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ABSTRACT

A project provided 2,307 high school juniors in 44 schools in Kansas with a career planning experience through use of the Career Planning Program (CPP), a career guidance instrument. Twelve area vocational-technical school counselors functioned as technical skills trainers to high school counselors and as test materials liaison persons. Data were collected from 1,948 of those students with the Student Needs Assessment Survey (SNAS). The suggested procedure in use of CPP and SNAS was a four-step process: preassessment activities to initiate student thinking about career decision making; assessment; interpretation sessions; and followup activities involving students, parents, and others. Student and counselor evaluations indicated they placed high value on the benefit of the experience. Student needs were identified in such areas as obtaining information and experience in areas related to career exploration and choice, obtaining more specific information about postsecondary educational possibilities, increasing skills in various educational areas, and learning more about self and others through counseling. (Four tables are included. Appendixes, amounting to over one-half of the report, include lists of participants, a followup questionnaire and data, the SNAS, and a profile of career applicants.) (YLB)

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A Secondary School/Area Vocational Technical School Cooperative Career Guidance Project Based on the Assessed Needs of High School Juniors

Project Number: 83-132-07

Wichita State University
Wichita, KS

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Project Director

June 1, 1983

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BC
June 1, 1983

A Secondary School/Area Vocational
Technical School Cooperative Career
Guidance Project Based on the
Assessed Needs of High School Juniors

Executive Summary

This project provided 2,307 high school juniors in 44 schools in Kansas with a career planning experience through use of the Career Planning Program (CPP). Data were collected from 1,948 of those students with the Student Needs Assessment Survey (SNAS). Forty-four participating senior high schools were selected through a cooperative arrangement with 12 Area Vocational Technical School (AVTS) counselors who functioned as technical skills trainers to high school counselors for use of the CPP and SNAS and as test materials liaison persons between Wichita State University (WSU), American College Testing (ACT) and participating high schools.

The 2,307 juniors were selected on a representative basis. State reports of CPP and SNAS data indicate a reliable distribution of students by sex, ethnicity, and size of high school. As a result of its representiveness, implications of the state data take on more significance in guidance and curriculum program planning.

Student and counselor evaluations of the CPP/SNAS experience are quite favorable. Those evaluations, taken with the recommendations of the project Advisory Committee, would provide a strong endorsement of a continuation of a career planning experience for high school juniors similar to the one described in this project. More specific recommendations and questions for additional study are contained in the project report.

Personnel and Participants

Advisory Committee

An Advisory Committee (Appendix A) was formed as outlined in the proposal for funding. Two meetings of the Advisory Committee were held: the first was to shape early input into the design and operation of the project; the second was to review student project data, student and counselor evaluations, and make recommendations. Those Advisory Committee recommendations and questions are included in the "Conclusions and Recommendations" section of this paper.

Participants

Three specific groups of persons were included in this project: (a) AVTS counselors, (b) secondary school counselors, and (c) high school juniors who were assessed. Appendix B lists persons who participated in the In-service training for AVTS counselors held in Emporia, Kansas. The training staff for that session consisted of the project director, Dr. Brooke Collison; Mr. Don Davis, ACT; and Ms. Cheryl Henderson, KSDE.

Appendix C lists secondary schools, counselors, the number of juniors participating, and the size classification of the school. Table 1a indicates how information on school enrollment was used to determine size categories: small = less than 125 enrolled; medium = 126 to 265 enrolled; large = 266 or more enrolled.

Procedures

Initial notification of this project was made through regular dissemination procedures of the KSDE. In addition, a letter of explanation and initiation was sent from the project director to all AVTS directors. A presentation to clarify project components was made by the project director to all AVTS counselors in attendance at a meeting in Hutchinson, Kansas on August 3.

Representatives from 14 AVT schools attended a two-day in-service training session held in Emporia, Kansas on September 8 and 9, 1982. The focus of that

training was to enable the AVTS counselors to pursue the next steps of the project implementation plan:

* select participating high schools,
* obtain high school participation agreements,
* train high school counselors in the use of the CPP and SNAS, and
* order and distribute CPP and SNAS materials.

Two AVT schools which had initially been included in the project either failed or declined to participate following the Emporia in-service project. Some redistribution of the allotted number of juniors to be tested in each AVTS region was made to adjust the sample size within the limits which had been determined. Table 2a shows the approximate junior enrollment in each AVTS region with the fraction of total enrollment and the sample size obtained which approximates a representative sample of students.

Forty-four secondary schools participated in the study--12 classified small, 11 classified medium, and 21 classified large. A total of 2,307 students were tested with the CPP. Of these, 1,948 (84%) completed the SNAS and are included in the state summary. A total of 1,010 (44%) students completed the Student Follow-Up Evaluation.

Among the 44 secondary schools, some divergence of procedure in use of the CPP and SNAS was observed. The suggested procedure was a four-step process including (a) pre-assessment activities designed to initiate student thinking about career decision making; (b) assessment; (c) interpretation sessions; and (d) various follow up activities involving students, parents, and others. No attempt was made to monitor how extensively school counselors followed through on components. An assumption will be made that most of the students who took the CPP received results in an interpretive session of some kind.

Achievement of Objectives

Student Follow-Up. Using the Student Follow-Up Form (Appendix D) as an evaluation instrument, the following statements could be made:

1. Students felt that the CPP Warmup activities were helpful 73%

2. Students do not feel that the CPP is too long 75%

3. Students say that the CPP interpretation gave them new information about themselves. 68%

4. Some students talked with their parents about the CPP. . . 45%

5. The CPP helped some students with decisions about school courses 50%

6. The CPP helped students identify job or career choices. . . 74%

7. Most students would recommend the CPP to their friends. . 72%

8. The CPP interpretation session was viewed as a good experience by many 67%

9. Not many students discussed the CPP with their teachers. . 20%

10. Some students plan to talk more with their counselor about the CPP 45%

11. About one-fourth of the students plan to work full time after leaving high school 27%

12. About one-fifth of the students plan to attend an AVTS after leaving high school 20%

13. Many students plan to attend college part or full-time . . . 62%

14. Students want more information like they received in the CPP 65%

15. Many students feel that they have the life skills needed for coping 70%

16. Few students changed their vocational plan as a result of taking the CPP. 12%

Further analysis of the Student Follow-Up data is provided in the "Crosstabulation" tables included in Appendix E. Analysis of questions one through 17 by sex indicates several where males and females responded in a significantly different manner. For example, females

* viewed the warmup activities as more helpful

* learned more about themselves than did males

* were more likely to talk with their parents about the CPP
* were more likely to see the CPP as helping make job or career choices
* would recommend the CPP to friends more often than males
* were more likely to feel the interpretation session was a good experience
* are less likely than males to be in full time work after high school
* less likely to be in an AVTS after high school
* more likely to attend college than males
* more frequently want more information like the CPP
* describe themselves as making higher grades than males do

Additional analysis of student responses is provided in the 6 X 6 tables in Appendix E. In these tables, student response to one question is analyzed by their response to another. For example, the analysis of Question 3 X Question 10 (p. 20 in Appendix E) indicates that students who found that the CPP gave them information about themselves are also the ones who plan to talk more with their counselor. The crosstabulation of Question 4 X Question 9 indicates that students who did not talk with their parents about the CPP also did not talk with teachers, while students who had talked with their parents were more likely to talk with teachers about the CPP. If students felt good about the CPP and school courses (Question 5), they were very likely to say that it helped them identify job or career choices. Other analyses are presented in the Appendix without commentary here.

High school counselor response. Results from 38 high school counselors who completed an evaluation form (Appendix F) are summarized in Table 3a. If responses to questions 1 and 2 are compared, it can be observed that counselors are more eager to participate in a repeated project than they were to begin this one. Question 3 indicates that the most common time commitment was 10-19 hours. It should be pointed out that the number of students tested per school is not taken into consideration in this response, but that implementation of the CPP does not seem to be as time excessive as some persons thought inititally.

Question 5 indicates that the high school counselors were not displeased with the training they received from AVTS counselors.

Questions 6, 7, and 8 were designed to obtain the counselor's assessment of the CPP. The average rating of 7.19 (Question 6) seems to reflect a good opinion of the CPP. There is a split reflected in Question 7 as to which grade would be best for use with the most respondents suggesting 11th, then 9th and 10th in order. The response to Question 8 is puzzling in light of the counselors' endorsement in Question 2. (A member of the Advisory Committee reflected that counselors might not recommend the CPP to a colleague if they thought that it would reduce the amount of money available to them for their own program.)

Questions 12 and 13 were open-ended response questions. It is interesting to note that the most frequent positive outcome mentioned by school counselors was that it helped juniors start thinking about career planning. The most frequent criticism or problem mentioned in Question 13 was a lack of time to administer or problems with time.

AVTS counselor response. Ten of the 12 AVTS counselors completed an evaluation form (see Appendix G) near the end of the project year. Their responses are summarized in Table 4a. Questions 1 and 2 indicate that there was some reluctance on their part to undertake the project and that that reluctance still exists.

The time required to complete the project (27 hours/counselor average) was a little more than that required for the high school counselors. The AVTS counselors also see the CPP as a valuable instrument (Question 4) and also are split on the best grade in which to administer the CPP (Question 5).

The responses to the remaining open-ended questions are present in Table 4a.

Student Needs Assessment Survey

Results of the SNAS are attached as a separate report of 96 pages (minus pp. 6, 7, 9). Perhaps most significant for long range planning is inspection of the data

in Table 2, p. 3 which shows the rank order of the 70 need statements from the 1,948 students on whom these data are available. The number one need is "To know more about job opportunities in my career area." Many of the top 20 needs are related to guidance services, including the item ranked 18, "To have counseling about my career plans" and the item ranked 19, "To have counseling about my educational planning."

Additional analysis of the data from the SNAS can be performed by interested persons who wish to inspect particular items from the 96 page report. Analysis is possible based on the following:

* all students
* sex
* grade in school (some seniors are in the data base)
* grade point average of respondents
* post-high school plans
* size of high school
* whether the SNAS was anonymous or whether respondents identified themselves
* ethnicity

Table 1 (pp. 1-2) describes the student population which completed the SNAS. Table 2 (p. 3) presents the 70 need items of the SNAS rank ordered for all students from highest to lowest need. Inspection of the SNAS response sheet (Appendix H) may help interpret some of the items on the computer print out, since a few responses have been abbreviated on the print out for convenience and the full wording as it appears on the student response sheet gives more meaning for the reader.

Tables 3 and 4 present the same 70 needs rank ordered for males and then females. It can be noted that there is a high degree of similarity in the ranked needs for males and females; however, there is a tendency for females to express

stronger needs than males for their higher ranked needs (as inferred from the difference in the "weighted need index" for each group).

The top four needs for males and females are the same with only slight variations in order:

* To know more about job opportunities in my career interest areas.
* To get some job experience in my career interest areas.
* To know more about training requirements for jobs I might like.
* To become aware of training offered in my career interest areas.

Inspection of the six need items which round out the top ten for males and females show that four of the six are on both lists in slightly different order:

* To know more about financial aid available for continuing my education after high school.
* To develop my test taking skills.
* To learn more about college entrance requirements.
* To know how to earn college credit without taking a particular course.

Two need items were unique in the males' list of the top ten:

* To improve my study skills and habits.
* To explore in detail careers I might like.

The two unique items in the female top ten were as follows:

* To know how and when to select a college major.
* To become aware of my career interest areas.

The unique items within the top ten for each group should not be given too much emphasis, because they both appear in the next set of five needs for each group. The conclusions to be drawn from inspection of the top-ranked needs for males and females--either separately or combined--is that juniors (a) want information about careers, (b) want opportunities to learn about themselves through job training or job experiences related to those careers, (c) want more information about financial aid and college information, and (d) want to improve some school-related skills.

Inspection of the next ten need items for males and females indicates that juniors then rank various procedures for learning what they have ranked high in ir top ten--for example, talking to people who are employed or obtaining coun- ng about career and educational plans.

Tables 5 and 6 have been deleted from the report because of the small number reshmen or sophomores who responded to the SNAS. Table 7 rank orders the ns for juniors only. Table 8 has been deleted because only 39 persons marked ir grade level as seniors.

Experience items. Table 9 (pp. 10-27) presents the responses to 17 items in SNAS which are designed to elicit student response to certain high school eriences. The results are presented for the total group of respondents (N=1,948) for the various sub groupings already identified in this report. A reader of se data may want to inspect each of the experience items with a particular up in mind. For example, if size of school is a factor of interest, the reader will e that students in small schools were more dissatisfied than larger school students n the number and variety of course offerings (Item 2) but were more satisfied n students in larger schools with the attitude and care of teachers toward each lent's personal needs (Item 14), with the racial harmony in school (Item 12), and n out-of-class availability of teachers (Item 11). In other items, small and large ool students responded much alike, as with their perception of the adequacy of grams in career education and planning (Item 10).

Analysis of the experience items should include inspection of the column led "No experience." In essence, students marking that response are indicating : they have had "No experience with this characteristic of school." The reader he report must use some individual or collective criterion to decide whether the ber of students who have had "no experience" with a particular item is too high oo low. For example, only 5% of the students indicate "no experience" with the ary or learning center facilities and 61% are satisfied with those facilities (Item

6). In this instance, 5% may not be too low. Item 16 (Job placement assistance) has 38% responding "No experience." This may be judged "low" or "high" depending on the expectations for how a job placement service in school should operate. Further analysis of this same item indicates a wide discrepancy of experience when the responses are analyzed by GPA--high GPA students have less experience with in-school job placement (47%) than do low GPA students (27%).

Need items. Table 10 (pp. 27-96) presents the results of student response to the 70 need items in the SNAS. As with the experience items discussed in the preceeding section, each item can be analyzed by particular group. It might be most valuable to look at the ranked items for all students (Table 2, p. 3) and identify particular need items for inspection in Table 10. For example, need item Number 3 has been identified as the number one need for all students (To know more about job opportunities in my career interest areas); however, different groups of students did respond to this item differently. In general one could say that students who have low GPAs, or who plan a Voc/Tech program, or who have no educational plans say that they need less assistance with this need than do other students. Minority students express the most need for assistance with this item compared with the other groups which have been identified.

Profile of Career Applicants

The twelve-page Profile of Career Applicants (PCA) (see Appendix I) summarizes the results of the juniors who took the Career Planning Program (CPP) as part of this study. In most tables where scores have been summarized, means and standard deviations have been reported in stanine scores. Results are usually reported and summarized by sex of respondents.

Because the sample tested is so large (N=2,150 in many cases), small differences in mean scores are probably significantly different. In fact, mean score differences of more than .15 stanines would probably be significant. Therefore, on Table 1 in

the report, it could be said that males scored higher than females on Mechanical Reasoning and Space Relations; females scored higher than males on Reading Skills, Language Usage, and Clerical Skills; males and females did equally well on Numerical Skills.

Other tables in the PCA confirm information which has been known about students. For example, even though males and females do not differ on numerical skills (Table 1), there is a significant difference in the grades in math reported by males and females (Table 5).

The work-related experiences reported by students (Table 6) reveals several discrepancies between males and females. This data could be used by school personnel to decide where enrichment experiences are needed in career education programs. Interpretation of this table can be facilitated if the reader will have on hand the interpretive materials which accompany the CPP in order to give more meaning to the seven experience labels included in this section.

Table 7 shows that the most frequent first-choice educational and/or occupational programs for males is "Trades, Crafts, and Industries" (39%) followed by "Technologies" (19%). The most frequent first-choice for females is "Business Operations" (20%) followed closely by "Social and Personal Service" (18%), "Health Services/Sciences" (15%).

Table 12 includes the results of responses to 12 questions developed by the project director with assistance from the AVTS counselors. These 12 "Local Items" were included as part of the CPP, but several schools did not use them; therefore, results are available for 1,500 students at most. In order to interpret Table 12, it is necessary to have a copy of the questions included on the sheet headed, "Local Items." Inspection of these results would indicate that most students feel that school has prepared them for a job after high school (63% agree, Question 1) but that they don't know what that job will be (Question 2) nor do they know where they will do it (Question 6). Many students have received help at school in making

future plans (57% agree, Question 3) and they feel the guidance counselor was available for help (88%, Question 5).

In answer to a question about future life style (Question 11), males and females show discrepant responses with 32% of the females saying that five-years after high school they expect to be in a dual career marriage whereas only 13% of the males marked that response. Thirty-five percent of the males and 25% of the females expect to be single and employed five years after high school. Males still present a "breadwinner" attitude with 17% expecting to be married and employed whereas only 9% of the females marked this same response.

The discrepancies in male and female responses to Question 11 on the local items suggest differences in gender role expectations. These same students marked need items on the SNAS very low dealing with gender role changes, love and marrige (need Items 9, 62, and 63). This suggests a need for discussion of these topics among students.

Conclusions and Recommendations

Conclusions

The project objectives of establishing a "cooperative career guidance project" utilizing AVTS counselors to reach high school juniors with a career guidance instrument (CPP) seems to have been reached in most instances. In some cases, the AVTS counselor-high school link was more effective than in others and in some instances there was failure on the part of the AVTS counselor to complete linkage with the high school counselor.

A representative sample of high school juniors was identified and assessed with the CPP. In addition, a large number of those students completed the SNAS. This provides a valid representative group of juniors whose statements can be interpreted as representative of the statements of "high school juniors" not just the statements of the sample tested.

Student and counselor evaluations of the project indicate that both students and counselors placed high value on the benefit to students of a career planning experience like the CPP. Both students and counselors endorsed extending the project to others.

Data collected through the CPP, the SNAS, and the Student Follow Up Evaluation Form would indicate that there are identified student needs in the following selected areas (not an inclusive list):

* obtaining information and experience in areas related to career exploration and choice.
* obtaining more specific information about post-secondary educational possibilities and how to implement them.
* increase skills in various educational areas.
* learn more about self and others through processes such as counseling.

The same data indicate that, although similar in the main, students do differ by group. Those differences can be considered when designing guidance or educational programs for students. For example, knowing that males and females have expressed different needs--or have responded differentially to the same need--permits guidance program planners to respond in more appropriate manner than they could without that information.

Recommendations

The following recommendations are the result of presentation and discussion of the project data with members of the Advisory Committee; however, the recommendations which do follow are written as the responsibility of the project director.

1. It is recommended that some research effort be directed at a determination of the most appropriate grade and semester for use of a career planning instrument such as the CPP. This recommendation emerges from the different responses of school and AVTS counselors to the question of appropriate grade level and from the

fact that the Advisory Committee did not have data on hand to suggest a "most appropriate" time for use of such an instrument.

2. It is recommended that some link between secondary schools and AVT schools be encouraged in the future. This recommendation emerges from the several comments that the school-AVTS link was enhanced this year and is made in full recognition that AVTS counselors do not have a need to add additional responsibilities nor do they have a surplus of time to devote to such activities.

3. It is recommended that the SNAS be used with a different population (e.g. ninth grade students) in order to develop a more comprehensive description of student needs. This recommendation is made in an effort to broaden knowledge of Kansas students and with the understanding that a representative sample could be obtained in much the same fashion as the current sample. If obtained, a ninth grade sample could be used to indicate change over time using two cross-sectional samples as reference points.

4. It is recommended that an effort be made to collect and disseminate information concerning the effective use of the CPP and SNAS. This recommendation is made with the recognition that a variety of strategies were used among the several schools involved this year and that as successful strategies are developed for use with students, teachers and administrators, parents, and others that those successful strategies need to be shared with others. One outcome of this recommendation could be a CPP/SNAS Kansas User's Guide.

5. It is recommended that the project director initiate a number of actions related to the project. These actions would include development of press releases about the needs of Kansas juniors; distributing information to others through available newsletters (KPGA Newsletter, APGA Guidepost, etc.); presenting information at conferences and conventions; and writing professional journal articles about the project.

6. It is recommended that some attention be given to a series of questions which have emerged as a result of observations and discussions related to the project this past year. Included among those questions are the following:

a. How can school counselors who wish to initiate a career guidance program such as the CPP deal with resistance from administrators, teachers, or students?

b. What should be the role of the AVTS counselor with respect to secondary school counselor programming?

c. What are the short- and long-term effects of the CPP on students and on teachers?

d. Does use of the CPP with students have any effect on drop-out or retention rates?

e. What effect does career planning information have on the classroom?

Dissemination Plan

The information generated as a product of this project will be disseminated in a variety of ways. In general, there are two broad categories of information: (a) descriptive information about students obtained from the representative sample of high school juniors, and (b) information from counselors and students concerning their evaluative perceptions of a career guidance experience. Procedures for disseminating information from the two categories include (but are not limited to) the following:

1. Presentation scheduled for the state AVA conference in Manhattan, August 8-9, 1983.

2. Presentation scheduled at the fall Emporia conference sponsored by the State Department of Education.

3. Presentation planned for the Guidance Communication Council, State Department of Education.

4. Presentation planned for the spring, 1984, KPGA Convention.

5. Written presentation planned for submission to KPGA Newsletter, APGA Guidepost, and SDE News Notes.

6. Project information will be used as a basis of data for design and presentation of a series of counselor in-service workshops to be conducted in 1983-1984 for implementation in the 1984-1985 school year.

7. A series of news releases will be prepared in the nature of "what juniors are like" (based on SNAS and CPP data).

Table 1a

School Size Characteristics of Kansas High Schools*

and Project Distribution Data

N Schools	Size	Total Enrolled
260	≤ 338	38,259
68	345-1,041	38,481
27	≥ 1,053	38,497
355		115,237

School Size	N Schools	Students Enrolled	% of Total	N in Sample	% in Sample
Small	121	9,381	8	263	11
Medium	114	21,304	18	471	20
Large	120	84,552	73	1,626	69
	355	115,237		2,360	

*Note: Public School Report: Selected School Statistics, 1981-1982. Topeka: Kansas State Department of Education, January, 1982.

Table 2a

Summary of CPP/SNAS Project Materials Processed

Distribution of High School Juniors by AVTS Areas

AVTS	N*	%1	%2	PN	School Size and Sample Size Schools/Number Tested		
					Small	Medium	Large
Cowley	940	2.95	4.25	114	1/13	3/113	-
NE	1172	3.18	5.84	143	1/16	-	2/112
NC	1173	3.68	5.84	143	-	-	-
SE	2690	8.46	13.40	328	-	1/66	4/258
SW	1597	5.02	7.96	195	2/51	1/40	1/101
Flinthills	732	2.30	3.65	89	3/69	2/90	-
NW	996	3.13	4.96	121	3/66	1/52	-
CK	1940	6.10	9.67	237	1/25	1/36	2/176
KC + Olathe	7333	23.06	4.25	104	-	-	6/104
Liberal	1134	3.57	5.65	138	1/23	1/34	2/80
Manhattan	1723	5.42	8.59	210	-	1/40	2/165
Salina	1497	4.70		-	-	-	-
Kaw	3756	11.81		-	-	-	-
Wichita	5118	16.09	25.50	625	-	-	2/630
	31801			2447	12/263	11/471	21/1626

N* = Headcount Enrollment Kansas Public Schools, 1981-82. Kansas State Department of Education, December, 1981.

%1 = Percent of Juniors in AVTS area

%2 = Percent of Juniors in AVTS area when nonparticipating schools are excluded

PN = Projected number in the test sample for participating AVTS schools

Table 3a

Project Evaluation Form Results
For 38 Counselors Responding

Question	Response	N	%
1. When you were contacted about this project, were you eager or reluctant to participate?	eager	15	38
	2	11	28
	so-so	9	23
	4	4	10
	reluctant	0	0
2. If the State Department of Education provided funds to districts for the CPP, how eager or reluctant would you be to participate?	eager	21	54
	2	9	23
	so-so	8	21
	4	0	0
	reluctant	1	3
3. Please estimate the amount of time (in hours) which you invested in each stage of the project.	45 - 85 hrs	5	14
	20 - 44 hrs	7	20
	10 - 19 hrs	17	49
	below 10 hrs	6	17
4. Had you used these instruments before?	CPP Yes-13 No-26		
	SNAS Yes- 1 No-28		
5. Please assess the adequacy of the in-service training you received from your AVTS counselor.	Very Good	12	33
	2	8	22
	3	14	39
	4	1	3
	Very Bad	1	3
6. On a scale of 1 to 10 (10=best), how would you rate the CPP as a career planning tool?	Range = 1-10 Average = 7.19		

7. In what grade and in what time of year do you believe such a program should be focused?	Grade	N	Semester First	Semester Second
	9	11	3	7
	10	8	3	4
	11	19	16	4

8. Would you recommend the CPP to a colleague in another school district?			
	Definitely	21	55
	Might	4	11
	Probably Not	12	32
	No	1	2

	Response	N	%
9. Who administered the SNAS? CPP?	SNAS -- Counselor	26	84
	Teacher	5	16
	CPP -- Counselor	33	80
	Teacher	8	20
10. Was the CPP interpreted primarily in groups? individually?	Groups	29	76
	Individually	9	24
11. What would be your preference on CPP interpretation?	Groups	20	50
	Individually	20	50

12. What one or two things would you identify as positive outcomes of this project this year?

	N
1. Assisted students in selecting classes	1
2. Good public relations	2
3. Positive parent response	2
4. Juniors started thinking about choices	3
5. Excellent graphics	1
6. Awareness of career planning	13
7. Assisted counselor in working with students on vocational intentions	5
8. Understand individual strengths and weaknesses	3
9. Students enthusiasm	1

13. What one or two problems did you encounter with this project?

1. Appropriate time (administer)	17
2. No training	2
3. Time for interpreting	1
4. Group interpretation confusing	1
5. More comprehensive follow-up for students	1

RECOMMENDATIONS

1. Good program	5
2. Excellent counseling tool	2
3. Have AVTS counselor do	1
4. Prefer VIESA	1
5. More "how to" info	1

Table 4a

Cooperative Career Guidance Project

AVTS Counselor Evaluation Results

Question	Response	N
1. When you were contacted about this project, were you eager or reluctant to participate?	eager	3
	2	4
	so-so	3
	4	0
	reluctant	0
2. If the project were repeated next year, how eager or reluctant would you be to participate?	eager	2
	2	6
	so-so	2
	4	0
	reluctant	0
3. Estimate the [illegible]n hours which you invested in [illegible] stage of the project.	Range = 13 to 54 hours Average = 27 hours	
4. On a scale 1 to 10 (10 = best) how would you rate the CPP as a Career planning tool?	Range = 5-10 Average = 7.5	

5. In what grade and in what time of year do you believe such a program should be focused?

Grade	N	Semester	
		First	Second
10	6	5	1
11	4	3	0

6. What one or two things would you identify as positive outcomes of the project this year (for you)?

	N
1. Increased student awareness	3
2. Improved counselor rapport/contact	3
3. Improved interest of counselors in career planning	2
4. All HS counselors like the instrument	1

Table 4a, cont.

	N
7. What one or two problems did you encounter with this project?	
1. No problems/handled smoothly	2
2. Scheduling--counselors feeling test/ burdened, tested out	2
3. Time frame	1
4. Misunderstandings due to numbers of people involved	1
5. Lag in receiving of materials	1
6. Apathy	1
7. Slow return of materials from counselors	1
8. Conflict with state required competency testing	1

8. How do you feel about AVTS involvement in high school student testing?

1. Like the GATB to use as counseling tool.
2. Would like to see funding for all high schools.
3. Fosters better relations with HS counselors.
4. Enthusiastic response from Superintendent involvement.
5. HS are already loaded with standardized testing/reluctant to add more.
6. IT'S GREAT.
7. Should be minimal/only this year.
8. Not sure how effective we were for the amount of effort expended and the ultimate results.
9. Positive/would like to see adopted as a state-supported testing program.

9. Your recommendations or comments:

1. Make CPP available to USD's at State expense on optional basis.
2. Adoption as State Testing Program instrument, provided by State of Kansas
3. Review by USD's of total testing program with possible elimination of overlapping survey instruments.
4. More organized distribution of testing materials.
5. Would like to be involved/host workshop.
6. Counseling done at 8/9/10 grade levels for planning of HS courses.
7. Like to see CPP become widely used.
8. More inservice training time.
9. State wide testing.
10. Earlier involvement of high schools to determine dates for shipping of materials.

Appendix A

Advisory Committee

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Appendix B

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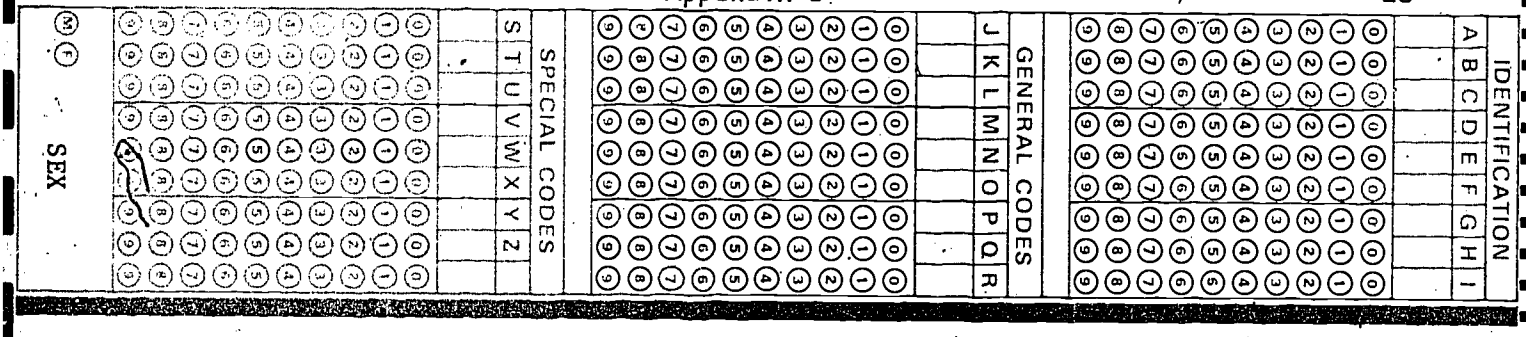
Appendix C

Participating High Schools by Size and AVTS

AVTS/ Counselor	High School	Counselor	School Size	N Tested
Olathe/ F. Graham	Olathe North	T. Darnell	Large	30
	Olathe South	S. Polley	Large	20
	Blue Valley	D. Gathright	Large	17
	DeSoto	R. Darst	Large	11
	Gardner	D. Mohr	Large	11
	Springhill	J. Jensen	Large	10
Atchison/ J. Reichart	Atchison Sr. Hi.	J. Householder	Large	47
	Atchison C.C.H.S.	M. Doyen	Large	72
	Midway	B. Baird	Small	17
SWKAVTS/ G. Willich	Cimarron	B. Storrer	Medium	40
	Spearville	L. Maxwell	Small	28
	Jetmore	J. Chambers	Small	23
	Dodge City	D. Wall	Large	101
Flint Hills/ G. Walker	Hartford	B. Stecklein	Small	28
	Osage City	L. Kramer	Medium	44
	Olpe	V. Sexton	Small	21
	Burlington	R. Ebberts	Medium	35
	Marais Des Cygne	D. Storm	Small	18
Manhattan/ J. Shortt	Wamego	J. Ethington	Large	65
	Washington	W. Mallean	Medium	40
	Manhattan	D. Koran	Large	100
Northwest/ P. Chaffin	Decatur	D. Parlin	Medium	48
	Wallace	B. Hatton	Small	26
	Wheatland	L. Kaiser	Small	23
	Golden Plain	G. Schultz	Small	17

AVTS/ Counselor	High School	Counselor	School Size	N Tested
SE/				
D. Gowan	Baxter Springs	M. Carter	Large	14
	Columbus	R. Lankford	Large	108
	Southeast	L. Coltrane	Medium	63
A. Buffington	Independence	P. Fairbank	Medium	76
	Caney	S. Johnson	Large	53
Cowley Co./				
F. Smith	Central	A. Taylor	Medium	33
	Oxford	M. Wycoff	Medium	31
	Dexter		Small	14
	Udall	D. Huston	Medium	36
Wichita/				
L. Cox	Heights	K. Gabrielson	Large	270
	West	G. Shaver	Large	306
Central/				
J.R. Frey	Inman	M. Billings	Small	35
	Hutchinson	E. Anderson	Large	63
	Sedgwick	D. Deutschendorf	Medium	35
	Nickerson	J. Kinsch	Large	97
Liberal/				
J. Marchel	Dighton	J. Algrim	Small	23
	Garden City	L. Parlette	Large	34
	Lakin	R. Wolfe	Medium	34
	Liberal	B. Meyer	Large	46



You were selected to participate in a Career Planning Program (CPP) for a special Kansas project. Your answers will help evaluate the project.

1. Do not write your name on this paper. You will be identified only by sex & by H.S.
2. Use a #2 pencil--DO NOT use pen.

3. High School Name: _____

CAREER PLANNING PROGRAM (CPP)

		Strongly Agree	Agree	Disagree	Strongly Disagree	Cannot Say
1.	The CPP Warmup activities were helpful.	1	A ①	B ②	C ③	D ④	E ⑤
2.	The CPP is too long	2	A ①	B ②	C ③	D ④	E ⑤
3.	The CPP interpretation gave me new information about myself	3	A ①	B ②	C ③	D ④	E ⑤
4.	I have talked with my parents about CPP information	4	A ①	B ②	C ③	D ④	E ⑤
5.	The CPP has helped me make decisions about which school courses to take	5	A ①	B ②	C ③	D ④	E ⑤
6.	The CPP has helped me identify possible job or career choices	6	A ①	B ②	C ③	D ④	E ⑤
7.	I would recommend that my firends take the CPP	7	A ①	B ②	C ③	D ④	E ⑤
8.	The interpretation session for the CPP was a good experience	8	A ①	B ②	C ③	D ④	E ⑤
9.	I have discussed the CPP with some teachers	9	A ①	B ②	C ③	D ④	E ⑤
10.	I plan to talk more with my counselor about the CPP	10	A ①	B ②	C ③	D ④	E ⑤
11.	After leaving high school, I plan to work full time	11	A ①	B ②	C ③	D ④	E ⑤
12.	After leaving high school I plan to attend a vocational school	12	A ①	B ②	C ③	D ④	E ⑤
13.	After leaving high school I plan to attend college part or full time	13	A ①	B ②	C ③	D ④	E ⑤
14.	I would like to have more information like I received in the CPP	14	A ①	B ②	C ③	D ④	E ⑤
15.	I have the life skills needed for coping with everyday life	15	A ①	B ②	C ③	D ④	E ⑤
16.	My vocational plans have changed as a result of the CPP . . .	16	A ①	B ②	C ③	D ④	E ⑤
17.	Describe the grades that you usually make by marking answer A, B, C, D, or E (E=F)	17	A ①	B ②	C ③	D ④	E ⑤
			A ①	B ②	C ③	D ④	E ⑤
			A ①	B ②	C ③	D ④	E ⑤

	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩
	A B C D E	F G H I J
	① ② ③ ④ ⑤	⑥ ⑦ ⑧ ⑨ ⑩

WICHITA STATE UNIVERSITY

GENERAL PURPOSE QUESTION - RESPONSE FORM

INSTRUCTIONS

Use a number 2 or softer lead pencil. Make all marks in the response circles. They should be dark and glossy, as shown below. Do not make any stray marks. Erase completely if you change your mind. Mark any requested identification on the reverse side.

INCORRECT MARKS A B C D E

CORRECT MARKS A B C D E ① ● ③ ④ ⑤

NCS Trans-Optic 08-8612-321

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CROSSTAB STUDENT FOLLOW UP                                                        04/18/83        PAGE    3

FILE    NONAME    (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
    Q1        CPP WARMUP ACTIVITIES WERE HELPFUL                 BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *   PAGE  1 OF  1

                     SEX
            COUNT    I
            ROW PCT  IMALE      FEMALE      ROW
            COL PCT  I                      TOTAL
            TOT PCT  I       1.I       2.I
 Q1                  --------I---------I---------I
                  0.  I      6  I      5  I     11
                      I   54.5  I   45.5  I    1.1
                      I    1.1  I    1.0  I
                      I    0.6  I    0.5  I
                     -I---------I---------I
                  1.  I     45  I     55  I    100
   STRONGLY AGREE     I   45.0  I   55.0  I    9.9
                      I    8.5  I   11.4  I
                      I    4.5  I    5.4  I
                     -I---------I---------I
                  2.  I    320  I    313  I    633
   AGREE              I   50.6  I   49.4  I   62.7
                      I   60.7  I   64.8  I
                      I   31.7  I   31.0  I
                     -I---------I---------I
                  3.  I     55  I     39  I     94
   DISAGREE           I   58.5  I   41.5  I    9.3
                      I   10.4  I    8.1  I
                      I    5.4  I    3.9  I
                     -I---------I---------I
                  4.  I     16  I      1  I     17
   STRNGLY DISAGREE   I   94.1  I    5.9  I    1.7
                      I    3.0  I    0.2  I
                      I    1.6  I    0.1  I
                     -I---------I---------I
                  5.  I     85  I     70  I    155
   CANNOT  SAY        I   54.8  I   45.2  I   15.3
                      I   16.1  I   14.5  I
                      I    8.4  I    6.9  I
                     -I---------I---------I
              COLUMN       527       483      1010
               TOTAL      52.2      47.8     100.0

CHI SQUARE =      16.69347 WITH    5 DEGREES OF FREEDOM    SIGNIFICANCE =   0.0051
CONTINGENCY COEFFICIENT =     0.12751
```

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CROSSTAB STUDENT FOLLOW UP                                                             04/18/83        PAGE    4

FILE    NCNAME    (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * *
    Q2        THE CPP IS TOO LONG                                     BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     SEX
            COUNT   I
           ROW PCT  IMALE     FEMALE      ROW
           COL PCT  I                     TOTAL
           TOT PCT  I       1.I       2.I
Q2         ---------I--------I--------I
                 0.  I     5  I     5  I     10
                     I  50.0  I  50.0  I    1.0
                     I   0.9  I   1.0  I
                     I   0.5  I   0.5  I
                    -I--------I--------I
                 1.  I    43  I    25  I     68
  STRONGLY AGREE     I  63.2  I  36.8  I    6.7
                     I   8.2  I   5.2  I
                     I   4.3  I   2.5  I
                    -I--------I--------I
                 2.  I   125  I   106  I    231
  AGREE              I  54.1  I  45.9  I   22.9
                     I  23.7  I  21.9  I
                     I  12.4  I  10.5  I
                    -I--------I--------I
                 3.  I   261  I   268  I    529
  DISAGREE           I  49.3  I  50.7  I   52.4
                     I  49.5  I  55.5  I
                     I  25.8  I  26.5  I
                    -I--------I--------I
                 4.  I    37  I    37  I     74
  STRNGLY DISAGREE   I  50.0  I  50.0  I    7.3
                     I   7.0  I   7.7  I
                     I   3.7  I   3.7  I
                    -I--------I--------I
                 5.  I    56  I    42  I     98
  CANNOT  SAY        I  57.1  I  42.9  I    9.7
                     I  10.6  I   8.7  I
                     I   5.5  I   4.2  I
                    -I--------I--------I
            COLUMN      527      483     1010
             TOTAL      52.2     47.8    100.0

   1 OUT OF    12 (  8.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  4.782
CHI SQUARE =      6.51562 WITH    5 DEGREES OF FREEDOM    SIGNIFICANCE =  0.2592
CONTINGENCY COEFFICIENT =      0.08006
```

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CRCSSTAB STUDENT FOLLOW UP                                                          04/18/83       PAGE    5

FILE    NONAME   (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * *
   Q3        CPP INTERP GAVE NEW INFO ABOUT SELF            BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                          SEX
               COUNT   I
             ROW PCT  IMALE      FEMALE      ROW
             COL PCT  I                      TOTAL
             TOT PCT  I        1.I       2.I
Q3            --------I--------I--------I
                 0.   I      2 I      3 I       5
                      I   40.0 I   60.0 I     0.5
                      I    0.4 I    0.6 I
                      I    0.2 I    0.3 I
                     -I--------I--------I
                 1.   I     59 I     94 I     153
  STRONGLY AGREE      I   38.6 I   61.4 I    15.1
                      I   11.2 I   19.5 I
                      I    5.8 I    9.3 I
                     -I--------I--------I
                 2.   I    265 I    268 I     533
  AGREE               I   49.7 I   50.3 I    52.8
                      I   50.3 I   55.5 I
                      I   26.2 I   26.5 I
                     -I--------I--------I
                 3.   I     98 I     62 I     160
  CISAGREE            I   61.3 I   38.8 I    15.8
                      I   18.6 I   12.8 I
                      I    9.7 I    6.1 I
                     -I--------I--------I
                 4.   I     47 I     24 I      71
  STRNGLY CISAGREE    I   66.2 I   33.8 I     7.0
                      I    8.9 I    5.0 I
                      I    4.7 I    2.4 I
                     -I--------I--------I
                 5.   I     56 I     32 I      88
  CANNOT  SAY         I   63.6 I   36.4 I     8.7
                      I   10.6 I    6.6 I
                      I    5.5 I    3.2 I
                     -I--------I--------I
              COLUMN       527      483      1010
               TOTAL      52.2     47.8     100.0

   2 CUT OF     12 ( 16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   2.391
CHI SQUARE =     28.45671 WITH    5 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CONTINGENCY COEFFICIENT =     0.16554
```

FILE NONAME (CREATION DATE = 04/18/83)

32

* C R O S S T A B U L A T I O N C F * * * * * * * * * * * * * * * * * *
Q4 I HAVE TALKED WITH PARENTS RE CPP BY SEX
* PAGE 1 OF

		SEX		
	COUNT / ROW PCT / COL PCT / TOT PCT	MALE 1.1	FEMALE 2.1	ROW TOTAL
C4				
0.		5	8	13
		38.5	61.5	1.3
		0.9	1.7	
		0.5	0.8	
1.		21	38	59
STRONGLY AGREE		35.6	64.4	5.8
		4.0	7.9	
		2.1	3.8	
2.		189	209	398
AGREE		47.5	52.5	39.4
		35.9	43.3	
		18.7	20.7	
3.		162	132	294
DISAGREE		55.1	44.9	29.1
		30.7	27.3	
		16.0	13.1	
4.		75	44	119
STRNGLY DISAGREE		63.0	37.0	11.8
		14.2	9.1	
		7.4	4.4	
5.		75	52	127
CANNOT SAY		59.1	40.9	12.6
		14.2	10.8	
		7.4	5.1	
COLUMN TOTAL		527 52.2	483 47.8	1010 100.0

CHI SQUARE = 20.01900 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.0012
CONTINGENCY COEFFICIENT = 0.13941

FILE NONAME (CREATION DATE = 04/18/83)

33

* CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *

Q5 / CPP HELPED DECISIONS RE SCH COURSES BY SEX

* * * * / * PAGE 1 OF 1

Q5	COUNT / ROW PCT / COL PCT / TOT PCT	SEX: MALE 1.	FEMALE 2.	ROW TOTAL
0.		2	4	6
		33.3	66.7	0.6
		0.4	0.8	
		0.2	0.4	
1.		33	46	79
STRONGLY AGREE		41.8	58.2	7.8
		6.3	9.5	
		3.3	4.6	
2.		213	210	423
AGREE		50.4	49.6	41.9
		40.4	43.5	
		21.1	20.8	
3.		131	121	252
DISAGREE		52.0	48.0	25.0
		24.9	25.1	
		13.0	12.0	
4.		62	37	99
STRNGLY DISAGREE		62.6	37.4	9.8
		11.8	7.7	
		6.1	3.7	
5.		86	65	151
CANNOT SAY		57.0	43.0	15.0
		16.3	13.5	
		8.5	6.4	
COLUMN TOTAL		527 52.2	483 47.8	1010 100.0

2 OUT OF 12 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 2.869
CHI SQUARE = 10.56086 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.0608
CONTINGENCY COEFFICIENT = 0.10173

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FILE    NONAME   (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
     Q6        CPP HELPED ID JOB OR CAREER CHOICES           BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF

                       SEX
              COUNT   I
             ROW PCT  IMALE      FEMALE     ROW
             COL PCT  I                     TOTAL
             TOT PCT  I      1.I       2.I
Q6           --------I--------I--------I
                  0.  I     3  I     5  I     8
                      I  37.5  I  62.5  I   0.8
                      I   0.6  I   1.0  I
                      I   0.3  I   0.5  I
                     -I--------I--------I
                  1.  I    73  I    97  I   170
   STRONGLY AGREE     I  42.9  I  57.1  I  16.8
                      I  13.9  I  20.1  I
                      I   7.2  I   9.6  I
                     -I--------I--------I
                  2.  I   292  I   284  I   576
  AGREE               I  50.7  I  49.3  I  57.0
                      I  55.4  I  58.8  I
                      I  28.9  I  28.1  I
                     -I--------I--------I
                  3.  I    74  I    58  I   132
   DISAGREE           I  56.1  I  43.9  I  13.1
                      I  14.0  I  12.0  I
                      I   7.3  I   5.7  I
                     -I--------I--------I
                  4.  I    47  I    20  I    67
   STRNGLY DISAGREE   I  70.1  I  29.9  I   6.6
                      I   8.9  I   4.1  I
                      I   4.7  I   2.0  I
                     -I--------I--------I
                  5.  I    38  I    19  I    57
  CANNOT  SAY         I  66.7  I  33.3  I   5.6
                      I   7.2  I   3.9  I
                      I   3.8  I   1.9  I
                     -I--------I--------I
              COLUMN      527      483     1010
               TOTAL     52.2     47.8    100.0

     2 OUT OF    12 ( 16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   3.826
CHI SQUARE =    21.27618 WITH    5 DEGREES OF FREEDOM    SIGNIFICANCE =   0.0007
CONTINGENCY COEFFICIENT =     0.14363
```

FILE NCNAME (CREATION DATE = 04/18/83)

35

* CROSSTABULATION OF *
Q7 I WOULD RECOMMEND CPP TO FRIENDS BY SEX
* PAGE 1 OF

Q7	COUNT / ROW PCT / COL PCT / TOT PCT	SEX: MALE 1.	SEX: FEMALE 2.	ROW TOTAL
0.		5	3	8
		62.5	37.5	0.8
		0.9	0.6	
		0.5	0.3	
1. STRONGLY AGREE		89	100	189
		47.1	52.9	18.7
		16.9	20.7	
		8.8	9.9	
2. AGREE		267	274	541
		49.4	50.6	53.6
		50.7	56.7	
		26.4	27.1	
3. DISAGREE		52	34	86
		60.5	39.5	8.5
		9.9	7.0	
		5.1	3.4	
4. STRNGLY DISAGREE		41	24	65
		63.1	36.9	6.4
		7.8	5.0	
		4.1	2.4	
5. CANNOT SAY		73	48	121
		60.3	39.7	12.0
		13.9	9.9	
		7.2	4.8	
COLUMN TOTAL		527	483	1010
		52.2	47.8	100.0

2 OUT OF 12 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.826
CHI SQUARE = 12.71695 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.0262
CONTINGENCY COEFFICIENT = 0.11151

FILE NONAME (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * *
Q8 INTERP SESSION WAS A GOOD EXPERIENCE BY SEX
* PAGE 1 OF 1

Q8	SEX: MALE (1.)	SEX: FEMALE (2.)	ROW TOTAL
0.	9	3	12
	75.0	25.0	1.2
	1.7	0.6	
	0.9	0.3	
1. STRONGLY AGREE	47	46	93
	50.5	49.5	9.2
	8.9	9.5	
	4.7	4.6	
2. AGREE	284	303	587
	48.4	51.6	58.1
	53.9	62.7	
	28.1	30.0	
3. DISAGREE	79	60	139
	56.8	43.2	13.8
	15.0	12.4	
	7.8	5.9	
4. STRNGLY DISAGREE	39	29	68
	57.4	42.6	6.7
	7.4	6.0	
	3.9	2.9	
5. CANNOT SAY	69	42	111
	62.2	37.8	11.0
	13.1	8.7	
	6.8	4.2	
COLUMN TOTAL	527	483	1010
	52.2	47.8	100.0

CHI SQUARE = 12.36769 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.0301
CONTINGENCY COEFFICIENT = 0.10999

FILE NCNAME (CREATION DATE = 04/18/83)

* CROSSTABULATION OF *
Q9 1 DISCUSSED CPP WITH TEACHERS BY SEX
* PAGE 1 OF 1

Q9	COUNT / ROW PCT / COL PCT / TOT PCT	SEX: MALE (1.1)	FEMALE (2.1)	ROW TOTAL
0.		3	5	8
		37.5	62.5	0.8
		0.6	1.0	
		0.3	0.5	
1. STRONGLY AGREE		10	6	16
		62.5	37.5	1.6
		1.9	1.2	
		1.0	0.6	
2. AGREE		99	90	189
		52.4	47.6	18.7
		18.8	18.6	
		9.8	8.9	
3. DISAGREE		245	241	486
		50.4	49.6	48.1
		46.5	49.9	
		24.3	23.9	
4. STRNGLY DISAGREE		94	78	172
		54.7	45.3	17.0
		17.8	16.1	
		9.3	7.7	
5. CANNOT SAY		76	63	139
		54.7	45.3	13.8
		14.4	13.0	
		7.5	6.2	
COLUMN TOTAL		527	483	1010
		52.2	47.8	100.0

2 CUT OF 12 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.826
CHI SQUARE = 2.75409 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.7378
CONTINGENCY COEFFICIENT = 0.05215

FILE NCNAME (CREATION DATE = 04/18/83)

38

* CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *
Q10 I PLAN TO TALK WITH MY COUNSELOR BY SEX
* PAGE 1 OF

Q10	COUNT / ROW PCT / COL PCT / TOT PCT	SEX MALE 1.	FEMALE 2.	ROW TOTAL
0.		6	4	10
		60.0	40.0	1.0
		1.1	0.8	
		0.6	0.4	
1. STRONGLY AGREE		32	41	73
		43.8	56.2	7.2
		6.1	8.5	
		3.2	4.1	
2. AGREE		181	202	383
		47.3	52.7	37.9
		34.3	41.8	
		17.9	20.0	
3. DISAGREE		125	96	221
		56.6	43.4	21.9
		23.7	19.9	
		12.4	9.5	
4. STRNGLY DISAGREE		57	39	96
		59.4	40.6	9.5
		10.8	8.1	
		5.6	3.9	
5. CANNOT SAY		126	101	227
		55.5	44.5	22.5
		23.9	20.9	
		12.5	10.0	
COLUMN TOTAL		527	483	1010
		52.2	47.8	100.0

1 CUT OF 12 (8.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 4.782
CHI SQUARE = 10.69822 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.0577
CONTINGENCY COEFFICIENT = 0.10238

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CROSSTAB STUDENT FOLLOW UP                                                        04/18/83      PAGE   13
FILE    NONAME    (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * *
    Q11       WORK FULL TIME AFTER HIGH SCHOOL                     BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF

                        SEX
              COUNT   I
              ROW PCT IMALE     FEMALE     ROW
              COL PCT I                    TOTAL
              TOT PCT I       1.I       2.I
Q11           --------I--------I--------I
                    0.  I     4  I     3  I     7
                        I  57.1  I  42.9  I   0.7
                        I   0.8  I   0.6  I
                        I   0.4  I   0.3  I
                       -I--------I--------I
                    1.  I   105  I    46  I   151
   STRONGLY AGREE       I  69.5  I  30.5  I  15.0
                        I  19.9  I   9.5  I
                        I  10.4  I   4.6  I
                       -I--------I--------I
                    2.  I   108  I    92  I   200
   AGREE                I  54.0  I  46.0  I  19.8
                        I  20.5  I  19.0  I
                        I  10.7  I   9.1  I
                       -I--------I--------I
                    3.  I   122  I   166  I   288
   DISAGREE             I  42.4  I  57.6  I  28.5
                        I  23.1  I  34.4  I
                        I  12.1  I  16.4  I
                       -I--------I--------I
                    4.  I    72  I    73  I   145
   STRNGLY DISAGREE     I  49.7  I  50.3  I  14.4
                        I  13.7  I  15.1  I
                        I   7.1  I   7.2  I
                       -I--------I--------I
                    5.  I   116  I   103  I   219
   CANNOT  SAY          I  53.0  I  47.0  I  21.7
                        I  22.0  I  21.3  I
                        I  11.5  I  10.2  I
                       -I--------I--------I
              COLUMN       527      483      1010
               TOTAL       52.2     47.8     100.0

    2 OUT OF    12 ( 16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  3.348
CHI SQUARE =     30.11688 WITH    5 DEGREES OF FREEDOM   SIGNIFICANCE =  0.0000
CONTINGENCY COEFFICIENT =     0.17016
```

FILE NONAME (CREATION DATE = 04/18/83)

40

C R O S S T A B U L A T I O N O F

Q12 ATTEND AVTS AFTER HIGH SCHOOL BY SEX

Q12	SEX: MALE (1.)	FEMALE (2.)	ROW TOTAL
0.	6	2	8
	75.0	25.0	0.8
	1.1	0.4	
	0.6	0.2	
1. STRONGLY AGREE	41	28	69
	59.4	40.6	6.8
	7.8	5.8	
	4.1	2.8	
2. AGREE	78	56	134
	58.2	41.8	13.3
	14.8	11.6	
	7.7	5.5	
3. DISAGREE	167	198	365
	45.8	54.2	36.1
	31.7	41.0	
	16.5	19.6	
4. STRNGLY DISAGREE	108	100	208
	51.9	48.1	20.6
	20.5	20.7	
	10.7	9.9	
5. CANNOT SAY	127	99	226
	56.2	43.8	22.4
	24.1	20.5	
	12.6	9.8	
COLUMN TOTAL	527	483	1010
	52.2	47.8	100.0

2 OUT OF 12 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 3.826
CHI SQUARE = 12.57784 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.0277
CONTINGENCY COEFFICIENT = 0.11091

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FILE    NONAME    (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * * *
   Q13      /  ATTEND COLLEGE AFTER HIGH SCHOOL                 BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF

                        SEX
                COUNT   I
              ROW PCT  IMALE      FEMALE     ROW
              COL PCT  I                     TOTAL
              TOT PCT  I       1.I       2.I
Q13           --------I---------I---------I
                   0.  I      4  I      1  I      5
                       I   80.0  I   20.0  I    0.5
                       I    0.8  I    0.2  I
                       I    0.4  I    0.1  I
                      -I---------I---------I
                   1.  I    143  I    160  I    303
  STRONGLY AGREE       I   47.2  I   52.8  I   30.0
                       I   27.1  I   33.1  I
                       I   14.2  I   15.8  I
                      -I---------I---------I
                   2.  I    151  I    169  I    320
  AGREE                I   47.2  I   52.8  I   31.7
                       I   28.7  I   35.0  I
                       I   15.0  I   16.7  I
                      -I---------I---------I
                   3.  I     76  I     54  I    130
  DISAGREE             I   58.5  I   41.5  I   12.9
                       I   14.4  I   11.2  I
                       I    7.5  I    5.3  I
                      -I---------I---------I
                   4.  I     68  I     31  I     99
  STRNGLY DISAGREE     I   68.7  I   31.3  I    9.8
                       I   12.9  I    6.4  I
                       I    6.7  I    3.1  I
                      -I---------I---------I
                   5.  I     85  I     68  I    153
  CANNOT  SAY          I   55.6  I   44.4  I   15.1
                       I   16.1  I   14.1  I
                       I    8.4  I    6.7  I
                      -I---------I---------I
               COLUMN       527       483      1010
                TOTAL      52.2      47.8     100.0

    2 OUT OF    12 ( 16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   2.391
CHI SQUARE =    21.33015 WITH    5 DEGREES OF FREEDOM    SIGNIFICANCE =   0.0007
CONTINGENCY COEFFICIENT =     0.14381
```

FILE , NONAME (CREATION DATE = 04/18/83)

42

CROSSTABULATION OF Q14 WANT MORE INFO LIKE THE CPP BY SEX

PAGE 1 OF 1

Q14	COUNT / ROW PCT / COL PCT / TOT PCT	SEX: MALE 1.	SEX: FEMALE 2.	ROW TOTAL
0.		4	6	10
		40.0	60.0	1.0
		0.8	1.2	
		0.4	0.6	
1.		79	99	178
STRONGLY AGREE		44.4	55.6	17.6
		15.0	20.5	
		7.8	9.8	
2.		234	241	475
AGREE		49.3	50.7	47.0
		44.4	49.9	
		23.2	23.9	
3.		88	72	160
DISAGREE		55.0	45.0	15.8
		16.7	14.9	
		8.7	7.1	
4.		53	26	79
STRNGLY DISAGREE		67.1	32.9	7.8
		10.1	5.4	
		5.2	2.6	
5.		69	39	108
CANNOT SAY		63.9	36.1	10.7
		13.1	8.1	
		6.8	3.9	
COLUMN TOTAL		527 52.2	483 47.8	1010 100.0

1 CUT OF 12 (8.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 4.782
CHI SQUARE = 20.03270 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.0012
CONTINGENCY COEFFICIENT = 0.13946

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CROSSTAB STUDENT FOLLOW UP                                                                   04/18/83        PAGE   17
FILE   NONAME   (CREATION DATE = 04/18/83)
* * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * *
   Q15       I HAVE LIFE SKILLS FOR       COPING          BY  SEX
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF

                      SEX
           COUNT    I
           ROW PCT  IMALE      FEMALE      ROW
           COL PCT  I                      TOTAL
           TOT PCT  I       1.I       2.I
Q15        --------I--------I--------I
              0.   I      4 I      4 I      8
                   I   50.0 I   50.0 I    0.8
                   I    0.8 I    0.8 I
                   I    0.4 I    0.4 I
                  -I--------I--------I
              1.   I    110 I     73 I    183
  STRONGLY AGREE   I   60.1 I   39.9 I   18.1
                   I   20.9 I   15.1 I
                   I   10.9 I    7.2 I
                  -I--------I--------I
              2.   I    264 I    263 I    527
  AGREE            I   50.1 I   49.9 I   52.2
                   I   50.1 I   54.5 I
                   I   26.1 I   26.0 I
                  -I--------I--------I
              3.   I     61 I     61 I    122
  DISAGREE         I   50.0 I   50.0 I   12.1
                   I   11.6 I   12.6 I
                   I    6.0 I    6.0 I
                  -I--------I--------I
              4.   I     13 I     14 I     27
  STRNGLY DISAGREE I   48.1 I   51.9 I    2.7
                   I    2.5 I    2.9 I
                   I    1.3 I    1.4 I
                  -I--------I--------I
              5.   I     75 I     68 I    143
  CANNOT SAY       I   52.4 I   47.6 I   14.2
                   I   14.2 I   14.1 I
                   I    7.4 I    6.7 I
                  -I--------I--------I
           COLUMN      527      483     1010
           TOTAL      52.2     47.8    100.0

   2 OUT OF    12 ( 16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =  3.826
CHI SQUARE =      5.95692 WITH   5 DEGREES OF FREEDOM   SIGNIFICANCE =  0.3104
CONTINGENCY COEFFICIENT =     0.07657
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FILE NONAME (CREATION DATE = 04/18/83)

44

* CROSSTABULATION OF * * * * * * * * * * * * * * * * * * *

Q16 VOC PLANS CHANGED FROM CPP BY SEX

* PAGE 1 OF 1

Q16	COUNT / ROW PCT / COL PCT / TOT PCT	SEX MALE 1.1	FEMALE 2.1	ROW TOTAL
0.		7	5	12
		58.3	41.7	1.2
		1.3	1.0	
		0.7	0.5	
1. STRONGLY AGREE		9	15	24
		37.5	62.5	2.4
		1.7	3.1	
		0.9	1.5	
2. AGREE		50	49	99
		50.5	49.5	9.8
		9.5	10.1	
		5.0	4.9	
3. DISAGREE		225	236	461
		48.8	51.2	45.6
		42.7	48.9	
		22.3	23.4	
4. STRNGLY DISAGREE		119	87	206
		57.8	42.2	20.4
		22.6	18.0	
		11.8	8.6	
5. CANNOT SAY		117	91	208
		56.3	43.8	20.6
		22.2	18.8	
		11.6	9.0	
COLUMN TOTAL		527	483	1010
		52.2	47.8	100.0

CHI SQUARE = 8.42593 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.1343
CONTINGENCY COEFFICIENT = 0.09096

FILE NONAME (CREATION DATE = 04/18/83)

45

* CROSSTABULATION OF *
Q17 GRADES I MAKE BY SEX
* PAGE 1 OF 1

	SEX		
COUNT / ROW PCT / COL PCT / TOT PCT	MALE 1.	FEMALE 2.	ROW TOTAL
Q17			
0.	19	18	37
	51.4	48.6	3.7
	3.6	3.7	
	1.9	1.8	
1. A	83	109	192
	43.2	56.8	19.0
	15.7	22.6	
	8.2	10.8	
2. B	219	241	460
	47.6	52.4	45.5
	41.6	49.9	
	21.7	23.9	
3. C	182	107	289
	63.0	37.0	28.6
	34.5	22.2	
	18.0	10.6	
4. D	21	7	28
	75.0	25.0	2.8
	4.0	1.4	
	2.1	0.7	
5. F	3	1	4
	75.0	25.0	0.4
	0.6	0.2	
	0.3	0.1	
COLUMN TOTAL	527	483	1010
	52.2	47.8	100.0

2 OUT OF 12 (16.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.913
CHI SQUARE = 30.20415 WITH 5 DEGREES OF FREEDOM SIGNIFICANCE = 0.0000
CONTINGENCY COEFFICIENT = 0.17040

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CROSSTAB STLOENT FOLLOW UP                                                              04/18/83        PAGE   20

FILE    NONAPE    (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * * *
    Q3        CPP INTERP GAVE NEW INFO ABOUT SELF           BY  Q10         I PLAN TO TALK WITH MY        COUNSELOR
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                       Q10
            COUNT    I
            ROW PCT  I          STRONGLY  AGREE     DISAGREE STRNGLY  CANNOT      ROW
            COL PCT  I           AGREE                        DISAGREE SAY         TOTAL
            TOT PCT  I      0.I      1.I      2.I      3.I      4.I      5.I
Q3          ---------I--------I--------I--------I--------I--------I--------I
                0.   I    2   I    1   I    2   I    0   I    0   I    C   I      5
                     I  40.0  I  20.0  I  40.0  I   0.0  I   0.0  I   0.0  I    0.5
                     I  20.0  I   1.4  I   0.5  I   0.0  I   0.0  I   0.0  I
                     I   0.2  I   0.1  I   0.2  I   0.0  I   0.0  I   0.0  I
                    -I--------I--------I--------I--------I--------I--------I
                1.   I    1   I   28   I   76   I   12   I    4   I   32   I    153
  STRONGLY AGREE     I   0.7  I  18.3  I  49.7  I   7.8  I   2.6  I  20.9  I   15.1
                     I  10.0  I  38.4  I  19.8  I   5.4  I   4.2  I  14.1  I
                     I   0.1  I   2.8  I   7.5  I   1.2  I   0.4  I   3.2  I
                    -I--------I--------I--------I--------I--------I--------I
                2.   I    4   I   35   I  240   I  109   I   19   I  126   I    533
  AGREE              I   0.8  I   6.6  I  45.0  I  20.5  I   3.6  I  23.6  I   52.8
                     I  40.0  I  47.9  I  62.7  I  49.3  I  19.8  I  55.5  I
                     I   0.4  I   3.5  I  23.8  I  10.8  I   1.9  I  12.5  I
                    -I--------I--------I--------I--------I--------I--------I
                3.   I    1   I    3   I   39   I   67   I   24   I   26   I    160
  DISAGREE           I   0.6  I   1.9  I  24.4  I  41.9  I  15.0  I  16.3  I   15.8
                     I  10.0  I   4.1  I  10.2  I  30.3  I  25.0  I  11.5  I
                     I   0.1  I   0.3  I   3.9  I   6.6  I   2.4  I   2.6  I
                    -I--------I--------I--------I--------I--------I--------I
                4.   I    2   I    1   I    7   I   13   I   37   I   11   I     71
  STRNGLY DISAGREE   I   2.8  I   1.4  I   9.9  I  18.3  I  52.1  I  15.5  I    7.0
                     I  20.0  I   1.4  I   1.8  I   5.9  I  38.5  I   4.8  I
                     I   0.2  I   0.1  I   0.7  I   1.3  I   3.7  I   1.1  I
                    -I--------I--------I--------I--------I--------I--------I
                5.   I    0   I    5   I   19   I   20   I   12   I   32   I     88
  CANNOT  SAY        I   0.0  I   5.7  I  21.6  I  22.7  I  13.6  I  36.4  I    8.7
                     I   0.0  I   6.8  I   5.0  I   9.0  I  12.5  I  14.1  I
                     I   0.0  I   0.5  I   1.9  I   2.0  I   1.2  I   3.2  I
                    -I--------I--------I--------I--------I--------I--------I
            COLUMN        10       73      383      221       96      227      1010
            TOTAL        1.0      7.2     37.9     21.9      9.5     22.5     100.0

  10 CUT CF    36 ( 27.8%) OF THE VALID CELLS HAVE EXPECTED CELL FRECUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY =   0.050
CHI SQUARE =    388.21436 WITH  25 OEGREES OF FREEDOM   SIGNIFICANCE =  0.0
CCNTINGENCY COEFFICIENT =      0.52693
```

FILE NONAME (CREATION DATE = 04/18/83)

47

C R O S S T A B U L A T I O N O F Q4 I HAVE TALKED WITH PARENTS RE CPP BY Q9 I DISCUSSED CPP WITH TEACHERS

Q4	COUNT / ROW PCT / COL PCT / TOT PCT	Q9 0. STRONGLY AGREE	1.	2.	3.	4. DISAGREE	5. STRNGLY DISAGREE	CANNOT SAY	ROW TOTAL
0.		3	1	1	4	3	1		13
		23.1	7.7	7.7	30.8	23.1	7.7		1.3
		37.5	6.3	0.5	0.8	1.7	0.7		
		0.3	0.1	0.1	0.4	0.3	0.1		
1. STRONGLY AGREE		0	5	19	21	10	4		59
		0.0	8.5	32.2	35.6	16.9	6.8		5.8
		0.0	31.3	10.1	4.3	5.8	2.9		
		0.0	0.5	1.9	2.1	1.0	0.4		
2. AGREE		3	4	108	210	41	32		398
		0.8	1.0	27.1	52.8	10.3	8.0		39.4
		37.5	25.0	57.1	43.2	23.8	23.0		
		0.3	0.4	10.7	20.8	4.1	3.2		
3. DISAGREE		0	4	39	199	35	17		294
		0.0	1.4	13.3	67.7	11.9	5.8		29.1
		0.0	25.0	20.6	40.9	20.3	12.2		
		0.0	0.4	3.9	19.7	3.5	1.7		
4. STRNGLY DISAGREE		2	0	10	27	72	8		119
		1.7	0.0	8.4	22.7	60.5	6.7		11.8
		25.0	0.0	5.3	5.6	41.9	5.8		
		0.2	0.0	1.0	2.7	7.1	0.8		
5. CANNOT SAY		0	2	12	25	11	77		127
		0.0	1.6	9.4	19.7	8.7	60.6		12.6
		0.0	12.5	6.3	5.1	6.4	55.4		
		0.0	0.2	1.2	2.5	1.1	7.6		
COLUMN TOTAL		8	16	189	486	172	139		1010
		0.8	1.6	18.7	48.1	17.0	13.8		100.0

14 OUT OF 36 (38.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.103

CHI SQUARE = 599.41528 WITH 25 DEGREES OF FREEDOM SIGNIFICANCE = 0.0
CONTINGENCY COEFFICIENT = 0.61028

```
CRCSSTAB STUDENT FOLLOW UP                                                       04/18/83        PAGE   22

FILE   NONAME   (CREATION DATE = 04/18/83)

* * * * * * * * * * * * * * * * * * * * *  C R O S S T A B U L A T I O N   O F  * * * * * * * * * * * * * * * * * * * * *
    Q5         CPP HELPED DECISIONS RE SCH COURSES               BY  C6          CPP HELPED IO JOB OR CAREER CHOICES
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                   Q6
          COUNT   I
          ROW PCT I          STRONGLY AGREE     DISAGREE STRNGLY  CANNOT       ROW
          COL PCT I           AGREE                      DISAGREE SAY          TOTAL
          TOT PCT I      0.I      1.I      2.I      3.I      4.I      5.I
 Q5       --------I--------I--------I--------I--------I--------I--------I
             0.   I     1  I     0  I     3  I     1  I     1  I     0  I      6
                  I  16.7  I   0.0  I  50.0  I  16.7  I  16.7  I   0.0  I    0.6
                  I  12.5  I   0.0  I   0.5  I   0.8  I   1.5  I   0.0  I
                  I   0.1  I   0.0  I   0.3  I   0.1  I   0.1  I   0.0  I
                 -I--------I--------I--------I--------I--------I--------I
             1.   I     1  I    53  I    23  I     1  I     1  I     0  I     79
 STRONGLY AGREE   I   1.3  I  67.1  I  29.1  I   1.3  I   1.3  I   0.0  I    7.8
                  I  12.5  I  31.2  I   4.0  I   0.8  I   1.5  I   0.0  I
                  I   0.1  I   5.2  I   2.3  I   0.1  I   0.1  I   0.0  I
                 -I--------I--------I--------I--------I--------I--------I
             2.   I     4  I    79  I   305  I    19  I     2  I    14  I    423
 AGREE            I   0.9  I  18.7  I  72.1  I   4.5  I   0.5  I   3.3  I   41.9
                  I  50.0  I  46.5  I  53.0  I  14.4  I   3.0  I  24.6  I
                  I   0.4  I   7.8  I  30.2  I   1.9  I   0.2  I   1.4  I
                 -I--------I--------I--------I--------I--------I--------I
             3.   I     1  I    14  I   138  I    82  I     3  I    14  I    252
 DISAGREE         I   0.4  I   5.6  I  54.8  I  32.5  I   1.2  I   5.6  I   25.0
                  I  12.5  I   8.2  I  24.0  I  62.1  I   4.5  I  24.6  I
                  I   0.1  I   1.4  I  13.7  I   8.1  I   0.3  I   1.4  I
                 -I--------I--------I--------I--------I--------I--------I
             4.   I     0  I     5  I    19  I    18  I    56  I     1  I     99
 STRNGLY DISAGREE I   0.0  I   5.1  I  19.2  I  18.2  I  56.6  I   1.0  I    9.8
                  I   0.0  I   2.9  I   3.3  I  13.6  I  83.6  I   1.8  I
                  I   0.0  I   0.5  I   1.9  I   1.8  I   5.5  I   0.1  I
                 -I--------I--------I--------I--------I--------I--------I
             5.   I     1  I    19  I    88  I    11  I     4  I    28  I    151
 CANNOT  SAY      I   0.7  I  12.6  I  58.3  I   7.3  I   2.6  I  18.5  I   15.0
                  I  12.5  I  11.2  I  15.3  I   8.3  I   6.0  I  49.1  I
                  I   0.1  I   1.9  I   8.7  I   1.1  I   0.4  I   2.8  I
                 -I--------I--------I--------I--------I--------I--------I
           COLUMN        8      170      576      132       67       57     1010
           TOTAL       0.8     16.8     57.0     13.1      6.6      5.6    100.0

   12 CUT CF    36 ( 33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY =  0.048
 CHI SQUARE =   806.70947 WITH  25 DEGREES OF FREEDOM    SIGNIFICANCE =  0.0
 CONTINGENCY COEFFICIENT =     0.66637
```

AVTS_____ High School_____

Project Evaluation Form
for
Participating High School Counselors

Your responses to the following items will help form recommendations for consideration by the State Department of Education. You are being asked to identify your school on this form; however, your responses will not be identified in reports by high school. Responses will be identified by the AVTS area that you are in.

Thank you for your participation. I will answer any questions which you may wish to direct to me.

Brooke B. Collison
Project Director
Wichita State University

1. When you were contacted about this project, were you eager or reluctant to participate?

eager		so-so		reluctant
1	2	3	4	5

2. If the State Department of Education provided funds to districts for the CPP, how eager or reluctant would you be to participate?

eager		so-so		reluctant
1	2	3	4	5

3. Please estimate the amount of time (in hours) which you invested in each stage of the project.

Stage	Hours
Initial AVTS Contact and preliminary arrangements	_____
In-service training on CPP/SNAS	_____
Arranging testing	_____
Preparation of students for CPP	_____
Administering CPP & SNAS	_____
Interpreting CPP	_____
Administering follow up	_____
Preparing/handling materials	_____
Other activities	_____
Total	_____

4. Had you used these instruments before? CPP YES NO

   SNAS YES NO

5. Please assess the adequacy of the in-service training you received from your AVTS counselor.

Very Good				Very Bad
1	2	3	4	5

6. On a scale of 1 to 10 (10 = best), how would you rate the CPP as a career planning tool?

   _____.

7. In what grade and in what time of year do you believe such a program should be focused?

grade	semester
_____	_____

8. Would you recommend the CPP to a colleague in another school district?

Definitely	Might	Probably Not	No
1	2	3	4

9. Who administered the SNAS Counselor?_____ Teachers?_____
   CPP Counselor?_____ Teachers?_____

10. Was the CPP interpreted primarily In groups?_____
    individually?_____

11. What would be your preference on CPP interpretation? in groups?_____
    individually?_____

12. What one or two things would you identify as positive outcomes of this project this year?

13. What one or two problems did you encounter with this project?

14. Your recommendations or comments:

Appendix G
Cooperative Career Guidance Project

AVTS Counselor Evaluation Form

1. When you were contacted about this project, were you eager or reluctant to participate?

Eager		So-so		Reluctant
1	2	3	4	5

2. If the project were repeated next year, how eager or reluctant would you be to participate?

Eager		So-so		Reluctant
1	2	3	4	5

3. Estimate the time (in hours) which you invested in each stage of the project.

Stage	Hours
In-service training (Emporia)	____
Contacting high schools; explaining projects; securing agreements	____
Handling materials; delivery; etc.	____
Conducting in-service training	____
Other project-related activities	____
TOTAL	____

4. On a scale of 1 to 10 (10=best) how would you rate the CPP as a Career planning tool? ____

5. In what grade and in what time of year do you believe such a program should be focused?

_____ Grade _____ Semester

6. What one or two things would you identify as positive outcomes of the project this year (for you)?

7. What one or two problems did you encounter with this project?

8. How do you feel about AVTS involvement in high school student testing?

9. Your recommendations or comments:

STUDENT NEEDS ASSESSMENT SURVEY

C GRADE LEVEL	D IDENTIFICATION NUMBER	E OVERALL HIGH SCHOOL GRADE AVERAGE
○ Freshman ○ Sophomore ○ Junior ○ Senior ○ Other		○ D- to D (0.5-0.9) ○ D to C- (1.0-1.4) ○ C- to C (1.5-1.9) ○ C to B- (2.0-2.4) ○ B- to B (2.5-2.9) ○ B to B+ (3.0-3.4) ○ A- to A (3.5-4.0)

G TYPE OF EDUCATIONAL PLANS	H LOCAL QUESTIONS A	B	C	D	E
○ Vocational or technical program (less than 2 years) ○ Two-year college degree ○ Bachelor's degree ○ One or 2 years of graduate study (MA, MBA, etc.) ○ Professional level degree (PhD, MD, LLB, JD, etc.) ○ No educational plans after high school ○ Other					

RACIAL/ETHNIC GROUP	J HIGH SCHOOL COMPLETION PLANS
an/Black dian, Alaskan Native merican/White erican/Chicano can, Oriental, Pacific Islander , Cuban, Other Hispanic Origin Respond	○ I plan to graduate early ○ I plan to graduate on schedule ○ I plan to graduate late ○ I have doubts if I will finish high school

herican College Testing Program. All rights reserved.

NO EXPERIENCE with this characteristic of school
SATISFIED, no change desired
NO STRONG FEELINGS one way or the other
DISSATISFIED, improvement desired

EXAMPLES				
0	0	0	0	1. The adequacy of the food in the cafeteria
0	0	0	0	2. Space for parking student cars
0	0	0	0	3. The number of school dances

NO EXPERIENCE with this characteristic of school
SATISFIED, no change desired
NO STRONG FEELINGS one way or the other
DISSATISFIED, improvement desired

EVALUATION OF HIGH SCHOOL EXPERIENCES

0	0	0	0	1. Classroom instruction
0	0	0	0	2. Number and variety of course offerings
0	0	0	0	3. Grading practices and policies
0	0	0	0	4. Number and kinds of tests given
0	0	0	0	5. School rules, regulations, and policies
0	0	0	0	6. Library/learning center facilities
0	0	0	0	7. Laboratory facilities
0	0	0	0	8. Provision for students needing special assistance in reading, math, etc.
0	0	0	0	9. Provision for academically outstanding students (honors programs, accelerated courses, etc.)
0	0	0	0	10. Adequacy of programs in career education and planning
0	0	0	0	11. Out-of-class availability of teachers
0	0	0	0	12. Racial harmony in this school
0	0	0	0	13. Student government
0	0	0	0	14. Attitude of care and concern about each student's personal needs
0	0	0	0	15. Classroom facilities
0	0	0	0	16. Job placement assistance
0	0	0	0	17. Opportunities for participation in extracurricular activities
0	0	0	0	18.
0	0	0	0	19.
0	0	0	0	20.

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
↓	↓	↓	↓	↓	
0	0	0	0	0	1. To learn how to develop independence
0	0	0	0	0	2. To breathe cleaner air
0	0	0	0	0	3. To be able to concentrate better
0	0	0	0	0	4. To get out of bed earlier in the morning

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
↓	↓	↓	↓	↓	
0	0	0	0	0	1. To explore how various jobs could affect my life style
0	0	0	0	0	2. To become more aware of my career interest areas
0	0	0	0	0	3. To know more about job opportunities in my career interest areas
0	0	0	0	0	4. To know more about training requirements for jobs I might like
0	0	0	0	0	5. To become aware of training offered in my career interest areas
0	0	0	0	0	6. To talk with people employed in my career interest areas
0	0	0	0	0	7. To get some job experience in my career interest areas
0	0	0	0	0	8. To know how the courses I am taking relate to jobs in my career interest areas
0	0	0	0	0	9. To understand the changing patterns of careers for both men and women
0	0	0	0	0	10. To explore in detail careers I might like
0	0	0	0	0	11. To understand how my values relate to my career plans
0	0	0	0	0	12. To have counseling about my career plans
0	0	0	0	0	13. To have help to obtain part-time and/or summer work
0	0	0	0	0	14. To know what jobs are available locally
0	0	0	0	0	15. To know how to apply for a job
0	0	0	0	0	16. To know how to interview for a job
0	0	0	0	0	17. To get my parents interested in my career planning

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance		
↓	↓	↓	↓	↓		
0	0	0	0	0	18. To increase my skills in mathematics	LIFE SKILLS DEVELOPMENT
0	0	0	0	0	19. To improve my writing skills	
0	0	0	0	0	20. To develop my speaking skills	
0	0	0	0	0	21. To improve my reading comprehension	
0	0	0	0	0	22. To learn how to read faster	
0	0	0	0	0	23. To improve my study skills and habits	
0	0	0	0	0	24. To develop my test-taking skills	
0	0	0	0	0	25. To learn how to handle pressure from friends, teachers, family, or myself	
0	0	0	0	0	26. To learn how to make decisions and solve problems	
0	0	0	0	0	27. To learn how to set goals in my life	
0	0	0	0	0	28. To learn how to manage my time better	
0	0	0	0	0	29. To learn how to spend money more wisely	
0	0	0	0	0	30. To learn how to stay healthy, both mentally and physically	
0	0	0	0	0	31. To understand better the effects of alcohol, drugs, and medicines	
0	0	0	0	0	32. To learn how to deal with community problems	
0	0	0	0	0	33. To learn how to participate in government	
0	0	0	0	0	34. To learn how to get more out of my life through leisure time activities	
0	0	0	0	0	35. To become more self-sufficient (cooking, sewing, fixing things, etc.)	
0	0	0	0	0	36. To understand my rights and responsibilities as a consumer	
0	0	0	0	0	37. To identify my strengths and abilities	KNOWING MYSELF
0	0	0	0	0	38. To develop more confidence in myself	
0	0	0	0	0	39. To understand my personal values	
0	0	0	0	0	40. To know how to stay in shape	
0	0	0	0	0	41. To understand my achievement and ability test scores better	
0	0	0	0	0	42. To know how to handle things that worry me	
0	0	0	0	0	43. To learn more about grooming and personal care	

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
0	0	0	0	44.	To understand the importance of graduating from high school
0	0	0	0	45.	To know more about high school graduation requirements
0	0	0	0	46.	To get help in selecting the right courses for me
0	0	0	0	47.	To become more aware of my educational options after high school (college, voc-tech, military, etc.)
0	0	0	0	48.	To know more about financial aid available for continuing my education after high school
0	0	0	0	49.	To learn how to evaluate and choose an educational or training program that will be right for me
0	0	0	0	50.	To learn more about college entrance requirements
0	0	0	0	51.	To know how and when to select a college major
0	0	0	0	52.	To know how to earn college credit without taking a particular course
0	0	0	0	53.	To have counseling about my educational planning
0	0	0	0	54.	To be able to get along better with teachers
0	0	0	0	55.	To be able to get along better with other students
0	0	0	0	56.	To know how to work with my counselor/advisor
0	0	0	0	57.	To be able to get along better with my parents
0	0	0	0	58.	To be able to get along better with my brothers and sisters
0	0	0	0	59.	To learn how to make more friends of my own sex
0	0	0	0	60.	To learn how to make more friends of the other sex
0	0	0	0	61.	To understand more about love and sex
0	0	0	0	62.	To learn more about marriage and family living
0	0	0	0	63.	To understand the changing roles of men and women in today's society
0	0	0	0	64.	To gain a better understanding of people of different races and cultural backgrounds
0	0	0	0	65.	To know about places in my school and community where I can get help with my problems
0	0	0	0	66.	To understand the needs of elderly people
0	0	0	0	67.	To accept people who feel or think differently from me
0	0	0	0	68.	To have someone listen to me when I have problems
0	0	0	0	69.	To be able to tell others how I feel
0	0	0	0	70.	To learn to get along better with my job supervisor

OPTIONAL QUESTIONS

This item is NOT IMPORTANT to me	This item IS IMPORTANT but I need no further assistance	I would like a LITTLE assistance	I would like a MEDIUM amount of assistance	I would like a LOT of assistance	
0	0	0	0	0	71.
0	0	0	0	0	72.
0	0	0	0	0	73.
0	0	0	0	0	74.
0	0	0	0	0	75.
0	0	0	0	0	76.
0	0	0	0	0	77.
0	0	0	0	0	78.
0	0	0	0	0	79.
0	0	0	0	0	80.
0	0	0	0	0	81.
0	0	0	0	0	82.
0	0	0	0	0	83.
0	0	0	0	0	84.
0	0	0	0	0	85.
0	0	0	0	0	86.
0	0	0	0	0	87.
0	0	0	0	0	88.
0	0	0	0	0	89.
0	0	0	0	0	90.
0	0	0	0	0	91.

Name: _____

Grade Level: _____

Sex: _____

PROFILE OF CAREER APPLICANTS
1982 - 83

KANSAS AVTI PROJECT
COMPOSITE REPORT

CODE - 179700

REPORT TOTALS-

MEN - 1101

WOMEN - 1073

TOTAL - 2174

DATE 04/21/83

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TABLE 1 ABILITIES OF YOUR CPP PARTICIPANTS (IN PERCENTAGES)

STANINE SCORE	MECHANICAL REASONING (MR) M	F	T	NUMERICAL SKILLS (NS) M	F	T	SPACE RELATIONS (SR) M	F	T
9 (97-100)	2	0	1	10	8	9	6	1	4
8 (89-96)	12	1	6	16	17	16	22	10	16
7 (77-88)	16	4	10	12	14	13	21	15	18
6 (61-76)	32	22	27	22	22	22	15	19	17
5 (41-60)	21	31	26	8	10	9	13	25	19
4 (25-40)	10	16	13	15	17	16	9	15	12
3 (13-24)	6	18	12	9	8	8	9	9	9
2 (5-12)	2	7	5	2	2	2	4	4	4
1 (1-4)	0	2	1	5	3	4	1	1	1
MEAN	5.76	4.52	5.14	5.78	5.79	5.78	6.06	5.35	5.71
S.D.	1.52	1.42	1.59	2.16	2.02	2.09	1.97	1.67	1.86
NO. STUDENTS									
MALE		1082			1085			1076	
FEMALE		1064			1065			1056	
TOTAL		2146			2150			2132	

STANINE SCORE	READING SKILLS (RS) M	F	T	LANGUAGE USAGE (LU) M	F	T	CLERICAL SKILLS (CS) M	F	T
9 (97-100)	10	10	10	10	15	12	8	9	9
8 (89-96)	15	18	17	7	11	9	8	11	10
7 (77-88)	16	19	18	16	20	18	20	29	25
6 (61-76)	11	12	12	13	14	13	20	24	22
5 (41-60)	10	11	10	13	13	13	16	12	14
4 (25-40)	6	6	6	19	15	17	11	5	8
3 (13-24)	10	9	10	14	8	11	6	5	5
2 (5-12)	12	8	10	7	3	5	7	3	5
1 (1-4)	9	5	7	3	1	2	3	2	2
MEAN	5.30	5.74	5.52	5.26	6.04	5.65	5.63	6.23	5.93
S.D.	2.58	2.38	2.49	2.15	2.06	2.14	2.02	1.78	1.93
NO. STUDENTS									
MALE		1091			1088			1071	
FEMALE		1065			1069			1060	
TOTAL		2156			2157			2131	

TABLE 2 VOCATIONAL INTERESTS OF YOUR CPP PARTICIPANTS (IN PERCENTAGES)

STANINE SCORE	BUSINESS CONTACT			BUSINESS DETAIL			TRADES			TECHNOLOGY		
	M	F	T	M	F	T	M	F	T	M	F	T
9 (97-100)	4	5	4	3	6	5	12	6	9	4	6	5
8 (89-96)	7	9	8	6	8	7	12	8	10	8	8	8
7 (77-88)	12	11	12	8	9	8	11	5	8	10	8	9
6 (61-76)	16	18	17	12	12	12	15	14	14	18	19	18
5 (41-60)	16	26	21	15	17	16	11	20	15	20	20	20
4 (25-40)	15	13	14	18	18	18	12	18	15	16	15	16
3 (13-24)	12	9	11	14	15	14	11	13	12	11	12	11
2 (5-12)	11	7	9	12	9	11	8	9	8	9	9	9
1 (1-4)	6	2	4	10	6	8	8	7	8	5	3	4
MEAN	4.77	5.26	5.01	4.37	4.82	4.59	5.32	4.73	5.03	4.95	5.03	4.99
S.D.	2.10	1.90	2.02	2.14	2.16	2.16	2.47	2.15	2.33	2.02	2.04	2.03
NO. STUDENTS												
MALE		1083			1082			1083			1082	
FEMALE		1062			1062			1062			1062	
TOTAL		2145			2144			2145			2144	

STANINE SCORE	SCIENCE			HEALTH			CREATIVE ARTS			SOCIAL SERVICE		
	M	F	T	M	F	T	M	F	T	M	F	T
9 (97-100)	6	4	5	7	2	4	4	4	4	4	4	4
8 (89-96)	6	5	6	7	4	6	8	7	7	6	7	7
7 (77-88)	10	7	8	10	5	8	9	11	10	11	9	10
6 (61-76)	11	14	13	16	10	13	12	13	12	16	18	17
5 (41-60)	19	16	17	18	16	17	20	19	20	17	12	15
4 (25-40)	13	16	15	17	19	18	16	14	15	14	16	15
3 (13-24)	17	13	15	9	17	13	13	12	12	12	17	15
2 (5-12)	10	17	14	10	14	12	11	12	11	13	7	10
1 (1-4)	8	7	7	6	13	9	7	8	8	7	8	8
MEAN	4.63	4.38	4.50	4.92	3.94	4.43	4.69	4.68	4.69	4.66	4.66	4.66
S.D.	2.21	2.14	2.18	2.18	2.01	2.15	2.14	2.18	2.16	2.14	2.14	2.14
NO. STUDENTS												
MALE		1088			1087			1085			1085	
FEMALE		1063			1064			1062			1062	
TOTAL		2151			2151			2147			2147	

TABLE 3 ENGLISH AND MATH COMPOSITE SCORES OF YOUR CPP PARTICIPANTS

STANINE SCORE	ENGLISH COMPOSITE MALE FREQ	MALE PC	FEMALE FREQ	FEMALE PC	TOTAL FREQ	TOTAL PC	MATH COMPOSITE MALE FREQ	MALE PC	FEMALE FREQ	FEMALE PC	TOTAL FREQ	TOTAL PC
9	88	8	173	17	261	12	106	11	122	13	228	12
8	102	10	149	14	251	12	133	14	143	15	276	15
7	111	11	164	16	275	13	145	15	160	17	305	16
6	129	12	130	13	259	12	142	15	129	14	271	14
5	149	14	131	13	280	13	162	17	143	15	305	16
4	138	13	104	10	242	12	125	13	113	12	238	13
3	96	9	68	7	164	8	52	5	58	6	110	6
2	121	11	57	5	178	9	61	6	49	5	110	6
1	121	11	62	6	183	9	32	3	22	2	54	3
MEAN	4.84		5.90		5.37		5.75		5.96		5.85	
S.D.	2.47		2.39		2.49		2.16		2.14		2.15	
NO. STU	1055		1038		2093		958		939		1897	

TABLE 4 ESTIMATED ACT COMPOSITE SCORES OF YOUR CPP PARTICIPANTS

SCORE	MALE FREQ	MALE PC	FEMALE FREQ	FEMALE PC	TOTAL FREQ	TOTAL PC
01-08	145	13	94	9	239	11
09-12	195	18	211	20	406	19
13-14	131	12	109	10	240	11
15-16	133	12	133	13	266	12
17-18	120	11	136	13	256	12
19-20	132	12	151	14	283	13
21-24	181	17	193	18	374	18
25-36	39	4	33	3	72	3
MEAN	15.35		15.89		15.62	
S.D.	5.65		5.25		5.46	
NO. STUDENTS	1076		1060		2136	

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TABLE 5 HIGH SCHOOL GRADES OF YOUR CPP PARTICIPANTS

	ENGLISH		MATH		SOC S		N SCI		BUS/VOC	
	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC	FREQ	PC
MALE STUDENTS										
A	143	13	173	16	240	23	199	19	195	20
B	340	32	305	29	292	28	298	29	258	26
C	360	33	359	34	247	23	272	26	175	18
D	173	16	115	11	126	12	103	10	22	2
F	51	5	18	2	36	3	16	2	3	0
NOT TAKEN	10	1	88	8	114	11	157	15	332	34
MEAN	2.33		2.52		2.61		2.63		2.95	
S.D.	1.05		0.98		1.12		1.01		0.86	
NO. STUDENTS	1077		1058		1055		1045		985	
FEMALE STUDENTS										
A	301	29	223	21	316	30	280	27	327	33
B	380	36	343	33	277	27	276	27	282	28
C	259	25	258	25	216	21	233	23	130	13
D	74	7	104	10	97	9	77	7	18	2
F	33	3	17	2	28	3	10	1	2	0
NOT TAKEN	6	1	99	9	104	10	155	15	237	24
MEAN	2.80		2.69		2.81		2.84		3.20	
S.D.	1.03		1.01		1.10		1.01		0.82	
NO. STUDENTS	1053		1044		1038		1031		996	
TOTAL STUDENTS										
A	444	21	396	19	556	27	479	23	522	26
B	720	34	648	31	569	27	574	28	540	27
C	619	29	617	29	463	22	505	24	305	15
D	247	12	219	10	223	11	180	9	40	2
F	84	4	35	2	64	3	26	1	5	0
NOT TAKEN	16	1	187	9	218	10	312	15	569	29
MEAN	2.56		2.60		2.71		2.74		3.09	
S.D.	1.07		1.00		1.12		1.02		0.85	
NO. STUDENTS	2130		2102		2093		2076		1981	

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TABLE 6 WORK-RELATED EXPERIENCES OF YOUR CPP PARTICIPANTS
(IN PERCENTAGES)

EXPERIENCES	SEX	N-COUNT	NONE	FEW	SOME	MANY
BUSINESS CONTACT	MALE	1063	2	22	57	19
	FEMALE	1047	2	15	55	28
BUSINESS DETAIL	MALE	1029	4	4	69	22
	FEMALE	1019	2	12	69	17
TRADES	MALE	1089	1	22	56	22
	FEMALE	1063	6	6	37	51
TECHNOLOGY	MALE	1083	1	28	41	30
	FEMALE	1063	6	9	68	17
SCIENCE	MALE	1088	10	22	48	20
	FEMALE	1059	16	14	48	22
CREATIVE ARTS	MALE	1084	1	8	41	49
	FEMALE	1061	0	5	40	55
SOCIAL SERVICE	MALE	1079	6	14	54	26
	FEMALE	1057	1	21	53	26

- - NOTE - -

WORK-RELATED EXPERIENCES WILL BE REPORTED AS 'FEW' EQUAL BOTTOM 25 PERCENT; 'SOME' EQUAL 26-75 PERCENT; AND 'MANY' EQUAL 76-100 PERCENT.

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TABLE 7. EDUCATIONAL PROGRAMS AND OCCUPATIONAL CHOICES OF YOUR CPP PARTICIPANTS (IN PERCENTAGES)

FIELD	EDUCATIONAL PROGRAMS (FIRST CHOICE) M	F	T	EDUCATIONAL PROGRAMS (SECOND CHOICE) M	F	T	OCCUPATIONAL CHOICE M	F	T
SOCIAL AND PERSONAL SERVICES	5	18	12	5	20	13	8	20	14
BUSINESS SALES AND MANAGEMENT	7	7	7	7	9	8	6	5	5
BUSINESS OPERATIONS	4	20	12	5	18	11	4	18	11
TRADES, CRAFTS, & INDUSTRIES	39	13	26	41	11	26	39	12	26
TECHNOLOGIES	19	5	12	17		11	16	5	11
NATURAL & SOCIAL SCIENCES	9	7	8	6	8	7	6	6	6
HEALTH SERVICES/ SCIENCES	5	15		2	11	7	6	14	10
CREATIVE & APPLIED ARTS	8	12	10	9	14	12	8	10	9
UNDECIDED	4	4	4	6	5	6	7	8	8

NO. OF STUDENTS			
1ST EDUC PROG	1004 MALES	1010 FEMALES	2014 TOTAL
2ND EDUC PROG	967 MALES	986 FEMALES	1953 TOTAL
OCCUP CHOICE	1070 MALES	1048 FEMALES	2118 TOTAL

TABLE 8 ABILITIES OF YOUR CPP PARTICIPANTS BY EDUCATIONAL PROGRAM CHOICE (IN STANINES)

EDUCATIONAL PROGRAM		ABILITY MEASURES * MR	NS	SR	RS	LU	CS
ALL STUDENTS	MEAN	5.14	5.78	5.71	5.52	5.65	5.93
	S.D.	1.59	2.09	1.86	2.49	2.14	1.93
	N-CT	2146	2150	2132	2156	2157	2131
SOCIAL AND PERSONAL SERVICES	MEAN	4.56	5.75	5.40	5.57	5.70	6.16
	S.D.	1.49	1.96	1.67	2.29	2.16	1.72
	N-CT	232	233	230	231	233	231
BUSINESS SALES AND MANAGEMENT	MEAN	4.97	5.86	5.55	5.54	5.65	6.25
	S.D.	1.60	2.01	1.88	2.65	2.34	2.16
	N-CT	131	131	130	132	133	131
BUSINESS OPERATIONS	MEAN	4.68	6.18	5.56	6.16	6.35	6.64
	S.D.	1.41	1.89	1.67	2.19	1.77	1.46
	N-CT	240	240	238	241	241	240
TRADES, CRAFTS, & INDUSTRIES	MEAN	5.40	5.12	5.63	4.72	4.80	5.48
	S.D.	1.51	1.95	1.88	2.32	1.87	1.93
	N-CT	513	516	509	517	516	509
TECHNOLOGIES	MEAN	6.09	6.91	6.51	6.20	6.10	6.20
	S.D.	1.66	1.81	1.89	2.43	2.06	1.81
	N-CT	237	238	236	241	241	237
NATURAL & SOCIAL SCIENCES	MEAN	5.39	6.59	6.06	6.38	6.51	6.29
	S.D.	1.57	2.04	1.84	2.40	1.94	1.71
	N-CT	155	154	155	156	156	153
HEALTH SERVICES/ SCIENCES	MEAN	4.97	6.17	5.67	6.19	6.16	6.28
	S.D.	1.44	1.95	1.75	2.22	2.11	1.67
	N-CT	203	202	202	203	203	203
CREATIVE & APPLIED ARTS	MEAN	5.09	5.79	5.72	6.00	6.07	5.84
	S.D.	1.52	2.00	1.86	2.49	2.26	1.94
	N-CT	204	203	203	204	206	201
UNDECIDED	MEAN	4.96	5.51	5.92	4.93	5.57	5.28
	S.D.	1.60	2.43	1.93	2.69	2.35	2.07
	N-CT	75	75	74	76	76	74

* REFER TO TABLE 1 FOR EXACT TITIES OF ABILITY MEASURES

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TABLE 5 ABILITIES OF YOUR CPP PARTICIPANTS BY OCCUPATIONAL CHOICE (IN STANINES)

OCCUPATIONAL CHOICE		ABILITY MEASURES * MR	NS	SR	RS	LU	CS
ALL STUDENTS	MEAN	5.14	5.78	5.71	5.52	5.65	5.93
	S.D.	1.59	2.09	1.86	2.49	2.14	1.93
	N-CT	2146	2150	2132	2156	2157	2131
SOCIAL AND PERSONAL SERVICES	MEAN	4.46	5.39	5.17	5.10	5.34	5.73
	S.D.	1.48	2.10	1.75	2.44	2.20	2.02
	N-CT	299	300	299	297	299	296
BUSINESS SALES AND MANAGEMENT	MEAN	5.05	5.95	5.63	5.82	5.78	6.59
	S.D.	1.57	1.93	1.66	2.51	2.06	1.59
	N-CT	114	114	113	116	116	115
BUSINESS OPERATIONS	MEAN	4.60	6.13	5.40	5.97	6.24	6.63
	S.D.	1.46	1.90	1.73	2.26	1.86	1.54
	N-CT	230	229	227	230	231	230
TRADES, CRAFTS, & INDUSTRIES	MEAN	5.39	5.15	5.61	4.62	4.76	5.34
	S.D.	1.53	1.95	1.92	2.38	1.91	1.96
	N-CT	539	542	534	547	545	535
TECHNOLOGIES	MEAN	6.06	6.78	6.66	6.37	6.13	6.23
	S.D.	1.62	1.87	1.73	2.29	1.96	1.72
	N-CT	219	222	218	222	224	220
NATURAL & SOCIAL SCIENCES	MEAN	5.56	6.76	6.24	6.55	6.76	6.42
	S.D.	1.30	1.90	1.75	2.32	1.91	1.66
	N-CT	124	123	124	125	125	123
HEALTH SERVICES/ SCIENCES	MEAN	5.06	6.06	5.80	6.17	6.09	6.28
	S.D.	1.47	2.01	1.73	2.28	2.10	1.65
	N-CT	212	211	211	212	212	212
CREATIVE & APPLIED ARTS	MEAN	5.05	5.63	5.63	5.86	5.93	5.77
	S.D.	1.58	2.15	1.87	2.55	2.34	2.02
	N-CT	191	190	190	192	194	188
UNDECIDED	MEAN	5.18	6.26	6.20	5.78	6.14	6.07
	S.D.	1.58	2.06	1.80	2.42	2.12	1.89
	N-CT	163	163	162	162	162	161

* REFER TO TABLE 1 FOR EXACT TITIES OF ABILITY MEASURES

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TABLE 10 PLANS OF YOUR CPP PARTICIPANTS

	MALE FREQ	MALE PC	FEMALE FREQ	FEMALE PC	TOTAL FREQ	TOTAL PC
EDUCATIONAL DEGREE ASPIRATIONS						
HIGH SCHOOL DIPLOMA	295	19	103	10	308	14
OCCASIONAL COURSE BEYOND HS	47	4	38	4	85	4
VOC, BUSINESS OR TECH PROGRAM (LESS THAN TWO YEARS)	220	20	184	17	404	19
TWO-YEAR COLLEGE DEGREE	142	13	219	20	361	17
FOUR-YEAR COLLEGE DEGREE	323	29	396	37	719	33
ONE OR MORE YRS OF GRAD STUDY	150	14	119	11	269	12
NOT GIVEN	14	1	14	1	28	1
RACIAL OR ETHNIC BACKGROUND						
AFRO-AMERICAN	73	7	76	7	149	7
AMERICAN INDIAN	31	3	32	3	63	3
CAUCASIAN AMERICAN	849	77	848	79	1697	78
MEXICAN AMERICAN	28	3	13	1	41	2
ORIENTAL AMERICAN	17	2	16	1	33	2
P RICAN OR SPAN-SPG AM	3	0	2	0	5	0
OTHER	31	3	33	3	64	3
PREFER NOT TO RESPOND	43	4	35	3	83	4
NOT GIVEN	21	2	18	2	39	2
PLANS TO ENROLL AS A						
FULL-TIME STUDENT	728	66	756	70	1484	68
PART-TIME STUDENT	245	22	251	23	496	23
NOT GIVEN	128	12	66	6	194	9
PLANS TO ATTEND CLASSES						
DURING THE DAY	900	82	959	89	1859	86
DURING THE EVENING	69	6	48	4	117	5
NOT GIVEN	132	12	66	6	198	9
PLANS TO ENTER POSTSECONDARY PROG						
EARLIER THAN DECEMBER 1983	85	8	62	6	147	7
DECEMBER 1983 - MARCH 1984	18	2	22	2	40	2
APRIL - JULY 1984	51	5	43	4	94	4
AUGUST - NOVEMBER 1984	514	47	641	60	1155	53
DECEMBER 1984 - MARCH 1985	24	2	22	2	46	2
APRIL - JULY 1985	24	2	16	1	40	2
AUGUST - NOVEMBER 1985	143	13	128	12	271	12
LATER THAN NOVEMBER 1985	37	3	27	3	64	3
NOT GIVEN	205	19	112	10	317	15

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TABLE 10 (CONTINUED)

	MALE FREQ	MALE PC	FEMALE FREQ	FEMALE PC	TOTAL FREQ	TOTAL PC
HOURS PER WEEK EXPECTS TO WORK DURING FIRST YEAR OF COLLEGE						
NONE	93	8	94	9	187	9
1-10	147	13	192	18	339	16
11-15	198	18	226	21	424	20
16-20	233	21	279	26	512	24
21-30	182	17	145	14	327	15
31 OR MORE	110	10	66	6	176	8
NOT GIVEN	138	13	71	7	209	10
PRESENT EDUCATIONAL LEVEL OF CPP PARTICIPANTS						
HS JUNIOR	1021	93	1022	95	2043	94
HS SENIOR	73	7	49	5	122	6
COLL FRESHMAN	0	0	0	0	0	0
COLL SOPHOMORE	1	0	0	0	1	0
OTHER	6	1	2	0	8	0
NOT GIVEN	0	0	0	0	0	0
AGE OF CPP PARTICIPANTS						
16 AND LESS	325	30	386	36	711	33
17	616	56	596	56	1212	56
18	71	6	35	3	106	5
19	9	1	2	0	11	1
20	3	0	0	0	3	0
21-25	0	0	0	0	0	0
26-30	1	0	1	0	2	0
31-35	0	0	0	0	0	0
36-40	0	0	0	0	0	0
41-45	0	0	0	0	0	0
46-50	0	0	0	0	0	0
51 AND OVER	2	0	1	0	3	0
NOT GIVEN	74	7	52	5	126	6
MEAN AGE	16.88		16.72		16.80	
STD DEV	2.33		1.82		2.09	
NO. OF STUDENTS IN REPORT	1101		1073		2174	

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TABLE 11 EDUCATIONAL NEEDS OF YOUR CPP PARTICIPANTS (IN PERCENTAGES)

I NEED HELP WITH-	MALE N-CT	YES	MAY	NO	FEMALE N-CT	YES	MAY	NO	TOTAL N-CT	YES	MAY	NO
FINANCING MY EDUC	990	34	49	17	1021	43	46	11	2011	38	48	14
FINDING EMPLOYMENT	985	16	57	27	1020	16	65	19	2005	16	61	23
FIND PLACE TO LIVE	984	9	43	48	1021	6	43	51	2005	7	43	50
FIND DAY CARE CTR	971	4	5	91	1012	1	4	94	1983	3	4	93
A HEALTH PROBLEM	969	4	4	92	1013	3	4	94	1982	3	4	93
TRANSP TO CLASSES	972	3	18	79	1013	4	23	73	1985	3	21	76
CHOOSING A MAJOR	971	12	50	37	1014	17	51	32	1985	15	50	35
IMPR READING SKLS	967	8	46	46	1007	10	46	43	1974	9	46	45
IMPR STUDY SKLS	965	12	50	38	1001	11	47	42	1966	11	49	40
IMPR EXPRESSN SKLS	967	9	54	37	999	11	55	33	1966	10	55	35
IMPR MATH SKLS	967	12	46	42	1000	18	52	31	1967	15	49	36
NOT GIVEN	107				47				154			

PROFILE OF CAREER APPLICANTS 1982-83

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COMPOSITE REPORT

TABLE 12 SUMMARY REPORT FOR UNIT 10 LOCAL ITEMS IN PERCENTAGES (OPTIONAL)

	SEX	N-CT	A	B	C	D	E
ITEM (1)	M	768	10	54	16	3	17
	F	732	11	52	16	4	17
	T	1500	10	53	16	4	17
ITEM (2)	M	767	9	22	16	6	47
	F	731	8	15	18	5	54
	T	1498	8	18	17	6	50
ITEM (3)	M	767	6	51	28	8	7
	F	730	6	52	28	8	5
	T	1497	6	51	28	8	6
ITEM (4)	M	766	10	44	19	4	22
	F	728	12	40	21	5	23
	T	1494	11	42	20	4	23
ITEM (5)	M	768	29	58	4	2	7
	F	727	38	51	4	2	5
	T	1495	33	55	4	2	6
ITEM (6)	M	768	30	4	9	13	43
	F	729	29	9	7	16	40
	T	1497	30	6	8	14	42
ITEM (7)	M	767	16	7	9	20	48
	F	727	16	9	9	21	45
	T	1494	16	8	9	20	47
ITEM (8)	M	765	33	12	15	13	27
	F	729	47	9	14	13	17
	T	1494	39	10	15	13	22
ITEM (9)	M	763	8	38	22	26	7
	F	727	9	38	19	28	6
	T	1490	9	38	21	27	7
ITEM (10)	M	760	12	57	20	6	4
	F	725	4	50	31	11	4
	T	1485	8	54	26	9	4

	SEX	N-CT	A	B	C	D	E	F	G	H	I	J
ITEM (11)	M	761	35	17	1	13	4	12	1	2	15	1
	F	725	25	9	4	32	6	11	0	1	13	1
	T	1486	30	13	2	22	5	11	0	1	14	1
ITEM (12)	M	745	22	7	5	10	4	4	15	10	1	21
	F	719	19	10	4	15	3	4	15	8	2	21
	T	1464	20	8	5	12	3	4	15	9	2	21

Local Items

CAREER PLANNING PROGRAM

Answer the following questions in the Unit 10 section of your answer folder.

Questions 1-5 are answered: A = Strongly Agree
B = Agree
C = Disagree
D = Strongly Disagree
E = I don't know

1. School courses have prepared me for a job after I graduate from high school.
2. I know what work I will be doing six months after high school graduation.
3. I have received help at school in making future plans.
4. I know which school courses are needed for my future plans.
5. The guidance counselor is available for help as I want or need it.

6. In the first year after you complete high school, do you plan to:
   A = Stay in your home community.
   B = Move at least 50 miles away.
   C = Move at least 100 miles away.
   D = Move out of state.
   E = I don't know at this time.

7. In order to fulfill your career plans in the first five years after high school, do you plan to:
   A = Stay in your home community.
   B = Move at least 50 miles away.
   C = Move at least 100 miles away.
   D = Move out of state.
   E = I don't know at this time.

8. During the school year, about how many hours per week do you usually work at a part- or full-time job?
   A = None
   B = 1-5
   C = 6-10
   D = 11-15
   E = 16 or more

9. Which of the following describes the approximate educational level of one of your parents.
   A = Completed some elementary or high school grades.
   B = Graduated from high school.
   C = Completed some college work.
   D = Graduate from college.
   E = I do not wish to say.

0. During the school year, about how many hours per week do you study outside of class?
   A = None
   B = 1-5
   C = 6-10
   D = 11-15
   E = 16 or more

1. Which one of the following best describes the life you expect five years after high school?
   A = Be single and employed.
   B = Be married and employed.
   C = Be married but not employed.
   D = Be married and both of us employed.
   E = Be a student part- or full-time and be married.
   F = Be a student part- or full-time and be single.
   G = Be single and unemployed.
   H = None of the above.
   I = I don't know/Do not wish to say

2. Which one of the following describes the source of the most information you have received about employment and careers?
   A = A parent (or parents)
   B = a teacher (or teachers)
   C = Friends my own age
   D = The guidance counselor
   E = A relative
   F = An adult friend
   G = My own research
   H = A person employed in my field of interest
   I = Older students
   J = No one in particular/Cannot say

Appendix J

PARTICIPATION AGREEMENT

_____ wishes to participate in the pilot project sponsored by the Kansas State Department of Vocational Education and described in the attached abstract.

The above area vocational technical school agrees to follow the recommended participation procedures as outlined on the attached form.

The designated area school counselor who will be primarily responsible for coordination between the area school and the selected secondary school(s); and who will attend the in-service workshop is

_____

_____
Director

_____
Counselor (designated)

Address: _____

_____

Telephone: _____

- -

_____ area vocational school elects to not participate in the pilot project as described.

_____
Director

_____
Date

Please return this form NO LATER THAN August 9, 1982 to:

Dr. Brooke Collison, Project Director
Associate Professor, Student Personnel and Guidance
Wichita State University
Wichita, KS 67208

PARTICIPATION FORM

KANSAS STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION
SPECIAL PROJECT
1982-83

_____ High School wishes to participate in the Special Project and agrees to follow the procedures as outlined below. We will have _____ juniors from our school participate.

Procedures

* Appoint local school project administrator.
* Local school project director attend an in-service workshop conducted by affiliate AVTS personnel (may be a one-to-one or small group session).
* Determine number of students to be involved according to prearranged ratio as explained.
* Administer the Student Needs Assessment Survey (SNAS).
* Follow the prescribed four-step plan for the administration of the Career Planning Program (CPP).
* Administer student evaluation form within 2-3 weeks following feedback session.
* Administer parent evaluation form, if appropriate, within 2-3 weeks following feedback session.
* Complete counselor project evaluation form within 2-3 weeks following feedback session.
* The AVTS coordinator will provide for review and analysis of all data generated by the project.
  1. Student Needs Assessment Survey - statewide composite.
  2. Profile of Career Applicants - statewide composite.
  3. Student Evaluations.
  4. Parent Evaluations.
  5. Counselor Evaluation.

_____
(Signature of local school project administrator)

_____
(Area Vocational Technical School)

_____
(Signature of local school principal)

_____
(AVTS Counselor)

_____
(Address)

_____
(City and Zip Code)

_____
(Telephone)

(Please retain one copy for school files.)

Dr. Brooke Collison, Project Director
Wichita State University
Wichita, KS 67208