

GUIDELINES FOR THE DEVELOPMENT OF A COOPERATIVE VOCATIONAL
EDUCATION PROGRAM AT HELLGATE HIGH SCHOOL FOR THE
DISADVANTAGED DISTRIBUTIVE EDUCATION STUDENT

by

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A professional paper submitted to the Graduate Faculty
in partial fulfillment of the requirements for the degree

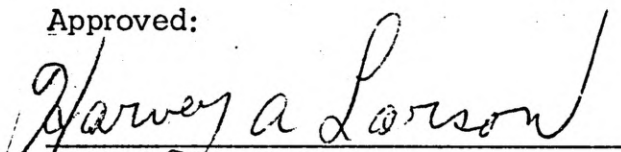
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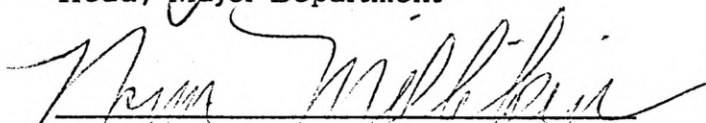
MASTER OF SCIENCE

in

Business Education

Approved:


Head, Major Department


Chairman, Examining Committee

MONTANA STATE UNIVERSITY

Bozeman, Montana

August, 1974

ACKNOWLEDGMENTS

The writer wishes to express his sincere thanks and gratitude to the following persons:

- for their guidance and suggestions

Mr. Norm Millikin, Teacher-Educator, Montana State University

Dr. Daniel Hertz, Professor, Montana State University

Mr. Duane Pederson, Teacher-Coordinator, Hellgate High School

- for their sacrifices and patience

My family - Luana, Brandon, and Derek

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CHAPTER I

INTRODUCTION

Educator's are faced with many new challenges in providing educational programs for students that meet their interests and needs. These students must be given background in skills and occupational areas so they may become an active and productive part of society.

Vocational instructors are proud of their area of specialization and should strive to upgrade and always work towards staying current. This is the only way one can help meet the needs of students.

"The Vocational Education Act of 1963 challenged all educator's to meet everyone's needs. The amendments of 1968 further made it clear that programs must be developed, one being, implementing programs for the disadvantaged. As a lever to force the educator into taking action on such programs, they used the "dollar" as an incentive (13:1).

The following material is to be used as a guide in helping look at ideas and philosophies that have been used by educators across the country in implementing their Distributive Education programs for the disadvantaged. The ideas and philosophies are those that were practiced during the years 1971 and 1972 with respect to the disadvantaged program for Distributive Education at Hellgate High School.

Clayton Riley states that "The teacher-coordinator must assume that

the majority of the students can succeed in the field of distribution.

The key to the program is "success". If the student can experience success, the success of the Distributive Education program will be more meaningful." (3:27)

Donna M. Seay, in her study of programs for the disadvantaged through the manpower program, concludes "our success story exemplifies the importance of a belief in the potential of an individual and of the importance of exerting the second effort in order to help an individual experience maximum success." (4:18)

It is the writer's belief that success breeds success and that the keys to success lie with today's teacher-coordinators.

Statement of the Problem

"Some students do not succeed in the regular programs offered in the high school. Their performance is inadequate because they lack the basic scholastic skills and their attitude toward educational involvement is poor. The student is "turned off", dislikes school, and is on his way to becoming a school dropout. A regular vocational education program may meet the needs of some disadvantaged students but, for many, the lack of success over too long a time has insured their lack of responsiveness to most conventional vocational programs." (16:1)

Through a study of the literature at the Montana State University Library and literature collected from State Departments of Public Instruction across the United States, the writer will pursue the problem areas of:

(a) definitions of disadvantaged and special needs, (b) characteristics of disadvantaged, (c) determining student eligibility, (d) local planning and organization, (e) faculty, (f) curriculum, (g) counseling, (h) facilities and equipment, and (i) program evaluation, to help develop a philosophy at Hellgate whereby students are afforded the opportunity for success in careers that they may pursue.

Need for the Study

The collecting of this material is important because: (a) no formal curriculum guide was available for the instructor to follow when starting the program at Hellgate other than the Project Proposal submitted to the State Department of Public Instruction. (b) This material can serve as a guide to future instructors in implementing their programs with reference to the areas that are covered in this study:

1. Helping to find the special needs of the disadvantaged and, more important, meeting those needs.
2. Preparing the teacher with the tools to meet the challenges of motivating and finding success within each student.
3. Planning of a curriculum that should accustom the student to a growth pattern to follow throughout life.
4. Having a properly trained instructor.
5. Facilities that will teach trends of the modern day businessman.

6. A counseling and guidance staff that knows how to identify with these students and has an interest in seeing them become as successful as the college bound student.

7. An effective way of evaluating success or failure of the program.

According to Alan J. Anderson (1:2) the major objectives of training programs for the disadvantaged are:

1. to develop occupational training for academically, socioeconomically disadvantaged persons that will result in their gainful employment;

2. to design an instructional system which provides the capability for each person, at the termination of his instruction, to demonstrate the following behavioral characteristics:

- a. the vocational skills and knowledge needed at the entry level of a distinct job cluster,
- b. the physical, emotional and social skills and knowledge in group and individual living which are needed to sustain the person in the entry level job,
- c. the academic skill and knowledge that directly meet the communicative and computational requirements of the person's entry level job;

3. to design an instructional system within the context of training for specific marketable jobs, which will allow the learner to demonstrate the kind of self-discipline needed for responsible, productive citizenship.

Limitations

This study is limited to research of materials found:

- 1. Within the facilities of the Montana State University Library.

2. To materials received from 37 of the 50 State Departments of Public Instruction. Those not responding were, New Mexico, Rhode Island, Nevada, Florida, South Dakota, Iowa, Kansas, Mississippi, Maine, Georgia, Idaho, West Virginia, and Hawaii.

3. To the knowledge the instructor has gained in working with a disadvantaged Distributive Education class for two years while at Hellgate High School.

4. With informal interviews among experienced DE Teacher-Coordina-tors within the State of Montana.

5. With the guidance personnel at Hellgate High School.

Definition of Terms

To assist the reader with the terminology of commonly accepted terms in the area of distributive education, and to insure clarity, interpretation of terms used are provided.

Disadvantaged Persons: Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and home-making programs designed for persons without such handicaps, and who for that reason requires specially designed educational programs or related services. The term includes persons whose needs are for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation

from the community at large but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph. (1:257)

Distributive Education: A program of vocational instruction designed to prepare students in the areas of marketing, merchandising, and management for entry-level employment.

Teacher-Coordinator: A teacher who coordinates classroom instruction with on-the-job work experience to better develop competencies within students and their work.

Cooperative Program: A learning program where the student spends supervised time in the formal classroom and then has practical application on a part-time-job supervised by the training sponsor and teacher-coordinator.

Training Sponsor: A businessman who has provided an occupational laboratory experience for a student or students enrolled in cooperative vocational education.

Occupational Competencies: Skills, knowledge, attitudes and understanding necessary for one to be a success in his or her career choice.

Vocational Education: A program of vocational education for persons who through a cooperative arrangement between the school and employers,

receive instruction, including required academic courses and related vocational instruction by alteration of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. (6:1)

Training Agreement: A non-legal memorandum of agreement between the employer, student, teacher-coordinator and student's parents stating the purpose of the program and the responsibilities of each party involved in the cooperative vocational education program. (6:viii)

Advisory Committee: A group of business and lay people appointed by the superintendent to advise and assist the school with respect to curriculum needs, public relations, program improvement, labor needs, community needs, financial and legislative support and overall resource persons.

Special Needs: The term "Special Needs" is basically an outgrowth from Special Education describing "any difference that makes a difference" in a person's psychological, physiological, and/or educational ability to function. However, the term does not necessarily limit itself to just the "disadvantaged" and the "handicapped" population, although these two groups constitute the majority population of the Special Needs group." (7:2)

Academically Disadvantaged: These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency. (15:14)

Summary

This study was initiated with the intent of formulating a guide or philosophy that one might utilize when faced with the challenge of implementing a program for disadvantaged youth in a Distributive Education Curriculum. It was the intent to show what trends or current philosophies exist at this time across the nation within the areas of local planning, properly trained teachers, curriculum, facilities, ways of determining the disadvantaged and identifying their needs, including ways of evaluating the program.

The challenge of this study will be met using the present or up to date periodicals, interviews with DE coordinators, guidance counselors at Hellgate, and studies available in the field.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to review literature and prepare guides and philosophies whereby one might better understand the complexity of the areas of meeting the special needs of students through programs especially designed for the disadvantaged.

Only pertinent literature designed for distributive and/or vocational students at the secondary level was used in order to keep the study more relevant.

The primary sources for the review came from handbooks on Distributive Education, Cooperative Education, and Occupational Training from the Montana State Department of Public Instruction followed by publications published by the New Jersey and Wisconsin State Department of Education. Further references were acquired from ERIC, Clearinghouse on Vocational and Technical Education. Also, the writer relied heavily on the Business Education Forum.

The review will be arranged according to the following criteria:

(a) definition of disadvantaged and special needs (b) determining student eligibility (c) local planning and organization (d) faculty preparation (e) curriculum (f) counseling and guidance (g) facilities and (h) program evaluation.

The Federal Register for the 1968 amendments defines the term

"disadvantaged persons" as:

"Persons who have academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and home-making programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph. (9:5)

The New Jersey Department of Education defines special needs as:

"An outgrowth from Special Education describing "any difference that makes a difference" in a person's psychological, physiological, and/or educational ability to function. However, the term does not necessarily limit itself to just the "disadvantaged" and the "handicapped" population, although these two groups constitute the majority population of the "special needs" group. (7:2)

Determining Student Eligibility: In determining the students who might profit from such a program, one must be aware of many factors that influence the success or failure of a student. Is his hearing impaired, does he have a speech impairment interfering with his mode of communication or perhaps is he visually handicapped? Perhaps he suffers from being geographically isolated or feels he can not fit in as a part of the society around him as a result of family situations, or as Robert Walker concludes: "Vocational development is a process that has a beginning in kindergarten and continues throughout the

working life of an individual. Students must feel that they have personal wealth if they are to aspire to lofty heights." (16:20)

It is evident that environment plays a part in causing youth to develop personal traits associated with the disadvantaged. Mr. Walker further states that "Academically Disadvantaged students should not be associated with particular ethnic groups. Teachers should focus on individual students and determine their specific needs. No significant difference will exist in the response of students in different ethnic groups to educational programs structured to deal with environmental or situational characteristics possessed by disadvantaged youth." (16:20)

Local Planning and Organization: Alan J. Anderson has said that all disadvantaged persons should be involved in regular classroom activities and programs to the greatest possible extent. If supportive services are needed to help these persons succeed in the regular program, educators must provide the services. Separate programs should be established only when a separate program would most benefit students involved and not for administrative convenience. (1:2)

Robert W. Walker recommends that planning and organization should be based around the following: (16:21)

1. Develop criteria for selection of academically disadvantaged students with your counselor.

2. Design a program or modify existing programs to meet individual needs of students.
3. Provide staffing and facilities appropriate to the needs.
4. Implement programs as the particular school situation dictates.
5. Use appropriate methodologies and techniques.
6. Use cooperative work experience where possible.
7. Make use of industrial, business, and public resources in the community.
8. Assist in the placement of students.
9. Evaluate programs continually through the use of follow-up studies and advisory councils.
10. Assist students in gaining a feeling of personal worth.

The Work Opportunity Center in Minneapolis, Minnesota believes that much can be gained from listening and evaluating student perceptions about their educational system. Depending upon how one perceives his educational offering will reflect upon his behavior. So school must be responsive to the student's perceptions. To further feel out students, Jack Abrahamson and Jerome Boyer wrote an article (5:19-22) in the April issue of Business Education Forum trying to pull together ideas that were collected from the students at the Work Opportunity Center. Students were asked how they perceived the school was meeting their needs. The following were typical comments made and may have some validity.

1. Too many requirements throughout school.
2. Need for more training in specific areas.
3. Too much routine; not enough variety.
4. Not enough individual study.
5. Too much separation of the slower students from the brighter students.
6. Encouragement is vital to learning.
7. Students should find some measure of success.
8. Grading should depend on one's ability, not on one's achievement.
9. Courses need to be related to current times.
10. There is need for upgraded classes.
11. Teachers need to be more sensitive to students' feelings.
12. Too much pre-judgement about students, either from other teachers or experience with siblings.
13. Ideal teacher knows student - doesn't judge - gives individual help - doesn't "put you down" - has an active interest in each student.
14. Too much favoritism shown.
15. Teacher gives up on you.
16. Cannot communicate with some teachers.
17. Teacher should respect student opinion.
18. Sensitivity is important concerning student's problems.
19. Some school rules dictate dishonesty - too many rules.
20. Definite need to have people available when students need to talk - counselor, social worker, teacher, or other adult.

Abrahamson and Boyer conclude their article with the idea that the student must feel he can trust and respect the staff. The coordinator and instructors must be accepted as leaders who can stimulate trainee attitudes. The permissiveness in this type of school is directed toward the student's realization that he is responsible for his own behavior. The classwork and job experience help the individual examine alternatives, but he is responsible for the course of action he chooses.

From the variety of comments made, the writer feels the conclusions made by Abrahamson and Boyer miss the boat completely. It is plain we have not met Individual student needs. Moreover, the writer questions how many educators can even identify the needs successfully. We label them disadvantaged, put them in another room, teach them something different than regular students and say they'll be successful now, but are they successful?

Faculty or DE Teacher-Coordinator: Guidelines from the Montana State Department of Public Instruction (1:11) suggest: "That to cope with additional problems in working with the disadvantaged, the teacher should have more abilities and understanding than that of the teacher of a regular vocational program. Teachers should be selected because of personality traits rather than academic preparation alone."

Marvin Hirschfeld and Ralph Bregman (2:27) suggest the following

competencies are applicable to all teachers who work with disadvantaged youth.

1. To be able to individualize instruction when such a method would be more effective in relation to other alternatives.
2. To be able to communicate directions, ideas, etc., to students without emphasis upon grammatical structure.
3. To be able to manage and control restless and frustrated students in the classroom being neither authoritarian or permissive, but utilizing the appropriate technique at the critical point in time.
4. To understand and be able to deal with the elements within the students' culture.
5. To develop teaching procedures, styles, and sensitivity which are appropriate to particular student behaviors (Too frequently, secondary teachers are subject matter oriented and must be "humanized" in order to effectively communicate.)
6. To develop teaching materials and activities appropriate to the disadvantaged including cooperative student/teacher curriculum planning.
7. To develop an understanding and empathy for the black perspective by reaching out and tapping all resources that will assist in this development.
8. To be able to conduct developmental mathematical activities.
9. To function as a manager of the educational environment and, by so doing, to build on students' strengths rather than on their weaknesses.

Here again, from the writer's experience with a class of so-called disadvantaged youth, he found it was most beneficial to know the student's complete background to gain his or her trust and to treat

each as an equal individual. As soon as he would start comparing each others work with his fellow classmates he was no longer equal, but, as each was judged on his or her own improvement, the student became a success.

Curriculum: The State of New Jersey, Department of Education, Division of Vocational Education (7:15) suggests that basic objectives must be set before one can build his curriculum to guide the disadvantaged. They felt that in order to meet the objectives of their program there must be a variety of activities that students could build upon, activities such as field trips and demonstrations to motivate students, planning experiences that might help the student build his self-concept, providing activities that call for small group or individual study or utilizing problem techniques. This form of design is to help meet the basic six commitments that is believed will fulfill the student's needs in the disadvantaged DE curriculum.

1. To provide a variety of job exposures in cooperative work experience prior to making a vocational or occupational choice.
2. To provide preparation for initial job entry. This is a minimal basic educational responsibility of the school system.
3. To develop vocational or occupational goals by age 15, with the curriculum thus becoming goal-centered.
4. To provide a core curriculum based upon the student's occupational goal in order that the individual may have meaningful preparation for employment and effective participation in society.

5. To provide curriculum that concerns itself with the total student and not just with skills, "Total" includes educational, economic, social, and physical needs.

6. To provide curriculum that is responsive to the social and economic conditions of the day and the maturity of its students.

Alan J. Anderson (1:11-12) says that:

"To help the disadvantaged learn, the curriculum must be person-oriented as well as craft and trade-oriented, strongly emphasizing behavioral objectives and understanding of the individual after an in-depth study of his needs."

Basic education materials and remedial instruction should mesh with vocational offerings that relate to occupational training. Disadvantaged persons learn by physical and visual means better than by the traditional lecture.

Vincent Feck (8:19) concludes that the curriculum should be given objectives based on general objectives:

1. To increase the intellectual skills and competencies of students.
2. To provide broad based general and social education as well as vocational training at the same time.
3. To create a wholesome attitude towards school, community, and work. This includes the development of attitudes and habits of effective citizenship and desirable human relationships and related social skill.
4. To provide information on career opportunities and employee qualifications and responsibilities.
5. To develop a saleable skill for entry into and advancement in industry or industries.

6. To improve basic learning skills and foster an interest in and desire for staying in school. This includes providing opportunities for each student to succeed at his or her own level.

7. To develop intellegent consumers.

8. To encourage desirable habits of health and worthy leasure time.

Counseling and Guidance: The problems of the disadvantaged becomes so involved and diverse that guidance and counseling may become a daily occurance. It should be the duty of the entire school staff, including the vocational teachers, to be of assistance.

"Functions which need to be performed include appraising the student's characteristics, potential abilities, basic communication abilities, cognitive and psychomotor potential, effective development, presenting occupational information, determining vocational aspirations, curriculum and course guidance, and motivation for educational achievement." (8:15)

It is assumed that the guidance counselor will take the leadership role in identifying the functions to be performed and the best techniques to be used.

Vincent Feck (8:21) points out that if the teachers and coordinators are empathetic to the problems of disadvantaged youth, there will be numerous opportunities and need for individual counseling sessions. Counseling should be when the client needs it and without delay. Serious problems should be referred to the counselor who in turn may need to direct the student to a psychologist, social worker or medical doctor. General problems which may frequently be handled by the

teacher or coordinator include racial prejudice, family problems, money problems, school problems, and/or work problems. Rapport in the classroom is much easier if contact is made outside of class in some kind of meeting other than for discipline or required make up.

The writer found time and time again that the student would rather not visit the school appointed counselor but rather confide in the teacher-coordinator. He was trusted, knew more of the problems, and would take the time where the regular counselor had been assigned 450 students, plus school testing and other rolls.

Facilities and Equipment: Equipment and facilities should be planned to provide for proper accessibility and usability for disadvantaged persons but must meet state and national safety standards. Areas should be provided where both the beginning and advanced students might learn from the same equipment and facilities should be adaptable for multi-purpose usage. Mobile units may be particularly useful in a larger school district. (1:12)

The writer would like to point out, however, that the community is a ready made workshop for what ever the needs of the student may be. Through the use of advisory personnel from the community one usually can have access to the most up-to-date machines and equipment to help supplement the existing school equipment. Though one may not

have all the necessary facilities and tools within the school, he must be aware of where they can be located and be sure that students are also aware.

Evaluation: According to Mr. Alan J. Anderson, programs must be evaluated continuously and must relate to the objectives of the program.

(1:13)

The critical problem in student evaluation is to determine what activities a student must be able to do at the end of a given training period. A behavioral objective will tell the student

- a. what he will have to do
- b. the conditions under which he will have to perform
- c. the quality of performance expected of him

The objectives become the criteria for evaluating progress. (6:134)

The Montana Distributive Education Handbook (11:122) suggests that the Distributive Education Teacher-Coordinator must continually evaluate the distributive education program. High standards and continuing improvement of the program are possible only when it is subject to periodic evaluation. It is essential that each phase of the program be considered separately in order to arrive at a conclusive evaluation of the total program. The distributive education coordinator should keep in mind that as the program progresses, evaluation takes place continually.

Summary

In reviewing the literature one finds that a vast amount of information is available, but no one person has found all the answers to:

1. What is a disadvantaged student?
2. What are his special needs?
3. How do we determine who is eligible for special programs?
4. What type of curriculum might be best suited for disadvantaged persons?
5. How might we be more effective in guiding and counseling these special students?
6. What facilities and equipment are needed?
7. Who can best teach or guide the student's learning?

The literature has given many suggested ways to meet the student's special needs. The writer found that much of the literature received merely gave suggested ways of identifying disadvantaged or did not pertain directly to a Distributive Education program. Discussions among local teachers and counselors indicated they were also at a loss as to ways of establishing a well rounded program for the disadvantaged. The writer found very little information that had actually been tested as a complete program.

CHAPTER III

PROCEDURES

This study was an attempt to collect historical materials relevant to the area of the disadvantaged distributive education students.

Information was secured from the following:

A. A letter was sent to all State Departments of Public Instruction (Appendix A) requesting materials, curriculum guides, or philosophies with reference to disadvantaged, specifically in the area of DE. Thirty seven of those fifty have responded with information or suggestions as to sources of information. (Those not responding were previously listed.)

B. A study of the current literature was completed at the Montana State University Library. This was confined to the 5-year period from 1968-1973.

C. Informal interviews with experienced DE teacher-coordinators across the State of Montana. (Mr. Duane Pederson, Hellgate High School, Mr. Jeff Dietz, MCHS, Mr. Jim Carlson, Great Falls High School, Mr. P. J. Moran, Hardin High School, and Mr. Walt Hill, Missoula Technical Center)

The writer found the materials are quite limited that deal specifically with the disadvantaged DE student. However, the information dealing with disadvantaged youth, in general, can give some sound paths to follow when confining it to the geographic location that is similar to Montana.

The following eight areas will be studied with reference to present day beliefs and philosophies that are being practiced. After studying the materials, the writer will present recommendations as to what might be needed and what will work effectively at Hellgate High School.

Areas to be covered are:

1. Definition of Disadvantaged and Special Needs: What is a disadvantaged youth and what are some of his basic characteristics? How can we find and develop materials to fit his special needs?

2. Determining Student Eligibility: What makes a student eligible for special programs? Is it only necessary to be lacking in one area such as geographical location or must he have a low IQ or be a potential drop-out?

3. Local Planning and Organization: Is it the responsibility of the school administration to plan, develop, and operate such a program or should others be involved such as parents, teachers, counselors, curriculum personnel, industry people and University personnel?

4. Faculty or Teacher Preparation: What makes a good teacher for the disadvantaged? Does he need preparation academically or should more emphasis be placed on personal characteristics he may have.

5. Curriculum: Should the subject matter materials fit the needs and abilities of the learners or should it be developed to intensify the instructional process? Should it be devised solely by the teacher or should administration and outside agencies be involved?

6. Counseling and Guidance: What should the background of the counselor be? Can he be the regular school guidance counselor or should he be a special trained Vocational guidance counselor with

emphasis placed on working with the disadvantaged youth?

7. Facilities: What facilities and equipment are needed? Must the school spend thousands of dollars on up-to-date equipment for this class or can all classes utilize the same equipment? Should the community be expected to help furnish the school with the needed equipment?

8. Program Evaluation: How do you effectively evaluate a program and how often should it be evaluated? Should you as the instructor evaluate or should outside personnel be used?

A lot of questions have been posed by the investigator. He will examine these areas of interest that face educators today and develop what he feels are answers to these questions with hopes it will fit the needs of the program offered at Hellgate High School.

CHAPTER IV

HISTORICAL DATA

Since there are no complete programs offered for the disadvantaged Distributive Education student, the findings put forth in this chapter will be a collection of definitions and offerings being used across the nation. The writer will treat each of the eight areas as brought out in the earlier parts of this study: 1 - definition of disadvantaged and special needs, 2 - determining student eligibility, 3 - local planning and organization, 4 - faculty and teacher preparation, 5 - curriculum, 6 - counseling and guidance, 7 - facilities and 8 - program evaluation.

It is an accepted fact that the needs of students vary from student to student and from geographic area to geographic area, so the ideas that will be brought out at this time are merely a collection of information from all available sources. The writer will determine recommendations and conclusions from this material and present them in Chapter V.

Definition of Disadvantaged and Special Needs:

The Federal Register (1:257) states that a "disadvantaged person" is a "person who has academic, socioeconomic, cultural, or other handicaps that prevent him from succeeding in vocational education or consumer programs designed for persons without such handicaps, and who for that reason, requires specially designed educational programs or related services. The term includes persons whose needs for such programs or

services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described."

Robert Jay in his special needs study for the disadvantaged DE student (7:2) defines special needs as an outgrowth from special education describing "any difference that makes a difference" in a person's psychological, physiological, and/or educational ability to function.

These two definitions are widely accepted among educators who have published works in this field as are others who accept the same definitions such as Nurham O. Warwick, Consultant, Special Needs Programs, State of North Carolina (12:1) and a publication titled "Motivation and the Disadvantaged Trainee" (14:1) U.S. Department of Health, Education and Welfare.

These students have a wide range of characteristics which are normally broken into four areas. (12:2)

1. The Economically Disadvantaged Student:

- Whose family income falls below the poverty level
- Who lacks proper food, clothing, and shelter
- Who lacks money for normal school expenses

2. Culturally Disadvantaged Student Who:

- Comes from broken or sub-normal home
- Lacks exposure to the "average" culture and experience in or exposure to music, art, literature, etc.
- Is unable to use the formal language necessary for average school progress
- Comes from a disadvantaged or impoverished cultural background

3. Educationally Disadvantaged Student Who:

- Has serious reading, computational, or language difficulties
- Is two or more grades below state and/or national achievement norms for age and/or grade
- Is a potential dropout and may have one or more of the preceding characteristics
- Has been exposed to curriculum that has not been designed to meet student educational and occupational needs which has resulted in one or more of the above characteristics and which will not prepare the student to meet occupational demands beyond the high school level

4. The Socially Maladjusted Student Possible Symptoms:

- Defies rules and regulations
- Likes to dominate the scene

- Behaves in an unrestrained manner or shows such behavior that is disrupting to the school program for others and is difficult to manage behaviorally
- Is persistently truant from school
- Has a consistantly poor self-image
- Is hostile
- Is socially aggressive and unconventional
- Is overly sensitive to constructive criticism and/or generally exhibits behavior difficult to manage in school and expulsion from school may be imminent.

It has been the writer's experience that one must be extremely careful in designing programs and materials. Students must be carefully evaluated to participate in special programs only when they are disadvantaged to the point they cannot succeed in a regular vocational program.

Very closely associated with the definitions of these students we must:

Determine Student Eligibility: Charles Law, State Director, Division of Occupational Education suggests that a committee should be set up within the school. Suggested members to serve on the committee are:

- Principal

- Teachers
- Guidance Counselor
- Social Worker
- School Health Personnel
- Attendance Counselor
- Representatives From Other Community Organizations That Deal With Youth
- Teacher-Coordinator Of Each Vocational Program Offered.

From these people and the use of school records, the committee should develop the following information to evaluate disadvantaged students.

- A. Education History
- B. Family and Social History Background
- C. Health Records
- D. Academic and Achievement Tests
- E. Social and Personal Records
- F. Activities - In and Out of School
- G. Vocational Plans
- H. Significant Teacher Notes
- I. Talents, Skills, and Abilities

Here again it is important that everyone be consulted with regards to

the student's needs. Many tests and instruments are available for a committee to use or for guidelines in developing ways of locating the appropriate students for the program. (Appendix B through G will show but a few samples that might be used.)

Once an effective means of selecting the special student for the program has been achieved, it is time for additional:

Planning and Organization: Separate programs for disadvantaged and the non-disadvantaged student should be avoided if at all possible unless it would benefit most students. Regular activities and programs should be used but backed where needed in a supportive role. The selection of the committee mentioned under Student Eligibility is really the beginning of the local planning and organization that must take place.

Texton Miller, in a report (13:12) prepared by college professors and high school teachers, listed these statements on findings of organization and planning by the "This We Believe" "This We Can Do." Following are the findings of groups 1, 3, and 4.

THIS WE BELIEVE

Group I.

1. Disadvantaged students need to be identified; their needs too.
2. Need knowledge of projected manpower requirements.
3. Need to know community; social stratification, economic and educational levels, practical structure.
4. Need improved ability to motivate students, other teachers, administrators.
5. Need improved communications and understanding of occupational programs among faculty, administration, students, community.
6. Apparent unconcern of some disadvantaged students may be a cover-up caused in part by lack of communication and constant rejection.
7. Fear of school in some cases results in poor education, lack of vocabulary, improper clothing, etc.
8. The disadvantaged are disadvantaged; not stupid.
9. Students feel more secure when objectives of the teaching unit are clear.
10. Motivation is more difficult with disadvantaged students.

THIS WE CAN DO

1. Meet teacher needs through this institute, school on social services, home surveys of students, use of student records, help from Employment Security Commission records, community survey, involvement in community activities and clubs.
2. Teachers need fewer and smaller classes to better meet individual needs of students.
3. Involve parents more.
4. Encourage more diversified curriculums.
5. Utilize more assembly programs, career days, P.T.A., Publicity, Home Visits, Advisory Council, Live Projects.
6. More patience, flexibility in deciding upon reasons for lack of concern by parents and child.
7. Show concern through actions and expression as well as words.
8. Understand that working parents are harder to involve and sometimes impatient.
9. Define expected outcomes of unit prior to teaching unit; involve students in developing sub-objectives.
10. Variety of approach essential; practical work at student level is important.

Group III.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Some students are omitted from "disadvantaged programs." 2. Slow learners should be identified earlier - before high school. 3. Better communication needed with families of the disadvantaged. 4. Academic teachers need more awareness of vocational teachers. 5. All curriculums should be relevant to student's needs; sometimes "grouping" is necessary. 6. Guidance Counselors not geared for disadvantaged students. 7. Subjects relating to black students not offered. 8. Middle class students have best opportunities for college loans and scholarships. 9. "Traditional" schools are not geared to disadvantaged students. 10. Despite all efforts, many students will drop out of school at age 16. 11. Too many students are trained for specific vocational jobs when they no longer exist. | <ol style="list-style-type: none"> 1. More careful study of interests and abilities of students when identifying the disadvantaged. Some method of follow-up of those who should but do not enroll for special education. 2. More teacher-student and counselor-student conferences. 3. More team-work between teachers and social workers who make home visits, make P.T.A. worthwhile, having workshop for parents. 4. Attend institutes of this kind. Have local level institutes. All vocational teachers work as a team with other teachers. 5. Encourage more participation of teachers in writing of proposals. 6. Counselors should take more effort to get loans for students. 7. All students need saleable skills by age 16. 8. Students should be assisted to find part-time work while in school. 9. Returning dropouts need extra counseling. 10. Dropouts need to be followed-up - counseled toward night school, etc. 11. Periodic survey of local employment needs. |
|--|---|

Group IV.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Teachers and administrators need more understanding of occupational courses and the world of work. 2. Parental aspirations for their children often unrealistic. 3. Morning co-op work experiences should be tried. 4. "Working" students not always appreciated by teachers. 5. The learning style of the disadvantaged is different - non-verbal. 6. Agression is natural tendency of many of the disadvantaged. 7. Should disadvantaged be in separate classes? (No clear cut answer). 8. Goals and values of disadvantaged may differ from middle class. 9. Teacher must be motivated, dedicated, compassionate and have expertise to adapt methods and content to different levels in classes. 10. Grouping must be flexible and purposeful. 11. Find out for what a child is ready; not if he is ready. 12. Tests, course guides, lessons are not rigid. 13. Most administrators can be sold on allowing his staff to experiment with curriculum. 14. Curriculum innovations take more teacher time and funds. | <ol style="list-style-type: none"> 1. Inservice training for faculty and administrators. 2. Parents and community more involved in total school program. 3. Teachers work with community leaders. 4. Faculty seminars, etc., to develop understanding of "work" values: physical, emotional, academic. 5. Meaningful activities needed; short units. 6. Understand the background of students; keep control with patience, reason, and acceptable activities. 7. Middle class goals and values cannot be forced -- but they do remain as goals. Teachers must care. 8. Flexibility is a key; immediate goals are important to these students. 9. Must know our students. 10. More "action" learning is needed. The practical needs to be emphasized. A positive self-image is needed by these students. 11. Adjustment to individual differences is possible. 12. Objectives should be teacher-student planned. A wide range of alternatives projected; some mandatory, some selective. 13. We must justify our proposals. 14. Know funding resources. Use state consultants. |
|--|---|

The three groups all point out total community involvement is a must for success of any special program of this nature. This now brings us to selection of ---

Faculty and Teacher Preparation: Vincent Feck (8:2) suggests several characteristics teachers of the disadvantaged should possess.

1. Ability to cope with mini-crises.
2. Respect, compassion, understanding, and empathy for the disadvantaged.
3. Competence in the subject matter and work skills in the field of specialization.
4. Skill in presenting goals to students and in helping them to meet challenges, and
5. Knowledge of the type of employment problems of disadvantaged youth.

The Wisconsin Board of Vocational Education (18:78) starts even earlier by pointing one of the inherent qualities in the success of the program starts with a willingness to change traditional ways. Providing adequately trained teachers becomes a challenge because of the variety of occupations, levels, and types of institutions that provide training for all age levels and student abilities.

"Some of the language in vogue today when discussing changing

programs for the disadvantaged include such terms as 'relevancy,' 'meaningfulness,' 'flexibility,' 'accountability,' 'competency,' 'productivity,' 'salable skills,' 'optimum use of human resources,' 'entering into the mainstream,' 'dignity of work,' and many others.

There is nothing wrong with using these terms for they are very descriptive of what might be considered desirable outcomes of a good program.

However, the danger in our usage, whether we are referring to the disadvantaged or the advantaged student, lies in the fact that too often we do not get beyond the rhetoric stage. More important, we do not make the necessary changes to bring about the desired development of the individual learner to the satisfaction of ourselves, the students, the community, or the businessman. We do not, in other words, want to change methods of doing things which have made vocational programs easier to manage, even though the evidence suggests it would be worth the risk to try a new approach." (17:341)

The writer feels that the teacher of the disadvantaged must have more understanding and more abilities than the regular vocational teacher. It has been suggested that these teachers should be selected on personal qualities rather than academic. The success of the entire program rides on the shoulders of the teacher and his ability to plan, organize, and carry out steps set in the program offered. Once the right teacher has

been selected it becomes important to plan a relevant ---

Curriculum: Robert Walker (16:14) suggests the following guidelines be followed which have been gleaned from many programs.

1. Provide meaningful learning experiences.
2. Provide greater variety and techniques to actively involve students.
3. Encourage greater student responsibility.
4. Create a positive attitude towards learning.
5. Meet needs of individual students.
6. Provide for increased student participation and interaction.
7. Give students more opportunity to express themselves verbally and to analyze situations of interest to them.
8. Attempt to teach students socially acceptable behavior and to develop wholesome attitudes that are necessary in our society.
9. Improve parent-teacher relationships.
10. Enlist aid of community members and agencies.
11. Make course and curriculum content relevant.

Alan Anderson (1:11) adds to this list by suggesting these students often learn faster by physical and visual means rather than the traditional lectures. Other teachers, researchers, and the writer believe this to be a very comprehensive guide for planning curriculum provided we never forget to direct it towards individual student needs.

Once the curriculum is established, it now becomes most important that students receive proper ---

Guidance and Counseling: From the writer's point of view, it becomes a must that a team or group approach be used to guide these students. Counselors, teachers, vocational educators, administrators, and people from throughout the local community need to examine what can be offered in ways of help. Vincent Feck (8:20) suggests that standardized tests have limitations with the disadvantaged and makes the problem of analyzing performances difficult.

1. The usual methods of testing and test interpretations are not likely to be of value with the culturally deprived.
2. Tests might be used as standardized instruments to observe and to record behavior related to processes involved in responding to items.
3. Conservation of time does not appear to stand out as an advantage of testing the culturally deprived. In fact, the use of tests in analyzing individual behavior is one of the most time-consuming tasks.
4. Paper and pencil tests that require interpretation of writing in order to respond seem unsuited for working with the disadvantaged.
5. The nature and the norms of personality inventories seem to render

them of little value with youngsters who are predominantly from lower classes.

6. Perhaps fewer tests, selected for specific purposes and used analytically in individual sessions with students, can be helpful.
7. Mass testing with currently available standardized instruments seems to provide little new information.
8. Ingenuity and creativeness on the part of the counselors and others who work with the socially different seem to be the immediate requirements.

Test performance of disadvantaged youth can be improved through one or more of the following methods:

1. Establish or improve rapport between the student and teacher or counselors.
2. Motivate students to take tests and to do well by offering rewards.
3. Utilize role playing and games as testing techniques.
4. Use performance tests wherever possible, since these appear to be less affected by the vocabulary of the deprived student.
5. Construct tests that are easily understood and with numerous problems familiar to the disadvantaged culture.
6. Establish local, school, and community norms for tests.
7. Make sure that the physical or psychological conditions of the

student are not bad at the time of taking the test. Hunger, fatigue, and parental or family conflict can be overwhelming and detrimental to test results.

8. Remove time limits on tests.
9. Read and explain each question or component of the test. Have students give answers to test questions verbally.
10. Use every day behavior as evidence of their coping abilities and competence.

Counseling can only occur when the counselor can communicate with the person in terms which are meaningful and relate to the person's background and experiences. There must be mutual respect for each other with a sincere willingness on the part of the counselor to help. If the situation is such and the counselor has time (barring overloads of from 300 - 500 students per counselor) then by all means the counselor is the ideal person to help the student. However, the most common situation in Montana would indicate that the teacher-coordinator would usually be the best link for students guidance because of the close relationship he has with the DE students. The coordinator is generally more aware of problems but must remember to seek additional help from the guidance counselor and local people when trying to handle situations that fall beyond his knowledge or know how.

From here let's now look at another phase of operation that is often overlooked.

Facilities and Equipment: Perhaps this area is taken for granted, but there are advantages for a fully equipped DE laboratory: (11:50)

1. Increased student motivation
2. Better application of classroom theory
3. Development of learning by doing in a "simulated" atmosphere
4. Practice without pressures from employment, thus building student self-confidence and control
5. Promotion of desirable work habits
6. Strengthened cooperative training experience not gained on the job
7. Utilization of student activity, physically and mentally
8. Acquainting the student with the latest equipment in use and allowing him to discover his natural interests.

The writer believes that the regular DE laboratory would be ideal for the disadvantaged class. His review of the literature neither agrees or disagrees on the subject, but listed are what the writer feels are musts for a good, rounded program as seen from his experience.

- A. Windows - that allow for a bright cheery room equipped with blackout shades so you can use audiovisual aids.
- B. Display window - located in the school where one finds

maximum traffic.

- C. Storage space.
- D. Personal facilities.
- E. Oversized classroom and school store combination.
- F. Coordinator's office and counseling area with private telephone.
- G. Tables and chairs.
- H. Reference library.
- I. Up-to-date equipment found in a school store;
 - 1. Cash Register
 - 2. Adding Machine
 - 3. Typewriter
 - 4. Manequins
 - 5. Display Stands
 - 6. Shelving
 - 7. Wrapping Counter
 - 8. Cleaning Supplies
 - 9. Pegboard Areas
 - 10. Sign Making Equipment
 - 11. Marking Equipment
 - 12. General Office Supplies

These things are not a must but benefit a program. One must remember that when looking for this equipment that the community can and will help. If they are a part of the program they will see that you get what you need whether they give of their excess or merely loan things.

Let's now look at perhaps the last phase we'll cover though truly the last phase is really a successful happy individual with a skill.

Program Evaluation: The evaluation must relate to the objectives of the program. Each step is a vital part of the program and must be evaluated separately and then as a whole. One of the most complete evaluation tools available is found in the Guide for Distributive Education Teacher-Coordination, State of Montana. (11:138-151)

EVALUATIVE CRITERIA FOR RATING THE LOCAL
DISTRIBUTIVE EDUCATION PROGRAM

Distributive Education Coordinator _____

School _____

Present Total School Enrollment _____ Present Enrollment in

Distributive Education: Male _____ Female _____ Total _____

Number of years the school has conducted a distributive education
program _____

Instructions for using evaluative criteria:

This form for rating a cooperative distributive education program consists of statements of provisions, conditions or characteristics that are found in quality programs in secondary schools. If any important features or procedures of evaluation have been omitted from this form they should be added in the appropriate sections. The statements should accurately and completely portray the program, facilities and practices of the school, thus providing the factual background for the evaluations.

Rate each item using your best judgment and all available evidence. The suggested key for rating each statement is:

- 0 Does not apply. The provisions or conditions are missing but do not apply or they are not desirable for the students of the program or they do not conform to the school's philosophy and program's goals.
- 1 Excellent. The provisions or conditions are extensive and are functioning excellently.
- 2 Satisfactory. The provisions or conditions are moderately extensive and are functioning well.
- 3 Needs improvement. The provisions or conditions are limited in extent and functioning poorly or they are entirely missing but needed.

I. ORGANIZATION

	0	1	2	3
1. A clearly written statement of goals has been developed for the program.				
2. Goals have been developed through the cooperative efforts of employers, educators, and students.				
3. Students are enrolled in distributive education on the basis of interest, ability and analysis of criteria established by the distributive education coordinator.				
4. Provision is made for distributive education students to participate in the program of activities of the Distributive Education Clubs of America on the local, state and national levels.				
5. Each student in the program has an occupational objective that has a significant relationship to his present program of study.				
6. Services of guidance personnel and other teachers are used in counseling students concerning occupational choices.				
7. An advisory committee, including representatives of both the school and employing community, assists in the planning and development of the total program.				
8. Provisions are made for adult distributive education classes.				
9. The program is based upon the findings of surveys of employment opportunities in marketing and merchandising in the area served by the school and upon national occupational trends and employment needs.				
10. The distributive education coordinator-student ratio and schedule provide for correlation of classroom instruction with each student's occupational experience on-the-job or in the project laboratory.				

	0	1	2	3
11. Students receive credit toward graduation for both the classroom instruction and the supervised on-the-job experiences or the project laboratory.				
12. The employment of students in the program complies with all state and federal laws pertaining to the employment of youth.				
13. Class size, class schedules and length of teacher contract allows for effective instruction, coordination, organization and administration of the program.				
14. The school administrators and faculty members have been given a clear concept of the place of the distributive education program in the total educational system.				
15. Standards for the operation of the program have been developed and accepted by those involved in the operation of the program.				
16. Clerical help is available to the distributive education coordinator.				
17. A record keeping system has been designed to meet the needs of the program.				
18. Provision is made for a correlation of distributive education with other vocational areas to enable students to gain additional knowledge and competencies important to their occupational objectives.				
19.				
20.				
Comments:				

II. NATURE OF OFFERINGS

	0	1	2	3
1. The program of studies provides for:				
a. A related instruction class designed for students entering the distributive education program.				
b. An individual training plan designed to meet the needs of each individual student.				
c. A preparatory project class in which activities and projects are utilized to enable the students to develop competencies needed to realize their career objectives.				
d. Instruction of youth with special needs who are capable of a career in distribution.				
e. A correlation with other subject areas, both general and vocational, to gain knowledge and competency.				
2. Instruction includes the study of:				
a. The functions of marketing, including selling, sales promotion, buying, operations, marketing research and management as they relate to wholesaling, retailing and service businesses.				
b. The functions of distribution in a free and competitive enterprise system.				
c. The specific product and/or service technology needed by the student to progress toward his career objective.				
d. Financial aspects of distribution, including capital structure, credit and records.				

	0	1	2	3
3. Curriculum aids the students in the development of competencies to include:				
a. Standards of achievement in the classroom comparable to those demanded of beginning workers.				
b. Practical experience and an appreciation for proper techniques and procedures in applying for a job.				
c. An understanding of the proper procedures in terminating employment.				
d. Experiences that demand a conscientious effort to improve his business personality, including the development of good work habits and acceptable attitudes.				
e. The opportunity to learn new jobs which require supervision from which the student will profit.				
f. An understanding and need to abide by laws concerning business.				
g. Offerings aid the student in making a realistic self-appraisal in terms of selecting an appropriate career objective.				
h. Articulation of the high school curriculum to post-secondary programs.				
i.				
j.				
Comments:				

III. PHYSICAL FACILITIES

	0	1	2	3
1. The classroom is of sufficient size to meet curricular and enrollment needs.				
2. Suitable office space equipped with desk and files is provided the distributive education coordinator and is suitable for counseling with students.				
3. Movable tables and chairs are provided for flexibility of arrangement and to facilitate use of reference materials.				
4. Adequate and conveniently arranged storage space is provided for materials and equipment not in frequent use.				
5. The classroom is located near a building entrance for ease in transporting display materials and for use by adult classes.				
6. A teacher workroom is available for the distributive education coordinator to study and prepare instructional materials at his convenience.				
7. There is an amount of adequate equipment.				
8. There is an adequate variety of equipment.				
9. Equipment for use by the teacher and students is accessible.				
10. There is an adequate budget to purchase equipment, supplies and instructional materials.				
11.				
12.				

13. The following equipment is available:

- | | |
|--|--|
| a. ____ Display case facing
on corridor | m. ____ Cash register |
| b. ____ Counter space for
sign making, etc. | n. ____ Showcase |
| c. ____ Wash basin | o. ____ Register-wrap counter |
| d. ____ Chalkboard | p. ____ Showcard sign machine |
| e. ____ Tack board | q. ____ Display equipment |
| f. ____ Audiovisual screen | r. ____ Merchandise marking
equipment |
| g. ____ Shelving for reference
materials | s. ____ Overhead projector |
| h. ____ Three-way mirror | t. ____ Tape recorder |
| i. ____ Locking storage space | u. ____ Slide projector |
| j. ____ Telephone in
coordinator's office | v. ____ Work tables |
| k. ____ Blackout curtains for
windows | w. ____ Advertising table and
equipment |
| l. ____ Movable display units | x. ____ Reference library |

Comments:

IV. INSTRUCTIONAL STAFF

1. Has preparation in such fields as economics, marketing, management, finance, retailing and wholesaling, advertising, salesmanship, credit insurance, accounting and personnel management.

0	1	2	3

	0	1	2	3
2. Has preparation in the philosophy, organization, administration and methods of teaching distributive education.				
3. Has had successful wage earning experience in the field of marketing and distribution.				
4. Maintains an active interest in professional advancement, including participation in educational organizations.				
5. Has developed good professional relations with the business community.				
6. Maintains an interest in activities of business organizations.				
7. Actively participates in inservice education through formal study and other professional activity.				
8. Keeps abreast of occupational trends through employment and study of current literature.				
9.				
Comments:				

V. INSTRUCTIONAL ACTIVITIES

	0	1	2	3
1. Instruction in distributive education contributes to the school's objectives.				
2. Instruction is directed toward comprehensive career objectives.				
3. Careful planning and preparation for classroom instruction and for learning activities on the job or in the project laboratory are evident.				

	0	1	2	3
4. Business resources of the community are used in instruction.				
5. Students are encouraged to, and do, contribute instructional materials, information and other aids.				
6. A record of each student's projects and training plan is on file.				
7. The experiences on the job are used to develop understanding of theoretical instruction presented in the classroom.				
8. Instruction includes basic concepts for all students in addition to specific instruction related to the students' occupational objective.				
9. A variety of projects are used to help students work towards career objectives.				
10. The distributive education coordinator frequently visits occupational laboratories and consults with training sponsors concerning students' progress.				
11. Job assignments and projects are related to each student's aptitudes, interests and abilities.				
12. Attention is given to the development in each student of a positive attitude and a sense of personal responsibility toward the job assignment and his occupational objective.				
13. The distributive education coordinator is acquainted with the home environment and parents of the students.				
14. Activities of the DECA chapter are used to supplement teaching and learning.				

	0	1	2	3
15. Students with an aptitude for distributive education have counseling available on possibilities of continuing post-secondary distributive education study.				
16. Instruction is based upon job competencies required of employees in distribution.				
17.				
18.				
Comments:				

VI. INSTRUCTIONAL MATERIALS

	0	1	2	3
1. Textbooks and instructional materials are up-to-date and readily accessible.				
2. A file of supplementary materials, including product information, is maintained.				
3. Such materials as business forms, handbooks, training manuals, charts, maps, posters, and display materials are available.				
4. Course outlines and study guides are used.				
5. Reference materials are provided.				
6. Self-study materials are available to use in connection with specific instruction needed by students.				
7. Appropriate audiovisual aids are available.				
8. The distributive education coordinator prepared and uses a teaching plan.				
9. Appropriate and adequate consumable supplies are available for instructional purposes.				

	0	1	2	3
10. Program evaluation is made in terms of desired learning outcomes and skill development.				
11. Correspondence materials are available.				
12. The advisory committee assists in program evaluation.				
13.				
14.				
Comments:				

VII. COORDINATION AND PUBLIC RELATIONS

	0	1	2	3
1. The distributive education coordinator plans his coordination time and develops a schedule which is followed to a reasonable extent.				
2. Coordination calls are made by the distributive education coordinator at least once a month.				
3. Government and labor union regulations are followed in the placement and training of students.				
4. The distributive education coordinator uses the information from coordination activities to help in adjusting problems that arise relative to the program.				
5. Reports of coordination activities are kept.				
6. The distributive education coordinator has publicized the program among various community organizations and educational groups.				

	0	1	2	3
7. The coordinator has a mailing list of all interested persons who receive information on program activities and progress.				
8. The distributive education program is publicized periodically in community and school newspapers.				
9. All students who are eligible enrollees are acquainted with the program.				
10. Students appear before community groups and help in the development of public relations for the program.				
11. The students sponsor employer-employee banquets and other such promotional activities.				
12. Parent groups, such as the PTA, have been acquainted with the program.				
13. The distributive education coordinator is conscious of the value of the publicity at all times and makes an effort to keep the school and community informed of the progress of the program.				
14.				
15.				
Comments:				

VIII. METHODS OF EVALUATION AND OUTCOMES

	0	1	2	3
1. Evaluation activities are an integral part of instruction.				
2. Individual progress is recorded and used for guidance and instructional purposes.				
3. On-the-job or laboratory project experience as well as classroom proficiency is used as a basis for evaluating a student's achievement.				

	0	1	2	3
4. On-the-job progress of each student is evaluated jointly by the training sponsor and distributive education coordinator.				
5. Follow-up studies are conducted on a systematic basis and used to evaluate the effectiveness of the program of instruction.				
6. Program evaluation is made in terms of desired learning outcomes and skill development.				
7. The advisory committee assists in program evaluation.				
8. Students demonstrate skills and attitudes necessary in distributive occupations.				
9. Students are developing knowledges and understandings necessary for successful employment in distributive occupations.				
10. Students are adequately informed of opportunities in the field of distribution.				
11. The program is accepted by school administration, faculty and the business community.				
12.				
13.				
Comments:				
Overall comments or recommendations regarding the distributive education program:				

This evaluation tool is not the complete answer to a good program without the proper instructor, but can serve as a guide to those evaluating a given program. The writer realizes that this instrument for program evaluation may not fit into all school situations but seems adequate for Hellgate.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this paper was to prepare a guideline for a cooperative program for disadvantaged students in the Distributive Education curriculum at Hellgate High School. A review of the literature points out that very little is actually being done with the disadvantaged, specifically in the area of D.E. Much has been written with regards to finding the disadvantaged in more general terms and ways of helping them. Suggestions offered from these articles were incorporated into a guide found in the previous chapters.

Conclusions

With only one actual study specifically dealing with special needs of D.E. students, actual conclusions based on tested findings are not available. The writer did observe that many of the guidelines presented from the literature related directly to the classroom situation faced during 1972 school year when a program for the disadvantaged was offered in the area of Distributive Education, at Hellgate High School.

Further, the writer believes a program of this nature is needed and is beneficial, but he can see where additional planning and teacher

preparation are needed. The writer felt there were adequate means of finding the disadvantaged students and the school was prepared to help in any and all ways, but the teacher could have used additional training in how to communicate with what is considered the slower student.

Recommendations

1. A group of teachers, counselors, administrators, school nurse, and local lay people should be organized within the school to plan, develop and continue to operate a program at Hellgate High School.
2. Instruments that will measure student needs must be developed and tested on the entire student body.
3. A large, well equipped room must be utilized.
4. The teacher-coordinator must have additional training in the areas of communications and ways of measuring student achievement.
5. A counselor with training specifically in the area of disadvantaged, special needs, and vocationally certified should be utilized.
6. The same facilities used by the regular D.E. program should be used for the disadvantaged program.

7. Continual evaluation of the entire program must be followed.

Are the goals of the program being followed? Does related classroom instruction meet student and community needs? Are the physical facilities sufficient? Is the teacher and guidance personnel keeping current with new learning systems? Are adequate teaching materials available to students other than at class time? Is the community aware of and behind the program?

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APPENDIX

APPENDIX A

HELLGATE HIGH SCHOOL
900 South Higgins Avenue
Missoula, Montana 59801

July 29, 1972

This letter is in reference to my graduate studies at Montana State University. I am a Distributive Education Teacher-Coordinator at Hellgate High School, Missoula, Montana, and presently find a great need toward adopting a curriculum for disadvantaged DE students. This program has just been set as part of my high school program and I feel I should develop and test materials and ideas this coming school year. This study will also be a part of my Master's paper at MSU.

I would appreciate receiving any materials, curriculum guides or philosophies that your state association may have with reference to teaching of disadvantaged that would render a service towards further building a program in the State of Montana.

Thanking you in advance for your support in furthering the educational needs of all students.

Sincerely

BRADLEY L. HART
TEACHER-COORDINATOR
HELLGATE HIGH SCHOOL
900 SOUTH HIGGINS
MISSOULA, MONTANA 59801

APPENDIX B

STUDENT INVENTORY

(To Be Completed By the Student)
or
Interview Instrument for Teacher Use

Name _____ Sex _____ M _____ F
Last First Middle Nickname

Home Address _____
Number & Street City Telephone No.

I have _____ brothers and _____ sisters older than I am.

I have _____ brothers and _____ sisters younger than I am.

Other people residing in my home (other than mother, father, brothers, and sisters) are:

_____	_____
Name	Age
_____	_____
Name	Age

Do you have a separate room at home? _____ if not, how many share your room? _____

Since I was born, my family has lived in _____ different towns.

Father or Guardian's Name _____ Deceased _____

Father or Guardian's Occupation _____

Where employed _____

Mother's or Guardian's Name _____ Deceased _____

Mother's or Guardian's Occupation _____

Where employed _____

I do not live with my parents; I live with _____

Name	Relationship
------	--------------

Most of the time my grades are: Excellent ____; Above Average ____;
Average ____; Below Average ____

My favorite subjects in school are: _____

My least liked subjects in school are: _____

I wish I could enroll in the following courses: _____

After I graduate from high school I plan: (Complete the appropriate section)

a. To attend _____
(Trade School/College/University - Name)

b. Get a job. I hope to work for _____
 _____ as a _____

Name & Location of Company

Type of Work

c. I plan to be a housewife _____. I expect to hold a job, too _____

Employer: _____

d. I plan to enter the military service. _____ What branch? _____

e. Other plans. (Please describe) _____

I prefer to work: Outdoors: _____ Indoors: _____ With people: _____

With machines: _____ Clerical jobs: _____ Manual labor: _____

My big ambition in life is to become a _____
Occupation or Profession

and live in _____
City State Foreign Country

My favorite activities are in:

_____ Church. I am/am not a church member. Denomination _____

_____ Sports. I participate in _____

_____ Reading. My favorite authors are _____

_____ Clubs. I am a member of _____

_____ Music. I play the _____

I am a member of the school band _____ chorus _____ other _____

_____ Handicrafts. I make _____

_____ Homemaking (cooking, sewing, babysitting, etc.) I enjoy _____

_____ Do-it-yourself projects. I make or repair _____

_____ Dancing. I go to dances about _____ times a month or _____

times a year.

_____ Others. These include _____

My favorite hobbies are: _____

I hold leadership positions in the following:

Group	School	Community
_____	_____	_____
_____	_____	_____

List the three occupations or professions which appeal to you most, in the order of your preference:

First Choice _____

Second Choice _____

Third Choice _____

List places you have visited outside of your State _____

List any type of job you have had, and indicate how you liked the work

What I can do:

Very Well

Fair

My Goal

What special interests do you carry on during your spare time? _____

How much time do you devote to this special interest daily? _____

Do you have any physical defects? _____ Please list _____

Do you have any special problem in your home or in school which your teacher or counselor should know about? _____ What? _____

Comment: _____

Date

Student's Signature

APPENDIX C

THE AUTOBIOGRAPHY

Most teachers, counselors and other school personnel are well aware of the importance of observations, anecdotal records and standardized tests in helping them understand students. However, the story of the learner's life as he reveals it in writing is often overlooked.

Autobiographies are often referred to as structured or unstructured depending upon the kind of directions that are given to the student. Highly explicit and detailed directions requesting factual information are typical of the structured autobiography. With the unstructured autobiography, the student is given a loose set of directions that may include little more than the request to "Write a Story about Your Life." The structured autobiography is an efficient means of acquiring a systemic and detailed account of the learner's life. An unstructured autobiography is more apt to reveal what the learner perceives as the most important areas of information about himself, eg. his interests, aspirations, joys, and concerns. In either case, the autobiography must be considered a subjective technique for the collection of information.

The instrument that follows for use when writing the autobiography is so structured that the student will have the opportunity to write

those things in his past or present life which he feels are of importance to him.

STRUCTURED AUTOBIOGRAPHY OF STUDENT

NAME _____

A. Describe those things in your past or present life which will make your autobiography a more complete history of you. You will want to include any experience or influence which has affected your personality, interests or problems.

B. Discuss briefly your vocational plans for the immediate future and for life. If your plans are still indefinite, discuss some of the problems you are facing in making your decision.

/ C. Write about any other phase of your life's history that would help one gain a better picture of you.

	Frequently	Occasionally	Not Observed
1. Is overly shy and withdrawn			
2. Is fearful of distrustful			
3. Is willing to try new activities			
4. Seeks attention			
5. Dominates others			
6. Is aggressive			
7. Is frequently chosen by others			

	Frequently	Occasionally	Not Observed
8. Prefers isolation from groups			
9. Is easily discouraged			
10. Is disrespectful			
11. Frequently absent or tardy			
12. Had difficulty adjusting to school			
13. Assumes responsibility			
14. Is reliable			
15. Continuous inability to understand or Comprehend			
16. Tries too hard			
17. Underachiever (Above average student doing below-average work)			
18. Acute sensitivity -- cries easily			
19. Is neat and clean			
20. Encourages others			
21. Is courteous and appreciative			
22. Has good manual dexterity			
23. Is agile/well-coordinated			

	Frequently	Occasionally	Not Observed
24. Appears to prefer older children			
25. Appears to prefer younger children			
26. Mingles with children of opposite sex			

List any known handicaps: _____

Briefly describe any special talents: _____

Recommended areas in which the student needs special instruction or help:

Comments:

Signature of Teacher

This specially designed instrument makes it convenient for the counselor to record curricular and extra-curricular notes of significance for each year the student was enrolled in school.

Significant Notes

Teacher	Teacher

Note: This form can be expanded to cover more than four years.

APPENDIX F

STANDARDIZED TEST RECORD

Standardized tests serve the broad purpose of providing teachers, students and administrators with knowledge that is helpful to them in planning and selecting appropriate learning experiences.

The Differential Aptitude Test and other ability and interest profile tests are satisfactory instruments for revealing the abilities, the strengths and weaknesses of students. Guidance counselors are qualified to administer and interpret the Differential Aptitude Test and other tests yielding a profile of the students abilities, interests, and aptitudes.

A profile of a student's ability, aptitude and interest scores makes it convenient when charting course work in order to relate these abilities to specific courses which will enhance the abilities, aptitude and interests of the student.

STANDARDIZED TEST RECORD (from cumulative record)

Name of Test	Form	Date Given	Score	Norm G.E.	% Tile Rank	M.A.	C.A.	I.Q.
--------------	------	------------	-------	-----------	-------------	------	------	------

Academic
Aptitude

Achievement

Other

Differential Aptitude Test Scores

Name	Year	Form	Grade	Sex
------	------	------	-------	-----

Raw Score

Percentile

Other Profile Measures

Relatively Strong Ability Areas

Weak Ability Areas

Relatively Strong Aptitude Areas

Weak Aptitude Areas

Relatively Strong Interest Areas

Weak Interest Areas

Relatively Strong Subject Areas

Weak Subject Areas

Possible subject areas to stress or pursue in program planning:

ATTENDANCE RECORD

Indicate number of days absent _____

Indicate number of days present _____

Indicate number of school days _____

EMPLOYMENT RECORD

Full or Part-time _____

Type of work _____

Comments _____

APPENDIX G

REFERRALS

The referral form indicates referral agencies and other needed information to more completely analyze the student.

REFERRALS SUGGESTED FOR MORE COMPLETELY ANALYZING THE STUDENT

1. Medical

- a. Name of agency and address -
- b. Person in charge -
- c. Telephone number -
- d. Referral steps

2. Testing - psychological, etc.

- a. Name of agency -
- b. Person in charge -
- c. Telephone number -
- d. Referral steps

3. Mental Health Clinic or Guidance Bureau

- a. Name of agency -
- b. Person in charge -
- c. Telephone number -
- d. Referral steps

4. Other

- a.
- b.
- c.
- d.

Possible reasons why student is presently not succeeding in occupational program and/or school.

Overall appraisal summary and/or recommendation(s).