A Follow-Up Study of Selected Participants in The Youth Development Program (Drop-Out Program) of The Jefferson County Kentucky School System

H. Wayne Cumbee

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A FOLLOW-UP STUDY OF SELECTED PARTICIPANTS IN THE
YOUTH DEVELOPMENT PROGRAM (DROP-OUT PROGRAM) OF
THE JEFFERSON COUNTY KENTUCKY SCHOOL SYSTEM

A Project
Presented to
the Faculty of the
Department of Counselor Education
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the
Educational Specialist Degree

by
H. Wayne Cumbee
1975
A FOLLOW-UP STUDY OF SELECTED PARTICIPANTS IN THE
YOUTH DEVELOPMENT PROGRAM (DROP-OUT PROGRAM) of
THE JEFFERSON COUNTY KENTUCKY SCHOOL SYSTEM

Recommended March 5, 1976
Ernest D. Bestow
Director of Project

Approved 4-22-76
(Date)

Dean of the Graduate College
Dedicated to
My Parents
Gilford and Ruth Cumbee
and
My Wife
Quendoline N. Cumbee
ACKNOWLEDGMENTS

A study of this kind depends upon the assistance and cooperation of numerous individuals. The writer wishes to acknowledge with gratitude his indebtedness to the chairman of his graduate committee, Dr. Emmett D. Burkeen, under whose tutelage the study was conceived and directed. Dr. Burkeen's reservoir of knowledge relative to higher education and the topic under study was such that he was able to provide wise counsel and direction throughout the course of the study, even under extreme pressures of his duties as Head of the Department of Counselor Education. The writer is also grateful to Dr. DeWayne W. Mitchell and Dr. Robert E. Simpson, both of whom served on his specialist committee. They were invaluable, particularly Dr. DeWayne Mitchell for his continued encouragement throughout the course of the author's project and also throughout his entire graduate program.

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H.W.C.
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A FOLLOW-UP STUDY OF SELECTED PARTICIPANTS IN THE YOUTH DEVELOPMENT PROGRAM (DROP-OUT PROGRAM) OF THE JEFFERSON COUNTY KENTUCKY SCHOOL SYSTEM

H. Wayne Cumbee

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68 pages

Directed by: Emmett D. Burkeen, DeWayne W. Mitchell, R. E. Simpson

Department of Counselor Education Western Kentucky University

Samples from four school year classes of students that participated in the Youth Development Program, were interviewed in areas of family background, marital status, career status, educational status and interest in certain communication media. The data from the Interview Questionnaire was then collated. All participants had been classed as drop-outs or potential drop-outs. The school years involved were: 1969 through 1972-73. The results showed that fifty-six percent graduated the year they attended the program; twelve percent returned to regular school, persisted and graduated; six percent went on to college and twenty-six percent received their graduation certificate or an equivalency (G.E.D.) certificate. A total of 94 percent of the participants graduated or went on to graduate. Also, 10.2 percent of the students' parents had attended college; the report shows that drastic changes must be made in primary and secondary school curricula. Work-study type programs are desperately needed, and, the ability to recognize or identify
the potential school leaver early at elementary levels is
badly needed. Career oriented education is an important need.
CHAPTER I

INTRODUCTION

American high schools today lose between thirty and forty per cent of their students as dropouts. These dropouts generally find it difficult to find employment and to obtain a standard of living which will allow them to be happy, productive adults.

The United States Department of Labor estimates that during the 1970's, some 8 million youngsters will drop out before graduating from high school. Approximately 2.8 million will not go beyond the eighth grade; two out of three will go no further than the tenth grade, and at least fourteen per cent of this group possess intellectual capabilities for completing high school and post high school studies.¹ Many of these students will end their formal education before they have been exposed to the services offered by the vocational-career counselor. Meanwhile, during this interval, the level of training required for employment is steadily rising. Each year there will be proportionately fewer openings for the unskilled worker. Dismal as the dropout's immediate employment prospects are when he leaves school, his long range outlook

appears to be even gloomier. Soon, unskilled workers will compose less than 5 per cent of the work force.\(^2\) The increasingly complicated technology in this country with its increased use of automation along with need for more skilled personnel who can deal with theory and planning suggests that even a high school diploma may become a minimum occupational requirement.

In Lawrence, Kansas, over 27 per cent of the children who entered high school in 1950 did not graduate;\(^3\) in Iowa, 25 per cent of adolescents who entered the ninth grade did not graduate during the same period.\(^4\) In the Louisville, Kentucky, City Schools (an Independent District) 17 per cent of high school students did not complete requirements for graduation and dropped out between the school years 1969-1973. The Louisville City School system dropout percentage was 10 per cent of the total enrollments. (See Appendix B).\(^5\)

Little has been published concerning the family background, current marital status, current career status, educational status, or the current communication media interests of the student who dropped out of school before earning a


\(^3\)Kansas State University, Bureau of Child Research, Children and Youth in Kansas. Manhattan: Author, 1957.


diploma. The same is true of the student who has participated in a special program for potential dropouts such as the Youth Development Program in the Jefferson County Kentucky School System.

Purpose of the Study

The purpose of this study was to analyze certain personal characteristics of secondary school dropouts and potential dropouts who completed a full school year in the Jefferson County Schools' Youth Development Program. Specific characteristics analyzed included parental educational background, current marital status, career status, educational status and current interests in reading, television and the theatre.

The Jefferson County Schools' Youth Development Program was designed to keep the potential dropout in a school situation in preparation for re-entering regular school sessions. The program attempts to help boys and girls to renew their self-concept and their incentive to return to regular school. In addition, the program provides a "second chance" for them to continue their education on through graduation.

Hopefully, the study will provide information which may be helpful to those educators concerned with developing an educational program which can increase the holding power of schools. Findings of the study may also prove useful to the administrators and teacher-counselors working within the current Youth Development Program in the Jefferson County Schools.
Philosophy of the Youth Development Program

An essential part of the philosophy of the Youth Development Program is directed toward developing an educational environment in which each individual student will be able to achieve his greatest worth and the resulting greatest dignity. The atmosphere in the Youth Development Program classroom is designed to encourage the individual to develop a positive self-concept and to respond in a positive way to social and educational experiences provided by the staff members of the program.

Statement of the Problem

Officials of the Youth Development Program in the Jefferson County Schools have been concerned with what effect the program has actually had upon the students who have completed the program. This study attempts to answer the following basic questions: What is the current socio-economic status of the students who have completed the Youth Development Program? Do students become more stable in their married family life, in their career development, in their educational attainment, and in their current interests as a result of experiences provided in the Youth Development Program?

The problem investigated in this study then was to determine certain socio-economic values received by students who completed one school year in the Youth Development Program. A relationship of that year's exposure will be compared to

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6"Elective Quarter Plan -- The R.I.S.E. Program," Bulletin (Jefferson County Schools, 1975.)
their accomplishments one to four years after leaving the program.

Limitations of the Study

The subject sample and type of instrument used in this study presented certain limitations. The sample was a group of students selected by their respective Youth Development Program teacher/counselors as being interested in participating in the study. The interpretation of information obtained from the interview instrument is limited to the following five areas: parental education background, marital status, career status, educational status and certain current interests in communication media.

Generalization of findings cannot be made except within the restrictions of these limitations. However, findings may present implications which suggest the need for a similar approach within all high schools in the district wherein a Youth Development Program class is being conducted.

The definitions of terms used in the study present certain limitations. As used in the study, the terms are defined as follows:

Youth Development Program - an alternate instructional program for the secondary school dropout and potential dropout student who has problems in the following areas:

Academic. Has difficulty in achieving passing grades.

Adjustment. Needs a bridge back to the regular program after having been out of school because of illness, lack of interest, suspension, or other reasons for withdrawal.

Age. Is older than classmates.
Attendance. Has a record of excessive absenteeism or of cutting classes.

Behavior. Has been removed from the regular classroom because of disruptive tendencies.

Economic. Needs to work in the afternoons to earn a portion of own support.

Other. Is married, pregnant, involved in court action, or has other personal problems.

Teacher-Counselor - A certified professional who works in the Youth Development Program class as a teacher/counselor.

Director, Youth Development Program - An educator who is accountable to the Board of Education for the over-all functions of the program in its entirety.

Coordinator, Youth Development Program - An educator that is held responsible for the functioning of the program at a local level.

Instructional Supervisor - A certified person responsible for actual classroom operations, coordinator for materials, records and personnel evaluations.

Vocational Education Co-op Coordinator - A certified person responsible for locating jobs for the Youth Development Program students. This person also coordinates a work-study approach that is widely utilized in the program.

Project Schools - In the context of this study, this is a regular high school, operating as such within the boundaries of the Jefferson County Kentucky Public School System.

Independent Study Program - Provides an opportunity for independent work by correspondence for make-up work, for enrichment, or for earning additional points toward graduation.

Youth Development Program Students - Students who are assigned to the special program. These individuals have problems that cannot effectively be solved in the conventional classroom.

The RISE - ELECTIVE QUARTER PLAN - Program - (Rearranging Instruction for Successful Education) - This is the over-all program which includes the Youth Development Program, the Vocational Education Co-op Program (Youth Development), and the Independent Study Program (Appendix C).
Summary

This chapter has presented a general discussion of the background and purpose of the study. A definition of terms used in the study along with specific limitations of the study were included.
CHAPTER II

REVIEW OF RELATED LITERATURE

The literature concerning self-understanding is not only vast but equally confusing. Often the term "self-understanding" is employed by writers to indicate various concepts which describe behavior. The general literature relating to human behavior appears to support the concept that self-understanding is either a group of psychological processes which govern behavior and adjustment, or it is an organized collection of the attitudes and feelings a person has about himself.

Super,7 Roe,8 Holland,9 Ginsberg,10 Hoppock,11


Tiedeman, point out that the developmental nature of career development, the complexity of the vocational choice process, the importance of providing career information, the need for assisting students in self-evaluation, the effect of the total personality development on later choice, and the effect of external factors all may be beyond the student's control for the job choice he makes.

This study is concerned with the overall development within particular socio-economic areas of 100 male and female students who were classed as dropouts in the Jefferson County Kentucky School System by their teachers and counselors, and who subsequently participated in a special dropout recovery program developed by this school district. This review of the literature will survey past and present research on the school dropout and on student retention. The dropout at an early age and grade level will be explored along with possible remediation procedures for the purpose of recognizing the potential school leaver at the earliest possible grade and to greatly strengthen the retention rate within the school system.

In Kentucky most of the school districts to some extent have developed a standardized testing program. The regular or basic testing program in these districts consists of tests of mental ability and tests of scholastic achievement. Many districts have also included other testing for guidance purposes in the areas of aptitude and interest. Since a

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common feeling tends to exist among many schools for a need for more educational and vocational counseling at the ninth and tenth grade level, many schools have included the General Aptitude Test Battery as a part of the regular school testing program. Primary uses of that test at these levels are that of assisting the study to grow in self-understanding and of stimulating the student to begin early occupational exploration. As of September, 1967, the Kentucky Department of Education entered into an agreement with the Kentucky State Employment Service making it possible for trained secondary school personnel to administer the General Aptitude Test Battery to grades nine through twelve, or to a selected group or groups of students within classes.13

Ashley described the situation existing in Kentucky in the following way:

A situation exists in the State which can be characterized as: (1) recognition on the part of educators of the increasing need to emphasize the vocational aspects of guidance at all secondary grade levels, (2) availability of a formerly restricted test, except for 12th graders and adults, that has shown occupational significance for relating human attributes to significant bodies of occupational significance for relating human attributes to significant bodies of occupational data, (3) increased use of a test at the ninth and tenth grade that was originally developed and standardized on adults and whose use has primarily been with the same group, (4) simultaneous use of the same battery by agencies outside the school with adults for placement in training programs and on-the-job which tends to stimulate school users to attempt to use it in the same way, (5) increasing awareness that the test cannot be used in the same way with seniors and

adults as it is with ninth and tenth graders, and (6) concern of users that the test be properly utilized at all levels.\textsuperscript{14}

In 1957, Super, in discussing desirable characteristics of a test or battery to be used in counseling, states:

Tests for use in counseling should describe a person so that we can see him as he is at the time of testing; they should predict what he will be like and what he will do at some future date; and they should be relatively timeless; and they should, like the people they test, be multi-potential.\textsuperscript{15}

Bauernfeind, in discussing aptitude tests, states that basically the multiple aptitude tests provide a wider view of the individual and his unique intellectual capabilities. He compares the multiple aptitude tests to overlapping nets in a stream, each providing some unique coverage to catch occasional, off-course fish to maximize the catch.\textsuperscript{16}

\textbf{Data on Dropout Programs}

Docking reported on an individualized instructional program which was designed to take dropouts off the streets and to help them attain a high school diploma. Curricular offerings were based upon combining continuous progress, work-study, and core concept. Follow-up studies of the program were conducted and the following recommendations for improving the program were made:

1. Establish a student-staff committee to develop

\begin{itemize}
  \item \textsuperscript{14}\textit{Ibid.}, p. 18
\end{itemize}
priorities of needed equipment for the present
Individualized Instructional Program.

2. Provide staff with time and tuition to attend a two
week sensitivity training laboratory.

3. Improve lines of communication to all schools in the
district to merchandise the program.

4. Make the I.I.P. available in all sections of the
district.

5. Contact service (civic) clubs for financial assist-
ance.

6. Organize systematic testing programs for all incoming
I.I.P. students.

7. Limiting all visitors to specific times.

8. Providing remunerated inservice training and dis-
cussion time for the program staff (both certified
and aides).  

Turchan conducted a comparison of inner-city high
school dropouts to outer-city high school dropouts, and per-
sisters in an Indiana city having a population of more than
150,000. The purpose of his study was fourfold: (1) To
determine the differences in attitude toward education held
by parents of high school dropouts and parents of matched
high school persisters, (2) To determine differences in per-
sonality of dropouts and matched persisters as measured on a
continuum of extroversion versus introversion, (3) To deter-
mine differences between dropouts and matched persisters for
factors present in the home environment, and (4) To determine
the differences between dropouts and matched persisters for
factors present in the school environment.

17W. R. Docking, A Descriptive and Evaluative Study
of a Secondary School Dropout Program. (Ann Arbor: University
Turchan's study commenced with randomizing a listing of all male dropouts for the preceding two and one-half year period from the participating high schools. Twenty-five dropouts whose parents exhibited a willingness to participate in the study were selected to represent the dropout sample for each school. Only twenty-five were selected from the inner-city school. Within the respective high schools a school persister (a student who was actively pursuing his studies leading to graduation) was selected to match with each dropout in regard to variable of sex, age, general intelligence, and reading comprehension. This brought the total number of the sample to ninety-four subjects. Parents of each subject completed the Parent Attitude Toward Education Scale, by Gene R. Medinnus. Each subject completed the Contact Personality Factor Test of the Institute for Personality and Ability Testing. Parents and subjects then were required to provide responses for completing the Interview Schedule during the home visit. Data for completing the School Information Sheet were obtained from school records and professional personnel. Data from the first two instruments were treated statistically using an analysis of variance and T-tests procedures while responses for the latter two instruments were treated a chi square test for significance.

The following were the major findings of Turchan’s study:

1. No significant differences were found for personality, when measured on a continuum of extroversion versus introversion, between dropouts and matched school persisters.
2. No differences were found for occupation of mothers or fathers, for whether the family residence was owned or rented, or whether a language other than English was spoken in the home.

3. Both mothers and fathers of persisters had higher levels of education, were more often presently married, had higher yearly incomes, and had smaller families. Siblings of persisters were more likely to continue in school.

4. The data showed that the dropout had lower grade-point averages, had more failures in the elementary and secondary grades, were more often absent from school, had more delinquency referrals to court, and had more contact with school counselors and social workers.

5. No differences were found for special remedial course enrollment or number of individual psychological examinations.

6. Even though persisters were more active in the extra-curricular affairs of the school and claimed more friends in the school, no differences were found for the number of friends claimed in the neighborhood.18

Experimental Programs for Dropouts

Youth Opportunity Centers sponsored a Testing, Informing, Discussing and Evaluating (TIDE) program for youth in the summers of 1966 and 1967. This report provided data on the second phase of TIDE which was operated from July to December of 1967 at 29 youth centers in 22 states. In this second part of the program, 1,031 youth received employment orientation training at 32 YOC's. These youth were mainly disadvantaged, 24 per cent had police records, and 92 per cent were school dropouts. The data from the study showed that

two-thirds of the trainees received some kind of aid from the program. Twenty per cent were placed in jobs; 15 per cent entered the Job Corps for more specific vocational training; 13 per cent returned to the academics, and 11 per cent were successful in being accepted for special vocational training in the M.D.T.A. Program.\textsuperscript{19}

Newbury reported on a federally supported, secondary school dropout prevention project located in a predominately "blue collar" suburb of Detroit. The project was known as the Study and Vocational Skills (SAVS) Program. It was characterized by core teaching in groups of 15 students. There were numerous field trips, activity-centered learning, and early exposure to pre-vocational and work-study experiences. Potential dropouts (PD's) were associated with special education students in a separate building. Changes in attitude, behavior, self-concept, dropout potential, absenteeism, dropout rate, and achievement scores were assessed. An evaluation of the staff with regard to teachers' acceptance of students, the democratic processes, their role in guidance, lack of subject matter bias, and understanding of the learning process was consummated. The possible deleterious effects of segregating students and associating them with special education were also examined. Standardized and locally developed instruments were administered to all groups. Achievement was measured.

ured using the General Aptitude Test Battery in conjunction with the California Test Mental Maturity. Dropout potential was measured with Cottle's School Interest Inventory. "Bills' Junior High School Index of Adjustment and Values" was used to assess self-concept. Twenty-seven P.D.'s and also the SAVS staff were interviewed. Attendance and dropout information was gathered from school records. Statistical treatment, done largely by computer, included analysis of co-variance, item analysis using the chi-square technique, T-tests, and simple computation of means and percentage. Newbury reported the following findings:

1. Even when I.Q. was partialled out by analysis of co-variance, eighth grade S.A.V.S. students only did as well on achievement tests as P.D.'s, who remained in the junior high school.

2. Both S.A.V.S. groups showed significant reduction in dropout potential compared to seventh grade P.D.'s. Eighth grade S.A.V.S. students were equal in dropout potential to the representative seventh and ninth grade students and significantly lower than eighth grade P.D.'s who remained in junior high school.

3. The School Interest Inventory and the "Junior High School Student Opinion Quiz" documented significant improvement in S.A.V.S. students attitudes, preceptions of teachers, and concerns about grades and failure.

4. Self-concept scores of the S.A.V.S. eighth grade were equal to the two representative groups and significantly higher than the two groups of non-S.A.V.S. potential dropouts.

5. Compared to other district secondary staffs, the S.A.V.S. teachers were significantly "more adequate" in terms of characteristics used in their selection.

6. Association of the S.A.V.S. program with special education was a determinant in the students' voluntary entry. However, having experienced the program, S.A.V.S. students showed more positive reactions toward their peers and school than did any non-S.A.V.S. sample group.
7. S.A.V.S. absenteeism changed from somewhat higher than the rest of the student body to significantly lower than same.

8. The dropout percentage of sixteen-year-old ninth graders was 16.8 per cent for S.A.V.S. and 39.7 per cent for the high school.

9. Small group, core teaching by accepting teachers with a vocational emphasis proved effective in changing attitudes, behavior, school interest, self-concept and dropout tendencies. "Success experiences" evidently overcame possible negative effects of separate facilities and special education associations.20

Socio-Economically Disadvantaged

Holcomb reported on a study dealing with training the socio-economically disadvantaged. The project consisted of putting together, in the form of an annotated bibliography, a presentation or collection of readings which should prove of interest to persons charged with the responsibility of planning programs dealing with the education, counseling and socialization of the socio-economically disadvantaged. Taken from various sources, the collection contains: current readings; a listing of titles of reserve articles and publications available in the Arkansas Research Coordinating Unit (R.C.U.) library; selected abstracts from the microfiche collection on the disadvantaged available in the same R.C.U. library, and; other bibliographies on the disadvantaged gleaned from various sources. The entries are arranged in categories including:

1. Training the Socio-Economically Disadvantaged
2. Disadvantaged Groups and Hard-Core Unemployed Dropouts.

3. Hard-Core unemployment: A Selected Annotated Bibliography.21

**Dropout Program Summaries**

By a comparison of the listed programs in addition to other similar programs in the United States, it is evident that if the current dropout rate continues, about 8 million students will drop out before graduating from high school this current decade (1970-1980). Approximately 3 million will not go beyond the eighth grade. Among these dropouts will be many tens of thousands who have the scholastic ability to complete college or secondary school vocational programs. The academic ability of these students and the unique contribution they can make to society are a national resource that has been neglected for too many years. More importantly, though, the restriction of self-realization that accompanies withdrawal from school before a student's maximum potential has been realized is one of the most soul-searching aspects of the nation's dropout problem.22

**Other Dropout Programs**

The major findings of the Austin, Texas, modified coordinated vocational-academic education program for potential dropouts, entitled "General Mechanical Technologies," were: the


basic philosophy proved to be sound, but the program was not a success in terms of its stated objectives; it was plagued with poor leadership and coordination, financial difficulties were encountered; but intangible benefits were enjoyed by the students attending the program.23

The Port Washington, Wisconsin, report pointed out, primarily, that dropouts were more prevalent in students with rural type parochial school backgrounds.24

The Hazel Park, Michigan, "Study and Vocational Skills (S.A.V.S.) Program" points out that small group, core teaching by accepting teachers with vocational emphasis was effective in changing attitudes, behavior, school interest, self-concept and dropout tendencies. Also, that "Success Experiences" evidently overcame possible negative effects of separate facilities and special education association.25

Summary

This review of the literature has covered the use of the standardized test batteries with secondary school students, the need for counselor concentration in assisting students in the area of self-understanding, the previous research in the area of test interpretations, and self-estimate


25Ibid., p. 17.
approaches to evaluate growth in self-understanding. Information is presented on regular and experimental dropout programs on teaching the socio-economically disadvantaged, and on the other approaches to overcoming the dropout problem.
CHAPTER III

METHODS AND PROCEDURES

Restatement of Purpose

The purpose of the study was to analyze certain socio-economic characteristics of secondary school dropouts and potential dropouts who completed a full school year in the Jefferson County Schools' Youth Development Program. Specific characteristics include family background, current marital status, career status, educational status, and current interest in reading, television and the theater.

Description of Youth Development Program

The Youth Development Program was begun in February, 1964. It had as its main objective the preparation of the dropout and potential dropout student for re-entry into regular school sessions. By developing a meaningful and useful program for these students, it provided a "second chance" for them to continue their education through graduation.

The 25 male students that made up the initial class in February, 1964, were all dropouts. Due to limited resources the central administration of the Jefferson County School system decided not to include female students in this first Youth Development Program class. This decision was reasonable in terms of the objectives for the first year program.
The class met each morning for four 55-minute periods. The student earned four points per quarter upon successful completion of the assigned work in four subjects. Under no condition could the points earned exceed the rate of one point for each 60 hours in class. The courses a student could take were limited to the areas of English, social studies, basic mathematics, and basic science.

The special student-teacher-parent relationship in the program offered a starting point in the improvement of self-image and self-confidence through accomplishment and success. For the student who has withdrawn or is a potential dropout, the Youth Development class with its emphasis on small enrollments, individualized instruction, low-keyed approach, and concerned teachers offered a new beginning for students who needed academic, emotional, physical, socio-economic, and/or cultural support.

The Youth Development Program teacher/counselor should possess patience, concern, firmness, integrity, maturity and a strong academic background. The program's teacher-counselors are required to maintain contact with students, parents, local school personnel, various public agencies, prospective employers, and other interested parties. Personal counseling is one of the greatest needs of the students in the program. The student may be at loose ends, may have repeatedly failed, and is probably without a planned future. He/she needs carefully planned and systematic reinforcement in his/her academic and personal performances.
The motivation and development of a positive attitude toward work was an important objective in the program. A work-study concept evolved out of the initial Youth Development Program class.

The pilot program was considered successful. The following school year (1965-1966) two classes were operational. Each succeeding school year has seen additional classes come into being. In 1974-75 there were thirteen classes for boys and eleven classes for girls.

Survey Instrument

In order to determine the resultant socio-economic development within certain areas of those students who had completed the Youth Development Program a survey technique of former students was adopted. This technique involved the collection of information about the former student's family educational background, his current marital status, his career status, his educational status, and his current interests in certain communication media. A survey instrument, The Interview Questionnaire (Appendix A), was developed.

The Interview Questionnaire consisted of five major sections. These sections include survey items pertaining to:

1. Family Background
2. Current Marital Status
3. Career Status
4. Educational Status
5. Current Interests
The "Family Background" section solicited information about the occupation and education of both parents.

The "Current Marital Status" section sought to determine whether or not the student was married; whether he had more than one marriage, and whether the resultant home life from that marriage was satisfactory.

The "Career Status" section requested information relative to the student's employment, work performance, job choice and how the current position was obtained.

The "Educational Status" section pertained to information on grade level attained by student, whether or not he graduated, and his present educational endeavors.

The "Current Interests" section requested specific information regarding reading habits, television viewing, and movie interests.

Source of Data

Interviews were conducted with students included in the study. An interview questionnaire was developed to collect needed data for the study. The interview instrument was cooperatively developed with staff personnel in the area of pupil personnel, student problems and also in the Youth Development Program. A survey of the literature also contributed valuable information relative to the development of the instrument. Data collected on the interview questionnaire made it possible to determine the current status of the Youth Development Program students.
Sample

The sample consisted of 60 male and 40 female secondary school students identified as potential or actual dropouts who had participated in the Youth Development Program during school years 1969-1973. The teacher-counselors in five project schools alphabetized a list of all students that had passed through their classes during the above listed school years. Every fifth name on the list was selected as part of the sample. When a name could not be contacted/located the next fifth name was selected. Utilizing this method 60 male and 40 female students were selected as being students who were interested in participating in the project. They were students in high schools located in Jefferson County, Kentucky, or had come out of high schools in this same school district. The participants were interviewed by their former teacher-counselor. Each interview lasted approximately 35 minutes and generally was conducted in the project school classroom.

Treatment of Data

The data have been analyzed by collating the responses to items included in the interview questionnaire. Means, ranges and percentages are established for each category of response. Arithmetical means are identified in regard to: year in attendance in the program, time worked at present position, number of different jobs held, graduation information, post dropout class attendance, interest in sports, interest in reading, interest in television viewing and
interest in the theater. Ranges are utilized to describe data in regard to: year dropped out of school, father's occupation, father's education, mother's occupation, mother's education and student's current marriage status. Percentages are used to describe data in regard to: type of home life, whether employed full or part time, duties on the job, skills utilized daily on the job, G.E.D. completion, whether graduated the year in Youth Development Program attendance and/or whether graduated after leaving the program.

**Summary**

This chapter has presented a discussion on the re-statement of purpose, a description of the Youth Development Program, the survey instrument, source of data, sample, treatment of data and summary.
CHAPTER IV

ANALYSIS OF THE DATA

The information collected by the Interview Questionnaire (See Appendix A) from those students participating in the study is presented. The ensuing data are presented first for the male subjects and then for the female subjects in each of the areas of family background, current marital status, career status, educational status, and communication media.

Family Background of Students

In the area of family background of the sixty male students in the study Table I shows grade levels, the number of fathers and grade levels attained by each, the number of mothers and the grade levels attained by each of them. Totals are also shown.

In addition, Table I shows that eighteen fathers and twenty-two mothers of the sixty male students in the study completed high school. Eight fathers and six mothers went to college for four years, and four mothers graduated from business school. Seven fathers and six mothers were not accounted for by the students participating in the study, possibly indicating that their parents may not have been a factor in their
lives. Thirty-three per cent of all parents as indicated graduated from high school; 12 per cent attended college; 3 per cent attended business school, and 22 per cent were not accounted for in the tabulation.

<table>
<thead>
<tr>
<th>TABLE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATIONAL LEVELS ATTAINED BY PARENTS OF MALE YOUTH DEVELOPMENT PROGRAM STUDENTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fathers: N=60</th>
<th>Mothers: N=60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Attained</td>
<td>College</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Number of fathers</td>
<td>2</td>
</tr>
<tr>
<td>Number of mothers</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>2</td>
</tr>
<tr>
<td>Per cent 1.6</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Table 2 shows that eighteen fathers and twenty mothers of the forty female students in the study completed high school. Seven of the fathers attended and completed college, while seven mothers completed business school. Approximately 48 per cent of the parents graduated from high school, 9 per cent completed four years of college while a similar percentage graduated from business school.

These are significant figures and give worth to this variable as reported by Hollingshead in his "Two Factor
Index of Social Position ..."26

TABLE 2
EDUCATIONAL LEVELS ATTAINED BY PARENTS OF FEMALE YOUTH DEVELOPMENT PROGRAM STUDENTS (N=40)

<table>
<thead>
<tr>
<th>Grade Level Attained</th>
<th>Fathers: N=40</th>
<th>Mothers: N=40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Business</td>
<td>School Data</td>
</tr>
<tr>
<td>4 6 8 9 10 11 12</td>
<td>0 0 40</td>
<td>0 0 40</td>
</tr>
<tr>
<td>Number of fathers</td>
<td>5 3 2 1 3 1 18 7 0 0 40</td>
<td></td>
</tr>
<tr>
<td>Number of mothers</td>
<td>0 3 4 2 3 1 20 0 7 0 40</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>5 6 6 3 6 2 38 7 7 0 80</td>
<td></td>
</tr>
<tr>
<td>Per Cent</td>
<td>6.3 7.5 7.5 3.8 7.5 2.5 47.5 8.7 8.7 100.0</td>
<td></td>
</tr>
</tbody>
</table>

In the area of current marital status of the students in the study, Table 3 presents the number of male students who are currently married, whether this is their first marriage or not, and satisfaction in their marital home life.

Table 3 points out that fifteen of the male students of the total of sixty (25%) in the study were married at the time of the survey. Of these, thirteen indicated that this was their first marriage. Of the fifteen married students, thirteen also indicated satisfaction with their married home life. No data as to the satisfaction of home life conditions

26A. B. Hollingshead, "Two Factor Index of Social Position," Yale University, 1962 (Mimeograph.)
of those unmarried students were collected.

TABLE 3
CURRENT MARITAL STATUS OF
MALE STUDENTS (N=60)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Yes</th>
<th>No</th>
<th>Satisfactory Home Life</th>
<th>Unsatisfactory Home Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are You Married?</td>
<td>15</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is This Your First Marriage?</td>
<td>13</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is Your Home Life</td>
<td>13</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that fifteen of the total of forty female students in the study (38%) were married at the time of the survey. Of these fifteen, twelve indicated this was their first marriage. Of the fifteen married students, thirteen indicated satisfaction in their home life. No data as to the satisfaction of home life conditions of those unmarried students were collected.

TABLE 4
CURRENT MARITAL STATUS OF
FEMALE STUDENTS (N=40)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Yes</th>
<th>No</th>
<th>Satisfactory Home Life</th>
<th>Unsatisfactory Home Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are You Married?</td>
<td>15</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is This Your First Marriage?</td>
<td>12</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is Your Home Life</td>
<td>13</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Employment Background of Students

Table 5 gives employment information on the male students participating in the study. The number currently employed, the number employed full-time, and also the number employed only part-time is shown.

**TABLE 5**

**EMPLOYMENT INFORMATION ON MALE STUDENTS (N=60)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Yes</th>
<th>Per Cent of Total (N)</th>
<th>No</th>
<th>Per Cent of Total (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are You Employed?</td>
<td>48</td>
<td>80</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Are You Employed Full Time?</td>
<td>37</td>
<td>62</td>
<td>11</td>
<td>18</td>
</tr>
</tbody>
</table>

Table 5 shows that forty-eight of the sixty male students in the study (80%) were employed. Thirty-seven of the forty-eight employed were employed full time and eleven were employed only part-time. Although not indicated, it was found that 58 per cent of those forty-eight students employed had been employed a year or longer by their present employer.

**TABLE 6**

**EMPLOYMENT INFORMATION ON FEMALE STUDENTS (N=40)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Yes</th>
<th>Per Cent of Total (N)</th>
<th>No</th>
<th>Per Cent of Total (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are You Employed?</td>
<td>18</td>
<td>45</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>Are You Employed Full Time?</td>
<td>10</td>
<td>40</td>
<td>8</td>
<td>22</td>
</tr>
</tbody>
</table>
Table 6 reflects that eighteen (45%) of the forty female students in the study were employed. Ten were employed full-time while eight were employed only part-time.

Continuing with employment information on the male students in the study, Table 7 indicates the number of different jobs held, if the student works on an assembly line or not, if he performs occupational duties similar to those of his father, and the job choice that his present position is in his working life.

**TABLE 7**

**ADDITIONAL EMPLOYMENT INFORMATION ON MALE STUDENTS  (N=48)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>More</th>
<th>Yes</th>
<th>No</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Many Different Jobs Have You Held?</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do You Do Assembly Line Work?</td>
<td>9</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does Your Father Work In This Same General Area?</td>
<td>5</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Job Choice Was This Present Job Of Yours?</td>
<td>27</td>
<td>15</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 shows that twenty-three of the sixty male students in the study have held four or more positions. Thirty-nine do not perform assembly-line duties. Forty-
three took their present position in job areas different than their fathers position, and twenty-seven are working in jobs of their first choice.

TABLE 8
ADDITIONAL EMPLOYMENT INFORMATION ON THE FEMALE STUDENTS (N=40)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>1</th>
<th>2</th>
<th>More</th>
<th>Yes</th>
<th>No</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Many Different Jobs Have You Had?</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Do You Work On An Assembly Line?</td>
<td>2</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Does Your Father Work In This Same General Area?</td>
<td>7</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>What Job Choice Is This Present Position of Yours?</td>
<td>14</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

Table 8 shows that eleven of the forty female students have held three or more positions. Two were doing assembly line type duties while nineteen were not. Seven were working at jobs that were similar to what their fathers performed while eighteen were holding down jobs dissimilar to what their fathers performed. Fourteen girls were working at jobs of their first choice, four were working at jobs of their second choice and three were performing on jobs that was their third or lower choice.

Table 9 shows that fifteen of the students (31.3%)
in the study performed physical duties in their daily work.
Three (6.3%) claimed that their duties were all mental.
Twenty-two (45.8%) performed both mental and physical duties
in their daily work routine. Eight students did not respond
to this item.

**TABLE 9**

**EMPLOYMENT INFORMATION REGARDING DUTIES ON THE JOB OF THE MALE STUDENTS (N=48)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Physical</th>
<th>Mental</th>
<th>Both</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Duties on The Job Are</td>
<td>15</td>
<td>3</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Per Cent</td>
<td>31.3</td>
<td>6.3</td>
<td>45.8</td>
<td>16.6</td>
</tr>
</tbody>
</table>

Table 10 reveals six (33.3%) of the female employed students were performing physical duties, eight (44.5%) mental duties, and four (22.2%) performing duties both mental and physical in nature.

**TABLE 10**

**EMPLOYMENT INFORMATION REGARDING DUTIES ON THE JOB OF THE EMPLOYED FEMALE STUDENTS (N=18)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Physical</th>
<th>Mental</th>
<th>Both</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Duties On The Job Are</td>
<td>6</td>
<td>8</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Per Cent</td>
<td>33.3</td>
<td>44.5</td>
<td>22.2</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 11 shows that twenty-one of the male students (43.8%) learned of their present position by word-of-mouth. Twenty (41.7%) located their employment through the efforts of their teacher-counselor, and five (10.4%) found their position either through reading the newspaper or through an agency. Two students did not respond to this item.

**TABLE 11**

**METHODS UTILIZED IN PROCUREMENT OF PRESENT POSITION OF EMPLOYED MALE STUDENTS** (N=48)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Word-of-Mouth</th>
<th>Teacher-Counselor</th>
<th>Other Means</th>
<th>No Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Did You Learn About Your Present Position?</td>
<td>21</td>
<td>20</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Per cent</td>
<td>43.8</td>
<td>41.7</td>
<td>10.4</td>
<td>4.2</td>
</tr>
</tbody>
</table>

**TABLE 12**

**METHODS UTILIZED IN PROCUREMENT OF PRESENT POSITION OF EMPLOYED FEMALE STUDENTS** (N=18)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Word-of-Mouth</th>
<th>Teacher-Counselor</th>
<th>Other Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Did You Learn About Your Present Position?</td>
<td>6</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Per cent</td>
<td>33.3</td>
<td>44.4</td>
<td>22.2</td>
</tr>
</tbody>
</table>

Table 12 indicates six (33.3%) of the female students
learning about their present position through word-of-mouth exchange, eight (44.4%) with the assistance of their teacher-counselor, and four (22.2%) by other means such as reading the classified ads in the newspaper.

Educational Background of Students

Table 13 reveals that thirty-nine male students graduated the year they attended the program, ten graduated during the year following their participation in the program. Twenty-one had completed all G.E.D. requirements. Twenty-seven were currently attending classes of their choice at the time of survey; fourteen were attending classes of a vocational nature, seven were in special interest classes, and six were continuing their education in attending college classes. Fifty-four indicated that the Youth Development Program was their only means for completing high school. It might be noted here that if these students had not been able to attend the Youth Development Program they probably would not have been able to graduate from secondary school.
Table 13 shows that seventeen of the female students in the survey graduated the year they attended the program, seven graduated during the year following their participation in the program. Twenty-three were currently enrolled in classes of their choosing; fifteen were attending vocational type classes, six were attending special interest classes, and two were continuing their preparation for college. Thirty-nine report that the program was their only means for completing high school. (See Appendix D for student comments).
**TABLE 14**

INFORMATION RELATIVE TO THE EDUCATIONAL BACKGROUND OF THE FEMALE STUDENTS (N=40)

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Yes</th>
<th>No</th>
<th>Vocational</th>
<th>Special</th>
<th>Interest</th>
<th>College Bound</th>
<th>No</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did You Graduate The Year You Attended The Program?</td>
<td>17</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did You Graduate The Year After Leaving The Program?</td>
<td>7</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have You Completed All G.E.D. Requirements?</td>
<td>2</td>
<td>21</td>
<td>17</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are You Attending Classes Of Any Kind At Present?</td>
<td>23</td>
<td>17</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do You Consider The Youth Development Program To Have Been Of Real Value To You?</td>
<td>39</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tables 15, 16, 17, 18, 19 and 20 present information relative to students interests in certain communication media.

Table 15 reveals that of the sixty male students participating in the study, all sixty were interested in some area of reading and that eleven (18.3%) preferred novels. Twenty-three (38.3%) preferred stories relating to and about science fiction. Eight (13.3%) preferred literature and read numerous biographies. Of the remaining eighteen students the variety of reading matter covered almost twenty separate areas.
not listed in the questionnaire instrument. Regarding magazine articles, thirty-three (55%) read articles relating to sports. Only one (1.7%) preferred keeping up with current happenings by regularly reading a news publication. Two (3.3%) had a strong interest in home construction, and nine (15.0%) were interested in educational articles that appeared in Psychology Today, The N.E.A. Journal and various other magazines. Fifteen (25.0%) read articles of interest in whatever magazine they found available at the time. Varied and multiple reading interests were evident from the survey.

| TABLE 15 |
| MALE STUDENTS' INTEREST IN CERTAIN COMMUNICATION MEDIA (READING) (N=60) |

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOKS:</strong></td>
<td></td>
</tr>
<tr>
<td>Novels</td>
<td>11</td>
</tr>
<tr>
<td>Science Fiction</td>
<td>23</td>
</tr>
<tr>
<td>Biographies</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>MAGAZINES:</strong></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td>33</td>
</tr>
<tr>
<td>News Weekly</td>
<td>1</td>
</tr>
<tr>
<td>Home Construction</td>
<td>2</td>
</tr>
<tr>
<td>Educational</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
</tr>
</tbody>
</table>
Television viewing interests of the male students are shown in Table 16.

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>View T-V Frequently</td>
<td>48</td>
</tr>
<tr>
<td>Never View T-V</td>
<td>6</td>
</tr>
<tr>
<td>View T-V Infrequently</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
<tr>
<td>Prefers Western Type Program</td>
<td>22</td>
</tr>
<tr>
<td>Prefers Musical Type Program</td>
<td>6</td>
</tr>
<tr>
<td>Prefers War Type Program</td>
<td>12</td>
</tr>
<tr>
<td>Prefers Adventure Type Program</td>
<td>10</td>
</tr>
<tr>
<td>Prefers Historical Type Program</td>
<td>6</td>
</tr>
<tr>
<td>Prefers Other Than Above</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 16 reveals that of the sixty male students participating in the study, six (10%) of them never viewed television, another six (10%) had very little interest in this form of media, twenty-two (36%) preferred viewing western shows, six (10%) enjoyed musicals, twelve (20%) had a war-type preference of program, ten (16%) preferred adventure-type programs, and six (10%) enjoyed a historical interest. The remaining four had no particular preference.

Table 17 shows that of the sixty male students all of them at one time or another attend the theater. Also shown is the rating preferred and the number preferring each
rating. The participating students were given two types of films to choose from with specific choice reported in numbers.

**TABLE 17**

**MALE STUDENTS INTEREST IN THEATER (N=60)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTENDANCE:</strong></td>
<td></td>
</tr>
<tr>
<td>Bi-Weekly</td>
<td>4</td>
</tr>
<tr>
<td>Weekly</td>
<td>5</td>
</tr>
<tr>
<td>Monthly</td>
<td>28</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>PREFERRED RATING:</strong></td>
<td></td>
</tr>
<tr>
<td>U-Rated</td>
<td>4</td>
</tr>
<tr>
<td>PG-Rated</td>
<td>10</td>
</tr>
<tr>
<td>X-Rated</td>
<td>9</td>
</tr>
<tr>
<td>R-Rated</td>
<td>16</td>
</tr>
<tr>
<td>G-Rated</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
</tr>
<tr>
<td><strong>TYPE OF FILM PREFERRED:</strong></td>
<td></td>
</tr>
<tr>
<td>War</td>
<td>28</td>
</tr>
<tr>
<td>Sports</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

Table 17 also shows that four of the sixty male students attended the theater two times a week, five attended weekly, twenty-eight monthly and twenty-three infrequently. Four students preferred U-Rated films, ten chose P.G. Rated films, nine selected X-Rated films, sixteen opted R-Rated
films and twenty-one elected to attend G-Rated movies.

The choice for type of film preferred reveals that 47 per cent of the male students find war films of interest, and 53 per cent have more interest in sports type films.

Table 18 gives the type of books and magazines that the forty female students preferred to read. Twenty-five (62.5%) chose novels, four (10%) chose science fiction, six (15%) chose biographies and five (12.5%) chose in areas not listed on the Questionnaire Instrument. For magazine readings four (10%) were interested in sports, one (2.5%) read a news weekly, four (10%) were interested in home-making and read in this general area, and eight (20%) preferred articles of an educational nature.

**TABLE 18**

**FEMALE STUDENTS INTERESTS IN READING (N=40)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOOKS:</strong></td>
<td></td>
</tr>
<tr>
<td>Novels</td>
<td>25</td>
</tr>
<tr>
<td>Science Fiction</td>
<td>4</td>
</tr>
<tr>
<td>Biographies</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>MAGAZINES:</strong></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td>4</td>
</tr>
<tr>
<td>News Weekly</td>
<td>1</td>
</tr>
<tr>
<td>Home Making</td>
<td>4</td>
</tr>
<tr>
<td>Educational</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
</tbody>
</table>
Table 19 indicates that twenty (50%) of the forty female students viewed T-V frequently, sixteen (40%) view infrequently and four (3%) never view the tube. Six (15%) prefer musical-type programs, twelve (30%) adventure-type programs, four (10%) historical-type programs and seventeen (43%) claimed no particular preference. Unlike the males none of the females chose to watch war-type programs.

**TABLE 19**

**FEMALE STUDENTS INTEREST IN TELEVISION (N=40)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>View T-V Frequently</td>
<td>20</td>
</tr>
<tr>
<td>Never View T-V</td>
<td>4</td>
</tr>
<tr>
<td>Infrequently View T-V</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>Prefers Western-Type Program</td>
<td>1</td>
</tr>
<tr>
<td>Prefers Musical-Type Program</td>
<td>6</td>
</tr>
<tr>
<td>Prefers War-Type Program</td>
<td>0</td>
</tr>
<tr>
<td>Prefers Adventure-Type Program</td>
<td>12</td>
</tr>
<tr>
<td>Prefers Historical-Type Program</td>
<td>4</td>
</tr>
<tr>
<td>Prefers Other Type Programs</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

Table 20 shows the interest in the movies of the female students, the frequency of attendance, the rating preferred by the individuals and a choice between two general types of films to be seen.

Table 20 points out that four of the forty female students attended the theater two times a week, six attended
weekly, thirteen monthly, and seventeen attended on no regular schedule. When given only two choices from which they had to make a preference of viewing indicating type 30 per cent chose a war setting and 70 per cent chose stories built around sports figures.

**TABLE 20**

**FEMALE STUDENTS INTEREST**
**IN THE THEATER (N=40)**

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATTENDANCE:</strong></td>
<td></td>
</tr>
<tr>
<td>Bi-Weekly</td>
<td>4</td>
</tr>
<tr>
<td>Weekly</td>
<td>6</td>
</tr>
<tr>
<td>Monthly</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>PREFERRED RATING:</strong></td>
<td></td>
</tr>
<tr>
<td>U-Rated</td>
<td>1</td>
</tr>
<tr>
<td>G-Rated</td>
<td>10</td>
</tr>
<tr>
<td>X-Rated</td>
<td>4</td>
</tr>
<tr>
<td>PG-Rated</td>
<td>11</td>
</tr>
<tr>
<td>R-Rated</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>TYPE OF FILM PREFERRED:</strong></td>
<td></td>
</tr>
<tr>
<td>War</td>
<td>12</td>
</tr>
<tr>
<td>Sports</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
</tbody>
</table>

**Summary**

Statistical summaries of data obtained from the Interview Questionnaire were presented in this chapter. A
copy of the questionnaire is included as Appendix A.

Chapter V contains a summary, findings, conclusions and implications of the study.
CHAPTER V

SUMMARY

The objectives of this study were to analyze certain personal characteristics of one hundred male and female students who completed one year in the Jefferson County Schools' Youth Development Program (Drop-out). Specific characteristics to be analyzed included family background, current marital status, career status, educational status, and current interests in reading, television, and the theater.

Criteria for a data collection instrument were developed through the review of the literature on drop-out programs, the cooperation and input of officials in the Jefferson County Schools Department of Pupil Personnel, the cooperation and input of officials in the Youth Development Program, and from other knowledgeable persons.

A pilot study was then conducted to field test the data collection instrument. Sixty students in the Youth Development Program were administered the instrument in this field test. Subsequent results supported the content and construct validity of the instrument thus indicating its appropriateness in data collection for this study. It was then administered to the one hundred students selected as subjects for this study.

The actual administration of the instrument to the
subjects of the study was performed during individual interviews with each subject and took place in that student's respective school wherein he had completed the year of Youth Development Program Activities. Data for this study were then derived from the specific information collected by this interview instrument.

Findings

The interpretation of information from the interview instrument was limited to five areas: educational background of parents, marital status of the student, career status of the student, educational status of the student, and current interest in communication media areas of the student.

From the interpretation of the information the following generalizations may be made:

1. There were found to be no differences overall between the educational levels of the parents of the students of the study and the educational levels of parents of typical secondary school students. The parents of the students in the survey appeared to be interested in the growth and development of their children and wanted to help them as best they could to develop their abilities.

2. The current marital status of the students in the study indicated that they were no more frequently married than the typical high school student. Those subjects who were unmarried were similar in ratio to regular secondary students. A majority of the
married students indicated that they were experiencing satisfactory homelife.

3. The career status of the subject students was found not to differ from that of school persisters in general. Many were involved in vocational education classes and others were attending school courses of special interest. Many of those students who had not received their high school diploma were actively completing high school requirements for graduation while others had received their diplomas through participating in the Youth Development Program.

4. Varied and extensive interests were indicated by the students in the communication media. In the area of reading students reported their interests varied with the items found in any high school library. Novels, sport magazines, psychological journals, home construction magazines, home making magazines, historical articles, autobiographies, and true stories were among the items listed as being read by the students. Low student interest in motion pictures was evidenced by their attendance weekly or on a less frequent basis. Their choice of films was as varied as those of the typical teen-ager. Television viewing and program selection also seemed to be extremely average when compared to typical teen-agers.

In reviewing the findings of the survey there appeared to be no indication that responses were differentiated by sex
of respondents. In general, the findings suggested a normalcy existed in the areas investigated when compared to comparable behaviors of the continuing or persisting secondary student as derived from the literature.

Implications

Based upon the data collected in this study the following implications can be considered:

1. The data collection instrument developed for this study served adequately and could well be used in future evaluations of this type of Youth Development Program.

2. The Youth Development Program as developed and implemented in this school district is apparently achieving its intended objectives of bringing these students back into structured avenues of learning as evidenced by the data.

3. The subject students apparently were concerned about themselves and the opportunity to pursue worthwhile and reasonable educational goals.

4. The special relationships between the student, his parents, and his teacher which are an important part of the Youth Development Program appear to be a means of helping the student to get to the basis of his 'problems' which originally led to his drop-out student status.

5. There is support from the data that the Youth Development Program class with emphases on small enrollment
individualized instruction, low-keyed approach, and concerned staff did present an opportunity for a new beginning for those students identified as drop-out.

6. The staff involved in the presentation and instruction of such programs as the Youth Development Program should possess certain characteristics of patience, concern, fairness, integrity, maturity, and strong academic background since these characteristics of teachers were indicative of success with students.

7. The development and motivation of positive attitudes toward class work and toward jobs within the program proved to be of value. A work-study concept in evolving programs has resulted.

Conclusions

1. School districts might well reevaluate their approaches to the handling of drop-out students on a periodic basis.

2. This study indicated that certain personal characteristics of a randomly selected group of identified drop-out students who have participated in a Youth Development Program did not vary to any noticeable degree from the reported characteristics of typical secondary students as was found in the literature.

3. Greater communication and interaction was evident within the different departments involved with the Youth Development Program.
4. Interdisciplinary studies must be identified and incorporated into the Youth Development Program to further participant's growth and development.

5. Student personnel services within the sponsoring district of such programs can lend leadership to the development and sponsorship of such programs.

6. Continued attention to the recruitment of qualified personnel to direct and supervise such programs as the Youth Development Program must be maintained.

7. Humanistic approaches to education programs for those students identified as potential drop-outs should be encouraged.
APPENDIX
APPENDIX A

Interview Questionnaire

Age: Year in Attendance in Youth Development:

I. FAMILY BACKGROUND:

1. Father's Occupation:
   Specific: Non-Specific: Deceased:

2. Father's Education:
   Grade Completed: College:

3. Mother's Occupation:
   Professional Work: Housewife:
   Non-Professional Work:

4. Mother's Education:
   Grade Completed: Business School:
   College: Deceased:

II. CURRENT MARITAL STATUS:

5. Are you married?
   Yes _____ No _____

6. Is this your first marriage?
   Yes _____ No _____

7. Is your home life -- -- Satisfactory _____; or
   Unsatisfactory ______.

III. CAREER STATUS:

8. Are you employed?
   Yes _____ No _____
9. Are you employed full time____, or, part time ____?

10. How many months or years have you been with this company?
   6 months ____ 12 months ____ 24 months ____

11. How many different jobs have you had? __________

12. Are your duties on the job -- Physical ________?
    Mental ________ Both ________

13. Do you work on an assembly line?
    Yes _____ No _____

14. Does your father work in the same vocational area?
    Yes _____ No _____

15. How did you learn about your present job?
    Word of mouth____ Teacher/Counselor ______
    Other ______

16. What job choice was this of yours?
    First ____ Second ____ Third ____ Etc. ____

17. What duties do you actually perform on the job?
    Truck Driving ____ Cooking ____
    Secretarial _____ Soldering ____
    Stock Worker _____ Supervisor _____
    Other ____________

IV. EDUCATIONAL STATUS:

18. Did you graduate the year you attended the Youth Development Program?
    Yes _____ No _____

19. Did you graduate after you returned to regular school from the Youth Development Program?
    Yes _____ No _____

20. Was the Youth Development Program meaningful to
21. Have you completed requirements for the G.E.D. Certificate?
   Yes ___  No ___

22. Are you presently attending classes of any kind?
   Yes ___  No ___
   If you ARE attending classes now, please name type of class:
   Special Interest _____  Adult Education _____
   Vocational _________  College __________

V. CURRENT INTERESTS:

23. READING:
   Novels _____  Science Fiction _____  Biography _____
   Sports _____  News Weekly _____  Home Construction___
   Educational _____  Other __________

24. TELEVISION:
   Type of program _____  Frequency viewed ____________
   Infrequently viewed _____  Western ________________
   Musical _______  Adventure _______  War _______
   Historical _____  Educational _____  Other _____
25. **MOVIES:**

Frequently attend ___ Infrequently attend _____

Attend Bi-Weekly ___ Weekly _______________________

Monthly ____________ Other ________________________

Type preferred: X-Rated ___ PG ___ G-Rated _____

R-Rated ___ U-Rated ___ Sports ___ War _________

Other ______
APPENDIX B

Department of Research and Evaluation -- Louisville, Kentucky
Independent School District -- 1972-73 Final Evaluation
Report

DROPOUTS

During the 1972-73 school year, over 2,000 students left the Louisville Public School System -- 2,300 to be exact. Most of the students who left, almost 3/4 of them, were in our senior high schools, and most of the dropouts occurred during the summer months while school was not in session. In addition, slightly more white students left school than did blacks.

Data presented on the following tables and on the first graph reflects the actual numbers of dropouts. The data shown on the second graph, giving a breakdown for four years by level, has been determined by finding the percentage of dropouts by level as well as for the total system. The number of dropouts for the senior highs (1,925) was divided by the number of students for the senior high level for this year (10,177) which resulted in the rate of senior high dropouts (19%). This same formula was used to determine the rate of black and white dropouts.
### DROPOUT DATA

#### SYSTEM WIDE

<table>
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<tr>
<th></th>
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</thead>
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<td>345</td>
<td>1,301</td>
<td>728</td>
<td>585</td>
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<tr>
<td>September</td>
<td>36</td>
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<td>October</td>
<td>230</td>
<td>200</td>
<td>184</td>
<td>210</td>
</tr>
<tr>
<td>November</td>
<td>231</td>
<td>241</td>
<td>209</td>
<td>243</td>
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<td>December</td>
<td>163</td>
<td>213</td>
<td>202</td>
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<td>January</td>
<td>194</td>
<td>216</td>
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<td>230</td>
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<tr>
<td>February</td>
<td>209</td>
<td>186</td>
<td>255</td>
<td>244</td>
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<td>March</td>
<td>174</td>
<td>219</td>
<td>183</td>
<td>244</td>
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<td>April</td>
<td>167</td>
<td>196</td>
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<td>216</td>
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<td>May &amp; June</td>
<td>143</td>
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<td>121</td>
<td>144</td>
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<tr>
<td>Less Re-Entries</td>
<td>- 55</td>
<td>- 41</td>
<td>- 49</td>
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<td><strong>TOTAL</strong></td>
<td>1,892</td>
<td>2,871</td>
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#### SENIOR HIGHS

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<tr>
<td>Summer</td>
<td>302</td>
<td>713</td>
<td>541</td>
<td>493</td>
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<td>September</td>
<td>28</td>
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<td>6</td>
<td>24</td>
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<td>October</td>
<td>198</td>
<td>180</td>
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<td>187</td>
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<td>November</td>
<td>197</td>
<td>152</td>
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<td>220</td>
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<tr>
<td>December</td>
<td>134</td>
<td>170</td>
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<td>174</td>
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<td>January</td>
<td>154</td>
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<td>March</td>
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<td>April</td>
<td>113</td>
<td>168</td>
<td>93</td>
<td>175</td>
</tr>
<tr>
<td>May &amp; June</td>
<td>97</td>
<td>106</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>Less Re-Entries</td>
<td>- 50</td>
<td>- 34</td>
<td>- 45</td>
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<td><strong>TOTAL</strong></td>
<td>1,533</td>
<td>2,008</td>
<td>1,768</td>
<td>1,925</td>
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#### JUNIOR HIGHS

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<td>Summer</td>
<td>43</td>
<td>588</td>
<td>187</td>
<td>92</td>
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<tr>
<td>September</td>
<td>8</td>
<td>2</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>October</td>
<td>32</td>
<td>20</td>
<td>31</td>
<td>23</td>
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<td>November</td>
<td>34</td>
<td>24</td>
<td>28</td>
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<tr>
<td>December</td>
<td>29</td>
<td>24</td>
<td>21</td>
<td>27</td>
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<tr>
<td>January</td>
<td>40</td>
<td>48</td>
<td>28</td>
<td>41</td>
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<tr>
<td>February</td>
<td>39</td>
<td>34</td>
<td>26</td>
<td>42</td>
</tr>
<tr>
<td>March</td>
<td>34</td>
<td>49</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>April</td>
<td>54</td>
<td>50</td>
<td>32</td>
<td>41</td>
</tr>
<tr>
<td>May &amp; June</td>
<td>46</td>
<td>29</td>
<td>23</td>
<td>47</td>
</tr>
<tr>
<td>Less Re-Entries</td>
<td>- 5</td>
<td>- 7</td>
<td>- 4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>359</td>
<td>863</td>
<td>412</td>
<td>375</td>
</tr>
</tbody>
</table>
The 1972-1973 final evaluation report for school years 1969, 1970, 1971, 1972 and 1973 giving pertinent dropout data, on this school district which is now (1975) merged into the Jefferson County Kentucky School System, is available in its entirety from this same Department of Research and Evaluation, but, through the Jefferson County Board of Education -- Newburg Road -- Louisville, Kentucky.
APPENDIX C

THE RISE PROGRAM

(Rearranging Instruction for Successful Education)

YOUTH DEVELOPMENT PROGRAM

VOCATIONAL EDUCATION CO-OP PROGRAM

INDEPENDENT STUDY PROGRAM

1975

JEFFERSON COUNTY KENTUCKY PUBLIC SCHOOLS

The project presented herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Jefferson County Board of Education
Curriculum Office, Melbourne Heights Annex
3023 Melbourne Avenue
Louisville, Kentucky 40220

FORWARD

The large number of students withdrawing from high school, the critical economic problems of a segment of the student body, and the need for students to make up courses failed and/or to accelerate high school graduation have emphasized the importance of making available diverse programs in the Jefferson County Public Schools.

In keeping with the goals of the Jefferson County Board of Education, three programs have been initiated and/or expanded to provide new opportunities for certain students in need of educational experiences outside the conventional classroom setting.

The Youth Development Program, the Vocational Education Co-op Program, and the Independent Study Program aim at offering an alternative classroom situation, a work-study
program, and an opportunity to take courses by correspondence in independent study.

Ernest C. Grayson, Superintendent
Jefferson County Public Schools

INTRODUCTION

A 1972 computation of school retention rates by the United States Office of Education indicates that about 25% of the nation's youth withdraw from school before obtaining a high school diploma. Of the approximately four million students in the fifth grade in 1964, approximately one million failed to graduate with their class in 1972.

The following chart1 shows the fifth grade enrollment, the number of high school graduates and dropouts for the years 1958-1972 with a projection of dropouts through 1982 for the public and nonpublic schools in the fifty states and Washington, D.C.

<table>
<thead>
<tr>
<th>Fall of 5th Grade</th>
<th>5th Grade Enrollment+</th>
<th>School Year</th>
<th>High School Graduates (Col. 2 - Col.4)</th>
<th>5th Gr. to High Sch. Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958--</td>
<td>2.5 million</td>
<td>'65-66</td>
<td>2.6 mil.</td>
<td>1.0 million</td>
</tr>
<tr>
<td>1960--</td>
<td>3.6 million</td>
<td>'67-'68</td>
<td>2.7 mil.</td>
<td>.9 million</td>
</tr>
<tr>
<td>1962--</td>
<td>3.9 million</td>
<td>'69-'70</td>
<td>2.9 mil.</td>
<td>1.0 million</td>
</tr>
<tr>
<td>1964--</td>
<td>4.0 million</td>
<td>'71-72</td>
<td>3.0 mil.</td>
<td>1.0 million</td>
</tr>
<tr>
<td>1966--</td>
<td>4.1 million</td>
<td>'73-'74</td>
<td>3.2 mil. proj.</td>
<td>.9 million</td>
</tr>
<tr>
<td>1968--</td>
<td>4.2 million</td>
<td>'75-'76</td>
<td>3.3 mil. proj.</td>
<td>.9 million</td>
</tr>
<tr>
<td>1970--</td>
<td>4.2 million</td>
<td>'77-'78</td>
<td>3.3 mil. proj.</td>
<td>.9 million</td>
</tr>
<tr>
<td>1972--</td>
<td>4.1 million</td>
<td>'79-'80</td>
<td>3.3 mil. proj.</td>
<td>.8 million</td>
</tr>
<tr>
<td>1974--</td>
<td>4.0 million</td>
<td>'81-'82</td>
<td>3.2 mil. proj.</td>
<td>.8 million</td>
</tr>
</tbody>
</table>

+Compulsory attendance laws keep virtually all children in school at least until the 5th grade.

++Excludes persons who receive high school equivalency certificates and persons who leave the school system before graduation to enter trade, business, and vocational schools. (Approximately 200,00 persons a year).

In today's complex and crowded school systems, there will always be the student, who is outside the norm, whose personal circumstances seem to make it impossible for him/her to function within the established school system, and who needs extra attention or services. Alert counselors, teachers, and other school personnel can identify these people as students who may have one or more of the following problems:

1. Have an attendance problem.
2. Are unable to progress academically.
3. Have or have had health problems, causing loss of time spent in school and limited academic achievement.
4. Have financial difficulties and need to work part time.
5. Cannot function for a complete school day.
6. Need to take correspondence work outside a classroom setting.
7. Need to make up work failed.
8. Need to accelerate in order to graduate early.
10. Are pregnant.
11. Have previously withdrawn from school.
12. Have behavior patterns symptomatic of possible withdrawal.

The Jefferson County Board of Education is aware of the special needs of students and has structured a program to help meet such needs. The program is referred to as RISE (Rearranging Instruction for Successful Education). RISE has three distinct thrusts:

(A) **The Youth Development Program**, an alternate school approach for students who have encountered difficulty in achieving success in the regular school program.

(B) **The Vocational Education Co-op Program**, an adjunct of the Youth Development Program which attempts to secure jobs for the students and to correlate the world of work with classroom training.

(C) **Independent Study**, a correspondence program which is available, not only to Youth Development students, but to all Jefferson County students or other adults who need to earn credit toward a high school diploma through correspondence work rather than through classroom work.

The RISE handbook evolved from the expressed needs and interests of faculty members, counselors, principals, administrators, and other concerned personnel. The handbook en-toto is available from the Department of Curriculum Development - Melbourne Heights Annex - 3023 Melbourne Avenue, Louisville, Kentucky, 40220.
Seventeen participants (5.8 percent) responded to inquiry number twenty which was to elaborate on why they felt the Youth Development Program was meaningful to them. Their comments follow:

FROM A SEVENTEEN YEAR OLD:

"I learned much more in the program than I ever had in an individual class in regular school. Many students would benefit from attending Youth Development type classes. Amongst many things, in addition to the academics, I learned to relate with people."

FROM A SEVENTEEN YEAR OLD:

"The Youth Development Program was not strict enough for me."

FROM A EIGHTEEN YEAR OLD:

"It was much better for me to study and learn on my own, at my own speed, than the way we had to work in the regular school. The closeness of the Youth Development class group, meant much to me."

FROM A EIGHTEEN YEAR OLD:

"In the program there is only one system. You are your own person and do not have to go entirely by some one else's music (rules)."

FROM A EIGHTEEN YEAR OLD:

"My failure in regular school was sociological, not academic! The attitudes, authority and society at Seneca High School, did me absolutely no good! If it had not been for the Youth Development Program, my class, my teacher, I very probably would presently be serving a penitentiary sentence."

FROM A NINETEEN YEAR OLD:

"I was able to meet and really get to know more people. This gave me a greater understanding of people. I also became very close to my teacher, for the first time in my life! I became aware of many things in and about life in general."

FROM A NINETEEN YEAR OLD:

"I learned more in Youth Development than I ever did
before. I learned how to think and how to get along with other people."

FROM A NINETEEN YEAR OLD:

"I learned a great deal more than I thought possible for me. The closeness of the small class made it a situation of togetherness."

FROM A NINETEEN YEAR OLD:

"The program was very meaningful to me. I wanted to finish high school even though I was pregnant. The class was different from regular school. One worked at her own pace, with no one telling you what to do all the time."

FROM A TWENTY YEAR OLD:

"The program gave me a chance to go on with my education that I could otherwise not have done. The most meaningful experience was being able to see others in predicaments 'worse' that I am in -- this proved good for me, because I am really a very selfish person." (This girl had recently gone through a very unpleasant divorce.)

FROM A TWENTY YEAR OLD:

"The program was an opportunity for me to finish school. If all schools were like the Youth Development Program classes, we'd have better schools and better 'liked' schools. If I had all my schools like this class, it would have been much better for me."

FROM A TWENTY-ONE YEAR OLD:

"The program changed my entire attitude. I was ready to quit school before I learned of the Youth Development Program. In class I understood the subject matter much better than ever before. We were a close group and tried to understand each other's problems. All of us were close to the teacher. The size of the class made this possible."

FROM A TWENTY-ONE YEAR OLD:

"The program taught me what I didn't learn in regular school -- how to get along with people and how to really and truly study. Also, how to make study meaningful. The teacher and the students had a very good relationship. In our class everyone was on equal grounds -- color was only 'skin' deep. We all got along! One learned more due to all students willingness to assist each other."
FROM A TWENTY-ONE YEAR OLD:

"In this 'open' classroom situation I learned more than in regular schools that insisted on lecture and discussion. More schools should be like Youth Development. Students would want to learn. You get to know people better in classes like these -- --."

FROM A TWENTY-ONE YEAR OLD:

"The program was very good for me because I was able to learn the way my mind was, at my own rate of speed, etc."

FROM A TWENTY-ONE YEAR OLD:

"The program gave me the opportunity to really find out what I wanted to do with my life. I enjoyed the people and class participation, particularly in World History and United States History."

FROM A TWENTY-ONE YEAR OLD:

"The program gave the following:"

1. A sense of closeness amongst all students and the teacher.
2. A chance to learn all that we felt would be necessary and interesting.
3. A self-evaluation which helped me to be more honest with myself and also with others.
4. Taught me to be able to discuss my feelings about the world and its problems.
5. Showed me there were people who cared for me and wanted to share my personal problems.
6. I learned all of this in a relaxed situation.

FROM A TWENTY-TWO YEAR OLD:

"The program made it possible for me to complete high school. I met and made friends who encouraged me to work toward my fullest potential and to accept my short comings. I also realized that I had abilities in fields that I had not realized priorly."
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Kansas State University, Bureau of Child Research, Children and Youth in Kansas. Manhattan: Author, 1957.


