Occupational competency: a follow-up study of the effects educational interventions and change strategies have made upon the community's perceptions of the needs for occupational education in a comprehensive secondary school.

Raymond John Cooke
University of Massachusetts Amherst

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OCCUPATIONAL COMPETENCY: A FOLLOW-UP STUDY OF THE EFFECTS
EDUCATIONAL INTERVENTIONS AND CHANGE STRATEGIES HAVE MADE
UPON THE COMMUNITY'S PERCEPTIONS OF THE NEEDS FOR
OCCUPATIONAL EDUCATION IN A COMPREHENSIVE SECONDARY SCHOOL

A Dissertation Presented
By
RAYMOND JOHN COOKE

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of
DOCTOR OF EDUCATION
May 1979
EDUCATION
OCCUPATIONAL COMPETENCY: A FOLLOW-UP STUDY OF THE EFFECTS
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Approved as to style and content:

Dr. Kenneth Ertel, Chairman

Dr. Helen Vaznaian, Member

Dr. Jack Hruska, Member

Mario D. Fantini, Dean
School of Education
To Those I Love
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The completion of this study required the assistance of many understanding and dedicated individuals. My deepest appreciation to those who helped in this study.

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ABSTRACT

OCCUPATIONAL COMPETENCY: A FOLLOW-UP STUDY OF THE EFFECTS
EDUCATIONAL INTERVENTIONS AND CHANGE STRATEGIES HAVE MADE
UPON THE COMMUNITY'S PERCEPTIONS OF THE NEEDS FOR
OCCUPATIONAL EDUCATION IN A COMPREHENSIVE SECONDARY SCHOOL

(May 1979)

Raymond John Cooke

Diploma of Ed. Garnett College, London University/England
M.Ed. University of Massachusetts/Amherst
C.A.G.S. University of Massachusetts/Amherst
Ed.D. University of Massachusetts/Amherst

Directed by: Dr. Kenneth Ertel

The two purposes of this study were (1) to show the effects interventions implemented since 1974 made on a community's perceptions of the needs for occupational education in their school system, and (2) to provide a description of the change strategies used to implement the interventions and make operational a 1976 revision in state policy on occupational education.

In 1974, the Massachusetts State Department of Education, Division of Occupational Education initiated a major funding cycle designed to encourage local agencies to begin improving and expanding occupational education programs and curricula. The intent was to promote one of the Massachusetts Board of Education's goals, occupational competence. The priority target population was identified as the "general curriculum" student normally attending comprehensive secondary schools.
As a result of this seed money funding cycle West Springfield Public Schools received a grant in 1974 to pursue a planning project addressed to the occupational competency needs of the "general curriculum" student. The researcher, as project director, developed and conducted a needs assessment survey as the initial phase of the planning project involving the following research groups: (1) students, (2) teachers, (3) parents and (4) concerned citizens. Based upon data from this initial survey, specific educational interventions were implemented utilizing funds provided in a second grant from the State Department of Education.

The dissertation provides a description of the change strategies applied together with details of the scope and nature of the educational interventions implemented at the high school level.

In 1976 the Board of Education issued a comprehensive policy on occupational education. In essence, the policy incorporated the Board's occupational competency goal into an expanded context of providing career development and occupational education alternatives for all students. The Board made a shift from its earlier more narrowly focused target population, the "general curriculum" high school student. Before the State Board's new policy on occupational education was adopted the researcher developed a second survey to determine whether changes had occurred in the community's perceptions of the needs for occupational education in West Springfield.
To ascertain this information the researcher modified the questionnaire used in 1974 and administered them to the research population in 1977. Data was collected in both the 1974 and 1977 field studies from students, teachers, parents and selected citizens in West Springfield. The instruments used in the 1977 study included many questions identical to those asked in the 1974 study. The data derived from those questions common to both studies were analyzed statistically using chi-square to determine levels of significance.

Fourteen significant changes occurred in the various groups' perceptions of the status of and need for occupational education in West Springfield.

Comparison of matched survey questions among the groups indicates the positive or negative direction of change. Further, it formed a succinct base upon which the researcher made recommendations for the establishment of future administrative policy. The recommendations made represent a practical alignment with the Massachusetts Board of Education's Policy on Occupational Education.
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CHAPTER I
INTRODUCTION

Statement of the Purpose

This study has a dual purpose, one of which is to show the effects financial and programmatic interventions have made since 1974 on a community's perceptions of the needs for Occupational Education. Further, the study provides a description of the change strategies used to make operational a 1976 revision in state policy on Occupational Education. The original interventions were initiated to address previously determined occupational competency needs of the "general curriculum" student. A major component of this study describes an ongoing process of incorporating responses to a change in policy and describes the effects of the change on an existing program.

Context of the Problem

Background. In January of 1974, the Massachusetts State Department of Education announced the availability of funds for grants to develop projects for occupational competence which would meet the needs of the "general curriculum" student. The background of this major educational intervention began in 1971 when the Massachusetts State Board of Education adopted the concept of a results approach to education and appointed a statewide advisory commission, broadly
representative of the public and the educational community, to propose goals for education. From its deliberations came the publication of Education Goals for Massachusetts (1971), a statement proposing ten general goals for education and a plan for humanizing the educational process. The Board invited school districts to translate the ten general goals into local objectives for education and to comment otherwise on the publication. The Occupational Competence goal is stated:

Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions (p. 10).

Massachusetts school districts reported a deficiency when this goal was applied to current programs. Although the college-bound student (about 44% of those enrolled in grades 9-12) were well served in terms of this goal, as was the vocational-technical student (about 34%), the student in the general curriculum (22% of the 9-12 student population) attended programs that needed considerable improvement if this goal were to be attained. The Board of Education, taking its cue from the response from school districts, declared the improvement of programs leading to the occupational competence of "general curriculum" students to be its first priority. Commissioner Gregory Anrig organized working task forces to explore the problem and concentrated discretionary funds to support promising solutions. One outcome of the departmental effort in 1974 was the request to local education authorities for proposals which addressed the state established
priority of occupational competence for the "general curriculum" student.

Priority recognized. This priority was recognized as existing in the West Springfield Public School system in 1974. In reality, like many other towns in Massachusetts, or for that matter in the United States, West Springfield does not support the services of an area or regional vocational school. Its sole senior educational institution of secondary school youth is a comprehensive high school. As is the case with the majority of the nation's comprehensive high schools, West Springfield Senior High School was not locally mandated or designed to incorporate a vocational/occupational program component. Consequently, West Springfield students opting for a vocational program during their high school years have to rely upon the ability of the surrounding out-of-district vocational schools to accommodate them. This procedure does not ensure placement for those students who wish to pursue studies in a specific occupational field. During recent years the extent of successful West Springfield student placement in these vocational schools was lessened. This is directly attributed to the increased demands which these out-of-district schools have experienced from their own local student enrollments. In an attempt to improve this overall situation in West Springfield, the researcher, in 1974, developed a planning proposal directed towards both defining and meeting the needs of career education for the West Springfield Public School System. The proposal was funded by the
Massachusetts Division for Occupational Education.

Needs assessment. A major objective of the proposal was to determine perceived community needs for career education alternatives for the "general curriculum" student. In order to determine these needs a study was conducted. The model utilized by the researcher to accomplish this objective was based upon a study (Ertel, Hambleton, & Schiff, 1973) conducted for the Massachusetts Commission for Occupational Education. The model, with some modification, was applied by the researcher in October 1974. The data gathered at that time was the primary tool utilized by the researcher to gain local administrative and school committee support to pursue further State funds earmarked for implementation projects addressing the "occupational competency" goal. It also formed the rationale of the implementation proposal which was submitted to and funded by the State Department of Education in 1975. Concomitantly, the data was used by the researcher upon the superintendent's recommendation to secure the West Springfield School Committee's approval for the system's participation in a proposed collaborative, now known as the Lower Pioneer Valley Educational Collaborative.

Program interventions. Two years have elapsed since the original study was conducted. During that time and based upon the study's data the researcher, as project director for occupational competency, has been responsible for instituting a program of occupational education interventions which include curriculum inclusions, skill
course additions, and the implementation of a community resource program. These operational education interventions were made possible by the infusion of State Department of Education funds for occupational competency. In 1976 and upon the expiration of state funds the local authority accepted fiscal responsibility for the educational interventions originally designed for the "general curriculum" student. This may be taken as one overt measure of success for the program developed to date.

**A new state policy.** At this critical point, and prior to any planned expansion of occupational competency for the "general curriculum" student in West Springfield, a major change in policy on occupational education was issued by the Commonwealth of Massachusetts, Board of Education (May, 1976). The Board of Education redefined its position on Occupational Education by interfusing the goal of occupational competency into a comprehensive policy on Occupational Education for the Commonwealth. Essentially the major goals of the new policy are as follows:

1. that all students who are interested in occupational education have access to such programs

2. that every student, as an integral part of his or her overall education, should receive the basic skills, attitudes and knowledge, and preparation necessary for employment.

Further, and in order to facilitate these goals, the Board of Education suggests that the instructional program should be designed...
sequentially from elementary through postsecondary education to incorporate career awareness, exploratory, and preparation components. This approach is commonly associated with the instructional phases or elements of career education, a national reform movement. Included within the direction of the policy change is an appeal to policy makers and administrators of local school districts to adopt approaches consistent with the new policy statement on Occupational Education. In consequence, the researcher was faced with the problem of having to engineer a shift from the original tracking of meeting the identified needs of the general curriculum student to the inclusive parameter of developing a new thrust of occupational education programming for all students in the West Springfield Public School System.

The follow-up study. A major consideration in determining this study's design was the fact that within the two year time span educational interventions had been implemented in an attempt to address the needs of what now has become only one sector of the population to be served. Further, and of particular import, is the Board of Education's first conclusion to be found in the new policy on Occupational Education which states:

Cities and towns have a growing awareness of the need to provide high quality occupational education programs to students. This awareness is inhibited, however, by the severe fiscal limitations presently being experienced at the local and state level (p. 3).

Therefore, a new study was considered necessary in order to assess community support for future directions of occupational education in
West Springfield.

The specific tasks of this study were:

1. to gather data and present the findings comparatively, in order to determine whether changes had occurred in students', teachers', parents', and concerned citizens' perceptions for the needs of occupational education in West Springfield since the original study undertaken in 1974, and in light of the educational interventions which were implemented subsequent to that study.

2. to determine the perceptions for the present and future needs of occupational education in West Springfield held by the following groups:
   a. student population
   b. teacher and administrators
   c. parents
   d. concerned citizens

3. to make recommendations based upon the findings and to utilize this information to establish the future administrative policy for occupational education in the West Springfield Public School System.

**Definition of the Terms**

*The Massachusetts Board of Education.* The Board by law, has planning and policy setting responsibility for occupational education in the Commonwealth. Under federal law, the Board also is responsible for
direction of vocational education funds for secondary schools, postsecondary education institutions, and adult education programs.

**Occupational competence.** In Massachusetts, the goal of occupational competence is described in the State Plan (Occupational Education 1975/1979, p. 4) as providing for the development of programs in order that students achieve occupational competence and acquire the basic skills required to participate successfully in the world of work.

**Occupational education.** In Massachusetts Occupational Education is a division of the State Department of Education and is described in the State Plan (First Draft, 1976), as providing for:

1. services to disadvantaged and handicapped persons
2. services to persons in depressed areas
3. research and training activities
4. exemplary projects and programs
5. residential school development
6. consumer and homemaking programs
7. cooperative occupational education programs
8. curriculum development
9. work study programs
10. construction
11. services to individuals with limited English-speaking ability (p. 7).
Educational interventions. The interventions are those secondary school level programmatic inclusions generated out of State Department of Education funds for occupational competency. These inclusions were designed to meet the identified student needs determined in the 1974 West Springfield needs assessment study. They include the following:

1. Diversified Work Experience Program
2. Metal Machining Course
3. Data Processing Course
4. Nursing Aide/Orderly Course
5. Advanced Child Development Course
6. Nursery School Course
7. Automotive Course
8. Food Services Course
9. Graphic Arts Course
10. Curriculum inclusions in the disciplines of Social Studies, English Language Arts, Mathematics, and Science dealing with basic mathematical skills, scientific concepts related to health occupations, and attitudes identified by portrayed behavior.

The Lower Pioneer Valley Educational Collaborative. The collaborative was formed in 1974 and now consists of seven school districts legally bound. The Collaborative's present foci are inter-district programming and contracted services dealing with Career/Occupational/
Vocational Education and Special Education.

Career education. By law (United States Statutes, 1974), career education means an education process designed:

1. to increase the relationship between schools and a society as a whole
2. to provide opportunities for counseling, guidance and career development for all children
3. to relate the subject matter of the curricula of schools to the needs of persons to function in society
4. to extend the concept of the education process beyond the school into the area of employment and the community
5. to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence
6. to make education more relevant to employment and functioning in society, and
7. to eliminate any distinction between education for vocational purposes and general or academic education (p. 552)

Assumptions of the Study

The perceptions of students, their parents, teachers and administrators, and concerned citizens in West Springfield of the needs for Occupational Education are considered by the researcher as viable supportive criteria for decision making to plan, make
recommendations and implement new programs.

Limitations of the Study

The study's general parameters are the occupational education "needs" data bases determined in the Town of West Springfield in 1974 and 1977 respectively. The researcher's intent was to compare data bases in order to establish whether any significant changes in the community's perceptions have occurred since 1974 and pursuant to the educational interventions which were implemented subsequent to that study which have policy implications for future educational programming in West Springfield. The external variables which may have affected the community's perceptions of the needs for Occupational Education have not been studied.

Significance of the Study

This study is considered significant in that it is a description of a sequential approach taken by one administrator in the field which addresses itself to the overall problem of applying recent state policies on Occupational Education into the comprehensive policy of a local school district. Further, the study supplies a description of a process for gathering the necessary data on which a strategy for implementing new policy changes was developed in West Springfield.

The researcher believes that this study will serve as one example for state and local policy makers and administrators to use
in the furtherance of the Board of Education's goal for school systems to adopt the comprehensive policy on Occupational Education.

**Organization of the Dissertation**

The dissertation is organized into five chapters plus several appendices. Chapter I describes the purpose, the problem's context, and specific tasks to be accomplished. It also establishes the limitations and significance of the study.

Chapter II presents a review of the literature since 1974 pertaining to the legislation, regulations, and policies dealing with occupational education in the Commonwealth of Massachusetts. Chapter III provides the historical perspective of the activities relating to occupational education which have occurred in West Springfield since 1974. Chapter IV describes the design, methodology and results of the 1977 study. The reported data are compared with the 1974 data in order to determine whether any significant differences have occurred during the two-year time span. Chapter V provides conclusions and recommendations based upon the information determined in Chapter IV.
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CHAPTER II
REVIEW OF LITERATURE

This review is concerned with the development of the legislation, regulations and policy dealing with occupational education in the Commonwealth of Massachusetts. Literature concerning the development, field testing and evaluation of the basic instruments utilized by the researcher is dealt with extensively in the two previously cited studies of Ertel (1973) and Schiff (1974) and for the sake of brevity is not reiterated in this review.

A Review of Reports and Studies Considered by the Board of Education

In 1976, the Board of Education defined its position on occupational education in a comprehensive statement (Policy on Occupational Education, 1976). It had taken the Board approximately eighteen months of deliberations to formulate this document within which time a series of activities was pursued.

These have included: a statistical summary describing the current system of occupational education; an analysis of studies and reports on occupational and vocational education in the State; contracted studies; three Board seminars to consider possible policy directions; numerous deliberations at regular Board meetings; formal and informal discussions with individuals and advisory groups concerned with occupational education policy; and wide dissemination statewide of drafts of this policy statement for reaction by all concerned (p. 3).

This review will deal with a selection of Massachusetts studies and reports which were taken into consideration by the Board during
the formulation of the policy statement. In order to identify these documents the researcher sought the assistance of Mrs. Mary Ann Hardenbergh who was the presiding chairperson of the Board of Education during the period the policy was being formulated. Further assistance was provided by Dr. John P. Manning who, during 1974, was the interim Associate Commissioner for Occupational Education. Other sources not readily available to the researcher were used by the Board including national studies and reports.

Career development programs. Playing a major part in the Board's deliberations was their knowledge of the many Massachusetts studies and reports which preceded the policy formation period, an excellent example of which is the Schaefer and Kaufman report (Occupational Education, 1968) and the concomitant report of the Massachusetts Advisory Council on Education (Occupational Education for Massachusetts, 1970). In essence, both reports highlighted what became a major concern to educators and the general public since that time, namely:

1. That the general course curricula in the high schools were not relevant to the specific occupational needs of the majority of our youth; and

2. That, although the regional vocational-technical schools in Massachusetts provided effective programs, they could not expand rapidly enough to accommodate both the additional students who needed and wanted such programs and the many thousands of other students whose needs, while equally important, were of a less demanding nature
technically.

Both reports recommended an expanded framework for career development programs in the traditionally academic public secondary schools and increased service in vocational education. There were recommendations in both reports dealing with reorganization and reimbursement which were controversial and, in consequence, had the effect of retarding the immediate worth of these studies. However, many of the educational recommendations generated in the Schaefer and Kaufman report can be identified in consequent studies and projects. One such report of the Governor's Commission School District Organization and Collaboration (A Plan for Advancing Quality and Excellence, 1974) makes the following reference:

Occupational education in Massachusetts has made remarkable strides but its very relevance has tended to obscure its successes. Thoughts about vocational programs have tended to lead those concerned with sensible programs for students to express dismay at the twenty to sixty percent of the high school students (the figures vary with school districts and researchers) who are taking what is known as the "general curriculum." This "great mid-group of students" seems untouched by any meaningful educational program. These students for the most part lack either the interest, the talent, or the maturity to profit from a purely academic or a purely vocational program. One of the most important recommendations of the Schaefer-Kaufman report calls for a drastic revision of the general curriculum in comprehensive high schools by the introduction of a "Careers Development Curriculum" (p. 57).

Within the same report recognition was given to a State Board of Education goal which focused on occupational competence.
The occupational competence goal. The background of this major educational thrust began in 1971 when the Massachusetts State Board of Education adopted the concept of a results approach to education and appointed a statewide advisory commission, broadly representative of the public and the educational community, to propose goals for education. The Commissioner's deliberations culminated in 1971 with the previously cited publication of Education Goals for Massachusetts, (1971), a statement proposing ten general goals for education and a plan for humanizing the educational process. The Board invited school districts to translate the ten general goals into objectives for education and to comment otherwise on the publication. The occupational competence goal is stated:

Education should provide the learner with skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions (p. 10).

School districts reported a deficiency when this goal was applied to current programs. Although the college-bound student (about 44% of those enrolled in grades 9-12) was well served in terms of this goal, as was the vocational-technical student (about 34%), the student in the general curriculum (22% of the 9-12 student population) attended programs that needed considerable improvement if this goal were to be attained. The Board of Education, taking its cue from the response from school districts, declared the improvement of programs leading to occupational competence of "general curriculum" students to be its first priority. Commissioner Gregory Anrig
organized working task forces to explore the problem and concentrated discretionary funds to support promising solutions. One outcome of the departmental effort in 1974 was the request to local education authorities for proposals which addressed the State established priority of occupational competence for the "general curriculum" student.

In recognizing the new approach taken by the Board, the Commission states:

The overwhelming need for expanding occupational and career education offerings, the present district organization of occupational education, and the cost and complexity of this kind of education - these reasons alone, the Commission feels, may well constitute sufficient justification for a new state plan for education. In fact, an optimum structure for occupational and career education might be the kind of structure which would work well for providing other educational programs and services (p. 58).

Minority populations. The Commission further defined other areas in occupational education by identifying populations who were inadequately served as minorities, handicapped, female and bilingual students. The Commission presented a series of recommendations in the report, four of which were addressed to occupational education. Each of these four recommendations was designed to encourage alternative systems for delivery of occupational services to include initiation or expansion of career exploration and prevocational programs.

A report prepared by the Massachusetts Advocacy Center (Equal Opportunity Denied, 1975) accentuated the findings of the
the Governor's Commission:

A demonstrable disparity exists in the allocation of vocational education funds in the Commonwealth.

Massachusetts presently maintains a dual system of vocational education which is unfair to youngsters in urban areas. Both the allocation of funds and the provision of vocational education programs in the Commonwealth run counter to priorities and provisions of federal law.

The expenditure and allocation of vocational monies in Massachusetts discriminates against three particular groups of students - females, minorities and the handicapped.

Vocational education programs in the Commonwealth are unnecessarily narrow, and fail to provide students with basic skills necessary to provide flexibility to compete in the labor market (pp. 2-3).

However, within the report recognition was given to the Board of Education's earlier initiative of establishing the priority of occupational competence and their self-appointed task of producing a policy on occupational education. At the time of the report's publication both of these Board actions had not taken effect or influenced to any great extent the overall status of occupational education in Massachusetts.

The draft policy paper. In a draft policy paper on occupational education (Draft Policy Paper, 1975) the Board perceived several problems among which the following were identified:

- Small groups of students in Massachusetts have had significantly less access to occupational education services than the student population as a whole. These groups include not only racial and ethnic minorities but females and the handicapped. Whether by omission or commission, this denial of services is unjustifiable.
- Occupational education does not reach enough students, and at present the quantity and quality of services are too dependent on geography, i.e. on where one lives in the Commonwealth. Some areas of the state are much better served than others. The more densely populated urban centers, where there are substantial needs for occupational education, are by and large illserved (p. 3).

Other problem areas identified in the draft paper included counseling which the Board felt was generally inadequate for the non-college bound student. Instruction in programs of occupational education was defined in many instances to be one dimensional with little or no direct exposure of students to the actual work environments. Lack of understanding on the part of secondary school students about essential aspects of the job market was another weakness cited by the Board.

The Board claimed ample support for the points it made in the draft policy paper concerning the present system of occupational education in the State citing a series of reports prepared by the State Department of Education, Bureau of Research and Assessment. In one of these reports (Occupational Knowledge, 1974-75) the researchers based their findings on data gathered from a large random sample of seventeen-year-old students in 338 schools throughout the Commonwealth. The researchers made the following summary of findings:

Overall patterns exist in the occupational knowledge of seventeen year old students in Massachusetts. In almost every demographic category, one type of student seems to have more occupational knowledge than the other types of students in the same category. Students in Residential Suburbs typically have more, and those in Big Cities have less, occupational knowledge than other students throughout the state. Students who plan to attend college know more than other students about occupations. Those in the college bound program know the most, and those in the general program
know the least about occupations. Students from families in the high socioeconomic status group have the most, and those from the low group have the least knowledge in this area. Those who like school know most, and those who dislike school know least. Those with the most work experience have more knowledge than other students. Those with more guidance counselor exposure also have more occupational knowledge than other students. Boys and girls are evenly matched overall, but boys have more knowledge in some content domains and girls have more in others. Little differentiation in occupational knowledge is exhibited by students in the six educational regions of the Massachusetts Department of Education (p. 19).

A further report cited by the Board (Occupational Education in Massachusetts: Data Summary, Context and Dimensions, 1975) provided them with a summary of extensive data on the conditions and problems of occupational education in Massachusetts as they related to general socioeconomic and educational trends in the Commonwealth. In a memorandum of Superintendents of Schools and School Committee Chairmen (April, 1975) the Associate Commissioner for the Division of Occupational Education made the following comment: "The purpose of the summary is to serve as a backdrop to the Board's policy-setting tasks over the next several months." Among the many implications of this study which was based upon 1972-73 data was the fact that a disproportionate distribution of Occupational Education alternatives existed for students due to the specific geographic concentration of regional vocational technical schools. On the question of vocational expenditures the report indicated:

Massachusetts ranks highest of all states in the amount of vocational expenditure per enrollee on the secondary level, to a very significant degree. This differential holds for vocational expenditures per enrollee for post-secondary, adult, disadvantaged and handicapped. On the other hand,
looking at the percent distribution of total enrollment and expenditure by geographic area, one finds that Massachusetts ranks as one of the lowest states in terms of vocational expenditures to depressed areas. Massachusetts also ranks as one of the lowest states on expenditures for cooperative and work-study programs (p. 5).

The Board's intentions. In order to ensure that occupational programs would be improved and made more available to those who needed them, the Board made its intentions very clear in the draft policy paper:

- Revision and execution of regulations governing the administration of state occupational education funds (Chapter 74).
- Revision and execution of regulations governing the approval of occupational education teachers (Chapter 74).
- Execution of regulations governing the implementation of Chapter 622.
- Execution of regulations governing Chapter 766.
- Distribution of Federal project grant monies to local and regional districts and to other non-profit or proprietary institutions.
- Financial support by the State of construction of school facilities (pp. 4-5).

Revision of the regulations governing the administration of State occupational education funds (Chapter 74) was necessary in order for the proposed policy to have practical significance. The policy statement and the revision of the regulations were separate responsibilities of the Board which needed to be exercised one in relation to the other. Chapter 622 is a Massachusetts State law (1971) which prohibits sex discrimination in public education, and Chapter 766 is a State law (1972) which requires the provision of special
educational services to handicapped students. Two other important sources providing data for the Board's consideration were the Massachusetts Commission for Occupational Education and the Massachusetts Advisory Council on Vocational Education—Technical Education.

The Massachusetts Commission for Occupational Education. The Commission was established in the 1969 Legislative Acts under Chapter 837. The Associate Commissioner for Occupational Education serves as executive secretary. The Commission consists of 16 members, 6 appointed by the Board of Higher Education and 10 appointed by the Board of Education. The Commission makes recommendations to the Board of Education through the Division of Occupational Education in reference to coordinating, promoting, and establishing occupational education programs.

In a booklet (Massachusetts Commission for Occupational Education, 1974) describing the origins, priorities and responsibilities of the Commission, the following concern is expressed:

Even before the new national interest in "career education" and "occupational competence" developed, the Commission was concerned because of the narrow focus of vocational-technical education on the "unit trades". While its performance in these areas was admittedly solid, it was also apparent that vocational-technical schools were not offering (nor were they designed to offer) many other kinds of occupational instruction which are appropriate for a sizable slice of the secondary school population (p. 11).

The Commission at the time was involved in "two major new methods for expanding the delivery of employment skills to school-age
children (p. 12), namely career development and occupational competence. For the purpose of contributing both to local educators and to the State Board of Education, the Commission's priority was to identify occupational education alternatives and new instructional fields. Acting occasionally as an ad hoc Research Advisory Committee the Commission reported that they had supported five Division of Occupational Education projects which were directly applicable to both the career development and occupational competency thrusts. Moreover, while maintaining contact with the Division of Occupational Education projects, the Commission sponsored its own project study:

In 1973, the Commission combined three of its goals in a single study effort: an analysis of the occupational education needs in the relatively sparsely populated Southern Berkshire area of Massachusetts and the development of imaginative means by which those needs might be met (p. 16). The study (Ertel, 1973) presented data on the community perceptions of the status and perceived needs for career education in the Southern Berkshire Region middle and secondary schools. It further identified exemplary career education projects elsewhere in the nation which showed potential for success in the Southern Berkshire Region and provided demographic data as a means for characterizing the region. The study concluded with a series of recommendations involving independent action within the schools, cooperative action between two or more schools and formal collaboration. Based upon this data and with the continued support of the Division of Occupational Education, a collaborative was eventually formed to serve the occupational education needs of students in that region. The Board of Education
in its Policy on Occupational Education (1976) cites the Southern Berkshire Educational Collaborative as an example of an approach to use existing school and community facilities for the provision of occupational education programs (p. 7). The Massachusetts Advisory Council on Vocational-Technical Education in its 5th Annual Report (1974) made the following reference to the Southern Berkshire study:

The Council cites this study and the work of the Commission as evidence of useful research leading to sounder decision-making in the field of education, and active, involved participation on the part of lay personnel of the Commission in developing occupational information (p. 48).

The Massachusetts Advisory Council on Vocational-Technical Education. The Council was formed in 1969 in compliance with Public Law 90-576 enacted by the Ninetieth Congress of the United States. The council summarizes its main activities (7th Annual Report, 1976) as follows:

1. Evaluation of vocational education programs, services and activities, and publishing and distributing the results thereof;

2. Prepare and submit through the State Board of Education to the U.S. Commissioner of Education and to the National Advisory Council on Vocational Education an Annual Report, accompanied by such additional comments of the State Board as the State Board deems appropriate, evaluating the effectiveness of vocational education programs, services and activities carried out in the year under review in meeting the program objectives set forth in the long-range plan and the Annual Plan prepared by the Department of Education. The Report also recommends such changes in programs, services and activities as may be warranted by the evaluation; and

3. Hold at least one public meeting at which the public will be allowed to express its views concerning vocational education (Appendix A).
The Council, as organized under State Executive Orders #66 and #79, is composed of 24 gubernatorial appointees.

The Advisory Council recommendations concerning funding legislation, collaboration, access, handicapped (Chapter 766), affirmative action (Chapter 622), cost effectiveness, and program alternatives were considered in the Board's policy determinations concerning occupational education.

The focus of the Council's attentions in occupational education during the period 1974 to 1976 are summarized in their 7th Annual Report (1976) as follows:

Council evaluations in FY 74 and FY 75, and in this report have focused on improving access to the handicapped, minority groups, including linguistic minorities, and women to vocational programs; on the assessment of the cost effectiveness of vocational programs; on improving curriculum among industry-labor-education groups concerned with vocational education; and on legislation and regulations governing use of funds and program development (p. 57).

The Council also made a series of recommendations in its annual reports (1974, 1975, 1976) concerning the Board's occupational competency priority. In essence, the Council was very supportive as the following recommendation made in the previously cited 7th Annual Report, (1976) indicates:

The Board of Education continues to give top priority to occupational competency programs, encouraging cooperation between those secondary schools being funded and existing vocational schools in the immediate area (district) (p. 6).

While reviewing these reports and contracted studies, the Board, during its eighteen month period of deliberations, conducted
seminars to consider possible policy directions and held formal and informal discussions with many concerned individuals including advisory groups. Further, and as a result of the wide dissemination of draft policy papers, the Board gathered for its consideration many reactions from those concerned. As a result of these activities, the Board defined its position on occupational education and in May, 1976, announced its policy on occupational education.

An Overview of the Board of Education's Policy on Occupational Education

In a preface to the policy paper previously cited (1976) the following statement is made:

In 1976, the Board of Education defined its position on Occupational Education by integrating the Goal of Occupational Competence into a comprehensive policy on Occupational Education for the Commonwealth.

In effect, this statement placed into a wider context the Board's earlier efforts of promoting the goal of occupational competence for the general curriculum student.

Defining the task. The Board specified that occupational education should develop in students whether at the secondary or postsecondary level:

- the ability to compute and communicate clearly
- an understanding of one's talents and interests
- the capacity to work with others to accomplish tasks
- an understanding of the conditions, requirements and benefits of the world of work and enterprise
- the ability to understand and select from a range of career opportunities
- general and specialized skills required for employability in a changing economy where skills
increasingly are required for several work fields during a career (p. 1).

The role of vocational education. The Board also defined the role of Vocational Education as a component of Occupational Education, in the following statement:

Vocational education is a discreet and important component of occupational education. It usually occurs after grade 7, preparing students to seek, acquire and succeed in a specific trade, technical or occupational field requiring specialized or technical skills for entry into that field. As such, vocational education is an extremely important option for those students with the interests and abilities for such fields. Use of the term occupational education in this policy, therefore, includes vocational education but is not limited to it in terms of other programs which can develop the general career skills listed above (p. 1).

Problem areas. A series of observations and conclusions is presented by the Board as a result of its research into the status of occupational education in the Commonwealth among which the following problems are identified:

1. Occupational education does not reach enough secondary and postsecondary students. More than half the high school population totalling 364,168 does not receive any occupational education and, of the remaining, too many are receiving partial or otherwise inadequate programs. Only 68,000 high school students are enrolled in occupational education programs which meet Chapter 74 standards.

2. Access to occupational education programs is severely limited for certain categories of students (racial minority, bilingual, female, handicapped, adult) and for certain geographic areas (urban and rural). The amount and quality of occupational education available to students differ significantly from district to district and among different regions of the Commonwealth.
3. Many students in the general high school pursue their education without assistance or experience which would aid in defining career directions. The needs of students for information on job opportunities, for career guidance, for placement assistance and for follow-up support are largely unmet by current practices.

4. In general high schools, occupational education options tend to be limited because of:
   a. Lack of organizational flexibility within high schools and between high schools and post-secondary institutions (e.g., scheduling, graduation requirements, postsecondary entrance requirements).
   b. Limited diversity of high employment opportunity, occupational offerings which do not require extensive specialized facilities or equipment.
   c. Insufficient use of community and regional resources for expanding occupational education experiences.

5. In general high schools, the motivation necessary to develop occupational education programs is not present because this has not been made a priority and because the business, labor and industry support for such a priority has been largely untapped.

6. The quality of occupational education and its integration into the high school curriculum is often limited because of inadequate curriculum and staff development. Expertise from the employing community too often has not been effectively used for this purpose (p. 4).

**Long range goals.** In acknowledging these observations and conclusions concerning the status of occupational education in Massachusetts, the Board presented the following long-range goals:

That the development of students' career decisions should be based upon knowledge of the world of work, individual potential, educational options, occupational alternatives (including employment and enterprise) gained through accurate information and community experience.
That as an integral part of his or her overall education, every student should receive the basic skills, attitudes and knowledge, and preparation necessary for employment in a specific or related occupation, or for private enterprise or further education. That adults should be given an educational opportunity to become satisfactorily employed in a chosen or new occupation.

That the graduates of occupational education shall be judged successful if they have acquired the skills necessary to obtain and succeed in a job relative to their career objectives or to pursue further education (p. 1).

The Board suggested that the accomplishment of these long-range goals may be attained if school districts adopt the following sequence of expectations:

In elementary school, students should acquire an awareness and understanding of the world of work, a positive self-concept, an understanding of themselves and others, the capacity to work constructively with others, and basic communication and computation skills.

In middle or junior high school, students should explore the benefits and requirements of a broad range of occupations, begin to develop educational plans for a broad choice of career goals, and have acquired communication and computation skills permitting them to take advantage of a full range of options.

In high school, students should at least have acquired basic employability skills common to a broad range of occupations, preparation necessary for entry or specialization into a specific occupation or cluster of occupations or for pursuing postsecondary education, an understanding of economic and consumer knowledge, communication and computation skills necessary for further education or success in the world of work.

In postsecondary education, students should have the opportunity to develop further occupational specialization, while retaining options for further education. Students should also have opportunities for retraining or upgrading skills required for present or new career development (p. 6).
Short term objectives. The Board further identifies its adoption of the following series of short-term objectives in order to achieve the goals for occupational education.

1. Occupational education will be provided to a greater number of youths and adults. The Board especially will promote greater opportunities for students who presently are unserved or underserved (minority, bilingual, handicapped, urban or rural, and females in occupational areas in which they have been under-represented (p. 7).

2. Through occupational education, more youths and adults will become informed about and qualified for specialized vocational education aimed at entry into trade, technical and occupational fields requiring specialized skills for entry. The Board will assist all school districts to increase access and entry into vocational education programs for those previously unserved or underserved in such programs (p. 8).

3. Youths and adults will be assisted in making more informed choices keyed to changing requirements and benefits of the world of work. The Board will encourage providing adequate career guidance services to students when and where they can best benefit from them. It will emphasize the elementary grades as a time to assist students in establishing a positive approach to work, their capabilities and relationships with others. It will encourage in the secondary grades provision of adequate information about employment and enterprise and exposure to field experiences in a range of occupations to help each student begin to select and prepare for a rewarding career (p. 9).

4. Youths and adults will be provided with more diversified educational and occupational options (p. 10).

5. There will be an increased relationship between occupational education programs and forecasted demands of the labor market and population interests (p. 11).
6. The quality of occupational education will be improved by integrating occupational education into the overall curriculum and instructional process (p. 12).

**Implementation.** In order to implement these objectives, the Board indicated that it would encourage local school systems to adopt or expand approaches related to them. The Board cited as examples the types of programs, organizations, collaboratives, projects, services and fiscal support relevant to each of the short-term objectives. The Board further provided specific actions it would take to enhance the implementation of each of these objectives.

The Board appealed to policymakers and administrations in school districts and postsecondary education institutions to adopt approaches consistent with the policy statement which improved occupational education in their overall educational program. In addressing the specific implementation of the policy, the Board made the following request:

School officials at all levels are urged by the Board of Education to review their occupational education programs against the needs of their students and their community. The Board urges that they do what the Board has done in this Policy and then begin to act upon conclusions (p. 14).
CHAPTER III
THE HISTORICAL PERSPECTIVE

This chapter describes the community setting of West Springfield, its geographic, demographic and general economic factors, the school system and its approach taken since 1974 to address the occupational competency needs of the "general curriculum" student. It provides the reader with information relating to the nature and scope of the educational interventions implemented since 1974 and with other factors which may have had import in changing the community perceptions for the needs of occupational education in West Springfield.

The Community Setting

The Town of West Springfield, consisting of 16.75 square miles in area, is geographically positioned to the west of the Connecticut River in Southwestern Massachusetts. It is bordered by the cities of Springfield and Chicopee on the east, the city of Holyoke on the north, and the city of Westfield on the west, and the town of Agawam on the south. It is approximately 90 miles from Boston, 26 miles from Hartford, Connecticut, 90 miles from Albany, New York, and 135 miles from New York City. The town represents a diversified manufacturing suburb of the city of Springfield, also a diversified manufacturing community.
The population. The population of West Springfield as derived from the United States Census taken in 1970 was 28,461. During the decade 1960 to 1970 the population of West Springfield increased 3,437 or 14.2%. Since the excess of births over deaths was 2,480 the net in-migration during this decade was 1,057. As can be seen in Table 1 of the respective census figures from 1950 to 1975 (Massachusetts Department of Commerce, 1976), the total population in West Springfield has increased by approximately 2,000 persons within each five year segment up to 1970. However, during the period 1970 to 1975 there has been a population decrease. The population density reported in the 1970 census was 1,699 persons per square mile.

Table 1

Population Growth in West Springfield
for the Period 1950 to 1975

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>20,438</td>
</tr>
<tr>
<td>1955</td>
<td>22,871</td>
</tr>
<tr>
<td>1960</td>
<td>24,924</td>
</tr>
<tr>
<td>1965</td>
<td>26,070</td>
</tr>
<tr>
<td>1970</td>
<td>28,461</td>
</tr>
<tr>
<td>1975</td>
<td>28,249</td>
</tr>
</tbody>
</table>

Source: Massachusetts Department of Commerce and Development, Town of West Springfield Monograph: 1976, Boston, p. 3.
The 1970 U.S. Census population breakdown according to race is represented in Table 2. Of the 8,656 persons of foreign stock 21.1% were from Canada, 21% from Italy, 13.1% from Poland, 11.8% from Ireland, 8.3% from United Kingdom, and 5.6% from Germany.

Table 2
Population by Race Given as a Percentage of the Total 28,461

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>28,285</td>
<td>99.4</td>
</tr>
<tr>
<td>Negro</td>
<td>117</td>
<td>.4</td>
</tr>
<tr>
<td>Other</td>
<td>99</td>
<td>.2</td>
</tr>
<tr>
<td>Foreign Stock</td>
<td>8,659</td>
<td>30.4</td>
</tr>
<tr>
<td>Foreign Born</td>
<td>1,939</td>
<td>6.8</td>
</tr>
</tbody>
</table>


The age composition of the population in 1970 is shown in Table 3.
Table 3

Age Composition Given as Percentage of the Total 28,461

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 5</td>
<td>2,086</td>
<td>7.3</td>
</tr>
<tr>
<td>5 - 14</td>
<td>5,530</td>
<td>19.5</td>
</tr>
<tr>
<td>15 - 19</td>
<td>2,498</td>
<td>8.8</td>
</tr>
<tr>
<td>20 - 64</td>
<td>15,320</td>
<td>53.8</td>
</tr>
<tr>
<td>65 or over</td>
<td>3,027</td>
<td>10.6</td>
</tr>
</tbody>
</table>


Of the 20,303 persons sixteen years old and over 12,162 or 62.5% were in the civilian labor force. Of these 60.4% were males and 39.6% were females. A breakdown of the occupational distribution of the labor force is given in Table 4.
Table 4

Occupational Distribution of the West Springfield Labor Force in 1970 Given as a Percentage the Total 12,162

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof., Tech. &amp; Kindred</td>
<td>2,040</td>
<td>16.8</td>
</tr>
<tr>
<td>Mgrs., Off., &amp; Prop.</td>
<td>1,355</td>
<td>11.1</td>
</tr>
<tr>
<td>Clerical, Etc.</td>
<td>2,418</td>
<td>19.9</td>
</tr>
<tr>
<td>Sales</td>
<td>1,072</td>
<td>8.8</td>
</tr>
<tr>
<td>Craftsmen, Foremen, Etc.</td>
<td>1,786</td>
<td>14.7</td>
</tr>
<tr>
<td>Operatives</td>
<td>1,845</td>
<td>15.2</td>
</tr>
<tr>
<td>Pvt. Hshld. workers</td>
<td>36</td>
<td>.3</td>
</tr>
<tr>
<td>Service wkrs.</td>
<td>1,270</td>
<td>10.4</td>
</tr>
<tr>
<td>Laborers</td>
<td>340</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Source: Ibid, p. 6

The economic base. West Springfield is a suburb with a diversified manufacturing development that has shown expansion over the past decade. In 1974, seven hundred and twelve West Springfield firms reported to the Massachusetts Division of Employment Security. As can be seen in Table 5 these firms employed an average of 11,560 persons
in 1974 and had annual payroll of $97,245,510. Wholesale and retail trade was the largest source of employment with 31.6% of the total employed population and 24.2% of the annual payroll. Second in importance was manufacturing with 28.8% of the employed population and 32.3% of the total annual payroll.

Table 5

West Springfield Employment and Payrolls Reported in 1974 to the Massachusetts Division of Employment Security

<table>
<thead>
<tr>
<th>Industry</th>
<th>No. of Firms</th>
<th>Annual Payroll</th>
<th>Avg. No. Employees</th>
<th>Percent Distr. by Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Mining</td>
<td>6</td>
<td>$64,925</td>
<td>16</td>
<td>0.1%</td>
</tr>
<tr>
<td>Construction</td>
<td>68</td>
<td>6,625,341</td>
<td>517</td>
<td>4.5</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>91</td>
<td>31,453,210</td>
<td>3,326</td>
<td>28.8</td>
</tr>
<tr>
<td>Trans., Comm., &amp; Utilities</td>
<td>37</td>
<td>18,114,879</td>
<td>1,504</td>
<td>13.0</td>
</tr>
<tr>
<td>Wholesale &amp; Retail Trade</td>
<td>251</td>
<td>23,579,512</td>
<td>3,649</td>
<td>31.6</td>
</tr>
<tr>
<td>Finance, Inc. &amp; Real Estate</td>
<td>61</td>
<td>4,520,376</td>
<td>636</td>
<td>5.5</td>
</tr>
<tr>
<td>Service Ind.</td>
<td>198</td>
<td>12,887,267</td>
<td>1,914</td>
<td>16.5</td>
</tr>
<tr>
<td>Totals</td>
<td>712</td>
<td>$97,245,510</td>
<td>11,560</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Ibid, p. 8
The 91 manufacturing firms reported an average of 3,326 persons employed with the annual payroll of $31,453,210. The paper industry was the largest source of employment as reported to the Massachusetts Division of Employment Security. Second were 26 firms engaged in the manufacture of electrical machinery. In the trade segment, 68 wholesale firms employed an average of 873 persons and had an annual payroll of $8,528,636; 183 retail establishments employed an average of 2,776 persons with an annual payroll of $15,050,876.

The West Springfield school district. The structure of the school system consists of one senior high school, two junior high schools, eight elementary schools, and one Work Opportunity Center which represents a continuum of services for adults with special needs. The senior high school accommodates grades nine through twelve; the junior high schools, grades seven and eight; and the elementary schools, kindergarten through six. Enrollment figures given in Table 6 reveal a declining enrollment with a greater decline in the elementary schools than in the secondary schools.
Table 6

Total Student Enrollment for the Period
1973 to 1976

<table>
<thead>
<tr>
<th>Schools</th>
<th>Enrollments</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior High</td>
<td>1,855</td>
<td>1,851</td>
<td>1,894</td>
<td>1,892</td>
</tr>
<tr>
<td>Junior High</td>
<td>893</td>
<td>899</td>
<td>837</td>
<td>829</td>
</tr>
<tr>
<td>Elementary</td>
<td>2,727</td>
<td>2,566</td>
<td>2,446</td>
<td>2,332</td>
</tr>
<tr>
<td>Totals</td>
<td>5,475</td>
<td>5,316</td>
<td>5,177</td>
<td>5,053</td>
</tr>
</tbody>
</table>

Project Planning Phase 1974-75

In March of 1974, the West Springfield Public School System submitted a planning proposal in response to an invitation from the Massachusetts State Department of Education for such proposals, which addressed the occupational competency needs of the "general curriculum" student. The purpose of the planning proposal was to facilitate the development of a program for occupational competence designed specifically for students who were identified as being enrolled in the "general curriculum" program at the West Springfield High School.

At that time it was recognized by the senior high school administration that specific programs existed for college and business students, accounting for approximately 70% of the student
enrollment in grades 9 through 12. This left approximately 357 students in a "general curriculum" program identified by the Board of Education as the first priority target population. It was acknowledged that the majority of these students upon graduation would enter the labor market without specific skills or experiences that would help them to secure a position in the world of work. The "general curriculum" program at that time was considered inappropriate and did not have goals or educational opportunities designed to meet the non-college bound student's needs.

The 1974-75 needs assessment. In order to formulate a program to meet the needs and as one of the objectives of the planning proposal, a needs assessment was conducted. The model utilized by the researcher to accomplish this objective was based upon a previously cited study (Ertel et al., 1974) conducted for the Massachusetts Commission for Occupational Education. The model, with some modifications, was applied by the researcher in October, 1974. The results gathered and recommendations made at that time can be seen in Appendix A of this dissertation. The raw data are reported as a component of the overall research design in Chapter IV.

Priority needs identified. From an analysis of the established database six specific needs were selected as priorities to be addressed in the beginning phase of developing a program for the "general curriculum" student. The following six areas selected were based upon the responses from 1,506 students, 506 parents, 67 teachers,
and 51 community leaders:

1. Eighty-three percent of total student respondents felt the need to prepare for a job.

2. Seventy percent of the total student respondents would participate in a cooperative work experience program if it were available, while 85% of the total parent respondents would allow their child to participate in such a program if it were available.

3. Forty-four percent of the total student respondents felt that there were insufficient "in-depth" skill courses available, while only 24% felt that there were enough. To the same question 50% of the total teacher respondents felt that there were not enough "in-depth" skill courses, while only 21% felt that there was a sufficient number. In the same vein only 18% of the total parent respondents and 17% of the total community leaders responding felt that there were sufficient occupational education opportunities available for students in the West Springfield Senior High School.

4. Fifty-three percent of the responding teachers felt that there was not an even balance between alternatives for boys and girls in career education, and those interviewed perceived a particular absence of satisfactory course offerings for girls.
5. Seventy-eight percent of the responding teachers felt that the educational needs of the job-bound student were different from the educational needs of the college-bound students. The consensus of those interviewed indicated that this was so although they felt that the overall high school program did not reflect the difference.

6. Sixty percent of the responding students indicated that they had not been familiarized with the type of career opportunities that were available, while 52% of the responding parents felt that the Guidance Department did not adequately familiarize students with information about career opportunities. Those interviewed felt that the present guidance situation (with a prohibitive student ratio) prevented counselors from presenting a course designed solely to acquaint students with career opportunities.

Program approach developed. From the preceding areas requiring attention it was further determined that an educational program approach be developed for the Fall of 1975 involving three components:

1. A diversified work experience program

2. Occupationally oriented curricula inclusions in the four major subject areas of English Language Arts, Social Studies, Mathematics and Science

3. Specific vocationally oriented programs.
Each of the preceding components was compatible with the State Department of Education, Division of Occupational Education guidelines for program development in occupational competence.

Advisory group input. In order to be able to implement the diversified work experience program it was necessary to determine the degree of willingness of the community employers to participate. The availability of specific working/training stations would be determined by their sensitivity to the need and by their ability to assist. This was achieved in cooperation with the Greater Springfield Chamber of Commerce, the West Springfield School Committee, school administrators, local civic clubs, labor groups, a citizens advisory committee, Springfield Regional Office of the Department of Education, and the newly formed West Springfield Occupational Education Advisory Committee. It was through these groups' combined efforts that 80 provisional working/training stations were identified by March of 1975. The program was consequently designed to offer the "general curriculum" student the opportunity to apply his knowledge and skills gained from school-related instruction to the working environment existing in the community. Concomitantly, it was expected that the student would develop existing skills and learn new skills as they applied to the total spectrum of learning domains while working in his community-based training stations. Articulation was planned between work experience and related instruction so that vocational choice, employability, and guidance were relevant to the student. It was recognized, however, that
the participating employers represented diverse occupations to
which school-related coursework for the student would be economically
difficult if not impossible to provide completely.

Curriculum development workshops. During the same period
further planning activities were proceeding for the incorporation of
career development information into the subject areas of English
Language Arts, Social Studies, Science and Mathematics. The philosophy
was adopted that occupational education, like general education, was
the responsibility of all subject areas and could not be limited to a
single discipline or department. However, to prevent dilution the
initial focus in curriculum development based upon budget and time
parameters was centered in the four major subject areas.

Based upon the needs assessment data and a study of the area
manpower requirements for the region, the following curriculum
development objectives were determined:

1. To develop an attitudinal check list which could be
   implemented on an interdisciplinary basis in English
   language arts and social studies courses

2. To develop a one-semester science course encompassing
   the basic skills required in selected health occupations
   for entry-level jobs at a sub-professional level

3. To develop a learning activity package for mathematics
   encompassing the basic skills required in the health
   occupations and related cluster for entry-level occupations.
It was further planned that the science and mathematics curricula would be competency based.

In order to meet these objectives, workshops were scheduled for the summer of 1975 with implementation planned for the fall of 1975. Each of the products to be developed were directed toward the beginning courses normally elected by the grade nine general student. Hence, it was expected that approximately 100 general students would be involved in this phase of the project.

Planning vocationally oriented courses. The third planning objective, based upon the study's data, was to provide specific vocationally oriented programs; but high initial costs greatly prohibited the possibility of this objective being met. However, the State Department of Education had been encouraging collaboration among school districts, and local area superintendents had been meeting to explore this possibility. As a result of these meetings and again based upon the needs assessment data, West Springfield joined the Lower Pioneer Valley Educational Collaborative in January, 1975. The collaborative consisted of five member school districts each of which was not served by either an area or regional vocational school. The established priority for the collaborative was to provide vocationally oriented courses which would possibly prove cost-effective for its membership. After two months of fact-finding, deliberation, and negotiations on various alternative vocational delivery systems, the collaborative board of directors submitted a proposal to the State Department of Education in April of 1975. The project proposed
that two vocationally oriented courses, Machining and Data Processing, be designed and that these courses be offered to the high school "general" students in grades 11 and 12 in each of the membership's school districts.

**Implementation projects.** At approximately the same time West Springfield also submitted a proposal to the State Department of Education independent of the Lower Pioneer Valley Educational Collaborative which detailed a one-year implementation project based upon the previous year's planning project. Using the data in the 1974 survey to determine West Springfield's needs for occupational education, two of the three previously identified objectives of implementing a Diversified Work Experience program and developing competency based curricula in the four major academic areas were the major components proposed for implementation and funding. In this manner all three objectives determined by the planning study were addressed for State funding, two on an independent basis and one through the membership of the Lower Pioneer Valley Educational Collaborative.

In July, 1975 the State Department of Education notified both West Springfield and the L. P. V. E. C. that the projects were approved.

The L. P. V. E. C. then proceeded to complete negotiations with Springfield Technical Community College for contracted services which involved the development and implementation of two one-year vocationally oriented courses, Data Processing and Machining, each
covering 450 hours of instruction. Junior and senior students from each of the five member towns were eligible to participate. The instructional courses were designed to accommodate a maximum of 20 students in each. Twelve West Springfield students began attending these courses in September, 1975 with a schedule which allowed them to complete their academic requirements during the first four periods in their home school. In order to complete the 2½ hour instructional period during the afternoon at Springfield Technical Community College, it was necessary to extend the school day approximately 45 minutes for these students. However, this extension of time did not deter the students who had elected this alternative.

Upon receipt of the second funding cycle for occupational competency, the researcher, as project director, began activities in July, 1975 to implement both the diversified work experience program and new curricula inclusions into West Springfield Senior High School's program.

Curriculum Revision

In order to begin incorporating career development information into applicable subject matter, curriculum revision began during the summer of 1975. The philosophy adopted was that occupational education, like general education, is a responsibility of the total school and cannot be limited to a single discipline or department; each area should contribute its specialty to the career development of the general student. However, to prevent dilution, the initial focus in
curriculum development, based upon budget and time parameters, was centered in the four major subject areas: English Language Arts, Social Studies, Science, and Mathematics. Personnel of the English Language Arts and Social Studies disciplines were assigned the task of developing curriculum addressing attitudinal behavior as this area involves skills which cut across all subject matter and all occupational clusters. Such skills reside in the sectors of intra- and interpersonal behavior. With emphasis upon the cognitive and psychomotor domains, the Science and Mathematics departments developed competency-based curricula. The Science department developed a new course dealing with health and allied occupations which required the infusion of specific cluster-oriented skill commonalities as they related to the existing concepts of this discipline. The Mathematics department developed a curriculum which dealt with basic skills, student mastery of which was considered essential for all future working people.

Curriculum objectives. To accomplish, within the established framework of the four disciplines, the basic skill development in the intra- and interpersonal behavior sector and the basic skill training involving "hands-on" learning experiences in the cognitive/psychomotor domains, the following curriculum objectives were formulated:

1. To develop student awareness of the interrelationship between education and work
2. To develop student awareness that self-acceptance and self-understanding are important to a successful career

3. To develop the student's realistic and considerate attitude toward the dignity associated with all socially-useful work

4. To develop student attitude of respect and cooperation in his/her career and for people with whom he/she works

5. To instill student understanding that he/she must be flexible and receptive to change according to the demands of the dimensions of an industrial/post-industrial society

6. To develop student understanding that the interaction of environmental influences and individual potential affect leisure and avocational as well as vocational development

7. To enable the student to understand the meaning of work as related to his/her psychological well-being

8. To develop student sensitivity that work has meaningful differences for different people

9. To develop student awareness that career opportunity and career planning are affected by geographic location and economic systems

10. To develop student mastery knowledge of processes and motor skills necessary for performing a work role in the occupational clusters identified by the science/mathematics career plan, and in line with the student's
career goals.

_in-service teacher workshops_. In order for the teachers to begin writing curriculum addressed to the preceding program objectives, it was necessary to conduct in-service teacher workshops in July, 1975. The three major objectives of the workshops were:

1. To develop teacher skills in writing competency-based curricula
2. To develop teacher skills in "operationalizing fuzzy concepts" for the development of a curriculum instrument for observed and self-assessed attitudinal behavior
3. To develop teacher awareness and skills in the concepts of career education as they relate to the development of curricula.

The resources used to achieve these objectives were the consultant services of the National Evaluation Systems, Incorporated. The evaluation of the workshops identified an outstanding appreciation on the part of all participating teachers with only one consensus complaint which was that they would have preferred more time. Upon completion of the in-service sessions the teachers produced curricula and related products which were implemented in September, 1975.
In cooperation with the Greater Springfield Chamber of Commerce, the West Springfield School Committee, school administrators, local civic clubs, labor groups, citizens curriculum advisory committee, Department of Education, and the newly formed West Springfield Occupational Education Advisory Committee, one of our original planning objectives, the Diversified Cooperative Work-Experience Program, was implemented in September, 1975. The program was incorporated into the program of studies, and the majority of students electing to participate belonged to the target population - the "general curriculum" student. Provision was made for referred special needs students. The program was dependent upon the willingness of employers to participate, and the availability of specific working/training stations was determined by their sensitivity to the need and ability to cooperate. Wherever possible the program offered to the "general curriculum" student the opportunity to apply knowledge, skills, and attitudes gained from school-related instruction to the "real life" working situation existing in the community.

Program objectives. The purpose of implementing the Diversified Cooperative Work-Experience program was:

1. To expand the "general course" student's occupational educational alternatives
2. To develop the student's specific occupational skills enabling him/her to become a competent and valued worker
3. To provide exploratory work experience upon request for those students in the program

4. To develop the student's ability to recognize job skill requirements, desirable attitudes pertinent to job satisfaction, and self-understanding in the labor force

5. To provide experiences that would enable the student to understand his/her role in the world of work and the opportunity to investigate ways to achieve further education and training

6. To increase the student's ability to maintain a satisfactory relationship with employers, co-workers, peers, and other individuals

7. To develop the student's personality and character, his/her attitude toward authority, his/her sense of values, and his/her ability to make personal judgment

8. To increase attendance, to reduce tardiness, and to improve behavior by offering meaningful learning options to the "general course" student.

Student placement. From the anticipated student response it was expected that the maximum of 60 work stations would be filled. However, the final placement figure peaked at 90 students. The additional placements were supervised by two subject supervisors who felt the need to support the program and recognized the potential value of monitoring in order to secure data for the
development of curricula within the subject areas for which they are responsible system-wide. Approximately 70% of the seniors who participated in this program during the school year 1975/76 were offered full-time positions upon graduation. During 1976/77 and in the program's second year of operation, 120 students participated with 80% of the graduating seniors being offered full-time employment.

**Dissemination**

In accordance with the State Department of Education's guidelines and since the project proposal represented a one-year activity with the prospect of further development and continuation, dissemination was planned to be low-key to achieve an awareness level. It was designed to reach all interested individuals and groups who assisted with the planning and the implementation of the project as well as those interested in its continuing progress. The dissemination program was designed in the following sequence:

1. To inform the West Springfield public of project approval and project purpose via local news media
2. To disseminate curricular products as an orientation activity via departmental meetings with teachers, guidance staff and administrators
3. To disseminate the guidelines of the work experience program to students and inform both parents and students of the programs existence and the opportunity that is available
4. To disseminate the project's progress via system-wide newsletter and general releases to the news media.

5. To submit a final project report to the State Department of Education, West Springfield administration and advisory committees.

Project Evaluation

Within the original proposal guidelines, project writers were requested to include 5% of the total budget to cover evaluation activities. It was originally planned to develop both a formative and summative evaluation design for the project's activities and that this work would be financed by the funds requested for evaluation. This plan was cancelled due to a lack of funds. After the proposals were submitted and grants were awarded, recipients were informed that the evaluation money would be held in escrow to be used for an external State Department of Education directed evaluation. This evaluation was conducted by Career Development Associates, Incorporated. Also requested was an internal evaluation following a prescribed format issued by the Department of Education. For the findings of both evaluation reports please refer to Appendix B.

Program Expansion 1976-77

The school committee voted and appropriated funds to support the diversified work experience program for the fiscal year 1976-77.
On the basis of the project's success and the student response for placement during 1976-77, the school committee also approved an additional staff member to work as a placement specialist. The curriculum revision initiated as a component of the project was continued during 1976-77. The subject supervisors of English Language Arts, Social Studies, Mathematics and Science designed summer workshops to continue the development of further curriculum products addressing career development information.

The collaborative skill course offerings were also expanded with state funds made available for the school year 1976-77 to include Food Services, Automotive Technology, Graphic Arts, and Nursing Aide courses. The total course offerings from which interested students would select numbered five.

A Policy Change: New Directions

However, in May of 1976 and almost at the conclusion of the second year of project work toward providing occupational education for the "general student", the Board of Education published a new policy statement on occupational education for the Commonwealth of Massachusetts. In essence, as previously described in Chapter II of this dissertation, the policy encourages a K through 12 approach to occupational education for all students which, in effect, parallels the national movement of career education.
It was at this point that the researcher felt that it would be valuable to determine whether changes had occurred in the perceptions of students, teachers, parents and community leaders toward the status of and need for occupational education in the West Springfield School System since the 1974 survey and the concomitant implementation of state-funded educational interventions. The comparative data of a follow-up survey would provide some measure of progress, and the results might be used as a base for beginning a process of incorporating the Board of Education's new policy for occupational education into the West Springfield Public School System.

Summary

In order to meet the occupational needs of the "general curriculum" student in the Town of West Springfield, a needs assessment was conducted in October of 1974 utilizing seed money from the Occupational Competency funding cycle of the Division of Occupational Education. Based on the results of this survey, a series of educational interventions was developed for the Fall of 1975, to create a more comprehensive program at the high school level. These changes were (1) a diversified work experience program, (2) occupationally oriented curricula inclusions in four major subject areas, and (3) specific vocationally oriented programs.

In the State Department of Education's second funding cycle West Springfield received a further grant to conduct the planned curriculum revision and implement the programs. In addition, and as
a result of the initial needs assessment survey, West Springfield joined
the Lower Pioneer Valley Educational Collaborative, who also received
state seed money to implement vocationally oriented courses.

At the conclusion of the second funding cycle the West Springfield
School Committee adopted all programs with expansion provisions.

In May of 1976 and almost at the conclusion of the second year
of project work, the Board of Education published a new policy state-
ment on Occupational Education for the Commonwealth of Massachusetts,
encouraging a K through 12, approach to occupational education for all
students.

As a result of this policy change, the researcher conducted a
follow-up survey to determine what progress had occurred since the
inception of the new programs, and to determine the direction for
future interventions in West Springfield's occupational education
program. Chapter IV describes the design, methodology and results
of the 1977 study. The data gathered is compared with the 1974
data in order to determine whether any significant differences have
occurred during the two-year time span.
This chapter is organized to include the design of the 1974 and 1977 field studies. The data derived from the questionnaires and the statistical comparisons made between both sets of common data will determine significant differences.

In 1974 the researcher conducted a needs assessment survey as the initial phase of a planning project involving four separate research groups. Based upon data from this initial survey, specific educational interventions were implemented at the high school level. In 1977, before proceeding to adopt the Board of Education's new policy on occupational education, the researcher developed a second survey to determine whether changes had occurred in the community's perceptions of the needs for occupational education in West Springfield.

The Questionnaires

Data was collected in both field studies from questionnaires administered to large groups of students, teachers, parents and selected citizens in West Springfield. The instrument administered in the 1977 study included many questions identical to those asked in the 1974 study. The data derived from these questions common to both studies are those which have been statistically analyzed to determine levels of significance. However, some questions in the 1977 questionnaire were modified slightly to reflect the programmatic
changes which had taken place since 1974, and the responses have been treated as new but related data. Further, some questions originally asked in 1974 were considered irrelevant and not included in the 1977 study. Some new questions were added in the 1977 study and are identified and treated as new data. The procedure used for administering the instruments in both studies are identical. For copies of the 1974 questionnaires and test administration instructions see Appendix C. For copies of the 1977 questionnaire and test administration instructions see Appendix D.

**Student questionnaire.** Fifteen hundred and six questionnaires were administered to ninth, tenth, eleventh, and twelfth grade students in November of 1974, and fifteen hundred and thirty-seven questionnaires were administered to the same grade levels in April of 1977. The instruments were designed for computer processing and analysis. In both instances the instrument was administered to all students who were in attendance on the respective days selected for the administration. Procedures adopted for both administrations were identical.

As previously cited, the instruments used were based upon those applied by Ertel et al. with some modifications to suit the local setting and were designed to cover personal background questions, and questions pertaining to perceived needs for career education in West Springfield. The instruments had been previously field tested, and the minor modifications made did not necessitate the process of further field testing.

The student questionnaire as it appears in Appendix C of this
dissertation was applied in 1974 and contained some questions which were considered beyond the scope and purpose of the 1977 follow-up needs assessment survey. With reference to the 1974 questionnaire the following questions were considered non-essential and eliminated in the 1977 survey: 2, 4, 5, 7, 9, 10, 12 through 16, 18, 21, 23, 24, 26, and 30. The remaining 17 questions were posed to students in Section I of the 1977 survey with an additional 6 new questions which appear in Section II of the same instrument (Appendix D).

The new questions asked in 1977 were generated in order to determine the extent of the students' awareness, consideration, participation, and unmet needs existing since the original study in 1974 and to determine the consequent implementation of the various educational interventions previously described in Chapter II of this dissertation.

**Teacher questionnaire.** Questionnaires were administered to the total senior high school teacher population of 93 in 1974 and of 97 in 1977. The school principal requesting their cooperation explained the purpose of the questionnaire to the teachers prior to each administration. The returns in both instances were approximately 72%.

The questionnaires administered to the teachers were designed to assess the teachers' perceptions of the current status of and needs for career education. The questionnaires covered many of the same areas as the student questionnaires to allow comparisons to be made between teacher and student responses.
The teacher questionnaire as it appears in Appendix C was administered in 1974 and contained some questions which were considered beyond the scope and purpose of the 1977 follow-up study. Again with reference to the 1974 questionnaire the following questions were eliminated in the 1977 survey: 1, 2, 5, 7 through 9, 12, 14, 15, 17 through 19. The remaining questions were repeated in Section I of the 1977 survey with an additional five new questions which appear in Section II of the 1977 questionnaire (Appendix D). The new questions asked in the 1977 survey were designed to determine the extent of teacher awareness and perceptions of students' unmet needs existing since the original study in 1974 and the consequent implementation of the educational interventions.

Parent questionnaire. In order to gain some measure of the general parent interest in the topic of occupational education beyond that which the instrument was designed to assess, questionnaires were mailed to all parents of the senior high school student body rather than a random sample. This amounted to 1,463 parents in 1974 and 1,478 parents in 1977. Without instituting follow-up mailings in both surveys due to the time constraints, the return in 1974 was 34% and 42% in 1977.

The parent questionnaire as it appears in Appendix C was applied in 1974 with the following changes made in the 1977 survey. Question 4 was omitted as it was no longer applicable due to West Springfield's initiated involvement since the original study with
other school systems to provide cooperative occupational programs through the Lower Pioneer Valley Educational Collaborative previously described in Chapter III of this dissertation. Question 4A posed in 1977 is a new but related question and is simply an updated version of question 4 asking the parent whether or not plans should continue for cooperative programming. Question 7 was omitted due to a change in policy within the senior high school subsequent to the negative response received to that question in 1974. In essence, the new policy places responsibility for familiarizing students with information about career opportunities upon the full teaching staff rather than solely upon the guidance department.

Six new questions were added and appear in Section II of the 1977 instrument (Appendix D). The new questions were matched with those appearing in Section II of the 1977 student questionnaire.

Community leader questionnaire. Questionnaires were mailed along with a self-addressed, stamped envelope to each town selectman, town finance committee member, school committee member, and a sample of senior citizens and taxpayers in both 1974 and 1977. Where possible the 1977 mailing was sent to the same persons identified in the 1974 study, which amounted to 74% of the group. One hundred and eight questionnaires were mailed out, and fifty-one responses were received in 1974 amounting to 47% return. In 1977 the same number was sent, and 64 responses, a 69% return, were received.
Questions 1 and 2 in the 1974 community leaders' questionnaire, as it appears in Appendix C, were omitted in 1977. Further, question 4 was omitted due to action being taken by the school system since 1974 as explained in the preceding description of the parent questionnaire. Question 4A posed in 1977 is a new but related question identical to question 4A posed to the parents as previously described.

**Method of Analysis**

In 1974 and again in 1977, questionnaires were sent to the following four groups: students, teachers, parents, and community leaders. Responses were tabulated and presented separately for each group. In order to determine significant differences between the response patterns of both surveys, a chi-square analysis was performed.

Occasionally, as a result of the large sample sizes involved in the statistical comparison, fairly moderate differences between the data collected in 1974 and 1977 produced significant results. It therefore became necessary to add the concept of "practical significance" to that of statistical significance through application of the following rules: (1) If the chi-square value was statistically significant and the difference between response modes was over 10% for teachers, parents and community leaders or over 5% for students, the result was considered to be of practical significance and has been reported as such; (2) Although of statistical significance, differences of less than 10% in the teacher, parent and community leader data or less than 5% in the student data were not considered of practical
significance, and have been reported as marginal changes; (3) In any of the four groups, differences in the response modes which resulted in a probability factor greater than .05 were not statistically significant and have been identified as such. Each of the 1977 questionnaires included questions which were not presented in 1974. The results from these questions have been reported as new data received from the respective groups.

In Table 7 the percentage of students responding to the various options provided for the 33-item questionnaire in 1974 and the 23-item questionnaire in 1977 is reported together with the statistical analysis of comparative data. A summary of specific findings in point form where applicable is then provided under the four categories previously described which are: (1) significant differences, (2) marginal differences, (3) no significant differences, (4) new data. Tables 8 (teachers), 9 (parents), and 10 (community leaders) then follow in sequence in the same format. Question 4A which appears in the parents' and community leaders' surveys will be discussed separately as new but related data.
Table 7
Percentage of Students Giving Each Response to Career Planning Questionnaire (1974 n = 1506, 1977 n = 1537)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<th>1977</th>
<th>x²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What grade of school are you in this year?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>(1) 9th grade</td>
<td>28</td>
<td>28</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(2) 10th grade</td>
<td>25</td>
<td>28</td>
<td></td>
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<tr>
<td>(3) 11th grade</td>
<td>23</td>
<td>25</td>
<td></td>
<td>9.58</td>
<td>3</td>
<td>0.02*</td>
</tr>
<tr>
<td>(4) 12th grade</td>
<td>23</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How long have you lived in the Greater Springfield area?</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
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<td>4. Do you feel your parents want you to go on to some form of additional education after you graduate from high school?</td>
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<td>7. Do you feel you could get an interesting and rewarding job without a high school diploma?</td>
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<td>8. Has the school provided you with information on the results of ability and interest tests you have taken relative to future job interest or training?</td>
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<td>9. Does the school staff help graduating students find a job?</td>
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<td>10. While in high school, do you feel a need to prepare for a job?</td>
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<td>11. How did you become aware that you need to prepare for a career?</td>
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<td>12. Do you feel that vocational &amp; technical skills learned in high school courses are as important as the things learned in college preparatory courses?</td>
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<td>13. If you continue on in the same way in your school program, do you feel there will be several job alternatives available to you when you finish high school?</td>
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<td>14. Which of your course areas do you feel are most important in helping you select a career?</td>
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<td>15. Which students in your school do you think would be most aware of job opportunities?</td>
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<td>16. Do you feel the students planning to go to college are treated better than other students in your school?</td>
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<td>17. Do you feel there is a good relationship between the school and the community about careers and jobs?</td>
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<td>18. Do you feel your school teaches students what is needed to help them get the type of job they want?</td>
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<td>19. Do you feel the staff in your school informs students of the different career choices available?</td>
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<td>20. Do you feel your school program has a proper balance between time spent in the academic areas and &quot;hands on&quot; experience in the shops, labs, etc.?</td>
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<td>42 39</td>
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<td>21. Has your guidance counselor familiarized you with the type of career opportunities that are available?</td>
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<td>22. Do you feel you know what is involved in getting and keeping a job?</td>
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<td>23. To what extent do your related courses help you in your shop or lab courses?</td>
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<td>24. Have you made a career choice yet?</td>
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<td>45</td>
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<tr>
<td>(3) Unsure</td>
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<td></td>
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</tr>
<tr>
<td>Omit</td>
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<td>2</td>
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</tr>
<tr>
<td>25. Which activities below have you participated in regarding future possibilities for jobs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(1) Job orientation in math, English, social studies, or sciences</td>
<td></td>
<td>22</td>
<td>37</td>
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<td>.16</td>
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<tr>
<td>(2) Guidance</td>
<td></td>
<td>13</td>
<td>18</td>
<td></td>
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<tr>
<td>(3) Work experience/Distributive Education</td>
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<td>14</td>
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<td></td>
<td>6</td>
<td>8</td>
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<tr>
<td>(5) Shop programs</td>
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<td>15</td>
<td>22</td>
<td></td>
<td></td>
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<tr>
<td>Omit</td>
<td></td>
<td>33</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>26. Which activities below have you participated in regarding future possibilities for jobs?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Future Teachers of America</td>
<td></td>
<td>5</td>
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<td></td>
</tr>
<tr>
<td>(2) Future Medical Careers Club</td>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>(3) Field trips/Skill Fair</td>
<td></td>
<td>17</td>
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<td>(4) Other</td>
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<tr>
<td>Omit</td>
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Table 7 (Continued)

<table>
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<tr>
<th>Question</th>
<th>Responses</th>
<th>1974</th>
<th>1977</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Would you participate in a work experience program if it were available in an area of your interest (work in community during part of the school day in various occupations)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td></td>
<td>70</td>
<td>76</td>
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<td>8</td>
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<td>22.97</td>
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<td>0.00*</td>
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<td></td>
<td>20</td>
<td>14</td>
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</tr>
<tr>
<td>Omit</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Do you feel there are enough skill areas offered in your high school so that a student could find some area that he/she would want to study?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td></td>
<td>34</td>
<td>37</td>
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<td></td>
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<tr>
<td>(2) No</td>
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<td>44</td>
<td>1.78</td>
<td>2</td>
<td>.41</td>
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<tr>
<td>(3) Unsure</td>
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<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Do you feel there are enough skill courses in particular areas so that a student could get &quot;in-depth&quot; information about a particular area?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td></td>
<td>24</td>
<td>21</td>
<td></td>
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<tr>
<td>(2) No</td>
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<td>50</td>
<td>8.83</td>
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<td>(3) Unsure</td>
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<td>28</td>
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<tr>
<td>Omit</td>
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<td>3</td>
<td>1</td>
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Table 7 (Continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>x²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Would you be interested in a career education program if one were available?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Yes - summers</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Yes - after school</td>
<td>33</td>
<td></td>
<td></td>
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<tr>
<td>(3) No - I work during the summer</td>
<td>9</td>
<td></td>
<td></td>
<td>NA</td>
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<tr>
<td>(4) No - I work after school</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) No - I am not interested</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>31. If they were available, which activities below would you like to participate in?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(1) Job orientation in math., English, social studies, science</td>
<td>18 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Guidance</td>
<td>9 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Work experience/Distributive Education</td>
<td>21 34</td>
<td>20.82</td>
<td>3</td>
<td>0.00*</td>
</tr>
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<td>(4) Career days</td>
<td>24 30</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Omit</td>
<td>28 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. If they were available, which activities below would you like to participate in?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Shop programs</td>
<td>25 22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Future Teachers of America</td>
<td>4 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Future Medical Careers Club</td>
<td>12 3</td>
<td>261.48</td>
<td>4</td>
<td>0.00*</td>
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<tr>
<td>(4) Field trips/Skill Fair</td>
<td>18 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Other</td>
<td>15 42</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Omit</td>
<td>26 2</td>
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### Table 7 (Continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>1974</th>
<th>1977</th>
<th>(x^2)</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. What do you expect to do after finishing high school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Go to work</td>
<td></td>
<td>18</td>
<td>22</td>
<td></td>
<td></td>
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<tr>
<td>(2) Go to a vocational/technical college</td>
<td></td>
<td>11</td>
<td>15</td>
<td>25.29</td>
<td>4</td>
<td>0.00*</td>
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<tr>
<td>(3) Go to a junior/four year college</td>
<td></td>
<td>37</td>
<td>40</td>
<td></td>
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<td></td>
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<tr>
<td>(4) Go into the military service</td>
<td></td>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Unsure</td>
<td></td>
<td>20</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td>7</td>
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</table>

Note: *p < .05
<table>
<thead>
<tr>
<th>Questions Asked in 1977 Only</th>
<th>Response - 1977</th>
</tr>
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<tbody>
<tr>
<td>18. Were you aware of the existence of one or more of these new skill courses which have been added to the school's program?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>65</td>
</tr>
<tr>
<td>(2) No</td>
<td>35</td>
</tr>
<tr>
<td>19. Have you considered enrolling in one of these skill courses?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>42</td>
</tr>
<tr>
<td>(2) No</td>
<td>58</td>
</tr>
<tr>
<td>20. Have you enrolled in one of these skill courses?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>20</td>
</tr>
<tr>
<td>(2) No</td>
<td>80</td>
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<tr>
<td>21. Do you feel these new skill courses offer enough of a choice to meet your needs?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>37</td>
</tr>
<tr>
<td>(2) No</td>
<td>63</td>
</tr>
<tr>
<td>22. Do you feel that additional skill courses could be offered in order to better meet your needs?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>85</td>
</tr>
<tr>
<td>(2) No</td>
<td>15</td>
</tr>
<tr>
<td>23. If the following courses were offered by our high school, which would you be interested in taking? (Do not check more than three for the entire question).</td>
<td></td>
</tr>
<tr>
<td>(1) Auto Body Repair</td>
<td>34</td>
</tr>
<tr>
<td>(2) Industrial Machine Sewing</td>
<td>9</td>
</tr>
<tr>
<td>(3) Cosmetology (Beauty Culture)</td>
<td>25</td>
</tr>
<tr>
<td>(4) Landscaping/Horticulture</td>
<td>40</td>
</tr>
<tr>
<td>(5) Carpentry/Construction</td>
<td>49</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
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</table>
Student Data

Significant differences.

1. In comparison to the data gathered in 1974, there was a significant shift in the response mode to the question as to whether or not the student's high school program had opened a choice for getting a job or going on for advanced training. The response of 43% from those who felt it did remained identical to the 1974 figure. However, 24% felt it did not, which represented a 4% decline. This leaves 33% who were unsure, which was an increase over the 1974 response.

2. A significant shift occurred in the pattern of responses to the question regarding whether the school had provided students with results of ability and interest tests which they had taken relative to future job interest and training. Only 1% of the 1977 sample indicated that they had not taken any of these tests in comparison to 44% in 1974. Twenty-two percent of the 1977 respondents indicated that they had received information on the test results. This response was an improvement of 11% from the earlier study. However, 51% of the 1977 respondents who had taken such tests reported that they had not received feedback compared with 27% in 1974.

3. In comparison to the 1974 data, significantly more students indicated that counselors, parents and teachers were the groups responsible for making them aware of the need to prepare for a
career. The major change is a 16% increase by respondents identifying parents as being responsible.

4. A significant change occurred from positive in 1974 to negative in 1977 between the opinions of the majority of students concerning whether or not school staff informed them about different careers. A 41% plurality in 1977 felt that the staff did not inform them; whereas, a 47% plurality in 1974 felt that they did.

5. Thirty-nine percent of the students felt that their school programs had a proper balance between time spent in the academic areas and "hands-on" experience in the shops and labs. This was a 6% increase over the 1974 response. Thirty-nine percent felt that it did not provide such a balance. This was a decline of 4% since 1974, and 21% were unsure which also represented a decline of 3%.

6. Significantly more students felt that they knew what was involved in getting and keeping a job. Sixty-nine percent indicated that they did know this which was a 5% increase since 1974. Thirty-nine percent felt that they did not which was 3% less, and 21% were unsure which was also a 3% decline.

7. There has been a significant increase since 1974 in the number of respondents who felt that they would participate in a work experience program if job placement were made in the area of the individual's interest. Seventy-six percent of the 1977 respondents indicated that they would participate.
8. The gap increased significantly between those respondents who felt there were enough in-depth skill courses and those who did not. Fifty percent of the student body felt that there were not enough courses, while 21% felt that there were enough in the 1977 study. In comparison, in the 1974 survey 44% felt that there were enough courses, and 24% did not.

9. There was a significant difference between responses received in 1977 and those gathered in 1974 in answer to the question concerning those activities in which the individual would like to participate. Three of the four choices each received an increased number of preferences with work experience and distributive education receiving a gain of an additional 13% in 1977.

10. There was a significant increase in the number of respondents indicating their expectations after finishing high school. Twenty-seven percent responded as either being unsure or omitting in 1974 compared with 15% in 1977. The gains were fairly evenly divided between the choices of work, vocational/technical school and junior/four year college.

Marginal differences.

1. There was a marginal change in the grade level populations since 1974. As the sample sizes used for each study were almost identical, the percentage responses represented comparative student numbers. The most noticeable change was a 4% decrease in the number of grade twelve respondents compared
with the earlier survey.

2. The number of students pursuing specific major areas of study or a combination of areas changed slightly. There was a 3% increase in the number of students pursuing the college preparatory program, and a 3% increase in the number of students pursuing a combination of business, college and general courses. There was a 2% decline of students pursuing business/commercial majors, and a 3% decline of those who were in the general track compared to the 1974 survey.

No significant differences.

1. There was no significant difference between the respective response modes from each survey to the question of whether or not the student felt that there was a good relationship between the school and the community about careers and jobs. The plurality of 39% was unsure.

2. There was no significant difference between response patterns to the question of whether or not the respondent felt that the school teaches students what is needed to help them get the type of job they want. The plurality of 43% still felt that it did not.

3. There was no significant difference between the response patterns of students to the question of whether or not they felt that there are enough skill areas offered in the high school. The plurality of 44% felt that there were not enough.
New data.

1. Sixty-five percent of the students were aware of the existence of one or more of the new skill courses which have been added to the school's program since 1974.

2. Forty-two percent of the students have considered enrolling in one of these skill courses.

3. Twenty percent of the students have enrolled in one of these courses.

4. Sixty-three percent of the students felt that the new courses did not offer enough of a choice to meet their needs.

5. Eighty-five percent felt that additional skill courses should be offered.

6. The three most popular courses students would be interested in taking if offered were Carpentry/Construction, Landscaping/Horticulture, and Auto Body Repair.
Table 8

Percentage of Teachers Giving Each Response to Career Planning Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Response 1974</th>
<th>Response 1977</th>
<th>$x^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How long have you been teaching?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Less than three years</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Three years or more but less than six years</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>(3) Six or more years</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How long have you lived in the Greater Springfield area?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Less than three years</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Three to six years</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Six years or more</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
</tr>
<tr>
<td>(4) Native</td>
<td>54</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Omit</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Within the last 3 years, have you been involved in any in-service and/or external teacher education training dealing with &quot;Career Education&quot;</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(1) Yes</td>
<td>20</td>
<td>45</td>
<td>9.3</td>
<td>1</td>
<td>0.00*</td>
</tr>
<tr>
<td>(2) No</td>
<td>78</td>
<td>55</td>
<td></td>
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<td></td>
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<tr>
<td>Omit</td>
<td>2</td>
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</tbody>
</table>
4. Do you feel the overall high school program has sufficiently opened a choice for the majority of general curriculum students of either getting a job or going on for advanced training?

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>1974</th>
<th>1977</th>
<th>$X^2$</th>
<th>df</th>
<th>p</th>
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<tbody>
<tr>
<td>(1) Job only</td>
<td>8</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(2) Advanced Training only</td>
<td>14</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Both</td>
<td>24</td>
<td>42</td>
<td>10.16</td>
<td>3</td>
<td>0.02*</td>
<td></td>
</tr>
<tr>
<td>(4) No</td>
<td>50</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Omit</td>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Does the school provide students with information on the results of standardized ability tests and interest inventories?

| Question | Response | 1974 | 1977 | | | |
|----------|----------|------|------| | | |
| (1) Yes | 18 | | | | | |
| (2) No | 15 | | | | | |
| (3) Unsure | 62 | | | | | |
| Omit | 5 | | | | | |

6. Do you feel the school staff sufficiently helps graduating students find a job?

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>1974</th>
<th>1977</th>
<th>$X^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Yes</td>
<td>23</td>
<td>19</td>
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</tr>
<tr>
<td>(2) No</td>
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<tr>
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<td>48</td>
<td>50</td>
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<tr>
<td>Omit</td>
<td>8</td>
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</tr>
</tbody>
</table>

7. Do you feel that vocational and technical skills learned in high school courses are as important as the things learned in college preparatory courses?

| Question | Response | 1974 | 1977 | | | |
|----------|----------|------|------| | | |
| (1) They are **more important** | 14 | | | | | |
| (2) They are **equally important** | 80 | | | | | |
| (3) They are **less important** | 2 | | | | | |
| (4) I am **not sure** | 2 | | | | | |
| Omit | 2 | | | | | |
Table 8 (Continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response 1974</th>
<th>Response 1977</th>
<th>$x^2$</th>
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<tr>
<td>8. Do you feel the students planning to go to college receive preferential treatment compared to other students in this school?</td>
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<tr>
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<td>56</td>
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<tr>
<td>(2) No</td>
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<td></td>
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<td>(3) Unsure</td>
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<td></td>
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<tr>
<td>Omit</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>9. Do you feel the educational needs of job bound students are different than the educational needs of college bound students?</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>78</td>
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<td></td>
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<tr>
<td>(2) No</td>
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<td>Omit</td>
<td>5</td>
<td></td>
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</tr>
<tr>
<td>10. Do you feel there is a good relationship between the school and the community about careers and jobs?</td>
<td></td>
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<tr>
<td>(1) Yes</td>
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<td>Omit</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>11. Do you feel this school teaches students what is needed to help them get the type of job in which they can be successful?</td>
<td></td>
<td></td>
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<tr>
<td>(1) Yes</td>
<td>15</td>
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</tr>
<tr>
<td>12. Within our present program do you feel there is an even balance between alternatives for boys and girls in career education?</td>
<td>(1) Yes</td>
<td>38</td>
<td>(2) No</td>
<td>53</td>
<td>NA</td>
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<tr>
<td></td>
<td>Omit</td>
<td>9</td>
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<tr>
<td>13. Do you feel the school staff informs students of the different career choices available?</td>
<td>(1) Yes</td>
<td>26</td>
<td>46</td>
<td>(2) No</td>
<td>41</td>
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<tr>
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<td>Omit</td>
<td>0</td>
<td></td>
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<tr>
<td>14. Do you feel this school program has a proper balance between time spent in the academic areas and &quot;hands on&quot; experience in the shops, labs, etc.?</td>
<td>(1) Yes</td>
<td>21</td>
<td>(2) No</td>
<td>41</td>
<td>NA</td>
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<td></td>
<td>(3) Unsure</td>
<td>38</td>
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<td>Omit</td>
<td>0</td>
<td></td>
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<tr>
<td>15. Do you feel a general curriculum student should be able to get an interesting and rewarding job without a formal post high-school education?</td>
<td>(1) Yes</td>
<td>76</td>
<td>(2) No</td>
<td>15</td>
<td>NA</td>
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<td>(3) Unsure</td>
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Table 8 (Continued)

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<th>Response</th>
<th>x²</th>
<th>df</th>
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</thead>
<tbody>
<tr>
<td>16. Do you feel there are enough skill courses offered in this high school so that a student could find some area that he/she would want to study?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(1) Yes</td>
<td>21</td>
<td>41</td>
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<tr>
<td>(2) No</td>
<td>50</td>
<td>39</td>
<td>6.50</td>
<td>2</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>29</td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Omit</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td>17. If you feel there is a bias in the overall program towards either sex meeting their career education needs, please indicate in which direction the bias appears.</td>
<td></td>
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<tr>
<td>(1) Girls</td>
<td>15</td>
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<tr>
<td>(2) Boys</td>
<td>17</td>
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<td></td>
<td>NA</td>
</tr>
<tr>
<td>(3) No bias</td>
<td>51</td>
<td></td>
<td></td>
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<tr>
<td>Omit</td>
<td>17</td>
<td></td>
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<tr>
<td>18. In which area do you feel we need to concentrate to correct the bias?</td>
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<tr>
<td>(1) Course offerings</td>
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<tr>
<td>(2) Teacher attitudes</td>
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<tr>
<td>(3) Guidance</td>
<td>2</td>
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<tr>
<td>(4) All of these</td>
<td>29</td>
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<tr>
<td>(5) None of these</td>
<td>11</td>
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<tr>
<td>Omit</td>
<td>50</td>
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</tr>
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<td>Question</td>
<td>Response 1974</td>
<td>Response 1977</td>
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<td>------------------------------------------------------------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-------</td>
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</tr>
<tr>
<td>19. Do you feel that college bound students should have a skill or skills for employment in case they drop out of college?</td>
<td></td>
<td></td>
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<tr>
<td>(1) Yes</td>
<td>86</td>
<td></td>
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<tr>
<td>(2) No</td>
<td>14</td>
<td></td>
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<tr>
<td>Omit</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Do you feel there are enough skill courses in particular occupational fields so that a student could get &quot;in-depth&quot; information about a particular area?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(1) Yes</td>
<td>12</td>
<td>16</td>
<td>2.2</td>
<td>2</td>
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<tr>
<td>(2) No</td>
<td>48</td>
<td>57</td>
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<tr>
<td>(3) Unsure</td>
<td>38</td>
<td>27</td>
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<tr>
<td>Omit</td>
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Note: *p < 0.05
<table>
<thead>
<tr>
<th>Questions Asked in 1977 Only</th>
<th>Response 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Were you aware of the existence of one or more of these new skill courses which have been added to the school's program?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>96</td>
</tr>
<tr>
<td>(2) No</td>
<td>4</td>
</tr>
<tr>
<td>10. Do you feel these new skill courses offer enough of a choice to meet the students needs?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>33</td>
</tr>
<tr>
<td>(2) No</td>
<td>49</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>18</td>
</tr>
<tr>
<td>11. Do you feel that additional skill courses could be offered in order to better meet the students needs?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>68</td>
</tr>
<tr>
<td>(2) No</td>
<td>12</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>20</td>
</tr>
<tr>
<td>12. Given your life and/or work experience in this community, which of the following new skill courses should be offered in the near future?</td>
<td></td>
</tr>
<tr>
<td>(Please check your selection(s))</td>
<td></td>
</tr>
<tr>
<td>(1) Auto Body Repair</td>
<td>53</td>
</tr>
<tr>
<td>(2) Industrial Machine Sewing</td>
<td>26</td>
</tr>
<tr>
<td>(3) Cosmetology (Beauty Culture)</td>
<td>54</td>
</tr>
<tr>
<td>(4) Landscaping/Horticulture</td>
<td>68</td>
</tr>
<tr>
<td>(5) Carpentry/Construction</td>
<td>68</td>
</tr>
</tbody>
</table>
Teacher Data

**Significant differences.**

1. Significantly more teachers have been involved in either in-service or external teacher education courses dealing with "Career Education" since 1974. Twenty percent had received such training in 1974, while 45% indicated that they had in 1977.

2. There was a significant shift in the response mode to the question seeking the respondents' feelings regarding the sufficiency of the high school program in relation to the general-curriculum students' options for getting a job or going on for advanced training. Thirty-eight percent felt that the program was insufficient, while 42% felt that it was sufficient. This response represents a major swing of 18% from negative to positive since 1974.

3. There was a significant change in the pattern of the 1977 respondents' feelings towards the contribution which the school staff made in informing students about the different career choices available. The predominant choice selection of 41% in 1974 was that staff did not inform students in comparison to 46% in 1977 who felt that they did.

4. A significant change in the response mode from negative in 1974 to positive in 1977 was received from those teachers who felt that there were not enough skill courses offered
in the high school to meet students' needs in comparison to those who believed that there were enough. A 21% minority felt that there were enough in 1974 in comparison to a plurality of 41% who felt there were enough in 1977.

No significant differences.

1. In 1977 the plurality of teachers (50)% were still unsure whether or not school staff sufficiently helped graduating students find a job. There was no significant difference between the two response patterns.

2. There was no significant difference between the respective response modes from each survey to the question of whether or not the teacher felt that there was a good relationship between the school and the community about careers and jobs. The plurality of 49% was unsure.

3. There was no significant difference between the two response patterns to the question of whether or not the teacher felt that the school teachers students what is needed to help them get the type of job in which they can be successful. The responses gathered in 1977 were evenly divided with 32% who felt that it did, 34% who felt that it did not, and 34% who were unsure.
4. There was no significant difference between the two responses made from teachers who felt that there were enough "in-depth" skill courses and those who did not. Fifty-seven percent of the sample felt that there were not enough, while 16% felt that there were.

New data.

1. As expected, 96% of the teachers were aware of the existence of one or more of the new skill courses which have been added to the program since 1974.

2. A plurality of 49% of the teachers felt that there were not enough skill courses offered, while 33% felt that there were enough.

3. The majority of teachers (68%) felt that more courses could be offered in order to better meet students' needs, while only 12% did not.

4. Teachers felt that new skill courses in Carpentry/Construction, Landscaping/Horticulture, Cosmetology, and Auto Body should be offered in the near future.
Table 9

Percentage of Parents Giving Each Response to Career Planning Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>1974</th>
<th>1977</th>
<th>$x^2$</th>
<th>df</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel the Senior High School offers enough occupational education opportunities for the students it serves?</td>
<td>(1) Yes</td>
<td>18</td>
<td>33</td>
<td>.40</td>
<td>2</td>
<td>0.00*</td>
</tr>
<tr>
<td></td>
<td>(2) No</td>
<td>56</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(3) Unsure</td>
<td>24</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omit</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How well do you feel the Senior High School program is meeting the student's needs for future employment?</td>
<td>(1) Satisfactorily</td>
<td>36</td>
<td>60</td>
<td>70.28</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Unsatisfactorily</td>
<td>56</td>
<td>32</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Omit</td>
<td>8</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you feel that taxpayers would support needed expanded offerings in occupational education?</td>
<td>(1) Yes</td>
<td>71</td>
<td>68</td>
<td>5.97</td>
<td>1</td>
<td>0.02*</td>
</tr>
<tr>
<td></td>
<td>(2) No</td>
<td>24</td>
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<td></td>
<td>Omit</td>
<td>5</td>
<td></td>
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<tr>
<td>4. Do you feel that West Springfield should develop plans for cooperative occupational programs between school systems?</td>
<td>(1) Yes</td>
<td>67</td>
<td></td>
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<td></td>
<td>NA</td>
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<tr>
<td></td>
<td>(2) No</td>
<td>28</td>
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<td>5</td>
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Table 9 (Continued)

<table>
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<tr>
<th>Question</th>
<th>Response</th>
<th>1974</th>
<th>1977</th>
<th>$X^2$</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A. Do you feel that West Springfield should continue to develop plans for cooperative occupational programs between school systems?</td>
<td></td>
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</tr>
<tr>
<td>(1) Yes</td>
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<td>88</td>
<td></td>
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<td>NA</td>
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<tr>
<td>(2) No</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Which of the following do you feel would best suit the West Springfield area?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) A Regional Vocational-Technical High School</td>
<td></td>
<td>22</td>
<td>26</td>
<td></td>
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<td></td>
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<tr>
<td>(2) A skill development center to supplement regular high school (Transportation of students to center for skill development only)</td>
<td></td>
<td>17</td>
<td>15</td>
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<tr>
<td>(3) Provide increased occupational offerings in the existing high schools and implement a student exchange program</td>
<td></td>
<td>35</td>
<td>40</td>
<td>3.83</td>
<td>4</td>
<td>0.43</td>
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<tr>
<td>(4) A Vocational-Technical Junior College</td>
<td></td>
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<td>13</td>
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<tr>
<td>(5) No need for any of the above</td>
<td></td>
<td>7</td>
<td>6</td>
<td></td>
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<tr>
<td>Omit</td>
<td></td>
<td>6</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. What do you think is more important?</td>
<td></td>
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<td>(1) Positive work habits and attitude</td>
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<td>(2) Specialized skills</td>
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<td>7</td>
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<td>5.30</td>
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<td>.07</td>
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<td>(3) Both</td>
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<td>Response</td>
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<td>1977</td>
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<td>----------</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>7. Do you feel your &quot;Guidance Department&quot; adequately familiarizes students with information about Career opportunities?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) No</td>
<td></td>
<td>52</td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>(3) Unsure</td>
<td></td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Would you allow your child to participate in a cooperative work-experience program?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td></td>
<td>85</td>
<td>85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) No</td>
<td></td>
<td>2</td>
<td>4</td>
<td>4.27</td>
<td>2</td>
<td>0.19</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td></td>
<td>9</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *p $\leq .05$
<table>
<thead>
<tr>
<th>Questions Asked in 1977 Only</th>
<th>Response 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Were you aware of at least one of the new skill courses which have been added to the school's program?</td>
<td>72</td>
</tr>
<tr>
<td>(1) Yes</td>
<td>28</td>
</tr>
<tr>
<td>(2) No</td>
<td></td>
</tr>
<tr>
<td>10. Did your son or daughter consider enrolling in one of these skill courses?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>44</td>
</tr>
<tr>
<td>(2) No</td>
<td>45</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>11</td>
</tr>
<tr>
<td>11. Has your son or daughter enrolled in one of these skill courses?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>33</td>
</tr>
<tr>
<td>(2) No</td>
<td>64</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>3</td>
</tr>
<tr>
<td>12. Do you feel these new skill courses offer enough of a choice to meet your son's or daughter's needs?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>36</td>
</tr>
<tr>
<td>(2) No</td>
<td>37</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>27</td>
</tr>
<tr>
<td>13. Do you feel that additional skill courses could be offered in order to better meet your son's or daughter's needs?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>63</td>
</tr>
<tr>
<td>(2) No</td>
<td>16</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>21</td>
</tr>
<tr>
<td>14. Given your life and/or work experience in this community, which of the following new skill courses should be offered in the near future (Please check your selection(s))</td>
<td></td>
</tr>
<tr>
<td>(1) Auto Body</td>
<td>47</td>
</tr>
<tr>
<td>(2) Need Trades (Machine Sewing)</td>
<td>19</td>
</tr>
<tr>
<td>(3) Cosmetology (Beauty Culture)</td>
<td>35</td>
</tr>
<tr>
<td>(4) Landscape Architecture/Horticulture</td>
<td>49</td>
</tr>
<tr>
<td>(5) Carpentry/Construction</td>
<td>70</td>
</tr>
</tbody>
</table>
Parent Data

Significant differences.

1. There was a significant increase of 15% in positive responses from those who felt that the Senior High School did offer enough occupational education opportunities. However, a plurality 40% still felt that there were not enough opportunities.

2. Sixty percent of the 1977 sample felt that the Senior High School program was meeting the students' needs for future employment. This was a significant shift from negative to positive amounting to a 24% increase over the 1974 response to this question.

Marginal differences. There was a marginal decrease of 3% from respondents believing that taxpayers would support needed expansion of occupational offerings. The majority (68%) still believe that taxpayers would support expansion.

No significant differences.

1. No significant change occurred between the pattern of responses received in 1974 and those received in 1977 in the multiple choice question asking which would be the most suitable occupational education delivery system for West Springfield. The respondents' preference is still to provide increased occupational offerings in the Senior High School with a student exchange program.
2. There was no significant difference between both sets of responses to the question of the relative importance of work habits, attitudes or specialized skills. The major consensus in both instances was that all three are equally important.

3. In both surveys 85% of the respondents reported that they would give their child permission to participate in a cooperative work experience program. There was no significant difference between the respective response patterns to this question.

New data.

1. Seventy-two percent of the parents were aware of the existence of one or more of the new skill courses which have been added to the school's program since 1974.

2. Forty-four percent of the parents indicated that their son or daughter had considered enrolling in one of these skill courses.

3. Thirty-three percent of the parents acknowledged that their son or daughter had enrolled in one of these skill courses.

4. Thirty-seven percent of the parents felt that there were not enough skill courses, while 36% felt that there were sufficient offerings.

5. Sixty-three percent of the parents felt that additional skill courses should be offered, while only 16% felt that they should not.

6. Parents felt the same way as the students, community leaders and to some extent the teachers in their choices of which courses should be offered in the near future. In order of preference those course choices were Carpentry/Construction, Landscape Architecture/Horticulture, and Auto Body.
Table 10

Percentage of Community Leaders Giving Each Response to Career Planning Questionnaire
(1974 N = 51, 1977 N = 64)

<table>
<thead>
<tr>
<th>Question</th>
<th>1974</th>
<th>1977</th>
<th>χ²</th>
<th>df</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you feel your area high school offers enough occupational education opportunities for the students it serves?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>17</td>
<td>35</td>
<td></td>
<td>2</td>
<td>.10</td>
</tr>
<tr>
<td>(2) No</td>
<td>49</td>
<td>37</td>
<td>4.61</td>
<td>2</td>
<td>.10</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>33</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you feel that the emphasis placed on college preparation by your high school is:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Overemphasized</td>
<td>45</td>
<td>35</td>
<td></td>
<td>2</td>
<td>.08</td>
</tr>
<tr>
<td>(2) Underemphasized</td>
<td>17</td>
<td>8</td>
<td>5.10</td>
<td>2</td>
<td>.08</td>
</tr>
<tr>
<td>(3) Well balanced</td>
<td>35</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you feel that taxpayers would support needed expanded offerings in occupational education?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>74</td>
<td>55</td>
<td>4.50</td>
<td>1</td>
<td>.03*</td>
</tr>
<tr>
<td>(2) No</td>
<td>25</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do you feel that taxpayers would support needed expanded offerings in occupational education?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) No</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omit</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td>1974</td>
<td>1977</td>
<td>$\chi^2$</td>
<td>df</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
<td>---------</td>
<td>----</td>
</tr>
<tr>
<td>4A. Do you feel that the West Springfield School System should continue to develop plans for cooperative programs between school systems?</td>
<td>(1) Yes</td>
<td>84</td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) No</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Which of the following do you feel would best suit the West Springfield School System?</td>
<td>(1) A Regional-Vocational Technical High School</td>
<td>15</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) A regional skill development center to supplement regular high school (transportation of students to center for skill development only)</td>
<td>19</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Provide increased occupational offerings in the existing high school</td>
<td>50</td>
<td>35</td>
<td>5.5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(4) A Vocational-Technical Junior College</td>
<td>5</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(5) No need for any of the above</td>
<td>5</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Omit</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *p ≤ .05
Table 10 (Continued)  
(1977 N = 64)

Questions Asked in 1977 Only

<table>
<thead>
<tr>
<th>Questions</th>
<th>Response 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Were you aware of the existence of one or more of these new skill</td>
<td></td>
</tr>
<tr>
<td>courses which have been added to the school's program?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>55</td>
</tr>
<tr>
<td>(2) No</td>
<td>45</td>
</tr>
<tr>
<td>7. Do you feel these new skill courses offer enough of a choice to</td>
<td></td>
</tr>
<tr>
<td>meet the students needs?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>39</td>
</tr>
<tr>
<td>(2) No</td>
<td>29</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>32</td>
</tr>
<tr>
<td>8. Do you feel that additional courses could be offered in order to</td>
<td></td>
</tr>
<tr>
<td>better meet the student's needs?</td>
<td></td>
</tr>
<tr>
<td>(1) Yes</td>
<td>63</td>
</tr>
<tr>
<td>(2) No</td>
<td>12</td>
</tr>
<tr>
<td>(3) Unsure</td>
<td>25</td>
</tr>
<tr>
<td>9. Given your life and/or work experience in this community, which of</td>
<td></td>
</tr>
<tr>
<td>the following new skill courses should be offered in the near future?</td>
<td></td>
</tr>
<tr>
<td>(Please check your selection(s))</td>
<td></td>
</tr>
<tr>
<td>(1) Auto Body</td>
<td>17</td>
</tr>
<tr>
<td>(2) Needle Trades (Machine Sewing)</td>
<td>7</td>
</tr>
<tr>
<td>(3) Cosmetology (Beauty Culture)</td>
<td>14</td>
</tr>
<tr>
<td>(4) Landscape Architecture/Horticulture</td>
<td>29</td>
</tr>
<tr>
<td>(5) Carpentry/Construction</td>
<td>32</td>
</tr>
</tbody>
</table>
Community Leader Data

**Significant difference.** There was a significant difference between the 1974 and 1977 response modes received in answer to the question of whether or not taxpayers would support needed expansion of course offerings in occupational education. Although a 55% majority of the 1977 respondents still felt that taxpayers would support such expansion, there was a 19% decrease compared with the 1974 response of 74% from those respondents who felt this way.

**No significant differences.**

1. As in 1974, community leaders still felt that the high school did not offer enough occupational education opportunities for the students it serves although the gap between those who did (35%) and those who did not (37%) lessened since the earlier study.

2. Although there was a shift in the response mode from the plurality of 45% in 1974 who felt that the high school's college preparation was over-emphasized to the majority of 55% in 1977 who felt that it was well-balanced, the change was not statistically significant.

3. As in 1974, the plurality of respondents (35%) still feel that provision for increased occupational offerings in the existing high school would best suit the West Springfield School System. Although there was no significant change in the pattern of responses to this question, there was a 16% increase over the
1974 response from those who felt that a Regional Vocational-
Technical High School would best suit the school system.

New data.

1. Somewhat surprising was the fact that 55% of the community leaders
were aware of the existence of one or more of the new skill
courses which have been added to the program since 1974.
2. Only 39% of the respondents felt that these courses offer
enough choice to meet students' needs, while 29% did not.
The balance of 32% was unsure.
3. A majority of 63% felt that additional skill courses should
be offered, while only 12% did not. The balance of 25% was
unsure.
4. Community leaders chose the same three courses namely
Carpentry/Construction, Landscape Architecture/Horticulture,
and Auto Body as those which they believe should be offered in
the near future. The order of preference was identical to that
of the students and parents.

New but related data. In both the parents' and community leaders'
1977 survey questions 4A was new but related to question 4 previously
asked in 1974. The reason for this slight change was that West
Springfield had joined the Lower Pioneer Valley Educational Collabora-
tive and had become involved in cooperative vocational programs between
the member school systems since the original study in 1974. The
original question asked in 1974 was whether or not the respondents
felt that West Springfield should develop such plans. At that time the majority of community leaders (78%) and parents (68%) felt that the town should join. The data was instrumental in assisting the administration to gain school committee approval of collaborative membership. The related question 4A posed in 1977 asked whether or not West Springfield should continue to develop cooperative programs between school systems. The response received from both samples was encouragingly supportive with an 84% majority of community leaders in favor of continuing and an 88% majority of parents who felt the same way.

Summary of Data

The assumption of this study was that significant changes may have occurred since the original survey was made in West Springfield in 1974 and the subsequent implementation of educational interventions. The follow-up survey conducted in 1977 indicated that some significant changes have occurred in the various groups' perceptions of the status of and need for occupational education in West Springfield since the 1974 needs assessment study and the implementation of various educational interventions previously described in Chapter III. A composite comparison of these specific changes to matched survey questions among the groups is relevant to understanding in which direction these changes have occurred. Together with the results for unmatched group questions already reported, they will provide a pertinent summary of this chapter. They will also provide a succinct
base upon which recommendations can be made concerning the present and future policy of occupational education in the West Springfield Public School System. Chapter V of this dissertation will consist of the recommendations based upon the findings of this research:

1. In 1977 the majority of students and teachers felt that their high school was sufficiently providing a choice for getting a job or going on for advanced training. However, although both groups' perceptions significantly changed since 1974 to these matched questions, it was the teachers who perceived the more positive change towards sufficient student opportunity for both choices. In comparison to the 1974 study, more students reported that they were unsure as to the sufficiency of such choices.

2. Although still a minority, a significantly larger group of parents feel that the Senior High School offers enough occupational education opportunities for the students it serves. There was also an increase in the number of community leaders who felt likewise, but the change was not significant. The perception of both groups is that the high school's occupational program offerings have improved, but the majority from each group believes that there are still not enough programs being offered. The majority of students also feels that there are still not enough skill programs being offered.

3. Parents' perceptions of how well the high school's program is meeting the students needs for future employment have
significantly changed from negative to positive with the majority of 60% now believing that it does in comparison to a 36% minority who felt that it did in 1974.

4. The majority of community leaders still feel that taxpayers would support expanded occupational offerings although there was a significant shift in opinions in 1977 with only 55% saying that they would support such a program in comparison to 74% saying that they would in 1974. To the same question parents also still feel that support would be given by taxpayers, but again a significant shift occurred between the 1974 and 1977 data in the same direction as the community leaders with a smaller majority of 68% in 1977 saying that they would support such a program in comparison to 71% in 1974.

5. A significant change has occurred between the number of students who had not taken ability and interest tests in 1974 totaling 44% in comparison to 1% in 1977. However, 51% of the students in 1977 survey indicated that they had not received the results of such tests.

6. In 1977, significantly more students indicated that counselors, parents and teachers have made them aware that they need to prepare for a career. Parents received the largest credit of these three groups with 36%, an increase of 16% compared with the 1974 response.
7. A plurality of 46% of the teachers now feel that school staff informs students of the different career choices available in comparison to the plurality of 41% of the teachers in 1974 who felt that they did not. This was a significant difference since the earlier study. However, to the same question the students' response pattern also change significantly. The plurality of 47% in 1974 felt that the staff did inform them in comparison to a plurality of 41% in 1977 who felt that they did not.

8. Significantly more students in 1977 felt that they knew what is involved in getting and keeping a job with a greater majority of 69% responding positively to this question.

9. Since the 1974 study one of the educational interventions implemented at the high school was a diversified work experience program. At that time a 70% majority of students indicated that they would like to participate if such a program were available. A significantly greater number of students representing 76% of the student body responded positively to this question in 1977. In both 1974 and 1977, 85% of the responding parents indicated that they would allow their son or daughter to participate in this program.

10. In 1974 and 1977 the majority of responding teachers and students felt that there were not enough skill courses offering "in-depth" information. Although there was no significant
change in the respective teacher response patterns to this question, there was a significant increase in the number of students in 1977 who felt there were insufficient skill course offerings.
CHAPTER V
RECOMMENDATIONS

This study's dual purpose was to show the effects interventions have made since 1974 on a community's perceptions of the needs for occupational education and to describe the change strategies used in the school system to make operational a 1976 revision in State policy on occupational education. The following policy and program recommendations are made by the researcher with reference to this study's data on the assumption that the community's perceptions of the needs for occupational education are supportive criteria for decision making. The recommendations represent a practical alignment with the Massachusetts Board of Education's Policy on Occupational Education and are presented to the West Springfield Public Schools administration and school committee for their consideration.

Past Status of Occupational Education in West Springfield

Prior to the first survey conducted in 1974, the school system offered the following school-based occupational education experience with no general coordination of the overall program:

Business Education
Home Economics
Industrial Arts
Distributive Education

107
Greenhouse Activities
Conservation Experiences

Based upon results of the first survey the following occupational education offerings were added:

Machining
Graphic Arts
Data Processing
Automotive Mechanics
Nursing Aides
Diversified Work Experience Program

Curricula inclusion in Mathematics, Science, English, Language Arts and Social Studies addressing occupational competency needs in the areas of basic skills, occupational information, career awareness and attitudes

Computerized Guidance Information System

Career Days

In addition to the preceding educational interventions implemented since the first survey, general coordination of all occupational education experiences was established.

The additional educational interventions were designed and implemented with the Massachusetts State Department of Education's support to meet certain student needs in occupational education identified in the 1974 survey. Two years had elapsed since the interventions were implemented leading the author to hypothesize that changes of perceptions within the groups may have occurred since that time. Such changes could be determined by conducting a
further survey. The assumption upon which this study was developed was that local administrators and policymakers require knowledge of the changes, if any, and the degree of concern and support for occupational education existing in the community before incorporating the Commonwealth of Massachusetts Board of Education's new Policy on Occupational Education.

Present Status of Occupational Education in West Springfield

The results of this study indicate that the status of occupational education in West Springfield has improved since 1974. It would be incorrect to interpret that the improvement was due to the implementation of the educational interventions. Such an interpretation would have only face validity. The extent to which these interventions may have contributed to the significant changes in the identified perceptions of the community has not been determined. It is possible that other known variables may have been a factor in influencing these changes. For example, increased national and local media publicity and news regarding the high unemployment rate of persons under the age of 25, decreasing employment opportunities for college graduates at all levels, increasing property taxes, career opportunities and the publicized need for the individual to acquire a skill, and increasing college tuition costs are but a few of the external variables possibly contributing to the identified changes.
The research design's parameters were the occupational "needs" data bases determined in the Town of West Springfield, in 1974 and 1977. It was not the purpose of this research in comparing the two data bases to attempt to determine a cause and effect relationship relevant to any significant differences identified. Rather, the researcher's intent was to compare data bases in order to establish whether any significant changes in the community's perceptions had occurred which have policy implications for future educational programming in West Springfield.

Based upon this study's data, recommendations are made within the following two levels:

1. Action within the school system
2. Inter-district and inter-county collaborative participation.

Action Within the School System Toward Occupational Education

1. Many students are unsure as to whether or not the high school program has opened a choice for getting a job or going on for advanced training. The majority of teachers believes that the program sufficiently provides both of these opportunities for the "general curriculum" student. As the educational interventions which have been implemented were designed to provide these opportunities for "general curriculum" students, this finding was not too surprising. However, the needs of
college and, to some extent, business students relating to the same opportunities have not been addressed.

In order to provide all students K through 12 with equal opportunities to acquire an awareness and understanding of the world of work, to explore a broad range of occupations, and to begin preparing for entry or specialization into a specific occupation or cluster of occupations or for pursuing postsecondary education, it is recommended that a school-based model of career education be developed. Programs and new curricula approaches should provide career alternatives for men and women without the limitations of stereotyping.

2. Although a significant improvement has been made since 1974 toward heightened awareness and understanding of career education by the high school faculty, the data indicates that the majority of teachers is still unclear as to the nature and alternatives of career/occupational education theories and constructs presently being proposed or practiced nationwide. It is recommended that a formalized series of in-service programs be established for teachers within the school system. External assistance may be sought from the State Department of Education and/or the University of Massachusetts. Greater teacher awareness through in-service programs would immediately increase the efficacy of occupational/career education programs already in existence in West Springfield and would provide more fertile ground upon which to begin developing an in-house
coordinated curricula theme in occupational/career education for all students within the system.

3. While the data suggests a great improvement in the number of students tested for ability and interest relative to a future career, only 22% reported that they had received feedback concerning the results of such tests. It is therefore recommended that the guidance department institute a formalized approach to ensure that all students tested receive the results of future tests and the necessary interpretations and counseling. If required, the guidance staff should be expanded to implement this program.

4. There was a majority of opinions from those students who felt that the school staff did not inform them about different careers. In order to improve the dissemination of occupational information to students it is recommended that a career resource center be established for use by all students. It is further recommended that guidance personnel initiate workshops for all teachers who are unfamiliar with the computerized guidance information system already available within the total school system. When the total staff gains the knowledge and skills necessary to instruct students on how to gain access to and use the computer program, the majority of students should be adequately serviced with minimal time involvement incurred by the faculty.
5. A greater number of responding students indicated that they would participate in a Work Experience Program if it were available. Since the Diversified Work Experience Program was established in the high school in 1975, the number of students electing this educational alternative has more than doubled. In order to accommodate the increased student demand and maintain a high quality program (183 students elected the program for the 1977/78 school year with parental consent), it is recommended that this program be expanded. A large majority of responding parents amounting to 85% in each study indicated that they would consent to their son or daughter's participation if he or she elected this program.

6. It is recommended that the Career Day program individually scheduled for all students as implemented in the high school during the school year 1977/78 become an adopted yearly event with the faculty being encouraged to choose and secure the speakers representing the occupational fields in which the student body indicates interest.

Inter-District and Inter-County Collaborative Participation

In 1974, the Massachusetts State Board of Education sponsored a legislative petition which was designed to encourage and promote the formation of voluntary, educational programs and services. This legislative proposal was enacted as Chapter 797 of the Acts of 1974.
Since then, approximately 26 collaborative agreements have been approved by the Commissioner of Education under provisions of Chapter 797. The legislation offered an opportunity for public school officials to come together and design educational programs which met the specific needs of public school children attending different and separate school systems.

West Springfield has been a member of an approved or formalized organization known as the Lower Pioneer Valley Educational Collaborative since 1975. Based upon the 1974 survey data the primary reason for joining this collaborative was the recognition that vocational skill courses were needed as an alternative for those secondary students not going to college. Faced with the twin phenomena of declining school enrollments and increasing educational costs West Springfield school officials further recognized the advantage of collaborative membership as being a viable cost-effective system to meet its students' needs for specific skill training.

During the two year membership West Springfield students have for the first time gained access to vocationally oriented programs sponsored by the collaborative membership. However, although meeting the collaborative membership's expectations regarding cost effectiveness the following disadvantages pertaining to programmatic exist:

1. Program scheduling is dependent upon the availability of specialized shop areas existing in each of the member town's school facilities. If the area being used by the
collaborative is required by the host town to meet its own student demand, another suitable site must be located. If an alternative site cannot be secured, the program must be dropped. Likewise, other contracted programs with Springfield Technical Community College and United Technical Schools, a proprietary establishment, are run on one year contracts only. It is conceivable that these sources cannot be relied upon for stable programming.

2. The program sites are, by necessity, widely dispersed geographically. This causes some students to spend a considerable amount of time in transit depending on their choice of course.

3. Coordination of curriculum and supervision of student attendance is restricted because of the scattered program locations and the contracted programs of independent schools.

The above problems have increased proportionately with each new courses added since 1975. Guidance staff have pointed to one or a combination of these problems as to why a student wishes either to drop or not to elect one of these programs. Despite these drawbacks, it should be noted that there has been a yearly increase in the number of students electing these programs. The 1977 survey data also indicates that all groups perceive improvement in this program area of occupational education since 1974. Further, each group responding to the new questions posed in 1977 believed that more skill course offerings should be provided. However, the data indicates a
significant decline since 1974 in the number of parents and community leaders who believe that taxpayers would support expanded program offerings in occupational education. Although the majority of both groups still believe that the taxpayers would support such offerings, the gap between those who do and those who do not has drastically narrowed. There appears to be little question about the efficacy of collaboration as a means of providing programs because both the parents and the community leaders by large majorities feel that West Springfield should continue to develop plans for cooperative programs between school systems.

In order to provide more occupational education opportunities for West Springfield students while minimizing the inherent programming problems of the present collaborative structure, the following recommendations are made as a series of steps:

1. West Springfield should seek membership in the newly proposed Westover Occupational Resource Collaborative. Present plans include the securement and renovation of the Westover Air Force Base Hospital to provide seventeen vocationally oriented programs to be operative by September, 1980. This endeavor would provide a core facility within a short distance from West Springfield. Home school identity would be maintained because students will attend Westover for skill training only. All academic, physical education, and extra curricular activities would be provided by the member town in its existing high school
facility. Capital and operating costs projections for the facility are extremely favorable when compared with present new vocational building costs and full-day traditional vocational programming.

2. In order to provide its share of the renovation costs each town will have to gain voter approval before securing, by loan, the necessary funds. In reference to the declining majority who feel that taxpayers would support expanded occupational programs, it is strongly recommended that an effective public relations campaign be planned well in advance of the Town Meeting.

3. In the event of successful Westover membership, consideration should be given to terminate membership with the Lower Pioneer Valley Educational Collaborative.
REFERENCE LIST


APPENDIX A

RECOMMENDATIONS FOR OCCUPATIONAL EDUCATION

IN WEST SPRINGFIELD, 1975
RESULTS AND RECOMMENDATIONS
FOR CAREER/OCUPATIONAL EDUCATION IN WEST SPRINGFIELD
BASED ON THE NEEDS ASSESSMENT CONDUCTED FOR A PROJECT OF OCCUPATIONAL COMPETENCY

February, 1975

Submitted by
Raymond J. Cooke
Report of Career Education Needs

The following are the perceived needs as identified among the various interest groups.

Student Data: Among the findings the following responses should be noted:

1. Eighty-three percent of the total respondents felt the need to prepare for a job while in high school.
2. Forty-five percent of the total respondents felt that there were not enough skill areas offered in their high school.
3. Forty-four percent of the total respondents felt that there were not enough skill courses in particular areas so that the students could get "in-depth" information about a particular area.
4. Fifty-seven percent of the total respondents indicated they would be interested in a career education program if one were available.
5. Twenty-five percent of the total respondents indicated they would like to participate in "shop programs".
6. Seventy percent of the total respondents would participate in a work experience program if it were available.
7. Eleven percent of the total respondents expected to go to a vocational/technical college after finishing high school while eighteen percent expected to go to work.
8. Forty-five percent of the total respondents did not feel that their school taught what was needed to help them get a job.

Teacher Data: Concerning the perceived needs for career education teachers made the following responses:

1. Fifty percent of the responding teachers felt that the high school program had not sufficiently opened a choice for a majority of general curriculum students of either getting a job or going on for advanced training.

2. Seventy-eight percent of the responding teachers felt the educational needs of the job bound student are different from those of the college bound student.

3. Seventy-six percent of the responding teachers felt that the general curriculum student should be able to get an interesting and rewarding job without a formal post high school education.

4. Forty-five percent of the responding teachers felt that the high school did not teach students what is needed to help them get the type of job in which they can be successful.

5. Fifty percent of the responding teachers felt there were not enough skill courses offered in the high school.

6. Eighty-six percent of the responding teachers felt that the college bound student should have a skill or skills for employment in case they drop out of college.
7. Eighty percent of the responding teachers felt that vocational skills learned in high school courses are as important as the things learned in college preparatory courses.

8. Fifty-three percent of the responding teachers felt there was an uneven balance between alternatives for boys and girls in career education.

9. Fifty-six percent of the responding teachers felt that college bound students received preferential treatment.

10. Question #29 was designed to assess teacher perceptions about future career education needs for their students. Perhaps not surprising was that most teachers felt that nearly all of the occupational educational experiences on our list should be available to students.

11. Only twenty percent of the responding teachers have been involved in any in-service and/or external teacher education dealing with "Career Education".

Parent Data: The returns from a questionnaire to parents, when analyzed, yield the computation that 56% of the respondents felt the existing occupational education offerings are insufficient and 56% percent of the respondents felt that the high school program was not satisfactorily meeting the students' needs for future employment. Further, 67% of the respondents felt that West Springfield should develop plans for cooperative occupational programs between
school systems. Thirty-five percent favored increased occupational offerings in the existing high schools with a student exchange program while 22% favored a regional vocational school. Other options perceived lesser percentages. Eighty-five percent of the respondents would allow their child/children to participate in a cooperative work experience program. Only 2% said "no".

**Community Planners Data:** The results of the questionnaire to community planners supported the perceptions of the parents. Forty-nine percent of the respondents believed the existing occupational education offerings are insufficient while only 17% considered we had a sufficient number. Seventy-eight percent of the respondents felt we should develop plans for cooperative programs between school systems. Fifty percent favored increased offerings in the existing high school and 19% favored a regional skill development center to supplement regular high school.

**Recommendations**

The major reason for conducting this study was to provide data that would be used by our school administrators and the school committee.

In order that school leaders in West Springfield may make more effective use of the data, recommendations for change or improvement are made as a series of steps. Each level represents a more complex form requiring a longer time lag for implementation.
Further, each level implies a different pattern of responsibility for development and operation of the suggested change. Those levels are the following:

1. Immediate independent activities in the Senior High School.
2. Action within the total school system toward career education.
3. Collaborative effort requiring the pooling of resources between school systems.
4. Regionalization (for a skill center or vocational school).

When beginning this needs assessment in September 1974 it was not known that an opportunity would arise for this school system to join a consortium for collaboration purposes later in the year. It would normally be assumed that levels one and two would be well underway before collaborative inter-district programming was appropriate. However, it is doubtful that three or more school systems would be synchronized to complete levels one and two and it must be assumed that each is at a different level.

There is no reason to believe, therefore, that we should not become involved in level three activities providing they are co-ordinated with level one and two activities. For example, there will be some courses or programs identified which will be more beneficial to our students if offered independently in our own high school. On the other hand, various student minority group interests may be served more efficiently by the collective efforts of the consortium.
In order for our students to benefit from the efforts of the consortium the administration and school committee should assign a person the responsibility for providing coordination and leadership in program development through all three levels. The danger for career/occupational education is that too many may endorse its concepts while waiting for someone else to push for implementation. It has been said that "what is everybody's responsibility is nobody's responsibility". Of prime importance is our representation in the cooperative joint proposals for projects designed to serve the consortium's needs. Without our specific intervention in this activity it is unlikely that our students' needs will be met. It should also be noted that the consortium's project proposals to the State are more likely to be funded in the future as they will be seen by the Department of Education as representing the collective needs of students in five communities.

Level I  Immediate Independent Activities Within the Senior High School

1. The data reported in the teacher and student questionnaires will help school administrators understand the perceptions of students' and teachers' about selected aspects of our program. The students' needs should be prioritized and systematically addressed as funds and resources will allow.

2. The high school should strengthen the career development and guidance components in its program. We should also expand
and improve the dissemination of career guidance information. Occupational Education Resource Centers are an effective means of achieving this. There are many examples of such centers operating within high schools in this State.

3. To enhance the student's understanding of their own potential, it is recommended that the high school should modify the way in which vocational interest and aptitude tests are given and the results communicated to the student. Only 11% of the students indicated they had received results of such tests, 18% of the teachers indicated students have received results of tests.

4. The high school has a strong focus on preparation for continued education in college. Yet information received during the study suggests concern about our emphasis of college preparatory work. There was general consensus that the curricular alternatives for non-college bound youth were needlessly limited. It is therefore recommended that the high school analyze its goals with specific concern for the relative focus on college preparation and on occupational education.

5. It is recommended that the high school provide career education alternatives for all students, whether they plan a college program or not.
6. The school must consider curriculum reform in order to provide more career alternative for women.

7. The school should make some form of a structured career education learning experience or course available to all students. The primary purposes are to expand student perceptions of career opportunities, career development ladders, employment requirements and work ethics.

8. The proposed diversified cooperative work experience program was perceived by all respondents to be the most popular career education alternative. This program should be implemented in September 1975.

9. It is recommended that the cooperative distributive education program and the proposed diversified cooperative education program be coordinated to avoid duplication of effort and allow a greater flexibility of student interchange within both programs.

10. It appears from the data that some teachers are unclear about the nature of available career education alternatives. The data suggests that heightened teacher awareness through in-service programs to improve teacher's understanding of career education would immediately increase the efficacy of the career education already available in the high school.

11. We should expand our community resource program with special concern to focus its impact on preparation for jobs
and for understanding career alternatives. A well organized community resource center offers potential to generate great community-wide enthusiasm for the acceptance of career education. It would provide immediate expansion of relevant career-oriented learning experiences.

12. Finally, personnel within each school should seek ways to generate additional resources to support special components of career education. It seems apparent that innovative teachers must be encouraged to go beyond the local school administration and school committees for additional funds.

Level II

1. To develop empirical continuity of career awareness in students, K - 12, it is recommended that curricula revision be conducted throughout the total school system.

2. It is recommended that at the classroom level aid and encouragement should be given to teachers and counselors to develop or revise specific materials outlining and facilitating career education and apply them in their instructional activities.

3. It is recommended that we develop an in-service school personnel improvement program oriented toward career education to serve teachers and counselors in the elementary and junior high schools.
4. It is recommended that the school systems approach to
career education should encompass the community, home
and school based models for career education.

Level III  Collaborative Effort Which Requires Pooling of Resources

The concept of collaborative effort implies that school
districts pool resources and personnel costs in order to
improve career/occupational education. It is strongly recommended
that Levels I and II are coordinated with the consortium projects
in order that our students fully benefit from this involvement.

Level IV  Regionalization

Regionalization implies commitment of resources, facilities
and personnel which require both voter and state approval.
A lag of time of at least three years is assumed before any
activity requiring regionalization could be in operation. It
is assumed that the activities suggested under Levels I, II, and
III must be firmly developed, operating successfully and
accepted wholeheartedly by the communities before voter
approval of regionalization in any form can be expected.

Two distinct forms of regionalization were suggested by
various inputs during the study. They are (1) the
regional skill center, (2) the regional vocational-technical
school. The skill center takes a reasonably small facilities
development and is readily adapted to changing employment needs. With regard to the Regional Vocational School such factors as negative community attitude toward the concept of regionalization, declining school enrollments overall and negative student attitude toward leaving their home school must be taken into account.
APPENDIX B

STATE EVALUATION OF THE OCCUPATIONAL

COMPETENCE PROJECT 1975–76
March 10, 1976

Mr. Raymond J. Cooke
West Springfield Senior
High School
424 Piper Road
West Springfield, Mass. 01089

Re: Mass. Occupational Competency Project #504 76 332

Dear Mr. Cooke:

We appreciate very much the cooperation you extended to our evaluation team of Dr. Margaret Blair and Dr. Edgar Parsons during their visit on February 26, 1976 to your occupational competency project.

Yours is a most complex undertaking. The work products and plans described probably represent only a small portion of many aspects that had to be considered in formulating the project design.

The extensiveness of the steps taken to involve members of the Chamber of Commerce, employers and other members of the community is to be commended.

Some of the strengths of the program include:

1. The program is successful because of the abilities of Mr. Cooke and strong high level commitment of the school authorities.

2. A tremendous effort has been made to coordinate academic instruction with occupational education.

3. The director of the project is dedicated and enthusiastic.

4. The work experience aspect of the project seems especially well done.

5. The collaboration between the Lower Pioneer Valley Schools, the community and West Springfield Senior High School is good.

6. The increasing student interest in the project speaks well for its success.
Mr. Raymond Cooke  
W. Springfield Sr. High School  
March 10, 1976

7. The program will be expanded with local funds.

8. Ties are beginning to emerge showing the relationship between academic and occupational instruction.

9. The meetings with guidance have been meaningful. There is growing awareness of guidance opportunities through the local work experiences of the students.

Recommendations of the team would include:

1. Public relations and information dissemination is needed for the staff.

2. The total staff should be kept aware of the program.

3. Workshops will be needed to prepare additional teachers for the growing number of students who wish to participate in the program.

4. Efforts should be made to enlarge the career resources materials and posters. These should be more visible throughout the building and in the classrooms.

5. Efforts should be made to involve the industrial arts and vocational education components.

6. Efforts should be made to develop and implement data collection instruments that will provide quantifiable and objective information about attitudes, knowledges and behavior changes on the part of students and teachers. Educationally related changes in the project need documentation.

Near the end of the school year, several project sites will be selected for a follow-up in-depth visit. In the event your project is selected for a second visit, we will contact you well in advance to arrange a date that is mutually satisfactory.

We wish you well in your endeavors to provide a more relevant and meaningful occupational competency education for the general students.

Sincerely yours,

Robert H. Worthington, Ph.D.
Project Director

RMW/jm
APPENDIX C

THE RESEARCH INSTRUMENT, 1974
DIRECTIONS FOR COMPLETING THE
STUDENT QUESTIONNAIRE

I. Purpose: To find out the students opinions on various questions relating to Occupational Education.

II. Administrative Procedure:

1. Each student requires a questionnaire and an answer sheet (for computer tabulation), and a #2 pencil.

2. Have students print letters of their last name beginning with the first box on the left. Leave any boxes not needed blank.

3. Print initials of first and second name.

4. No other personal information required.

5. Have students read the first question. Have them mark their answer on answer sheet by filling in the appropriate "bubble".

6. Direct them to be cautious about marking the corresponding "bubbles" on the answer sheet.

7. Fill in completely the corresponding "bubble" or "bubbles" (there may be several answers to a question).

8. Collect and keep separate the questionnaires and answer sheets.

9. There will be collection boxes in the general office.

PLEASE NOTE: If the student does not have a #2 pencil, any pencil (but no pens, please) will do as we will be going over the responses to insure computer readability.

Thank you,

Robert C. Shields
Principal
Section I
Background Questions

1. What grade of school are you in this year?
   (a) 9th grade   (b) 10th grade   (c) 11th grade   (d) 12th grade

2. How long have you lived in the Greater Springfield area?
   (a) Less than three years
   (b) Three years or more but less than six years
   (c) Six or more years
   (d) Native

3. What is your major area of study?
   (a) Business/Commercial
   (b) College Preparatory
   (c) General
   (d) A combination of the above

4. Do you feel your parents want you to go on to some form of additional education after you graduate from high school?
   (a) Yes   (b) No   (c) Unsure

5. Do you feel your high school program has opened a choice for getting a job or going on for advanced training?
   (a) Yes   (b) No   (c) Unsure

6. Do you feel work is something you have to do whether you like it or not?
   (a) Yes   (b) No   (c) Unsure

7. Do you feel you could get an interesting and rewarding job without a high school diploma?
   (a) Yes   (b) No   (c) Unsure

Section II
Questions on Current Status of Career Planning

8. Has the school provided you with information on the results of ability and interest tests you have taken relative to future job interest or training?
   (a) Yes   (b) No   (c) Unsure   (d) I have not taken any of these tests
9. Does the school staff help graduating students find a job?
   (a) Yes  (b) No  (c) Unsure

10. While in high school, do you feel a need to prepare for a job?
    (a) Yes  (b) No  (c) Unsure

If you answered "No" or "Unsure" to Question 10, skip Question 11.

11. How did you become aware that you need to prepare for a career?
    (a) Counselors  (b) Parents  (c) Teachers  (d) Self  (e) Other (please specify)

12. Do you feel that vocational and technical skills learned in high school courses are as important as the things learned in college preparatory courses?
    (a) They are more important  (b) They are just as important  (c) They are less important  (d) I am not sure

13. If you continue on in the same way in your school program, do you feel there will be several job alternatives available to you when you finish high school?
    (a) Yes  (b) No  (c) Unsure

14. Which of your course areas do you feel are most important in helping you select a career? (Please check only one)
    (a) Sciences and mathematics  (b) Occupational Courses  (c) Social Studies  (d) Art/Music  (e) English
15. Which students in your school do you think would be most aware of job opportunities?
   (a) The business students
   (b) The college-preparatory students
   (c) The general students

16. Do you feel the students planning to go to college are treated better than other students in your school?
   (a) Yes  (b) No  (c) Unsure

17. Do you feel there is a good relationship between the school and the community about careers and jobs?
   (a) Yes  (b) No  (c) Unsure

18. Do you feel your school teaches students what is needed to help them get the type of job they want?
   (a) Yes  (b) No  (c) Unsure

19. Do you feel the staff in your school informs students of the different career choices available?
   (a) Yes  (b) No  (c) Unsure

20. Do you feel your school program has a proper balance between time spent in the academic areas and "hands on" experience in the shops, labs, etc.?
   (a) Yes  (b) No  (c) Unsure

21. Has your guidance counselor familiarized you with the type of career opportunities that are available?
   (a) Yes  (b) No  (c) Unsure

22. Do you feel you know what is involved in getting and keeping a job?
   (a) Yes  (b) No  (c) Unsure

23. To what extent do your related courses help you in your shop or lab courses?
   (a) Very much
   (b) Somewhat
   (c) Little
   (d) Not at all
   (e) I am not taking any occupational shops or labs
24. Have you made a career choice yet?
   (a) Yes  (b) No  (c) Unsure

25. Which activities below have you participated in regarding future possibilities for jobs? (Check all which apply)
   (a) Job orientation in math, English, social studies, or sciences
   (b) Guidance
   (c) Work experience/Distributive Education
   (d) Career days
   (e) Shop programs

26. Which activities below have you participated in regarding future possibilities for jobs? (Check all which apply)
   (a) Future Teachers of America
   (b) Future Medical Careers Club
   (c) Field trips/Skill Fair
   (d) Other (please specify) ____________________________

27. Would you participate in a work experience program if it were available in an area of your interest (work in community during part of the school day in various occupations)?
   (a) Yes  (b) No  (c) Unsure

28. Do you feel there are enough skill areas offered in your high school so that a student could find some area that he/she would want to study?
   (a) Yes  (b) No  (c) Unsure
29. Do you feel there are enough skill courses in particular areas so that a student could get "in depth" information about a particular area?

(a) Yes  (b) No  (c) Unsure

30. Would you be interested in a career education program if one were available? (check only one)

(a) Yes - summers  (b) Yes - after school  
(c) No - I work during the summer  (d) No - I work after school
(e) No - I am not interested

31. If they were available, which activities below would you like to participate in? (Check all which apply)

(a) Job orientation in math, English, social studies, science  
(b) Guidance  
(c) Work experience/Distributive Education
(d) Career days

32. If they were available, which activities below would you like to participate in? (Check all which apply)

(a) Shop programs  (b) Future Teachers of America
(c) Future Medical Careers Club  (d) Field trips/Skills Fair
(e) Other (please specify) ______________________________

33. What do you expect to do after finishing high school? (Check only one)

(a) Go to work  (b) Go to a vocational/technical college  
(c) Go to a junior/four year college  (d) Go into the military service
(e) Unsure
Teacher Questionnaire:

The West Springfield School Department has been awarded a State Planning Grant to develop a program to be called "Occupational Competency for the General Curriculum Student". The planning proposal requires that a Needs Assessment be conducted in order to determine the current status of Occupational/Career Education programs as well as future needs in the West Springfield School System.

Career education activities are expanding in schools in many subtle forms which are difficult to categorize. You may have implemented components of career education into your courses in ways which are not generally recognized and reported. We hope to identify and give exposure to those career oriented activities. Further, we want your perception of the students' career education program needs.

We expect that the information collected from your responses to the items in this questionnaire will be used by the school to develop better career education programs for the general curriculum student. We, therefore, encourage you to answer questions completely and honestly. It is not necessary to indicate your name at any place on the questionnaire.

Please indicate your answer to each question by checking the number beside your choice. For some questions you will be asked to provide short written answers.

Please return completed questionnaire to the general office by Wednesday, October 23, 1974. There will be a box on the counter.

10/17/1974
TEACHER QUESTIONNAIRE

Section I
Background Questions

Please check appropriate choice or choices:

1. How long have you been teaching?
   (1) Less than three years
   (2) Three years or more but less than six years
   (3) Six or more years

2. How long have you lived in the Greater Springfield area?
   (1) Less than three years
   (2) Three to six years
   (3) Six years or more
   (4) Native

3. What is your major area of teaching?
   (1) Business/Commercial
   (2) College Preparatory
   (3) General
   (4) Industrial Arts
   (5) Special Education
   (6) Guidance

4. Within the last 3 years, have you been involved in any in-service and/or external teacher education/training dealing with "Career Education"?
   (1) Yes  (2) No
Section II
Questions on Current Status of Career Education

5. Career education activities are expanding in schools in many subtle forms which are difficult to categorize, measure and report. You may have implemented components of career education into your courses with no way of highlighting them within the typical course description or report. Please list these career education activities below.

( ) ________________________________________________________________
( ) ________________________________________________________________
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( ) ________________________________________________________________
6. Do you feel the overall high school program has sufficiently opened a choice for the majority of general curriculum students of either getting a job or going on for advanced training?

(1) Job only  (2) Advanced Training Only  (3) Both  (4) No

7. Does the school provide students with information on the results of standardized ability tests and interest inventories?

(1) Yes  (2) No  (3) Unsure

8. Do you feel the school staff sufficiently helps graduating students find a job?

(1) Yes  (2) No  (3) Unsure

9. Do you feel that vocational and technical skills learned in high school courses are as important as the things learned in college preparatory courses?

(1) They are more important.  
(2) They are equally important.  
(3) They are less important.  
(4) I am not sure.

10. Which of the course areas do you feel are most important in helping students select a career? (Please check all which apply).

(1) Sciences and Mathematics  
(2) Occupational courses  
(3) Social Studies  
(4) Art/Music  
(5) English  
(6) Other

11. Do you feel the students planning to go to college receive preferential treatment than the other students in this school?

(1) Yes  (2) No  (3) Unsure
12. Do you feel the educational needs of job bound students are different than the educational needs of college bound students?
   (1) Yes     (2) No

13. Do you feel there is a good relationship between the school and the community about careers and jobs?
   (1) Yes     (2) No     (3) Unsure

14. Do you feel this school teaches students what is needed to help them get the type of job in which they can be successful?
   (1) Yes     (2) No     (3) Unsure

15. Within our present program do you feel there is an even balance between alternatives for boys and girls in career education?
   (1) Yes     (2) No

16. Do you feel the school staff informs students of the different career choices available?
   (1) Yes     (2) No     (3) Unsure

17. Do you feel this school program has a proper balance between time spent in the academic areas and "hands-on" experience in the shops, labs, etc.?
   (1) Yes     (2) No     (3) Unsure

Section III
Questions on Career Education Needs

18. Do you feel a general curriculum student should be able to get an interesting and rewarding job without a formal post high-school education?
   (1) Yes     (2) No     (3) Unsure
19. Do you feel there are enough skill courses offered in this high school so that a student could find some area that he/she would want to study?

(1) Yes  (2) No  (3) Unsure

20. If you feel there is a bias in the overall program towards either sex meeting their career education needs, please indicate in which direction the bias appears.

(1) Girls  (2) Boys  (3) No bias

21. In which area do you feel we need to concentrate to correct the bias?

(1) Course offerings  (2) Teacher attitudes  (3) Guidance  (4) All of these  (5) None of these  (6) Other

22. Do you feel that college bound students should have a skill or skills for employment in case they drop out of college?

(1) Yes  (2) No

23. Do you feel there are enough skill courses in particular occupational fields so that a student could get "in-depth" information about a particular area?

(1) Yes  (2) No  (3) Unsure

24. We are seeking your perceptions about future career education needs of your students. Given your experience of living and teaching here, which of the following occupational education experiences should be available to West Springfield "general curriculum" students?

Mechanical
- Auto Body
- Auto Mechanics
- Electronics
- Machine Shop
- Metal Fabrication
- Plastics
- Printing and Graphic Arts
- Woodworking
- Other (please specify) ____________________
- None
## Services
- Nurse (Nursing Aide)
- Child Care
- Clothing, Garment Industry, and related jobs
- Commercial Art
- Cosmetology
- Food Services and related jobs
- Photography
- Plant Maintenance
- Recreational Fields
- Tourism (Motel/Hotel)
- Other (please specify) ____________________________
  None

## Business
- Business and Office Fields
- Data Processing
- Distribution, Marketing and Sales
- Accounting and Finance
- Other (please specify) ____________________________
  None

## Construction
- Building Trades
- Furniture Construction
- Plumbing
- Other (please specify) ____________________________
  None

## Agriculture
- Agriculture and related jobs
- Environmental controls and related jobs
- Forestry
- Other (please specify) ____________________________
  None

## Health
- Health related fields
- Other (please specify) ____________________________
  None

## Public Service
- (please specify) ____________________________
- (please specify) ____________________________
25. What do you think would be the most important aspect of a program of Occupational Competency for the General Curriculum Student?

If you feel this questionnaire has not requested information you believe to be pertinent to the goal of "occupational competency" for the "general curriculum" student, please include your ideas here or contact me at your convenience.

Thank you,

Raymond J. Cooke

10/17/1974
Dear Parents:

The West Springfield School Department has been awarded a State Planning Grant to develop a program to be called "Occupational/Career Competency" for students in our Senior High School. An initial component of the planning proposal requires that a needs assessment be conducted.

The enclosed questionnaire is provided for you to express your feelings. I would like to point out that your involvement in completing this questionnaire and returning it in the enclosed self-addressed envelope is extremely important for the future development of a program of this nature. Please return the completed questionnaire on or before Monday, November 4, 1975.

Thank you for your cooperation.

Sincerely,

Raymond J. Cooke

RJC:elt

Enclosures
PARENT QUESTIONNAIRE

1. Do you feel the Senior High School offers enough occupational education opportunities for the students it serves?
   (a) Yes   (b) No   (c) Unsure

2. How well do you feel the Senior High School program is meeting the student's needs for future employment?
   (a) Satisfactorily   (b) Unsatisfactorily

3. Do you feel that taxpayers would support needed expanded offerings in occupational education?
   (a) Yes   (b) No

4. Do you feel that West Springfield should develop plans for cooperative occupational programs between school systems?
   (a) Yes   (b) No

5. Which of the following do you feel would best suit the West Springfield area?
   (a) A Regional Vocational-Technical High School
   (b) A skill development center to supplement regular high school (transportation of students to center for skill development only)
   (c) Provide increased occupational offerings in the existing high schools and implemet a student exchange program
   (d) A Vocational-Technical Junior College
   (e) No need for any of the above

6. Which do you think is more important?
   (a) Positive work habits and attitude
   (b) Specialized skills
   (c) Both

7. Do you feel your Guidance Department adequately familiarizes students with information about career opportunities?
   (a) Yes   (b) No   (c) Unsure

8. Would you allow your child to participate in a cooperative work-experience program?
   (a) Yes   (b) No   (c) Unsure

A cooperative work-experience program allows for the eligible student to attend school for half a day and then go to work (community classroom) to learn specific skills within the community.
9. Which of the following occupational education experiences should be available to the West Springfield High School students?

**Mechanical:**
- Auto Body
- Auto Mechanics
- Electronics
- Machine Shop
- Metal Fabrication
- Plastics
- Printing and Graphic Arts
- Woodworking
- Other (please specify) ________________________
- None

**Services:**
- Nurse (Nursing Aide)
- Child Care
- Clothing, Garment Industry, and related jobs
- Commercial Art
- Cosmetology
- Food Services and related jobs
- Photography
- Plant Maintenance
- Recreational Fields
- Tourism (Hotel/Hotel)
- Other (please specify) ________________________
- None

**Business:**
- Business and Office Fields
- Data Processing
- Distribution, Marketing and Sales
- Accounting and Finance
- Other (please specify) ________________________
- None

**Construction:**
- Building Trades
- Furniture Construction
- Plumbing
- Other (please specify) ________________________
- None

**Agriculture:**
- Agriculture and related jobs
- Environmental controls and related jobs
- Forestry
- Other (please specify) ________________________
- None

**Health:**
- Health related fields
- Other (please specify) ________________________
- None

**Public Service:**
- (please specify) ________________________
- (please specify) ________________________
NEEDS ASSESSMENT

Dear Member of the Community:

Re: Community Perceptions on Occupational Education in West Springfield

The West Springfield School Department has been awarded a State Planning Grant to develop a program to be called "Occupational Competency for the General Curriculum Student". The planning proposal requires that a Needs Assessment be conducted in order to determine the current status of Occupational/Career Education programs as well as future needs in the West Springfield School System.

We expect that the information collected from your responses to the items in this questionnaire will be used by the school system to develop better occupational education programs. It is not necessary for you to indicate your name at any place on the questionnaire.

Please indicate your answer to each question by checking the number beside your choice. We would appreciate your returning the completed questionnaire in the enclosed stamped self-addressed envelope at your earliest convenience.

Sincerely,

Raymond J. Cooke

RJC:elt

Enclosures
1. Which of the following best describes you as a resident of West Springfield?
   (a) Selectman
   (b) Finance Committee Member
   (c) School Committeeman
   (d) Other town official
   (e) None of these

2. Which of the following best describes you as a resident of West Springfield?
   (a) Service club member
   (b) Parent
   (c) Businessman/community leader
   (d) Average taxpayer
   (e) Other

3. Do you feel your area high school offers enough occupational education opportunities for the students it serves?
   (a) Yes
   (b) No
   (c) Unsure

4. Do you feel that the emphasis placed on college preparation by your high school is:
   (a) Overemphasized
   (b) Underemphasized
   (c) Well balanced

5. Do you feel that taxpayers would support needed expanded offerings in occupational education?
   (a) Yes
   (b) No

6. Do you feel that the West Springfield School System should develop plans for cooperative programs between school systems?
   (a) Yes
   (b) No

7. Which of the following do you feel would best suit the West Springfield School System?
   (a) A Regional Vocational-Technical High School
   (b) A regional skill development center to supplement regular high school (transportation of students to center for skill development only)
   (c) Provide increased occupational offerings in the existing high school
   (d) A Vocational-Technical Junior College
   (e) No need for any of the above
8. Which of the following occupational education experiences should be available to the West Springfield High School student?

**Mechanical:**
- Auto Body
- Auto Mechanics
- Electronics
- Machine Shop
- Metal Fabrication
- Plastics
- Printing and Graphic Arts
- Woodworking
- Other (please specify) ____________________________
  - None

**Services:**
- Nurse (Nursing Aide)
- Child Care
- Clothing, Garment Industry, and related jobs
- Commercial Art
- Cosmetology
- Food Services and related jobs
- Photography
- Plant Maintenance
- Recreational Fields
- Tourism (Motel/Hotel)
- Other (please specify) ____________________________
  - None

**Business:**
- Business and Office Fields
- Data Processing
- Distribution, Marketing and Sales
- Accounting and Finance
- Other (please specify) ____________________________
  - None

**Construction:**
- Building Trades
- Furniture Construction
- Plumbing
- Other (please specify) ____________________________
  - None

**Agriculture:**
- Agriculture and related jobs
- Environmental controls and related jobs
- Forestry
- Other (please specify) ____________________________
  - None

**Health:**
- Health related fields
- Other (please specify) ____________________________
  - None

**Public Service:**
- (please specify) ____________________________
APPENDIX D

THE RESEARCH INSTRUMENT, 1977
DIRECTIONS FOR COMPLETING THE

STUDENT QUESTIONNAIRE

I. Purpose: To find out the students opinions on various questions relating to Occupational Education.

II. Administrative Procedure:

1. Each student requires a questionnaire and an answer sheet (for computer tabulation), and a #2 pencil.

2. Have students print letters of their last name beginning with the first box on the left. Leave any boxes not needed blank.

3. Print initials of first and second name.

4. No other personal information required.

5. Have students read the first question. Have them mark their answer on answer sheet by filling in the appropriate "bubble".

6. Direct them to be cautious about marking the corresponding "bubbles" on the answer sheet.

7. Fill in completely the corresponding "bubble" or "bubbles" (there may be several answers to a question).

3. Collect and keep separate the questionnaires and answer sheets.

9. There will be collection boxes in the general office.

PLEASE NOTE: If the student does not have a #2 pencil, any pencil (but no pens, please) will do as we will be going over the responses to insure computer readability.

Thank you,

Robert C. Shields
Principal
SECTION I

1. What grade of school are you in this year?
   a. 9th grade  b. 10th grade  c. 11th grade  d. 12th grade

2. What is your major area of study?
   a. Business/Commercial
   b. College Preparatory
   c. General
   d. A combination of the above

3. Do you feel your high school program has opened a choice for getting a job or going on for advanced training?
   a. Yes  b. No  c. Unsure

4. Has the school provided you with information on the results of ability and interest tests you have taken relative to future job interest or training?
   a. Yes  b. No  c. Unsure

5. How did you become aware that you need to prepare for a career?
   a. Counselors
   b. Parents
   c. Teachers
   d. Self
   e. Other  (please specify)

6. Do you feel there is a good relationship between the school and the community about careers and jobs?
   a. Yes  b. No  c. Unsure

7. Do you feel your school teaches students what is needed to help them get the type of job they want?
   a. Yes  b. No  c. Unsure

8. Do you feel the staff in your school informs students of the different career choices available?
   a. Yes  b. No  c. Unsure
9. Do you feel your school program has a proper balance between time spent in the academic areas and "hands on" experience in the shops, labs, etc.?
   a. Yes  b. No  c. Unsure

10. Do you feel you know what is involved in getting and keeping a job?
    a. Yes  b. No  c. Unsure

11. Which programs/subjects below have you participated in where future job possibilities have been discussed.
    a. Job orientation in math., English, social studies, or sciences
    b. Guidance
    c. Work experience/Distributive Education
    d. Career days
    e. Shop programs

12. Would you participate in a work experience program if it were available in an area of your interest (work in community during part of the school day in various occupations)?
    a. Yes  b. No  c. Unsure

13. Do you feel there are enough skill areas offered in your high school so that a student could find some area that he/she would want to study?
    a. Yes  b. No  c. Unsure

14. Do you feel there are enough skill courses in particular areas so that a student could get 'in depth' information about a particular area?
    a. Yes  b. No  c. Unsure

15. If they were available which activities below would you like to participate in?
    a. Job orientation in math., English, social studies, science
    b. Guidance
    c. Work experience/Distributive Education
    d. Career days

16. If they were available, which activities below would you like to participate in?
    a. Shop programs  b. Future Teachers of America  c. Future Medical Careers Club  d. Field trips/Skill Fair  e. Other
17. What do you expect to do after finishing high school?

   a. Go to work  
   b. Go to a vocational/technical college  
   c. Go to a junior/four year college  
   d. Go into the military service  
   e. Unsure

SECTION II

As a direct result of the earlier needs assessment study (November, 1974) the following skill courses were added to the West Springfield Senior High School's educational program:

1. Metal Machining Course, (held at S. T. C. C.)
2. Data Processing Course,
3. Nursing Aides/Orderly Course,
4. Advanced Child Development Course,
5. Nursery School Course,
6. Automotive Course, (held at United Technical Schools)
7. Food Services Course,
8. Graphic Arts Course.

In addition, a diversified work experience program was developed for our students, and specific, occupationally oriented curriculum changes in the disciplines of Social Studies, English Language Arts, Mathematics, and Science were instituted.

These new programs and changes are a good beginning. Your responses to the following questions will provide the information necessary to better enable us to determine your present and future career/occupational needs.

Now please answer the remaining six questions.
18. Were you aware of the existence of one or more of these new skill courses which have been added to the school's program?
   a. Yes   b. No

19. Have you considered enrolling in one of these skill courses?
   a. Yes   b. No

20. Have you enrolled in one of these skill courses?
   a. Yes   b. No

21. Do you feel these new skill courses offer enough of a choice to meet your needs?
   a. Yes   b. No

22. Do you feel that additional skill courses could be offered in order to better meet your needs?
   a. Yes   b. No

23. If the following courses were offered by our high school, which would you be interested in taking? (Do not check more than three for the entire question)
   a. Auto Body Repair
   b. Industrial Machine Sewing
   c. Cosmetology (Beauty Culture)
   d. Landscaping/Horticulture
   e. Carpentry/Construction
   Other
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
TO: All Professional Staff  
FROM: Robert C. Shields (Principal)  
DATE: March 14, 1977

Two years ago our community was surveyed in order to help determine the status and needs of occupational/career education programs in our Senior High School. The information collected at that time from students, parents, concerned citizens, and staff of the West Springfield Senior High School proved to be of great value to us.

Now, we need your help again and invite you to respond to a shorter needs assessment survey (requiring no more than 10 minutes of your time) which we hope will be of even greater use in continuing to meet the career education needs of our students. It is not necessary for you to indicate your name at any place on the questionnaire.

It is important that you complete Section I of this questionnaire before going on to Section II. Thank you for your interest and cooperation.

Please return the completed questionnaire to the general office by Friday, 13th March, 1977. There will be a collection box on the counter in the general office.
### SECTION I

1. Within the last 3 years, have you been involved in any in-service and/or external teacher education/training dealing with "Career Education"?
   - a. Yes
   - b. No

2. Do you feel the overall high school program has sufficiently opened a choice for the majority of general curriculum students of either getting a job or going on for advanced training?
   - a. Job only
   - b. Advanced Training only
   - c. Both
   - d. No

3. Do you feel the school staff sufficiently helps graduating students find a job?
   - a. Yes
   - b. No
   - c. Unsure

4. Do you feel there is a good relationship between the school and the community about careers and jobs?
   - a. Yes
   - b. No
   - c. Unsure

5. Do you feel this school teaches students what is needed to help them get the type of job in which they can be successful?
   - a. Yes
   - b. No
   - c. Unsure

6. Do you feel the school staff informs students of the different career choices available?
   - a. Yes
   - b. No
   - c. Unsure

7. Do you feel there are enough skill courses offered in this high school so that a student could find some area that he/she would want to study?
   - a. Yes
   - b. No
   - c. Unsure

8. Do you feel there are enough skill courses in particular occupational fields so that a student could get "in-depth" information about a particular area?
   - a. Yes
   - b. No
   - c. Unsure
As a direct result of the earlier needs assessment study (November, 1974) the following skill courses were added to the West Springfield Senior High School's education program:

1. Metal Machining Course,
2. Data Processing Course
3. Nursing Aide/Orderly Course,
4. Advanced Child Development Course,
5. Nursery School Course,
6. Automotive Course,
7. Food Services Course,
8. Graphic Arts Course.

In addition, a diversified work experience program was developed for our students, and specific, occupationally oriented curriculum changes in the disciplines of Social Studies, English Language Arts, Mathematics, and Science were instituted.

These new programs and changes are a good beginning. Your responses to the following questions will provide the information necessary to better enable us to determine the present and future career/occupational needs of our students.
9. Were you aware of the existence of one or more of these new skill courses which have been added to the school's program?
   a. Yes           b. No

10. Do you feel these new skill courses offer enough of a choice to meet the students needs?
    a. Yes           b. No           c. Unsure

11. Do you feel that additional skill courses could be offered in order to better meet the students needs?
    a. Yes           b. No           c. Unsure

12. Given your life and/or work experience in this community, which of the following new skill courses should be offered in the near future?
    a. Auto Body Repair
    b. Industrial Machine Sewing
    c. Cosmetology (Beauty Culture)
    d. Landscaping/Horticulture
    e. Carpentry/Construction
    Other_________________________
March 9, 1977

Dear Parents:

Two years ago our community was surveyed in order to help determine the status and needs of occupational/career education programs in our school system. The information collected at that time from students, parents, concerned citizens and staff of the West Springfield Senior High School proved to be of great value to us.

You have been selected in a random sampling of parents who are now being invited to respond to a similar needs assessment survey. Our Director of Occupational Education Mr. Raymond J. Cooke, and I expect this survey will be of even greater use in continuing to meet the career education needs of our students. As your opinions will represent many other parents not being surveyed, we encourage you to answer the following questionnaire completely and honestly, and return it in the self-addressed, pre-paid envelope no later than March 23, 1977.

It is important that you complete Section I of this questionnaire before going on to Section II. It is not necessary for you to indicate your name at any place on the questionnaire. Thank you for your interest and cooperation.

Sincerely,

Robert C. Shields
Principal
SECTION I

PLEASE CIRCLE YOUR RESPONSE

1. Do you feel the Senior High School offers enough occupational education opportunities for the students it serves?
   a. Yes    b. No    c. Unsure

2. How well do you feel the Senior High School program is meeting the student's needs for future employment?
   a. Satisfactorily    b. Unsatisfactorily

3. Do you feel that taxpayers would support needed expanded offerings in occupational education?
   a. Yes    b. No

4. Do you feel that West Springfield should continue to develop plans for cooperative occupational programs between school systems?
   a. Yes    b. No

5. Which of the following do you feel would best suit the West Springfield area?
   a. A Regional Vocational Technical High School
   b. A skill development center to supplement regular high school (transportation of students to center for skill development only)
   c. Continue to provide increased occupational offerings in the existing high school and expand the student exchange program
   d. A Vocational Technical Junior College
   e. No need for any of the above

6. Which do you think is more important?
   a. Positive work habits and attitude
   b. Specialized skills
   c. Both

7. Do you feel the Senior High School staff adequately familiarizes students with information about career opportunities?
   a. Yes    b. No    c. Unsure

8. Would you allow your child to participate in a cooperative work experience program?
   a. Yes    b. No    c. Unsure
SECTION II

As a direct result of the earlier needs assessment study (November, 1974) the following skill courses were added to the West Springfield Senior High School's educational program:

1. Metal Machining Course,
2. Data Processing Course,
3. Nursing Aide/Orderly Course,
4. Advanced Child Development Course,
5. Nursery School Course,
6. Automotive Course,
7. Food Services Course,
8. Graphic Arts Course.

In addition, a diversified work experience program was developed for our students, and specific, occupationally oriented curriculum changes in the disciplines of Social Studies, English Language Arts, Mathematics, and Science were instituted.

These new programs and changes are a good beginning. Your responses to the following questions will provide the information necessary to better enable us to determine the present and future career/occupational needs of our students.
9. Were you aware of at least one of the new skill courses which have been added to the school's program?
   a. Yes  b. No

10. Did your son or daughter consider enrolling in one of these skill courses?
    a. Yes  b. No  c. Unsure

11. Has your son or daughter enrolled in one of these skill courses?
    a. Yes  b. No  c. Unsure

12. Do you feel these new skill courses offer enough of a choice to meet your son's or daughter's needs?
    a. Yes  b. No  c. Unsure

13. Do you feel that additional skill courses could be offered in order to better meet your son's or daughter's needs?
    a. Yes  b. No  c. Unsure

14. Given your life and/or work experience in this community, which of the following new skill courses should be offered in the near future?
    (Please check your selection(s))
    a. Auto Body
    b. Needle Trades (Machine Sewing)
    c. Cosmetology (Beauty Culture)
    d. Landscape Architecture/Horticulture
    e. Carpentry/Construction
    Other

This questionnaire was printed by the students attending our occupationally oriented Collaborative Graphic Arts Program.
March 9, 1977

Dear Member of the Community:

Two years ago our community was surveyed in order to help determine the status and needs of occupational/career education programs in our school system. The information collected at that time from students, parents, concerned citizens and staff of the West Springfield Senior High School proved to be of great value to us.

You have been selected to respond to a similar needs assessment survey. Our Director of Occupational Education Mr. Raymond J. Cooke, and I expect that the information collected from your responses to the items on this questionnaire will be used by the school system to develop better occupational education programs. We encourage you to answer the following questionnaire completely and honestly, and return it in the self-addressed, pre-paid envelope no later than March 23, 1977.

It is important that you complete Section I of this questionnaire before going on to Section II. It is not necessary for you to indicate your name at any place on the questionnaire. Thank you for your interest and cooperation.

Sincerely,

[Signature]
Robert C. Shields
Principal
SECTION I

(Please circle your response)

1. Do you feel your area high school offers enough occupational education opportunities for the students it serves?
   a. Yes    b. No    c. Unsure

2. Do you feel that the emphasis placed on college preparation by your high school is:
   a. Overemphasized
   b. Underemphasized
   c. Well balanced

3. Do you feel that taxpayers would support needed expanded offerings in occupational education?
   a. Yes    b. No

4. Do you feel that the West Springfield School System should continue to develop plans for cooperative programs between school systems?
   a. Yes    b. No

5. Which of the following do you feel would best suit the West Springfield School System?
   a. A Regional Vocational Technical High School
   b. A regional skill development center to supplement regular high school (transportation of students to center for skill development only)
   c. Provide increased occupational offerings in the existing high school
   d. A Vocational-Technical Junior College
   e. No need for any of the above
SECTION II

As a direct result of the earlier needs assessment study (November, 1974) the following skill courses were added to the West Springfield Senior High School's educational program:

1. Metal Machining Course,
2. Data Processing Course,
3. Nursing Aide/Orderly Course,
4. Advanced Child Development Course,
5. Nursery School Course,
6. Automotive Course,
7. Food Services Course,
8. Graphic Arts Course.

In addition, a diversified work experience program was developed for our students, and specific, occupationally oriented curriculum changes in the disciplines of Social Studies, English Language Arts, Mathematics, and Science were instituted.

These new programs and changes are a good beginning. Your responses to the following questions will provide the information necessary to better enable us to determine the present and future career/occupational needs of our students.
6. Were you aware of the existence of one or more of these new skill courses which have been added to the school's program?
   a. Yes   b. No

7. Do you feel these new skill courses offer enough of a choice to meet the students needs?
   a. Yes   b. No   c. Unsure

8. Do you feel that additional skill courses could be offered in order to better meet the students needs?
   a. Yes   b. No   c. Unsure

9. Given your life and/or work experience in this community, which of the following new skill courses should be offered in the near future?
   Auto Body   Needle Trades (Machine Sewing)   Cosmetology (Beauty Culture)
   Landscape Architecture/Horticulture   Carpentry/Construction
   Other

This questionnaire was printed by the students attending our occupationally oriented Collaborative Graphic Arts Program.