.0 | 24.4 | 12.2 | 21.7 |
| 1970 | 22.0 | 16.8 | 24.0 | 11.9 | 24.7 |
| 1971 | 22.0 | 16.3 | 23.8 | 12.0 | 25.8 |

Source: "Survey of Buying Power," Sales Management (June, 1966-1971) in Indian River Community College Self Study Report 1971-1972 (Fort Pierce, 1972).

APPENDIX F

COMPUTER PRINTOUT OF RESPONDENTS'

PROGRAM IN HIGH SCHOOL

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES SPSSH - VERSION 5.01

02/04/74

FILE NCNAME (CREATION DATE = 02/04/74)

***** CROSSTABULATION OF *****
 PROGRAM IN HIGH SCHOOL BY SCHOOL
 CONTROLLING FOR..

SFX VALUE.. 1 MALE
 GRADE VALUE.. 10

| | | SCHOOL | | | | | | | | | | | |
|-----------------|-----|--------|--------|------|-------|--------|----|----------|------|------|-----|-------|--|
| | | COUNT | | | | | | | | | | | |
| ROW | PCT | IFT | PIERC | JOHN | CAR | MARTIN | C | OKEECHOB | VERO | BEA | ROW | | |
| COL | PCT | IE | CENTRL | ROL | OUNTY | | EE | CH | | | | TOTAL | |
| TOT | PCT | I | I | I | I | I | I | I | I | I | | | |
| PROGRAM | | | | | | | | | | | | | |
| 1 | I | 37 | I | 5 | I | 12 | I | 5 | I | 5 | I | 64 | |
| GENERAL | I | 57.8 | I | 7.8 | I | 18.8 | I | 7.8 | I | 7.8 | I | 8.0 | |
| | I | 13.4 | I | 27.8 | I | 6.7 | I | 7.0 | I | 2.0 | I | | |
| | I | 4.6 | I | 0.6 | I | 1.5 | I | 0.6 | I | 0.6 | I | | |
| | | | | | | | | | | | | | |
| 2 | I | 17 | I | 6 | I | 40 | I | 3 | I | 12 | I | 78 | |
| COLLEGE PREP | I | 21.8 | I | 7.7 | I | 51.3 | I | 3.8 | I | 15.4 | I | 9.8 | |
| | I | 6.2 | I | 33.3 | I | 22.2 | I | 4.2 | I | 4.8 | I | | |
| | I | 2.1 | I | 0.8 | I | 5.0 | I | 0.4 | I | 1.5 | I | | |
| | | | | | | | | | | | | | |
| 3 | I | 73 | I | 0 | I | 29 | I | 33 | I | 44 | I | 179 | |
| VOCATIONAL | I | 40.8 | I | 0.0 | I | 16.2 | I | 18.4 | I | 24.6 | I | 22.5 | |
| | I | 26.4 | I | 0.0 | I | 16.1 | I | 46.5 | I | 17.5 | I | | |
| | I | 9.2 | I | 0.0 | I | 3.6 | I | 4.1 | I | 5.5 | I | | |
| | | | | | | | | | | | | | |
| 4 | I | 149 | I | 7 | I | 99 | I | 30 | I | 191 | I | 476 | |
| NO, NO RESPONSE | I | 31.3 | I | 1.5 | I | 20.8 | I | 6.3 | I | 40.1 | I | 59.7 | |
| | I | 54.0 | I | 38.9 | I | 55.0 | I | 42.3 | I | 75.8 | I | | |
| | I | 18.7 | I | 0.9 | I | 12.4 | I | 3.8 | I | 24.0 | I | | |
| | | | | | | | | | | | | | |
| COLUMN | | 276 | | 18 | | 180 | | 71 | | 252 | | 797 | |
| TOTAL | | 34.6 | | 2.3 | | 22.6 | | 8.9 | | 31.6 | | 100.0 | |

FILE NONAME (CREATION DATE = 02/04/74)

***** CROSSTABULATION OF *****
 PROGRAM PROGRAM IN HIGH SCHOOL BY SCHOOL
 CONTROLLING FOR..

SEX VALUE.. 2 FEMALE

GRADE VALUE.. 10

| SCHOOL | | | | | | | | | | | | | | |
|-----------------|-----|------|--------|------|-----|--------|----|----------|------|------|--------|-------|-------|-------|
| COUNT I | | | | | | | | | | | | | | |
| ROW | PCT | IFT | PIERC | JOHN | CAR | MARTIN | C | OKEECHOB | VERO | BEA | INDIAN | R | ROW | |
| COL | PCT | IE | CENTRL | ROL | | COUNTY | EE | | CH | | VR | ACDMY | TOTAL | |
| TOT | PCT | I | 1 | I | 2 | I | 3 | I | 4 | I | 5 | I | 6 | I |
| PROGRAM | | | | | | | | | | | | | | |
| 0 | I | 0 | I | 0 | I | 2 | I | 0 | I | 0 | I | 0 | I | 2 |
| | I | 0.0 | I | 0.0 | I | 100.0 | I | 0.0 | I | 0.0 | I | 0.0 | I | 0.3 |
| | I | 0.0 | I | 0.0 | I | 1.0 | I | 0.0 | I | 0.0 | I | 0.0 | I | |
| | I | 0.0 | I | 0.0 | I | 0.3 | I | 0.0 | I | 0.0 | I | 0.0 | I | |
| | | | | | | | | | | | | | | |
| 1 | I | 34 | I | 5 | I | 21 | I | 6 | I | 8 | I | 0 | I | 74 |
| GENERAL | I | 45.9 | I | 6.8 | I | 28.4 | I | 8.1 | I | 10.8 | I | 0.0 | I | 9.6 |
| | I | 13.0 | I | 19.2 | I | 10.5 | I | 9.7 | I | 3.8 | I | 0.0 | I | |
| | I | 4.4 | I | 0.7 | I | 2.7 | I | 0.8 | I | 1.0 | I | 0.0 | I | |
| | | | | | | | | | | | | | | |
| 2 | I | 36 | I | 13 | I | 41 | I | 5 | I | 24 | I | 6 | I | 125 |
| COLLEGE PREP | I | 28.8 | I | 10.4 | I | 32.8 | I | 4.0 | I | 19.2 | I | 4.8 | I | 16.3 |
| | I | 13.7 | I | 50.0 | I | 20.5 | I | 8.1 | I | 11.3 | I | 100.0 | I | |
| | I | 4.7 | I | 1.7 | I | 5.3 | I | 0.7 | I | 3.1 | I | 0.8 | I | |
| | | | | | | | | | | | | | | |
| 3 | I | 24 | I | 4 | I | 21 | I | 12 | I | 14 | I | 0 | I | 75 |
| VOCATIONAL | I | 32.0 | I | 5.3 | I | 28.0 | I | 16.0 | I | 18.7 | I | 0.0 | I | 9.8 |
| | I | 9.2 | I | 15.4 | I | 10.5 | I | 19.4 | I | 6.6 | I | 0.0 | I | |
| | I | 3.1 | I | 0.5 | I | 2.7 | I | 1.6 | I | 1.8 | I | 0.0 | I | |
| | | | | | | | | | | | | | | |
| 4 | I | 168 | I | 4 | I | 115 | I | 39 | I | 166 | I | 0 | I | 492 |
| NO, NO RESPONSE | I | 34.1 | I | 0.8 | I | 23.4 | I | 7.9 | I | 33.7 | I | 0.0 | I | 64.1 |
| | I | 64.1 | I | 15.4 | I | 57.5 | I | 62.9 | I | 78.3 | I | 0.0 | I | |
| | I | 21.9 | I | 0.5 | I | 15.0 | I | 5.1 | I | 21.6 | I | 0.0 | I | |
| | | | | | | | | | | | | | | |
| COLUMN | | 262 | | 26 | | 200 | | 62 | | 212 | | 6 | | 768 |
| TOTAL | | 34.1 | | 3.4 | | 26.0 | | 8.1 | | 27.6 | | 0.8 | | 100.0 |

FILE NONAME (CREATION DATE = 02/04/74)

***** CROSSTABULATION OF *****
 PROGRAM IN HIGH SCHOOL BY SCHOOL
 CONTROLLING FOR..

SEX VALUE.. 1 MALE
 GRADE VALUE.. 11

| SCHOOL | | | | | | | | | | |
|-----------------|-----|------|--------|------|-------|--------|-------|----------|------|-------|
| COUNT | | | | | | | | | | |
| ROW | PCT | IFT | PIERC | JOHN | CAR | MARTIN | C | OKEECHOB | VERD | BEA |
| COL | PCT | IE | CENTRL | ROL | OUNTY | EE | CH | WARD | ED | ROW |
| TOT | PCT | 1 | 1 | 2 | 3 | 4 | 5 | 7 | 1 | TOTAL |
| PROGRAM | | | | | | | | | | |
| 1 | 1 | 23 | 4 | 7 | 10 | 17 | 0 | 61 | | |
| GENERAL | | 37.7 | 6.6 | 11.5 | 16.4 | 27.9 | 0.0 | 10.2 | | |
| | | 15.2 | 19.0 | 4.1 | 14.9 | 9.5 | 0.0 | | | |
| | | 3.8 | 0.7 | 1.2 | 1.7 | 2.8 | 0.0 | | | |
| 2 | 1 | 17 | 5 | 43 | 5 | 13 | 11 | 94 | | |
| COLLEGE PREP | | 18.1 | 5.3 | 45.7 | 5.3 | 13.8 | 11.7 | 15.7 | | |
| | | 11.3 | 23.8 | 25.1 | 7.5 | 7.3 | 100.0 | | | |
| | | 2.8 | 0.9 | 7.2 | 0.8 | 2.2 | 1.8 | | | |
| 3 | 1 | 46 | 6 | 58 | 31 | 32 | 0 | 173 | | |
| VOCATIONAL | | 26.6 | 3.5 | 32.5 | 17.9 | 18.5 | 0.0 | 28.8 | | |
| | | 30.5 | 28.5 | 33.9 | 46.3 | 17.9 | 0.0 | | | |
| | | 7.7 | 1.0 | 9.7 | 5.2 | 5.3 | 0.0 | | | |
| 4 | 1 | 65 | 5 | 63 | 21 | 117 | 0 | 272 | | |
| NO, NO RESPONSE | | 23.9 | 2.2 | 23.2 | 7.7 | 43.0 | 0.0 | 45.3 | | |
| | | 43.0 | 29.6 | 36.8 | 31.3 | 65.4 | 0.0 | | | |
| | | 10.9 | 1.0 | 10.5 | 3.5 | 19.5 | 0.0 | | | |
| COLUMN | | 151 | 21 | 171 | 67 | 179 | 11 | 600 | | |
| TOTAL | | 25.2 | 3.5 | 28.5 | 11.2 | 29.8 | 1.8 | 100.0 | | |

FILE NONAME (CREATION DATE = 02/04/74)

***** C R O S S T A B U L A T I O N O F * * * * *
 PROGRAM PROGRAM IN HIGH SCHOOL BY SCHOOL
 CONTROLLING FOR..

SEX

VALUE.. 2 FEMALE

GRADE

VALUE.. 11

SCHOOL

COUNT

| ROW | PCT | IFT | PIERC | JOHN | CAR | MARTIN | C | OKEECHOB | VERO | BEA | INDIAN | R | SAINT | ED | ROW | | |
|-----------------|-----|-----|--------|------|------|--------|-------|----------|------|-----|--------|-------|-------|----|-------|---|-------|
| COL | PCT | IE | CENTRL | ROL | | QUINCY | EE | | CH | | VR | ACDMY | WARD | | TOTAL | | |
| TOT | PCT | I | 1 | I | 2 | I | 3 | I | 4 | I | 5 | I | 6 | I | 7 | I | |
| PROGRAM | | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | |
| | 0 | I | 0 | I | 0 | I | 2 | I | 0 | I | 0 | I | 0 | I | 0 | I | 2 |
| | | I | 0.0 | I | 0.0 | I | 100.0 | I | 0.0 | I | 0.0 | I | 0.0 | I | 0.0 | I | 0.3 |
| | | I | 0.0 | I | 0.0 | I | 1.1 | I | 0.0 | I | 0.0 | I | 0.0 | I | 0.0 | I | |
| | | I | 0.0 | I | 0.0 | I | 0.3 | I | 0.0 | I | 0.0 | I | 0.0 | I | 0.0 | I | |
| | | I | | I | | I | | I | | I | | I | | I | | I | |
| | 1 | I | 15 | I | 2 | I | 8 | I | 13 | I | 14 | I | 0 | I | 0 | I | 53 |
| GENERAL | | I | 30.2 | I | 3.8 | I | 15.1 | I | 24.5 | I | 26.4 | I | 0.0 | I | 0.0 | I | 8.4 |
| | | I | 9.2 | I | 8.0 | I | 4.4 | I | 26.5 | I | 7.0 | I | 0.0 | I | 0.0 | I | |
| | | I | 2.5 | I | 0.3 | I | 1.3 | I | 2.1 | I | 2.2 | I | 0.0 | I | 0.0 | I | |
| | | I | | I | | I | | I | | I | | I | | I | | I | |
| | 2 | I | 28 | I | 5 | I | 68 | I | 4 | I | 9 | I | 0 | I | 5 | I | 119 |
| COLLEGE PREP | | I | 23.5 | I | 4.2 | I | 57.1 | I | 3.4 | I | 7.6 | I | 0.0 | I | 4.2 | I | 18.8 |
| | | I | 16.2 | I | 20.0 | I | 37.8 | I | 8.2 | I | 4.5 | I | 0.0 | I | 100.0 | I | |
| | | I | 4.4 | I | 0.8 | I | 10.8 | I | 0.6 | I | 1.4 | I | 0.0 | I | 0.8 | I | |
| | | I | | I | | I | | I | | I | | I | | I | | I | |
| | 3 | I | 34 | I | 7 | I | 38 | I | 10 | I | 35 | I | 0 | I | 0 | I | 124 |
| VOCATIONAL | | I | 27.4 | I | 5.5 | I | 30.6 | I | 8.1 | I | 28.2 | I | 0.0 | I | 0.0 | I | 19.6 |
| | | I | 19.7 | I | 28.0 | I | 21.1 | I | 20.4 | I | 17.6 | I | 0.0 | I | 0.0 | I | |
| | | I | 5.4 | I | 1.1 | I | 6.0 | I | 1.6 | I | 5.5 | I | 0.0 | I | 0.0 | I | |
| | | I | | I | | I | | I | | I | | I | | I | | I | |
| | 4 | I | 95 | I | 11 | I | 64 | I | 22 | I | 141 | I | 1 | I | 0 | I | 334 |
| NO, NO RESPONSE | | I | 28.4 | I | 3.3 | I | 19.2 | I | 6.6 | I | 42.2 | I | 0.3 | I | 0.0 | I | 52.8 |
| | | I | 54.9 | I | 44.0 | I | 35.6 | I | 44.9 | I | 70.9 | I | 100.0 | I | 0.0 | I | |
| | | I | 15.0 | I | 1.7 | I | 10.1 | I | 3.5 | I | 22.3 | I | 0.2 | I | 0.0 | I | |
| | | I | | I | | I | | I | | I | | I | | I | | I | |
| COLUMN | | | 173 | | 25 | | 180 | | 49 | | 199 | | 1 | | 5 | | 632 |
| TOTAL | | | 27.4 | | 4.0 | | 28.5 | | 7.8 | | 31.5 | | 0.2 | | 0.8 | | 100.0 |

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES SPSSH - VERSION 5.01

02/04/74

FILE NCNAME (CREATION DATE = 02/04/74)

***** CROSSTABULATION OF *****
 PROGRAM PROGRAM IN HIGH SCHOOL BY SCHOOL
 CONTROLLING FOR..
 SEX VALUE.. 1 MALE
 GRADE VALUE.. 12

| SCHOOL | | | | | | | | | | | | | | | |
|-----------------|-----|-----|---------|------|------|--------|------|----------|------|-----|--------|-------|-------|---|-------|
| COUNT I | | | | | | | | | | | | | | | |
| ROW | PCT | IFT | PIERC | JOHN | CAR | MARTIN | C | OKEECHOB | VERO | BEA | INDIAN | R | ROW | | |
| COL | PCT | IF | CENTRAL | ROL | | OUNTY | EE | | CH | | VR | ACDMY | TOTAL | | |
| TOT | PCT | I | 1 | I | 2 | I | 3 | I | 4 | I | 5 | I | 6 | I | |
| PROGRAM | | | | | | | | | | | | | | | |
| GENERAL | 1 | I | 20 | I | 1 | I | 2 | I | 6 | I | 13 | I | 0 | I | 42 |
| | | I | 47.6 | I | 2.4 | I | 4.8 | I | 14.3 | I | 31.0 | I | 0.0 | I | 9.0 |
| | | I | 13.0 | I | 11.1 | I | 2.1 | I | 13.3 | I | 8.2 | I | 0.0 | I | |
| | | I | 4.3 | I | 0.2 | I | 0.4 | I | 1.3 | I | 2.8 | I | 0.0 | I | |
| COLLEGE PREP | 2 | I | 27 | I | 3 | I | 25 | I | 5 | I | 24 | I | 5 | I | 90 |
| | | I | 30.0 | I | 3.3 | I | 27.8 | I | 6.7 | I | 26.7 | I | 5.6 | I | 19.3 |
| | | I | 17.5 | I | 33.3 | I | 26.3 | I | 13.3 | I | 15.2 | I | 100.0 | I | |
| | | I | 5.8 | I | 0.6 | I | 5.4 | I | 1.3 | I | 5.2 | I | 1.1 | I | |
| VOCATIONAL | 3 | I | 50 | I | 4 | I | 15 | I | 10 | I | 34 | I | 0 | I | 113 |
| | | I | 44.2 | I | 3.5 | I | 13.3 | I | 8.8 | I | 30.1 | I | 0.0 | I | 24.2 |
| | | I | 32.5 | I | 44.4 | I | 15.8 | I | 22.2 | I | 21.5 | I | 0.0 | I | |
| | | I | 10.7 | I | 0.9 | I | 3.2 | I | 2.1 | I | 7.3 | I | 0.0 | I | |
| NO, NO RESPONSE | 4 | I | 57 | I | 1 | I | 53 | I | 23 | I | 87 | I | 0 | I | 221 |
| | | I | 25.8 | I | 0.5 | I | 24.0 | I | 10.4 | I | 39.4 | I | 0.0 | I | 47.4 |
| | | I | 37.0 | I | 11.1 | I | 55.8 | I | 51.1 | I | 55.1 | I | 0.0 | I | |
| | | I | 12.2 | I | 0.2 | I | 11.4 | I | 4.9 | I | 18.7 | I | 0.0 | I | |
| COLUMN | | | 154 | | 9 | | 95 | | 45 | | 158 | | 5 | | 466 |
| TOTAL | | | 33.0 | | 1.9 | | 20.4 | | 9.7 | | 33.9 | | 1.1 | | 100.0 |

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES SPSSH - VERSION 5.01

02/04/74

FILE NONAME (CREATION DATE = 02/04/74)

***** CROSS TABULATION OF *****
 PROGRAM IN HIGH SCHOOL BY SCHOOL
 CONTROLLING FOR..

SEX VALUE.. 2 FEMALE
 GRADE VALUE.. 12

| SCHOOL | | | | | | | | | | | | | | |
|-----------------|-----|-----|--------|------|------|--------|------|----------|------|-----|--------|-------|-------|---|
| COUNT | | | | | | | | | | | | | | |
| ROW | PCT | IFT | PIERC | JOHN | CAR | MARTIN | C | OKEECHOB | VEPO | BEA | INDIAN | R | ROW | |
| COL | PCT | IE | CENTRL | ROL | | OUNTY | EE | | CH | | VR | ACDMY | TOTAL | |
| TOT | PCT | I | 1 | I | 2 | I | 3 | I | 4 | I | 5 | I | 6 | I |
| PROGRAM | | | | | | | | | | | | | | |
| | 1 | I | 20 | I | 1 | I | 0 | I | 6 | I | 13 | I | 0 | I |
| GENERAL | | I | 50.0 | I | 2.5 | I | 0.0 | I | 15.0 | I | 32.5 | I | 0.0 | I |
| | | I | 10.2 | I | 5.9 | I | 0.0 | I | 18.2 | I | 8.4 | I | 0.0 | I |
| | | I | 4.2 | I | 0.2 | I | 0.0 | I | 1.2 | I | 2.7 | I | 0.0 | I |
| | | | | | | | | | | | | | | |
| | 2 | I | 30 | I | 6 | I | 13 | I | 2 | I | 24 | I | 6 | I |
| COLLEGE PREP | | I | 37.0 | I | 7.4 | I | 16.0 | I | 2.5 | I | 29.6 | I | 7.4 | I |
| | | I | 15.2 | I | 35.3 | I | 17.6 | I | 6.1 | I | 15.6 | I | 100.0 | I |
| | | I | 6.2 | I | 1.2 | I | 2.7 | I | 0.4 | I | 5.0 | I | 1.2 | I |
| | | | | | | | | | | | | | | |
| | 3 | I | 62 | I | 8 | I | 19 | I | 10 | I | 50 | I | 0 | I |
| VOCATIONAL | | I | 39.0 | I | 5.0 | I | 11.9 | I | 6.3 | I | 37.7 | I | 0.0 | I |
| | | I | 31.5 | I | 47.1 | I | 25.7 | I | 30.3 | I | 39.0 | I | 0.0 | I |
| | | I | 12.9 | I | 1.7 | I | 4.0 | I | 2.1 | I | 12.5 | I | 0.0 | I |
| | | | | | | | | | | | | | | |
| | 4 | I | 85 | I | 2 | I | 42 | I | 15 | I | 57 | I | 0 | I |
| NO, NO RESPONSE | | I | 42.3 | I | 1.0 | I | 20.9 | I | 7.5 | I | 28.4 | I | 0.0 | I |
| | | I | 43.1 | I | 11.8 | I | 56.8 | I | 45.5 | I | 37.0 | I | 0.0 | I |
| | | I | 17.7 | I | 0.4 | I | 8.7 | I | 3.1 | I | 11.9 | I | 0.0 | I |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| COLUMN | | | 197 | | 17 | | 74 | | 33 | | 154 | | 6 | |
| TOTAL | | | 41.0 | | 3.5 | | 15.4 | | 6.9 | | 32.0 | | 1.2 | |
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NUMBER OF MISSING OBSERVATIONS = 6

APPENDIX G

RESPONDENTS' PLANS AFTER HIGH SCHOOL

PLANS AFTER HIGH SCHOOL OF 10TH GRADE STUDENTS
IN A FOUR-COUNTY AREA OF FLORIDA

| | | No Response | Vocational or Technical Education | Business School | Community College | Four-Year College or University | Military Service | Apprenticeship or On-Job Training | No Further Training | Undecided | Total |
|-------------------------|---|-------------|--------------------------------------|-----------------|-------------------|------------------------------------|------------------|--------------------------------------|---------------------|-----------|-------|
| Ft. Pierce Central | M | 37 | 15 | 10 | 36 | 47 | 24 | 38 | 5 | 68 | 275 |
| | F | 34 | 6 | 24 | 49 | 45 | 4 | 14 | 4 | 81 | 261 |
| John Carroll | M | | 1 | | 4 | 10 | | | | 2 | 17 |
| | F | 1 | 1 | | 9 | 7 | | | | 8 | 26 |
| Martin County | M | 11 | 8 | 3 | 16 | 54 | 23 | 15 | 2 | 45 | 177 |
| | F | 21 | 8 | 12 | 32 | 48 | 8 | 7 | 7 | 57 | 200 |
| Okeechobee | M | 12 | 6 | | 4 | 17 | 7 | 6 | 3 | 16 | 71 |
| | F | 6 | 3 | 2 | 8 | 11 | | 1 | 2 | 29 | 62 |
| Vero Beach | M | 27 | 15 | 5 | 28 | 68 | 24 | 16 | 4 | 64 | 251 |
| | F | 23 | 2 | 11 | 35 | 47 | 5 | 9 | 7 | 73 | 212 |
| Indian River Academy | M | | | | | | | | | | |
| | F | | | | 3 | 1 | | | | 2 | 6 |
| Saint Edwards | M | | | | | | | | | | |
| | F | | | | | | | | | | |
| Male | | 87 | 45 | 18 | 88 | 196 | 78 | 75 | 14 | 190 | 791 |
| Female | | 85 | 20 | 49 | 136 | 159 | 17 | 31 | 20 | 250 | 767 |
| Combined Total | | 172 | 65 | 67 | 224 | 355 | 95 | 106 | 34 | 440 | 1,558 |

PLANS AFTER HIGH SCHOOL OF 11TH GRADE STUDENTS
IN A FOUR-COUNTY AREA OF FLORIDA

| | | No Response | Vocational or Technical Education | Business School | Community College | Four-Year College or University | Military Service | Apprenticeship or On-Job Training | No Further Training | Undecided | Total |
|-------------------------|---|-------------|--------------------------------------|-----------------|-------------------|------------------------------------|------------------|--------------------------------------|---------------------|-----------|-------|
| Ft. Pierce Central | M | 25 | 5 | 2 | 30 | 27 | 16 | 18 | 1 | 27 | 151 |
| | F | 13 | 8 | 7 | 45 | 29 | 7 | 6 | 3 | 55 | 173 |
| John Carroll | M | 2 | 1 | | 8 | 5 | | 2 | 1 | 2 | 21 |
| | F | 1 | 2 | | 9 | 6 | 1 | 1 | | 5 | 25 |
| Martin County | M | 9 | 12 | 4 | 23 | 43 | 15 | 18 | 4 | 43 | 171 |
| | F | 20 | 5 | 5 | 42 | 35 | 7 | 10 | 7 | 49 | 180 |
| Okeechobee | M | 10 | 5 | 2 | 9 | 14 | 3 | 1 | 3 | 20 | 67 |
| | F | 2 | 4 | 3 | 10 | 6 | | 1 | 4 | 19 | 49 |
| Vero Beach | M | 21 | 10 | 4 | 30 | 45 | 17 | 16 | 3 | 33 | 179 |
| | F | 14 | 15 | 12 | 46 | 47 | 5 | 6 | 3 | 51 | 199 |
| Indian River Academy | M | | | | | | | | | | |
| | F | | | | 1 | | | | | | 1 |
| Saint Edwards | M | 1 | 2 | 2 | | 5 | | | | 1 | 11 |
| | F | | | | | 3 | | | 1 | 1 | 5 |
| Male | | 68 | 35 | 12 | 102 | 139 | 51 | 55 | 12 | 126 | 600 |
| Female | | 50 | 34 | 27 | 153 | 126 | 20 | 24 | 18 | 180 | 632 |
| Combined Total | | 118 | 69 | 39 | 255 | 265 | 71 | 79 | 30 | 306 | 1,232 |

PLANS AFTER HIGH SCHOOL OF 12TH GRADE STUDENTS
IN A FOUR-COUNTY AREA OF FLORIDA

| | | No Response | Vocational or Technical Education | Business School | Community College | Four-Year College or University | Military Service | Apprenticeship or On-Job Training | No Further Training | Undecided | Total |
|-------------------------|---|-------------|--------------------------------------|-----------------|-------------------|------------------------------------|------------------|--------------------------------------|---------------------|-----------|-------|
| Ft. Pierce Central | M | 20 | 9 | 2 | 46 | 33 | 10 | 17 | 1 | 16 | 154 |
| | F | 14 | 12 | 17 | 69 | 21 | 1 | 9 | 12 | 42 | 197 |
| John Carroll | M | 1 | 2 | | 3 | 1 | 1 | | | 1 | 9 |
| | F | 1 | | | 10 | 2 | | 3 | 1 | | 17 |
| Martin County | M | 8 | 1 | | 31 | 25 | 8 | 8 | 2 | 11 | 94 |
| | F | 5 | 4 | 1 | 27 | 16 | | 4 | 7 | 10 | 74 |
| Okeechobee | M | 3 | 3 | 1 | 15 | 5 | 3 | 3 | 4 | 8 | 45 |
| | F | | 1 | 1 | 9 | 3 | | 1 | 7 | 11 | 33 |
| Vero Beach | M | 9 | 11 | 2 | 32 | 53 | 7 | 18 | 3 | 23 | 158 |
| | F | 3 | 8 | 1 | 54 | 39 | 2 | 12 | 5 | 30 | 154 |
| Indian River Academy | M | | 1 | | 1 | | | 1 | 1 | 1 | 5 |
| | F | | | | 3 | 1 | | | 1 | 1 | 6 |
| Saint Edwards | M | | | | | | | | | | |
| | F | | | | | | | | | | |
| Male | | 41 | 27 | 5 | 128 | 117 | 29 | 47 | 11 | 60 | 465 |
| Female | | 23 | 25 | 20 | 172 | 82 | 3 | 29 | 33 | 94 | 481 |
| Combined Total | | 64 | 52 | 25 | 300 | 199 | 32 | 76 | 44 | 154 | 946 |

APPENDIX H

VOCATIONAL PREFERENCE OF RESPONDENTS

FIRST CHOICE OF VOCATIONAL PREFERENCE, 10TH GRADE

| Preference | Distribution by School and Sex | | | | | | | | | | | | | | Combined Total | Percent | | |
|---------------------------------------|--------------------------------|-----|-----------------|----|------------------|-----|------------|----|---------------|-----|-------------------------|---|------------------|---|-------------------|---------|-------|-------|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | Saint Edwards | | | | Total | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | | M | F |
| Hospitality & Recreation | 12 | 1 | | | 12 | 6 | | 1 | 26 | 9 | | | | | 50 | 17 | 67 | 4.3 |
| Business & Office | 12 | 51 | | 4 | 8 | 35 | 4 | 18 | 8 | 30 | | 2 | | | 32 | 140 | 172 | 11.0 |
| Marketing & Distribution | 14 | 9 | | 2 | 3 | 2 | 1 | | 6 | 9 | | 2 | | | 24 | 24 | 48 | 3.1 |
| Public Service | 19 | 21 | | | 12 | 7 | 8 | 3 | 21 | 6 | | | | | 60 | 37 | 97 | 6.2 |
| Manufacturing | 13 | | | | 2 | | 2 | | 4 | | | | | | 21 | | 21 | 1.4 |
| Environmental Control | 6 | | | | | 1 | | | 3 | | | | | | 9 | 1 | 10 | 0.6 |
| Fine Arts & Humanities | 4 | 7 | | 3 | 5 | 6 | | | 5 | 9 | | | | | 14 | 25 | 39 | 2.5 |
| Agriculture & Natural Resources | 11 | 7 | 2 | 2 | 14 | 8 | 18 | 2 | 14 | 7 | | | | | 59 | 26 | 85 | 5.5 |
| Health Occupations | 9 | 56 | 3 | 9 | 11 | 28 | 5 | 11 | 15 | 33 | | 1 | | | 43 | 138 | 181 | 11.6 |
| Personal Service | 2 | 10 | | | 1 | 7 | | 6 | 1 | 2 | | | | | 4 | 25 | 29 | 1.9 |
| Communications & Media Occupations | 12 | 5 | | | 4 | 9 | 1 | | 1 | 1 | | | | | 18 | 15 | 33 | 2.1 |
| Transportation | 5 | 10 | 1 | | 5 | 11 | | 2 | 10 | 5 | | | | | 21 | 28 | 49 | 3.2 |
| Marine Science | 3 | | 2 | | 14 | 5 | | | 5 | 1 | | | | | 24 | 6 | 30 | 1.9 |
| Consumer & Homemaking | 7 | 37 | | 1 | 1 | 23 | | 1 | 6 | 31 | | | | | 14 | 93 | 107 | 6.9 |
| Self-Employed | | | | | | | | | | | | | | | | | | |
| Unemployed or None | 38 | 25 | 3 | 2 | 33 | 29 | 13 | 13 | 46 | 45 | | | | | 133 | 114 | 247 | 15.8 |
| Retired | | | | | | | | | | | | | | | | | | |
| Craftsman | 100 | 4 | 4 | | 32 | 2 | 15 | | 43 | 1 | | | | | 194 | 7 | 201 | 12.9 |
| Professional | 8 | 17 | 2 | 3 | 18 | 21 | 4 | 5 | 37 | 23 | | | | | 69 | 70 | 139 | 8.9 |
| No Response | | 1 | | | 2 | | | | 0 | | | | | | 2 | 1 | 3 | 0.2 |
| Total | 275 | 261 | 17 | 26 | 177 | 200 | 71 | 62 | 251 | 212 | | 6 | | | 791 | 767 | 1,558 | 100.0 |

SECOND CHOICE OF VOCATIONAL PREFERENCE, 10TH GRADE

| Preference | Distribution by School | | | | | | | | | | | | | | Combined Total | Percent | | |
|---------------------------------------|------------------------|-----|-----------------|----|------------------|-----|------------|----|---------------|-----|-------------------------|---|------------------|---|-------------------|---------|-------|-------|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | Saint Edwards | | | | Total | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | | M | F |
| Hospitality & Recreation | 8 | 1 | | | 7 | 5 | 1 | | 19 | 10 | | | | | 35 | 51 | 51 | 3.3 |
| Business & Office | 8 | 32 | 3 | 1 | 9 | 28 | | 9 | 10 | 19 | | 2 | | | 30 | 91 | 121 | 7.8 |
| Marketing & Distribution | 8 | 15 | | 3 | 5 | 2 | 1 | 2 | 5 | 3 | | | | | 19 | 25 | 44 | 2.8 |
| Public Service | 18 | 29 | 1 | 3 | 7 | 14 | 4 | 5 | 13 | 7 | | | | | 43 | 49 | 92 | 5.9 |
| Manufacturing | 6 | | | | 4 | | | | 7 | | | | | | 17 | | 17 | 1.1 |
| Environmental Control | 1 | | | | 2 | | 1 | | 2 | | | | | | 6 | | 6 | 0.4 |
| Fine Arts & Humanities | 3 | 7 | | | 4 | 4 | 2 | | 8 | 7 | | | | | 17 | | 35 | 2.2 |
| Agriculture & Natural Resources | 8 | 5 | | 2 | 10 | 11 | 13 | 1 | 17 | 6 | | | | | 48 | 25 | 73 | 4.7 |
| Health Occupations | 11 | 46 | 2 | 3 | 8 | 31 | 3 | 10 | 14 | 26 | | 4 | | | 38 | 120 | 158 | 10.1 |
| Personal Service | 1 | 10 | | | 1 | 3 | | 3 | | 11 | | | | | 2 | 27 | 29 | 1.9 |
| Communications & Media Occupations | 5 | 7 | | 1 | 5 | 6 | | | 7 | 3 | | | | | 17 | 17 | 34 | 2.2 |
| Transportation | 2 | 11 | | | 8 | 8 | 2 | | 12 | 9 | | | | | 24 | 28 | 52 | 3.3 |
| Marine Science | 7 | 2 | 1 | 1 | 4 | 4 | | | 6 | 1 | | | | | 18 | 8 | 26 | 1.7 |
| Consumer & Homemaking | 5 | 33 | | 2 | 1 | 21 | | 5 | 5 | 27 | | | | | 11 | 88 | 99 | 6.3 |
| Self-Employed | | | | | | | | | 1 | | | | | | 1 | | 1 | 0.1 |
| Unemployed or None | 15 | 14 | | 1 | | 2 | | | | | | | | | 15 | 17 | 32 | 2.0 |
| Retired | | | | | | | | | | | | | | | | | | |
| Craftsman | 107 | 4 | 5 | 1 | 36 | 5 | 24 | 1 | 33 | | | | | | 205 | 11 | 216 | 13.9 |
| Professional | 7 | 17 | 3 | 6 | 16 | 15 | 2 | 7 | 17 | 17 | | | | | 45 | 62 | 107 | 6.9 |
| No Response | 55 | 37 | 2 | 2 | 50 | 41 | 18 | 19 | 75 | 66 | | | | | 200 | 165 | 365 | 23.4 |
| Total | 275 | 261 | 17 | 26 | 177 | 200 | 71 | 62 | 251 | 212 | | 6 | | | 791 | 767 | 1,558 | 100.0 |

THIRD CHOICE OF VOCATIONAL PREFERENCE, 10TH GRADE

| Preference | Distribution by School and Sex | | | | | | | | | | | | Total | Combined Total | Percent | | |
|-------------------------------------|--------------------------------|-----|-----------------|----|------------------|-----|------------|----|---------------|-----|-------------------------|---|-------|-------------------|---------|------------------|-------|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | | | | Saint Edwards | |
| | M | F | M | F | M | F | M | F | M | F | M | F | | | | M | F |
| Hospitality & Recreation | 5 | 2 | | | 3 | 7 | | | 16 | 9 | 1 | | | 24 | 19 | 43 | 2.8 |
| Business & Office | 4 | 36 | | 5 | 6 | 21 | 2 | 7 | 2 | 10 | | | | 14 | 79 | 93 | 6.0 |
| Marketing & Distribution | 16 | 14 | | | 2 | 1 | 2 | 1 | 10 | 3 | | | | 30 | 19 | 49 | 3.2 |
| Public Service | 15 | 17 | 1 | | 12 | 10 | 2 | 6 | 8 | 8 | 1 | | | 38 | 42 | 80 | 5.1 |
| Manufacturing | 13 | 1 | | | 1 | | | | 4 | | | | | 18 | 1 | 19 | 1.2 |
| Environmental Control | 3 | | | | | 1 | | 1 | | | | | | 4 | 1 | 5 | 0.3 |
| Fine Arts & Humanities | | 1 | | 2 | 6 | 4 | | 1 | 6 | 5 | | | | 12 | 13 | 25 | 1.6 |
| Agricultural & Natural Resources | 9 | 4 | | | 7 | 5 | 9 | 1 | 16 | 4 | | | | 41 | 14 | 55 | 3.5 |
| Health Occupations | 7 | 35 | 1 | 4 | 6 | 28 | 3 | 10 | 9 | 20 | 1 | | | 26 | 98 | 124 | 8.0 |
| Personal Service | 2 | 10 | | | | 5 | | 1 | | 7 | 1 | | | 2 | 24 | 26 | 1.7 |
| Communications & Media Services | 5 | 3 | | | 2 | 4 | | | 7 | 3 | | | | 14 | 10 | 24 | 1.5 |
| Transportation | 4 | 6 | 1 | | 5 | 6 | 7 | | 6 | 6 | | | | 23 | 18 | 41 | 2.6 |
| Marine Science | 6 | | 1 | | 5 | 1 | 1 | | 2 | | | | | 15 | 1 | 16 | 1.0 |
| Consumer & Homemaking | 3 | 28 | | 4 | | 23 | 1 | 5 | 4 | 23 | | | | 8 | 83 | 91 | 5.8 |
| Self-Employed | | | | | | | | | | | | | | | | | |
| Unemployed or None | 7 | 5 | | | | | | | | | | | | 7 | 5 | 12 | 0.8 |
| Retired | | | | | | | | | | | | | | | | | |
| Craftsman | 68 | 3 | 4 | | 32 | 1 | 13 | | 30 | | | | | 147 | 4 | 151 | 9.7 |
| Professional | 8 | 19 | 3 | 4 | 15 | 14 | 1 | 3 | 19 | 18 | | | | 46 | 58 | 104 | 6.7 |
| No Response | 100 | 77 | 6 | 7 | 75 | 69 | 30 | 27 | 111 | 96 | 2 | | | 322 | 228 | 600 | 38.5 |
| Total | 275 | 261 | 17 | 26 | 177 | 200 | 71 | 62 | 251 | 212 | 6 | | | 791 | 767 | 1,558 | 100.0 |

FIRST CHOICE OF VOCATIONAL PREFERENCE, 11TH GRADE

| Preference | Distribution by School and Sex | | | | | | | | | | | | | | Combined Total | Percent | | |
|-------------------------------------|--------------------------------|-----|-----------------|----|------------------|-----|------------|----|---------------|-----|-------------------------|----|------------------|---|-------------------|---------|-------|-------|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | Saint Edwards | | | | Total | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | | M | F |
| Hospitality & Recreation | 6 | 1 | | | 12 | 7 | 1 | | 9 | 3 | | | | | 28 | 11 | 39 | 3.2 |
| Business & Office | 6 | 30 | | 3 | 10 | 31 | 6 | 14 | 8 | 26 | | | 2 | 1 | 32 | 105 | 137 | 11.1 |
| Marketing & Distribution | 6 | 4 | 1 | 1 | 4 | 2 | 2 | 5 | 2 | 4 | | | 1 | | 16 | 16 | 32 | 2.6 |
| Public Service | 11 | 6 | 1 | | 3 | 9 | 3 | | 6 | 7 | | | | | 24 | 22 | 46 | 3.7 |
| Manufacturing | 4 | | | | 5 | | 1 | | 9 | | | | | | 19 | | 19 | 1.5 |
| Environmental Control | | | | | | | | | | | | | | | | | | |
| Fine Arts & Humanities | 2 | 3 | | | 8 | 8 | 1 | | 6 | 7 | | | 2 | | 17 | 20 | 37 | 3.0 |
| Agricultural & Natural Resources | 5 | 7 | 1 | 1 | 13 | 3 | 11 | 1 | 12 | 4 | | | 1 | | 42 | 17 | 59 | 4.8 |
| Health Occupations | 7 | 39 | 3 | 7 | 9 | 36 | 1 | 5 | 9 | 43 | 1 | 3 | 1 | | 32 | 132 | 164 | 13.3 |
| Personal Services | | 6 | | 1 | | 3 | | 3 | | 5 | | | | | 18 | | 18 | 1.5 |
| Communications & Media Services | 2 | 8 | 2 | | 6 | 7 | | | 6 | 2 | | | 1 | | 17 | 17 | 34 | 2.8 |
| Transportation | 2 | 10 | | | 8 | 5 | 3 | | 8 | 8 | | | 1 | | 22 | 23 | 45 | 3.7 |
| Marine Science | 2 | | 1 | 1 | 3 | 2 | 2 | | 3 | 1 | | | 1 | | 12 | 4 | 16 | 1.3 |
| Consumer & Homemaking | 4 | 13 | | 2 | 1 | 12 | | 2 | 1 | 34 | | | | | 6 | 63 | 69 | 5.6 |
| Self-Employment | | | | | | | | 1 | | | | | | | | 1 | 1 | 0.1 |
| Unemployment or None | 27 | 28 | 4 | 6 | 28 | 23 | 8 | 13 | 42 | 37 | | | 1 | | 110 | 107 | 217 | 17.6 |
| Retired | | | | | | | | | | | | | | | | | | |
| Craftsman | 51 | | 5 | | 46 | | 21 | 2 | 35 | | | | 1 | | 159 | 2 | 161 | 13.1 |
| Professional | 14 | 16 | 3 | 3 | 15 | 31 | 7 | | 23 | 18 | | | | | 62 | 68 | 130 | 10.6 |
| No Response | 2 | 2 | | | | 1 | | 3 | | | | | | | 2 | 6 | 6 | 0.5 |
| Total | 151 | 173 | 21 | 25 | 171 | 180 | 67 | 49 | 179 | 199 | 1 | 11 | 5 | | 600 | 632 | 1,232 | 100.0 |

SECOND CHOICE OF VOCATIONAL PREFERENCE, 11TH GRADE

| Preference | Distribution by School and Sex | | | | | | | | | | | | | | Combined Total | Percent | | |
|---------------------------------------|--------------------------------|-----|-----------------|----|------------------|-----|------------|----|---------------|-----|-------------------------|---|------------------|---|-------------------|---------|-------|---|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | Saint Edwards | | | | Total | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | | M | F |
| Hospitality & Recreation | 2 | | | | 2 | 3 | 3 | 8 | 6 | 2 | | | | | 13 | 13 | 2.1 | |
| Business & Office | 7 | 30 | 1 | 4 | 8 | 21 | 3 | 6 | 6 | 14 | | 1 | | | 25 | 76 | 8.2 | |
| Marketing & Distribution | 3 | 7 | 1 | 1 | 2 | 3 | 2 | 2 | 3 | 8 | | | | | 11 | 21 | 2.6 | |
| Public Service | 9 | 10 | | 1 | 5 | 10 | 2 | | 4 | 10 | | | 1 | | 20 | 32 | 4.2 | |
| Manufacturing | 5 | | | | 8 | | 1 | | 2 | | | | | | 16 | | 1.3 | |
| Environmental Control | 1 | | | | | | | | 1 | | | | | | 2 | | 0.2 | |
| Fine Arts & Humanities | 1 | 5 | | 2 | 5 | 3 | | 1 | 9 | 8 | | | | | 15 | 19 | 2.8 | |
| Agriculture & Natural Resources | 4 | 5 | 1 | | 14 | 3 | 11 | 1 | 8 | 3 | | | 3 | | 41 | 12 | 4.3 | |
| Health Occupations | 5 | 37 | 1 | 2 | 8 | 32 | 1 | 4 | 1 | 29 | | | 1 | 3 | 17 | 107 | 10.0 | |
| Personal Service | | 3 | | | | 6 | | 2 | | 6 | | | 1 | | | 18 | 1.5 | |
| Communications & Media Occupations | 4 | 2 | 1 | 1 | 5 | 7 | | | 6 | 1 | | | | | 16 | 11 | 2.2 | |
| Transportation | 3 | 3 | 1 | | 4 | 9 | 2 | 1 | 8 | 5 | | | 1 | | 19 | 18 | 3.0 | |
| Marine Science | 2 | 1 | 2 | 1 | 3 | | 1 | | 3 | | | | 1 | | 12 | 2 | 1.1 | |
| Consumer & Homemaking | 3 | 15 | | 1 | 1 | 14 | | 3 | | 38 | | | | | 4 | 71 | 6.1 | |
| Self-Employed | | | | | | | | | | | | | | | | | | |
| Unemployed or None | 15 | 1 | | | | 1 | | | 1 | 3 | | | | | 16 | 5 | 1.7 | |
| Retired | | | | | | | | | | | | | | | | | | |
| Craftsman | 42 | | 4 | | 49 | | 22 | | 49 | | | | 1 | | 167 | | 13.6 | |
| Professional | 6 | 14 | 3 | 2 | 10 | 26 | 5 | 3 | 17 | 20 | | | | | 41 | 65 | 8.6 | |
| No Response | 39 | 40 | 6 | 10 | 47 | 42 | 14 | 18 | 55 | 52 | | | 4 | | 165 | 162 | 26.5 | |
| Total | 151 | 173 | 21 | 25 | 171 | 180 | 67 | 49 | 179 | 199 | | 1 | 11 | 5 | 600 | 632 | 100.0 | |

THIRD CHOICE OF VOCATIONAL PREFERENCE, 11TH GRADE

| Preference | Distribution by School and Sex | | | | | | | | | | | | | | Combined Total | Percent | | |
|-------------------------------------|--------------------------------|-----|-----------------|----|------------------|-----|------------|----|---------------|-----|-------------------------|----|------------------|---|-------------------|---------|-------|-------|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | Saint Edwards | | | | Total | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | | M | F |
| Hospitality & Recreation | 1 | | | | 1 | 4 | 1 | 1 | 9 | 1 | | | | | 12 | 6 | 18 | 1.5 |
| Business & Office | 3 | 13 | 2 | | 6 | 13 | 1 | 4 | 3 | 17 | | | 1 | 1 | 16 | 48 | 64 | 5.2 |
| Marketing & Distribution | 9 | 7 | | 1 | 1 | 5 | 1 | 3 | 3 | 2 | | | | | 14 | 18 | 32 | 2.6 |
| Public Service | 5 | 12 | | 1 | 7 | 13 | 6 | 1 | 6 | 14 | | | | | 24 | 41 | 65 | 5.3 |
| Manufacturing | | | | | 5 | | 1 | | 9 | | | | | | 15 | | 15 | 1.2 |
| Environmental Control | | | | | 2 | | | | | | | | | | 2 | | 2 | 0.2 |
| Fine Arts & Humanities | 1 | 3 | | | | 4 | | 1 | | 6 | | | | | 1 | 14 | 15 | 1.2 |
| Agricultural & Natural Resources | 5 | 5 | | 1 | 13 | 4 | 8 | 3 | 9 | 7 | | | 1 | 1 | 36 | 21 | 57 | 4.6 |
| Health Occupations | 5 | 27 | 1 | 2 | 7 | 17 | 2 | 3 | 3 | 23 | 1 | | | 1 | 18 | 74 | 92 | 7.5 |
| Personal Service | | 6 | | | | 2 | | | | 6 | | | | | 14 | 14 | 14 | 1.1 |
| Communications & Media Services | | | | | 1 | 4 | 1 | | 3 | 2 | | | | | 5 | 6 | 11 | 0.9 |
| Transportation | 4 | 2 | | | 2 | 1 | 3 | 2 | 4 | 5 | | | | | 13 | 10 | 23 | 1.9 |
| Marine Science | 1 | 2 | 1 | | 3 | 1 | | | 1 | | | | 1 | | 7 | 3 | 10 | 0.8 |
| Consumer & Homemaking | | 7 | | 2 | 1 | 19 | | 4 | 1 | 24 | | | | | 2 | 56 | 58 | 4.7 |
| Self-Employed | | | | | | | | | | | | | | | | | | |
| Unemployed or None | | 1 | | | | | | | 1 | | | | | | 2 | | 2 | 0.2 |
| Retired | | | | | 1 | | | | | | | | | | 1 | | 1 | 0.1 |
| Craftsman | 38 | 1 | 5 | | 33 | 4 | 14 | | 33 | 1 | | | 1 | | 124 | 6 | 130 | 10.5 |
| Professional | 11 | 10 | 2 | 1 | 9 | 8 | 2 | 1 | 15 | 7 | | | 1 | | 39 | 28 | 67 | 5.4 |
| No Response | 68 | 77 | 10 | 17 | 79 | 81 | 27 | 26 | 80 | 83 | | | 7 | 1 | 271 | 285 | 556 | 45.1 |
| Total | 151 | 173 | 21 | 25 | 171 | 180 | 67 | 49 | 179 | 199 | 1 | 11 | 5 | | 600 | 632 | 1,232 | 100.0 |

FIRST CHOICE OF VOCATIONAL PREFERENCE, 12TH GRADE

| Preference | Distribution by School and Sex | | | | | | | | | | | | | | Combined Total | Percent | | |
|---------------------------------------|--------------------------------|-----|-----------------|----|------------------|----|------------|----|---------------|-----|-------------------------|---|------------------|---|-------------------|---------|-------|-------|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | Saint Edwards | | | | Total | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | | M | F |
| Hospitality & Recreation | 4 | 1 | | | 4 | 4 | 1 | 1 | 6 | 3 | | | | | 15 | 9 | 24 | 2.5 |
| Business & Office | 12 | 54 | | 6 | 7 | 7 | | 5 | 16 | 33 | | | | | 35 | 105 | 140 | 14.8 |
| Marketing & Distribution | 3 | 15 | | | | 1 | 1 | | 1 | 10 | | 1 | | | 5 | 27 | 32 | 3.5 |
| Public Service | 8 | 8 | | | 6 | 3 | 2 | 1 | 8 | 4 | 1 | 1 | | | 25 | 17 | 42 | 4.4 |
| Manufacturing | 1 | | 1 | | 2 | | | | 2 | | 1 | | | | 7 | | 7 | 0.7 |
| Environmental Control | 2 | | | | | | | | | | | | | | 2 | | 2 | 0.2 |
| Fine Arts & Humanities | 4 | 7 | | | 6 | 1 | | | 4 | 6 | | | | | 14 | 14 | 28 | 3.0 |
| Agricultural & Natural Resources | 4 | 8 | | 1 | 9 | 5 | 13 | 2 | 11 | 2 | | | | | 37 | 18 | 55 | 5.8 |
| Health Occupations | 9 | 23 | | 3 | 5 | 13 | 4 | 3 | 15 | 29 | | | | | 33 | 71 | 104 | 11.0 |
| Personal Service | 1 | 5 | | | | 1 | | 1 | 1 | 2 | | | | | 2 | 9 | 11 | 1.2 |
| Communications & Media Occupations | 7 | 2 | 2 | 1 | 4 | 1 | | | 4 | 6 | | | | | 17 | 10 | 27 | 2.8 |
| Transportation | 2 | 4 | | | 3 | 2 | 2 | | 4 | 1 | 1 | | | | 12 | 7 | 19 | 2.0 |
| Marine Science | 1 | 3 | | | 2 | | | | 4 | | 1 | 2 | | | 8 | 5 | 13 | 1.4 |
| Consumer & Homemaking | 1 | 15 | | 3 | 3 | 5 | | 5 | 1 | 11 | | | | | 5 | 39 | 44 | 4.6 |
| Self-Employed | | | | | | | | | 1 | | | | | | 1 | | 1 | 0.1 |
| Unemployed or None | 38 | 30 | 1 | 1 | 18 | 16 | 9 | 13 | 33 | 30 | 1 | 1 | | | 100 | 91 | 191 | 20.2 |
| Retired | | 1 | | | | | | | | | | | | | | 1 | 1 | 0.1 |
| Craftsman | 44 | 4 | 3 | | 13 | 1 | 11 | | 28 | 1 | | | | | 99 | 6 | 105 | 11.1 |
| Professional | 13 | 17 | 1 | 2 | 12 | 14 | 2 | 2 | 19 | 16 | | 1 | | | 47 | 52 | 99 | 10.5 |
| No Response | | | 1 | | | | | | | | | | | | 1 | | 1 | 0.1 |
| Total | 154 | 197 | 9 | 17 | 94 | 74 | 45 | 33 | 158 | 154 | 5 | 6 | | | 465 | 481 | 946 | 100.0 |

SECOND CHOICE OF VOCATIONAL PREFERENCE, 12TH GRADE

| Preference | Distribution by School and Sex | | | | | | | | | | | | | | Combined Total | Percent | | |
|---------------------------------------|--------------------------------|-----|-----------------|----|------------------|----|------------|----|---------------|-----|-------------------------|---|------------------|---|-------------------|---------|-------|-------|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | Saint Edwards | | | | Total | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | | | M | F |
| Hospitality & Recreation | 2 | 1 | | | 5 | 2 | | 1 | 2 | 3 | | | | | 9 | 7 | 16 | 1.7 |
| Business & Office | 8 | 37 | | 2 | 4 | 6 | 2 | 3 | 8 | 22 | | | | | 22 | 70 | 92 | 9.7 |
| Marketing & Distribution | 6 | 7 | | 2 | | | 1 | | 4 | 5 | | | | | 11 | 14 | 25 | 2.6 |
| Public Service | 9 | 8 | | | 5 | 3 | 2 | 1 | 2 | 6 | | | | | 18 | 18 | 36 | 3.8 |
| Manufacturing | 4 | 1 | | | 2 | | 5 | | 3 | | | | | | 14 | 1 | 15 | 1.6 |
| Environmental Control | 2 | | | | | | 1 | | 1 | | | | | | 4 | | 4 | 0.4 |
| Fine Arts & Humanities | 5 | 1 | 1 | | 4 | 4 | | | 2 | 4 | | | | | 12 | 9 | 21 | 2.2 |
| Agriculture & Natural Resources | 4 | 3 | 1 | 1 | 3 | 3 | 8 | 1 | 8 | 5 | | 1 | | | 24 | 14 | 38 | 4.0 |
| Health Occupations | 4 | 26 | | 1 | 5 | 6 | 4 | 1 | 15 | 19 | | | | | 28 | 53 | 81 | 8.6 |
| Personal Service | 2 | 3 | | | | 2 | | | | 3 | | | | | 2 | 8 | 10 | 1.1 |
| Communications & Media Occupations | 4 | 4 | | | 4 | 2 | | | 4 | 3 | | | | | 12 | 9 | 21 | 2.2 |
| Transportation | 1 | 5 | | | 1 | | | | 4 | 3 | | | | | 6 | 8 | 14 | 1.5 |
| Marine Science | | 1 | | | | | | | 2 | 1 | | | | | 2 | 2 | 4 | 0.4 |
| Consumer & Homemaking | | 13 | | 6 | | 2 | | 6 | 1 | 8 | | | | | 1 | 35 | 36 | 3.8 |
| Self-Employed | | | | | | | | | | | | | | | | | | |
| Unemployed or None | | 1 | | | | | 1 | | 1 | | | | | | 3 | | 3 | 0.3 |
| Retired | | | | | | | | | | | | | | | | | | |
| Craftsman | 38 | 4 | 3 | | 18 | | 9 | | 30 | 1 | 1 | | | | 99 | 5 | 104 | 11.0 |
| Professional | 8 | 15 | 2 | 3 | 6 | 8 | 3 | 2 | 15 | 18 | | 3 | | | 34 | 49 | 83 | 8.8 |
| No Response | 56 | 67 | 2 | 2 | 37 | 36 | 10 | 17 | 57 | 52 | 4 | 2 | | | 167 | 176 | 343 | 36.3 |
| Total | 54 | 197 | 9 | 17 | 94 | 74 | 45 | 33 | 158 | 154 | 5 | 6 | | | 465 | 481 | 946 | 100.0 |

THIRD CHOICE OF VOCATIONAL PREFERENCE, 12TH GRADE

| Preference | Distribution by School and Sex | | | | | | | | | | | | Total | Combined Total | Percent | | |
|----------------------------------|--------------------------------|-----|-----------------|----|------------------|----|------------|----|---------------|-----|-------------------------|---|-------|-------------------|---------|------------------|-------|
| | Fort Pierce Central | | John Carroll | | Martin County | | Okeechobee | | Vero Beach | | Indian River Academy | | | | | Saint Edwards | |
| | M | F | M | F | M | F | M | F | M | F | M | F | | | | M | F |
| Hospitality & Recreation | 1 | 1 | 1 | | 4 | 3 | 3 | | 4 | | | | | 13 | 4 | 17 | 1.8 |
| Business & Office | 6 | 15 | | 2 | 1 | 1 | | | 5 | 10 | | | | 12 | 28 | 40 | 4.2 |
| Marketing & Distribution | 7 | 4 | | | 1 | 1 | 1 | 1 | 6 | 4 | | | | 15 | 10 | 25 | 2.7 |
| Public Service | 6 | 7 | 1 | 1 | 6 | | 2 | | 4 | 8 | | | | 19 | 16 | 35 | 3.7 |
| Manufacturing | | | | | 2 | | | | 1 | | | | | 3 | | 3 | 0.3 |
| Environmental Control | | | | | 1 | | | | 3 | | | | | 4 | | 4 | 0.4 |
| Fine Arts & Humanities | 3 | 4 | 1 | | 3 | 3 | | | 1 | 5 | | | | 8 | 12 | 20 | 2.1 |
| Agricultural & Natural Resources | 4 | 3 | | | | 2 | 7 | | 3 | 1 | 1 | | | 14 | 7 | 21 | 2.2 |
| Health Occupations | 2 | 23 | | 2 | 1 | 9 | 2 | 3 | 4 | 16 | | | | 9 | 53 | 62 | 6.5 |
| Personal Service | 1 | 5 | | 1 | | | | | | 6 | | | | 1 | 12 | 13 | 1.4 |
| Communications & Media Services | 4 | 5 | | | 2 | 2 | | | 4 | 1 | | | | 10 | 8 | 18 | 1.9 |
| Transportation | 2 | 3 | 1 | | 1 | | 2 | 1 | 3 | | | | | 9 | 4 | 13 | 1.4 |
| Marine Science | 1 | | | 1 | 1 | | | | | 1 | | | | 2 | 2 | 4 | 0.4 |
| Consumer & Homemaking | | 15 | | 1 | | 4 | | 3 | 1 | 11 | 1 | | | 1 | 35 | 36 | 3.8 |
| Self-Employed | 1 | | | | | | 1 | | 1 | | | | | 3 | | 3 | 0.3 |
| Unemployed or None | | | | | | | | | | | | | | | | | |
| Retired | | | | | 1 | | | | | | | | | 1 | | 1 | 0.1 |
| Craftsman | 30 | 1 | 2 | | 13 | | 10 | | 23 | | 1 | | | 79 | 1 | 80 | 8.5 |
| Professional | 6 | 7 | 1 | 2 | 5 | 2 | 3 | 1 | 9 | 7 | | 1 | | 24 | 20 | 44 | 4.7 |
| No Response | 80 | 104 | 2 | 7 | 52 | 47 | 14 | 24 | 86 | 84 | 4 | 3 | | 238 | 269 | 507 | 53.6 |
| Total | 154 | 197 | 9 | 17 | 94 | 74 | 45 | 33 | 158 | 154 | 5 | 6 | | 465 | 481 | 946 | 100.0 |

APPENDIX I

VOCATIONAL CHOICE OF RESPONDENTS AS COMPARED
TO OCCUPATION OF PARENT

FIRST CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, FORT PIERCE CENTRAL

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---------------------------------------|----------|------|----|------|----------|------|----|-----|----------|------|----|------|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 1 | 0.4 | 2 | 0.8 | 1 | 0.7 | 2 | 1.2 | 1 | 0.6 | 3 | 1.5 |
| Marketing & Distribution | 1 | 0.4 | 2 | 0.8 | 1 | 0.7 | 1 | 0.6 | 1 | 0.6 | 1 | 0.5 |
| Public Service | 1 | 0.4 | 2 | 0.8 | 0 | 0.0 | 0 | 0.0 | 3 | 1.9 | 0 | 0.0 |
| Manufacturing | 4 | 1.5 | 0 | 0.0 | 1 | 0.7 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 |
| Agriculture & Natural Resources | 7 | 2.5 | 3 | 1.1 | 1 | 0.7 | 2 | 1.2 | 0 | 0.0 | 3 | 1.5 |
| Health Occupations | 0 | 0.0 | 2 | 0.8 | 0 | 0.0 | 3 | 1.7 | 1 | 0.6 | 0 | 0.0 |
| Communications & Media Occupations | 1 | 0.4 | 2 | 0.8 | 1 | 0.7 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| Marine Science | 0 | 0.0 | 0 | 0.0 | 1 | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Consumer & Homemaking | 2 | 0.7 | 7 | 2.7 | 1 | 0.7 | 3 | 1.7 | 0 | 0.0 | 3 | 1.5 |
| Unemployed or None | 10 | 3.6 | 7 | 2.7 | 7 | 4.6 | 3 | 1.7 | 14 | 9.1 | 6 | 3.0 |
| Craftsman | 17 | 6.2 | 0 | 0.0 | 8 | 5.3 | 0 | 0.0 | 8 | 5.2 | 0 | 0.0 |
| Professional | 1 | 0.4 | 3 | 1.1 | 1 | 0.7 | 2 | 1.2 | 3 | 1.9 | 4 | 2.0 |
| Total | 45 | 16.5 | 30 | 11.6 | 23 | 15.5 | 17 | 9.9 | 32 | 20.5 | 20 | 10.0 |

SECOND CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, FORT PIERCE CENTRAL

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---------------------------------------|----------|------|----|-----|----------|-----|----|------|----------|-----|----|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 2 | 0.8 | 2 | 1.3 | 2 | 1.2 | 1 | 0.6 | 3 | 1.5 |
| Marketing & Distribution | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 2 | 1.2 | 2 | 1.3 | 1 | 0.5 |
| Public Service | 2 | 0.7 | 3 | 1.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 |
| Manufacturing | 2 | 0.7 | 0 | 0.0 | 1 | 0.7 | 0 | 0.0 | 1 | 0.6 | 1 | 0.5 |
| Agriculture & Natural Resources | 3 | 1.1 | 2 | 0.8 | 1 | 0.7 | 2 | 1.2 | 0 | 0.0 | 0 | 0.0 |
| Health Occupations | 0 | 0.0 | 1 | 0.4 | 0 | 0.0 | 7 | 4.0 | 0 | 0.0 | 1 | 0.5 |
| Personal Service | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 |
| Communications & Media Occupations | 1 | 0.4 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Transportation | 1 | 0.4 | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Marine Science | 0 | 0.0 | 0 | 0.0 | 1 | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Consumer & Homemaking | 1 | 0.4 | 1 | 0.4 | 1 | 0.7 | 2 | 1.2 | 0 | 0.0 | 3 | 1.5 |
| Unemployed or None | 1 | 0.4 | 1 | 0.4 | 1 | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Craftsman | 15 | 5.5 | 0 | 0.0 | 4 | 2.6 | 0 | 0.0 | 7 | 4.5 | 0 | 0.0 |
| Professional | 0 | 0.0 | 2 | 0.8 | 1 | 0.7 | 2 | 1.2 | 1 | 0.6 | 3 | 1.5 |
| Total | 27 | 10.0 | 14 | 5.5 | 12 | 8.1 | 17 | 10.0 | 14 | 8.8 | 12 | 6.0 |

THIRD CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, FORT PIERCE CENTRAL

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---------------------------------------|----------|-----|----|-----|----------|-----|---|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 3 | 1.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.5 |
| Marketing & Distribution | 2 | 0.7 | 1 | 0.4 | 0 | 0.0 | 1 | 0.6 | 2 | 1.3 | 0 | 0.0 |
| Public Service | 2 | 0.7 | 1 | 0.4 | 1 | 0.7 | 1 | 0.6 | 2 | 1.3 | 0 | 0.0 |
| Manufacturing | 2 | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Agriculture & Natural Resources | 2 | 0.7 | 2 | 0.8 | 1 | 0.7 | 2 | 1.2 | 1 | 0.6 | 0 | 0.0 |
| Health Occupations | 0 | 0.0 | 1 | 0.4 | 0 | 0.0 | 2 | 1.2 | 0 | 0.0 | 1 | 0.5 |
| Personal Service | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 |
| Communications & Media Occupations | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.5 |
| Transportation | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Marine Science | 0 | 0.0 | 0 | 0.0 | 1 | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Consumer & Homemaking | 0 | 0.0 | 5 | 1.9 | 0 | 0.0 | 2 | 1.2 | 0 | 0.0 | 3 | 1.5 |
| Craftsman | 12 | 4.4 | 0 | 0.0 | 5 | 3.3 | 0 | 0.0 | 4 | 2.6 | 0 | 0.0 |
| Professional | 0 | 0.0 | 1 | 0.4 | 2 | 1.3 | 1 | 0.6 | 2 | 1.3 | 0 | 0.0 |
| Total | 22 | 8.0 | 14 | 5.4 | 10 | 6.7 | 9 | 5.4 | 12 | 7.7 | 6 | 3.0 |

FIRST CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, MARTIN COUNTY

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---------------------------------------|----------|------|----|------|----------|------|----|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 3 | 1.7 | 7 | 3.5 | 2 | 1.2 | 5 | 2.8 | 0 | 0.0 | 0 | 0.0 |
| Marketing & Distribution | 0 | 0.0 | 1 | 0.5 | 2 | 1.2 | 1 | 0.6 | 0 | 0.0 | 1 | 1.4 |
| Manufacturing | 1 | 0.6 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Fine Arts & Humanities | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 1 | 1.4 |
| Agriculture & Natural Resources | 4 | 2.2 | 0 | 0.0 | 2 | 1.2 | 0 | 0.0 | 1 | 1.1 | 0 | 0.0 |
| Health Occupations | 2 | 1.1 | 0 | 0.0 | 1 | 0.6 | 3 | 1.7 | 1 | 1.1 | 0 | 0.0 |
| Communications & Media Occupations | 1 | 0.6 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Transportation | 0 | 0.0 | 2 | 1.0 | 1 | 0.6 | 0 | 0.0 | 1 | 1.1 | 0 | 0.0 |
| Marine Science | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Consumer & Homemaking | 1 | 0.6 | 4 | 2.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 1 | 1.4 |
| Unemployed or None | 9 | 5.0 | 6 | 3.0 | 7 | 4.1 | 4 | 2.2 | 2 | 2.1 | 0 | 0.0 |
| Craftsman | 8 | 4.4 | 2 | 1.0 | 15 | 8.8 | 0 | 0.0 | 3 | 3.2 | 0 | 0.0 |
| Professional | 3 | 1.7 | 2 | 1.0 | 2 | 1.2 | 2 | 1.1 | 1 | 1.1 | 3 | 4.1 |
| Total | 31 | 18.5 | 25 | 12.5 | 34 | 20.1 | 16 | 9.0 | 9 | 9.7 | 6 | 8.3 |

SECOND CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, MARTIN COUNTY

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------------------------|----------|------|----|-----|----------|------|----|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Hospitality & Recreation | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| Business & Office | 3 | 1.7 | 5 | 2.5 | 1 | 0.6 | 2 | 1.1 | 0 | 0.0 | 0 | 0.0 |
| Marketing & Distribution | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Public Service | 1 | 0.6 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Manufacturing | 2 | 1.1 | 0 | 0.0 | 2 | 1.2 | 0 | 0.0 | 1 | 1.1 | 0 | 0.0 |
| Agriculture & Natural Resources | 2 | 1.1 | 2 | 1.0 | 3 | 1.8 | 1 | 0.6 | 1 | 1.1 | 0 | 0.0 |
| Health Occupations | 1 | 0.6 | 0 | 0.0 | 1 | 0.6 | 2 | 1.1 | 1 | 1.1 | 0 | 0.0 |
| Personal Service | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| Communications & Media Occupations | 2 | 1.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Transportation | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 1.1 | 0 | 0.0 |
| Consumer & Homemaking | 1 | 0.6 | 6 | 3.0 | 0 | 0.0 | 3 | 1.7 | 0 | 0.0 | 1 | 1.4 |
| Craftsman | 8 | 4.4 | 2 | 1.0 | 15 | 8.8 | 0 | 0.0 | 4 | 4.2 | 0 | 0.0 |
| Professional | 1 | 0.6 | 1 | 0.5 | 2 | 1.2 | 5 | 2.8 | 0 | 0.0 | 2 | 2.7 |
| Total | 22 | 12.4 | 18 | 9.0 | 24 | 14.2 | 15 | 8.5 | 7 | 8.6 | 3 | 4.1 |

THIRD CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, MARTIN COUNTY

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---------------------------------|----------|-----|----|-----|----------|------|---|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Hospitality & Recreation | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Business & Office | 2 | 1.1 | 3 | 1.5 | 1 | 0.6 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| Public Service | 0 | 0.0 | 2 | 1.0 | 0 | 0.0 | 2 | 1.1 | 0 | 0.0 | 0 | 0.0 |
| Manufacturing | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Agriculture & Natural Resources | 2 | 1.1 | 0 | 0.0 | 2 | 1.2 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| Health Occupations | 1 | 0.6 | 1 | 0.5 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| Transportation | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Marine Science | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Consumer & Homemaking | 0 | 0.0 | 7 | 3.5 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| Craftsman | 8 | 4.4 | 1 | 0.5 | 14 | 8.2 | 1 | 0.6 | 2 | 2.1 | 0 | 0.0 |
| Professional | 0 | 0.0 | 2 | 1.0 | 1 | 0.6 | 1 | 0.6 | 1 | 1.1 | 0 | 0.0 |
| No Response | 1 | 0.6 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 15 | 8.4 | 18 | 9.0 | 19 | 11.2 | 8 | 5.1 | 4 | 4.3 | 0 | 0.0 |

FIRST CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, VERO BEACH

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------------------------|----------|------|----|------|----------|------|----|------|----------|------|----|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Hospitality & Recreation | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Business & Office | 0 | 0.0 | 6 | 2.8 | 1 | 0.6 | 4 | 2.0 | 1 | 0.6 | 1 | 0.6 |
| Marketing & Distribution | 2 | 0.8 | 1 | 0.5 | 1 | 0.6 | 3 | 1.5 | 1 | 0.6 | 4 | 2.6 |
| Public Service | 2 | 0.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 |
| Manufacturing | 0 | 0.0 | 0 | 0.0 | 6 | 3.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Fine Arts & Humanities | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Agriculture & Natural Resources | 2 | 0.8 | 1 | 0.5 | 4 | 2.2 | 0 | 0.0 | 5 | 3.2 | 0 | 0.0 |
| Health Occupations | 2 | 0.8 | 1 | 0.5 | 2 | 1.1 | 8 | 4.0 | 3 | 1.9 | 2 | 1.3 |
| Personal Service | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| Communications & Media Occupations | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 |
| Transportation | 2 | 0.8 | 0 | 0.0 | 0 | 0.0 | 1 | 0.5 | 1 | 0.6 | 0 | 0.0 |
| Marine Science | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 |
| Consumer & Homemaking | 1 | 0.4 | 7 | 3.3 | 0 | 0.0 | 3 | 1.5 | 0 | 0.0 | 0 | 0.0 |
| Unemployed or None | 13 | 5.2 | 8 | 3.8 | 7 | 3.9 | 4 | 2.0 | 5 | 3.2 | 2 | 1.3 |
| Craftsman | 12 | 4.8 | 0 | 0.0 | 10 | 5.6 | 0 | 0.0 | 7 | 4.4 | 0 | 0.0 |
| Professional | 4 | 1.6 | 2 | 0.9 | 6 | 3.4 | 0 | 0.0 | 3 | 1.9 | 0 | 0.0 |
| Total | 42 | 16.8 | 26 | 12.3 | 37 | 20.8 | 24 | 12.0 | 27 | 17.0 | 11 | 7.0 |

SECOND CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, VERO BEACH

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---------------------------------------|----------|------|----|-----|----------|-----|---|-----|----------|------|----|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 2 | 0.8 | 2 | 0.9 | 1 | 0.6 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 |
| Marketing & Distribution | 1 | 0.4 | 1 | 0.5 | 1 | 0.6 | 2 | 1.0 | 2 | 1.3 | 2 | 1.3 |
| Public Service | 3 | 1.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 |
| Manufacturing | 3 | 1.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 | 0 | 0.0 |
| Environmental Control | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Health Occupations | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 2 | 1.0 | 1 | 0.6 | 2 | 1.3 |
| Personal Service | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 1.0 | 0 | 0.0 | 1 | 0.6 |
| Communications & Media Occupations | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 |
| Transportation | 2 | 0.8 | 1 | 0.5 | 2 | 1.1 | 0 | 0.0 | 1 | 0.6 | 1 | 0.6 |
| Consumer & Homemaking | 1 | 0.4 | 7 | 3.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Unemployed or None | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 |
| Craftsman | 8 | 3.2 | 0 | 0.0 | 8 | 4.5 | 0 | 0.0 | 9 | 5.7 | 0 | 0.0 |
| Professional | 1 | 0.4 | 1 | 0.5 | 3 | 1.7 | 3 | 1.5 | 1 | 0.6 | 2 | 1.3 |
| Total | 25 | 10.0 | 13 | 8.2 | 17 | 9.6 | 7 | 4.5 | 18 | 11.3 | 11 | 6.9 |

THIRD CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, VERO BEACH

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---------------------------------------|----------|-----|----|-----|----------|-----|---|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 1 | 0.5 | 1 | 0.6 | 0 | 0.0 |
| Marketing & Distribution | 2 | 0.8 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 |
| Public Service | 1 | 0.4 | 1 | 0.5 | 0 | 0.0 | 1 | 0.5 | 0 | 0.0 | 2 | 1.3 |
| Manufacturing | 1 | 0.4 | 0 | 0.0 | 4 | 2.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Agriculture & Natural Resources | 2 | 0.8 | 1 | 0.5 | 3 | 1.7 | 1 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| Health Occupations | 2 | 0.8 | 2 | 0.9 | 0 | 0.0 | 3 | 1.5 | 0 | 0.0 | 0 | 0.0 |
| Personal Service | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 0.6 |
| Communications & Media Occupations | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Transportation | 2 | 0.8 | 1 | 0.5 | 0 | 0.0 | 1 | 0.5 | 1 | 0.6 | 0 | 0.0 |
| Consumer & Homemaking | 2 | 0.8 | 3 | 1.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Craftsman | 5 | 2.0 | 0 | 0.0 | 9 | 5.0 | 0 | 0.0 | 5 | 3.2 | 0 | 0.0 |
| Professional | 2 | 0.8 | 1 | 0.5 | 3 | 1.7 | 1 | 0.5 | 2 | 1.3 | 1 | 0.6 |
| Total | 20 | 8.0 | 11 | 5.3 | 19 | 9.6 | 8 | 4.0 | 9 | 5.7 | 5 | 3.1 |

FIRST CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, OKEECHOBEE

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------------------------|----------|------|---|-----|----------|------|---|------|----------|------|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 2 | 3.2 | 0 | 0.0 | 2 | 4.1 | 0 | 0.0 | 1 | 3.0 |
| Public Service | 0 | 0.0 | 0 | 0.0 | 1 | 1.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Manufacturing | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Agriculture & Natural Resources | 13 | 18.3 | 1 | 1.6 | 6 | 9.0 | 1 | 2.0 | 6 | 13.3 | 0 | 0.0 |
| Health Occupations | 0 | 0.0 | 1 | 1.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Unemployed or None | 2 | 2.8 | 0 | 0.0 | 2 | 3.0 | 2 | 4.1 | 3 | 6.7 | 0 | 0.0 |
| Craftsman | 2 | 2.8 | 0 | 0.0 | 5 | 7.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Professional | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 3.0 |
| Total | 18 | 25.3 | 4 | 6.4 | 14 | 21.0 | 5 | 10.2 | 9 | 20.0 | 2 | 6.0 |

FIRST CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, INDIAN RIVER ACADEMY

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|--------------|----------|-----|---|------|----------|-----|---|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Professional | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

SECOND CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, OKEECHOBEE

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------------------------|----------|------|---|-----|----------|------|---|------|----------|------|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 1 | 1.6 | 0 | 0.0 | 2 | 4.1 | 0 | 0.0 | 1 | 3.0 |
| Marketing & Distribution | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.2 |
| Manufacturing | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.2 |
| Agriculture & Natural Resources | 8 | 11.3 | 1 | 1.6 | 9 | 13.4 | 1 | 2.0 | 5 | 11.1 | 0 | 0.0 |
| Health Occupations | 0 | 0.0 | 1 | 1.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Transportation | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Craftsman | 2 | 2.8 | 1 | 1.6 | 3 | 4.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Professional | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 4.1 | 0 | 0.0 | 0 | 0.0 |
| Total | 12 | 16.9 | 4 | 6.4 | 12 | 17.9 | 5 | 10.2 | 7 | 15.5 | 1 | 3.0 |

THIRD CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, INDIAN RIVER ACADEMY

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------|----------|-----|---|------|----------|-----|---|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Personal Service | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

THIRD CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, OKEECHOBEE

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------------------------|----------|------|---|-----|----------|------|---|-----|----------|------|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.0 | 0 | 0.0 | 0 | 0.0 |
| Marketing & Distribution | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Agriculture & Natural Resources | 6 | 8.5 | 1 | 1.6 | 3 | 4.5 | 1 | 2.0 | 4 | 8.9 | 0 | 0.0 |
| Transportation | 1 | 1.4 | 0 | 0.0 | 1 | 1.5 | 0 | 0.0 | 1 | 2.2 | 0 | 0.0 |
| Marine Science | 1 | 1.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Craftsman | 2 | 2.8 | 0 | 0.0 | 3 | 4.5 | 0 | 0.0 | 2 | 4.4 | 0 | 0.0 |
| Professional | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 2.0 | 1 | 2.2 | 0 | 0.0 |
| Total | 11 | 15.5 | 1 | 1.6 | 7 | 10.5 | 3 | 6.0 | 8 | 17.7 | 0 | 0.0 |

SECOND CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, SAINT EDWARDS

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------------------------|----------|-----|---|-----|----------|------|---|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Agriculture & Natural Resources | 0 | 0.0 | 0 | 0.0 | 3 | 27.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

FIRST CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, JOHN CARROLL

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------------------------|----------|------|---|------|----------|------|---|-----|----------|------|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.9 |
| Manufacturing | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.1 | 0 | 0.0 |
| Agriculture & Natural Resources | 0 | 0.0 | 1 | 3.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Health Occupations | 0 | 0.0 | 2 | 7.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Communications & Media Services | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Consumer & Homemaking | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.0 | 0 | 0.0 | 0 | 0.0 |
| Unemployed or None | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Craftsman | 2 | 11.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Professional | 1 | 5.9 | 0 | 0.0 | 1 | 4.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 3 | 17.7 | 3 | 11.5 | 3 | 14.4 | 1 | 4.0 | 1 | 11.1 | 1 | 5.9 |

THIRD CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, SAINT EDWARDS

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|------------------------------------|----------|-----|---|-----|----------|-----|---|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Agriculture & Natural Resources | 0 | 0.0 | 0 | 0.0 | 1 | 9.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |

SECOND CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, JOHN CARROLL

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|---------------------------------------|----------|-----|---|------|----------|-----|---|-----|----------|-----|---|-----|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 1 | 4.0 | 0 | 0.0 | 0 | 0.0 |
| Marketing & Distribution | 0 | 0.0 | 3 | 11.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Communications & Media Occupations | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.0 | 0 | 0.0 | 0 | 0.0 |
| Craftsman | 1 | 5.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Professional | 0 | 0.0 | 2 | 7.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.9 |
| Total | 1 | 5.9 | 5 | 19.2 | 1 | 4.8 | 2 | 8.0 | 0 | 0.0 | 1 | 5.9 |

THIRD CHOICE OF A VOCATION THE SAME AS PARENT FOR
GRADES 10, 11, AND 12, JOHN CARROLL

| | Grade 10 | | | | Grade 11 | | | | Grade 12 | | | |
|--------------------------|----------|-----|---|-----|----------|------|---|-----|----------|------|---|------|
| | M | % | F | % | M | % | F | % | M | % | F | % |
| Business & Office | 0 | 0.0 | 1 | 3.8 | 1 | 4.8 | 0 | 0.0 | 0 | 0.0 | 1 | 5.9 |
| Health Occupations | 0 | 0.0 | 1 | 3.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Consumer & Homemaking | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 5.9 |
| Craftsman | 0 | 0.0 | 0 | 0.0 | 2 | 9.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Professional | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 0 | 0.0 | 1 | 11.1 | 0 | 0.0 |
| Total | 0 | 0.0 | 1 | 3.8 | 4 | 19.1 | 0 | 0.0 | 1 | 11.1 | 2 | 11.8 |

VITA 8

Theodore Paul Swingle

Candidate for the Degree of

Doctor of Education

Thesis: VOCATIONAL EDUCATION PREFERENCES OF SENIOR HIGH SCHOOL STUDENTS
IN A FOUR COUNTY AREA OF FLORIDA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Zanesville, Ohio, November 19, 1934, the
son of Mr. and Mrs. Lawrence M. Swingle.

Education: Graduated from Jefferson High School, Dresden, Ohio, in
May, 1952; received the Bachelor of Science degree in
Agriculture from The Ohio State University, Columbus, Ohio, in
June, 1956; received the Master of Science degree in Agri-
cultural Education from The Ohio State University, Columbus,
Ohio, August, 1960; received a Certificate of Specialist in
Educational Administration from Ohio State University,
Columbus, Ohio, June, 1969; enrolled for specialized courses--
typing, Spanish, and statistics at Indian River Community
College, Fort Pierce, Florida, 1970-1973; enrolled in doctoral
program at Oklahoma State University, Stillwater, Oklahoma,
in the summer of 1972 and completed requirements for the
Doctor of Education degree at Oklahoma State University in
May, 1974.

Professional Experience: 1952-1956, varied agricultural, camp,
and construction work; 1956-1965, teacher of vocational
agriculture at Northwestern High School, West Salem, Ohio;
1965-1969, principal of Lexington Junior High School,
Lexington, Ohio; 1969-1973, assistant and associate professor
of agriculture and chairman of vocational department, Indian
River Community College, Fort Pierce, Florida; 1973-1974,
EPDA-552 fellowship to Oklahoma State University and sabbati-
cal leave from Indian River Community College.