

1984

## **A Study to Determine the Effectiveness of the Vocational Resource Program in Newport News Public Schools, Newport News, Virginia**

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A STUDY TO DETERMINE THE EFFECTIVENESS OF  
THE VOCATIONAL RESOURCE PROGRAM  
IN NEWPORT NEWS PUBLIC SCHOOLS  
NEWPORT NEWS, VIRGINIA

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A Research Paper  
Presented to  
The Faculty of the School of Education  
Old Dominion University

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In Partial Fulfillment  
of the Requirements for the Degree  
Masters of Science in Education

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by  
Maury Eugene Middleton  
December, 1984

This research paper was prepared by Maury E. Middleton under the direction of Dr. Malvern L. Miller in VTE 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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## CHAPTER 1

### INTRODUCTION

The Education of the Handicapped Act was a major breakthrough in the provision of educational opportunities for the handicapped population. This law was later amended by the Education for all Handicapped Children Act of 1975 (P. L. 94-142). In addition to this, the Vocational Education Amendment of 1976 (P. L. 94-487) allocated funds to provide vocational training in regular classes for handicapped individuals. These laws and others assisted in improving the quality of education for the handicapped.

In the City of Newport News, approximately five hundred secondary students were identified as handicapped in 1979, of which most would be served in regular vocational courses. The Vocational Resource Program, conducted under the Vocational Education Amendment of 1976, was established in December of 1978 to assist vocational and industrial arts teachers with handicapped students in curriculum development, instructional techniques, inservice programs, and coordinating activities with resource materials. In September of 1979, two resource persons were hired to work with the four high schools, seven middle schools and two vocational technical schools.

The program had grown over the years to include disadvantaged students and students with English as a second language (ESoL). In the 1984-85 school year, the program

had three and one-half resource positions and several teachers aides.

#### STATEMENT OF THE PROBLEM

The problem of this study was to determine the effectiveness of the assistance the Vocational Resource Program offered to vocational and industrial arts instructors with handicapped, disadvantaged, and ESOL students.

#### RESEARCH GOALS

The Vocational Resource Program assisted vocational and industrial arts teachers in the instruction of handicapped, disadvantaged, and ESOL students. This study was undertaken to determine the degree to which the program had been effective in providing assistance to teachers.

The objectives of this research were:

1. To determine to what extent the services were being used and if they were not, why.
2. To determine the usefulness of the services provided by the Vocational Resource Program.
3. To determine the desired needs of the teachers that were covered by the Vocational Resource Program.
4. To determine the effectiveness of the vocational aides.

## BACKGROUND AND SIGNIFICANCE OF THE STUDY

The Vocational Resource Program was established in December of 1979 in response to the 1976 Vocational Education Amendment. The program began with two teachers aides offering assistance to vocational and industrial arts instructors with handicapped students. Later, disadvantaged and ESoL students were included in the program for assistance, and two and one-half Vocational Resource Educators positions were created. The program was projected to include over one thousand students in the 1984-85 school year.

The objectives of the program, as presented in the 1983-84 End of the Year Report were:

1. To provide support and assistance to vocational teachers of handicapped, disadvantaged and ESoL students in regular classrooms as evidenced by inservice workshops and individual conferences related to effective use of teacher aides, modification of curriculum, appropriate materials, effective teaching techniques, and individualized instruction.
2. To identify and provide professional and instructional materials to vocational teachers of handicapped and disadvantaged students in regular vocational programs as evidenced by acquisition and dissemination of materials.
3. To coordinate special education and vocational education instructional programs and services to handicapped and disadvantaged students in regular vocational programs as evidenced by cross-discipline conferences and inservice experiences.
4. To provide a communication linkage between the Peninsula Vo-Tech and Newport News Public Schools for handicapped and disadvantaged students as evidenced by a resource log and records of

observations and conferences.

5. To provide assistance to teachers of handicapped and disadvantaged students in regular vocational programs with modifications of instructional equipment.
6. Where appropriate, to assist vocational teachers with activities that insure safety in laboratories (Cummings, 1981, p. 1).

Each year, from 1978 through 1984, the Vocational Resource Program had written a final report which included activities and programs that had been accomplished. In addition, the Vocational Resource Program yearly conducted a survey to evaluate the effectiveness of their services. The survey was distributed to all the teachers that were eligible for assistance from the Vocational Resource Program.

The end of the year surveys were general and inadequate in determining to what degree the program was effective. More specific questions needed to be asked which would provide the necessary data needed to make reliable conclusions. Some questions that were unanswered were:

1. How much the teachers used the various services provided by the Vocational Resource Program.
2. How the teachers rated the services they had used.
3. Which services the teachers felt needed to be increased.
4. Which services the teachers did not use and why.

## LIMITATIONS

This study was based on the following limitations:

1. The research was limited to the Vocational Resource Program in the City of Newport News, Virginia.
2. The research, conducted by a questionnaire, had been given to the vocational and industrial arts teachers in the Newport News Public School System who had handicapped, disadvantaged, and ESOL students.

## ASSUMPTIONS

This study was based on the following assumptions:

1. All of the vocational and industrial arts teachers comprehended the services provided by the Vocational Resource Program.
2. The Vocational Resource Teachers were willing to assist the teachers in any reasonable way.

## PROCEDURES

The data was collected by a survey sent to one hundred percent of the vocational and industrial arts teachers with handicapped, disadvantaged, or ESOL students in the City of Newport News. The vocational departments included were: Business Education, Health Occupations Education, Marketing and Distributive Education, Trade and Industrial Education, Home Economics Education, and Industrial Arts Education. The surveys were distributed to the four high schools and seven middle schools in Newport News, as well as the two vocational technical schools on the Peninsula and the Vocational Education Magnet school.

The data provided information in reference to how much the services were used, how effective were these services and which services were not used and why. From this information, reliable conclusions were drawn that would enhance the effectictiveness of the program.

#### DEFINITION of TERMS

The terms used in this study were defined as followed:

1. Disadvantaged - A student who has academic, socioeconomic, cultural or other disadvantage which prevents this student from succeeding in a regular occupational program designed for a person without such a disadvantage, and who for this reason, requires specially designed education programs or related services (Vocational Amendment of 1968).
2. ESoL - Students with English as a second language.
3. Handicapped - Students who are mentally retarded, physically handicapped, emotionally disturbed, learning disabled, speech impaired, hearing impaired, multiple handicapped, visually impaired, or otherwise handicapped as defined by the Board of Education.
4. IEP - Individualized Education Program
5. Special Education students - students identified as having one or more handicaps.
6. Special needs students - students that are not considered equal to the normal student due to a handicap, disadvantaged situation, or an English deficiency, because of not using English as their first language.
7. The Education for All Handicapped Children Act (P. L. 94-142) - This law insured that all handicapped children have available to them a free appropriate public education which includes special education and related services to meet their unique

needs.

8. VRP - the Vocational Resource Program

9. VRT - the Vocational resource Teacher

### SUMMARY

The Vocational Resource Program, established in 1979, in response to the 1976 Vocational Education Amendment, provided assistance and coordination in curriculum development, instructional techniques, inservice programs, and coordinating activities of resource materials. The program provided assistance to all vocational and industrial arts teachers who had handicapped, disadvantaged, and ESoL students in their classrooms. A thorough evaluation was needed to determine how effective the program was and what changes could be made to make the program more effective.

The second chapter included the state guidelines for a support service program, the history of the Vocational Resource Program and its development. Also in this chapter was a summary of similar programs in other parts of the country. Following this was an explanation of how the research was conducted and the procedures followed. The last two chapters presented the data and provided a summary, conclusions, and recommendations that would enhance the program.



## CHAPTER 2

### REVIEW OF LITERATURE

The problem of this study was to evaluate the effectiveness of the Vocational Resource Program. In order to accomplish this task, a thorough understanding of vocational support services was needed. This chapter contained a brief history of the legislation dealing with mainstreamed students, guidelines for support services in the State of Virginia, and descriptions of support services in Virginia and several other states.

### FEDERAL LEGISLATION

The right to an education for American citizens has been an important element in our society. However, until recently, handicapped children were not able to make effective use of this privilege. The passage of The Handicapped Act was a large step in guaranteeing handicapped children the right to an education. Part of this act was later amended by the Education for all Handicapped Children Act of 1975 (P. L. 94-142). This act mandated the mainstreaming of special education students into the least restrictive environment permissible. Federal funds were provided to assist public schools in making the necessary changes that were needed to make available an appropriate public education for all handicapped students. In addition

to this, the Vocational Education Amendment of 1976 (P. L. 94-482) set aside funds for vocational training of handicapped children. (Halloran, Folley, Razeghi, 1978, p. 1)

### VIRGINIA STATE GUIDELINES for SUPPORT SERVICES

The Education for all handicapped Children Act of 1975 required, to the extent possible, that handicapped individuals have the opportunity to enroll in regular vocational classes. This included the mentally retarded, hearing impaired, deaf, speech impaired, visually handicapped, emotionally disturbed and students with other health impairments that hindered their opportunity for success in regular vocational programs. These students were eligible for support services that enhanced their opportunities to succeed in life.

There were three types of programs that served the special needs students. First were the vocational programs without special assistance. Handicapped students that were capable of succeeding in the least restrictive environment enrolled in these programs. Second was the vocational programs that had special assistance. This assistance came in the form of resource center personnel, itinerant teachers, teachers aides, or resource centers. The third type of programs, and most restrictive environment, were the

special vocational programs that only served the handicapped. These self-contained classes had students that could not succeed in a regular vocational program, even with assistance.

Each handicapped student was required to have an Individualized Education Program (IEP) developed. The IEP was written by the student's special education teacher, the student's parents or guardians, and a representative of the local educational agency. If some form of vocational training was pursued, the vocational teacher or a representative was to contribute to the writing of the vocational component of the IEP.

The resource person provided support services to the vocational programs. They were qualified in both special education and vocational education, with those having certification as a special education teacher receiving preference. This person's responsibilities included assisting vocational teachers with curriculum development, teaching techniques, individualized instruction, classroom activities, coordinating inservice activities and resource materials, as well as evaluation and assessments.

The itinerant teacher worked directly with the students at the resource center, or in some situations in the classrooms. More emphasis was placed on this person's vocational training than his/her training with special needs students.

The teachers aide worked directly with the teacher in

the classroom and was only required to have a high school diploma or the equivalent. The aide assisted the program in carrying out assigned tasks, with maintenance, with clerical and classroom management, and assuring safety requirements were met (see appendix A).

#### SUPPORT PROGRAMS ACROSS THE COUNTRY

Support programs exist in several states across the country. Vocational educators in Wisconsin received assistance from the Designated Vocational Instructor (DVI) program and in Maryland the Vocational Support Personnel (VSP) program assisted vocational teachers with handicapped students. As of 1983, there were not any published materials on these programs. In Missouri, the Vocational Resource Educators (VRE) program included assistance to vocational teachers, job placement, and public relations in their responsibilities. Georgia had the Related Vocational Instructor (RVI) program that assisted in instruction, consultation, and assessment (Asselin, 1983, p. 3).

#### VOCATIONAL RESOURCE EDUCATOR PROGRAMS IN VIRGINIA

In 1982, seventy percent of special needs students in the State of Virginia were enrolled in vocational programs.

This was almost twice as many students as in 1972 (Asselin, 1983, p. 1). In 1984, there were twenty school districts that employed Vocational Resource Educators. These programs spent an average of thirty-one percent of their time with teaching, another twenty-nine percent in assessments, and nineteen percent in consultation (Asselin, 1983 p. 5)

#### VOCATIONAL RESOURCE EDUCATORS PROGRAM IN CHESTERFIELD COUNTY

In 1984, Chesterfield County had three programs that served the handicapped students with vocational training. These programs were: the Vocational Occupational Exploration (VOE) program, the Education for Employment (EFE) program, and the Work Experience Cooperative Education Programs (WECEP).

The VOE was a self-contained program for senior high school handicapped students who had not succeeded in regular vocational programs. This was a thirty-six week program that explored a wide variety of employment opportunities such as: manufacturing, construction, woods, metals, drawing, etc (see appendix B).

The EFE, another self-contained program, was designed for rising ninth graders that were disadvantaged, and not succeeding in regular vocational programs. This program, in preparation for further training through WECEP, exposed the students to a wide range of career opportunities. Some of

the topics were: personal money management, job search skills, concepts of work, evaluation of occupational choices, etc (see appendix C).

The WECEP, also a self-contained program, was for rising ninth and tenth graders that were disadvantaged and had not succeeded in regular vocational programs. The program focused on the development of vocational skills and attitudes but not on specialized vocations. The thirty-six week course included topics like, career exploration, self-awareness, attitude development, etc. (see Appendix D).

#### FAIRFAX COUNTY SUPPORT SERVICES

Fairfax County Support Service Personnel Assistance encompasses two components; Vocational Assessment and Vocational Resource Support. This program provided assistance to vocational teachers, ensured communication between vocational staff and other teachers, and developed and maintained a library of resources.

The Vocational Assessment component identified students who were lacking vocational goals and, through assessments, made recommendations regarding vocational training. The Vocational Resource Support linked the vocational staff and the special education staff to assure appropriate support services were provided. They also planned, developed, and implemented inservice activities that focused on mainstreamed students.

The support personnel were certified in special education and had completed courses dealing with handicapped students in vocational settings. In addition, all the personnel were required to have training in vocational assessment systems (see appendix E).

#### VOCATIONAL EDUCATION FOR THE HANDICAPPED IN NORFOLK

A similar program was started in Norfolk in September of 1980 titled Vocational Education for the Handicapped in Norfolk (VEHN) with Raleigh Baggett as the program leader. The program served students who had been identified as: educable mentally retarded (EMR), emotionally disturbed (ED), learning disabled (LD), and hearing impaired (HI). As these students were mainstreamed, the program provided an experienced vocational teacher as a resource person to assist the regular teacher. The vocational resource teacher provided: help with planning in supervision of planned activities, individualized help for students as needed, and assistance with the regular students in order to allow time for regular teachers to spend with the special students. The program also assisted in writing the Individualized Education Program (IEP) for the special students. For special situations, the VEHNs program provided a self-contained vocational class with only 8 to 10 handicapped students. The subjects included Home Economics

for the Handicapped and Technical and Industrial Education for the Handicapped (see appendix F).

#### HISTORY AND DEVELOPMENT OF THE VOCATIONAL RESOURCE PROGRAM IN NEWPORT NEWS

The Newport News Public School System started a program in December of 1978 titled "Assistance for Special Students in Regular Vocational Programs" (Epps, 1978, p. 1). This project was sixty percent funded by the Federal Government under the Vocational Education Amendment of 1976. The program, under the direction of Dr. Jean M. Epps included special students in Business Education, Marketing and Distributive Education, Home Economics, Industrial Cooperative Training, and Industrial Arts. Three teacher aides were employed by the school board in December of 1978 to assist vocational and industrial arts teachers with mainstreamed students (Cummings, 1981, p. 1). The aides' responsibilities were to:

1. Work under the direction of the teacher, and where competence of the teacher aide permitted, assist individual students to carry out assigned tasks.
2. Assist the instructor with the maintenance of instructional equipment.
3. Where appropriate, assist in activities that assured that safety requirements were being met.
4. Assist the instructor with clerical and classroom management.



5. Accompany small student groups on out of class assignments (Davis, 1979, p. 3).

An End of the Year Report compared the success of the teachers with aides verses the teachers without aides. The high performance of the special student was attributed to the use of aides which allowed for greater individualized instruction. The regular students benefitted from the additional assistance as well (Epps, 1979, p. 2).

In 1980, Newport News Public Schools started another program titled "Assistance for Individualized Development of Special Students". Two resource persons were employed for the 1980-81 school year. The resource persons were a valuable asset by providing assistance to all the vocational and industrial arts teachers with mainstreamed students (Cummings, 1979, p. 3). The resource persons assisted teachers in all the secondary schools, the two Peninsula Vocational Technical Schools and the Vocational Education Magnet School. The resource persons responsibilities were to:

1. Assist vocational teachers of handicapped students with curriculum development, teaching techniques, individualized instructional activities and materials.
2. Where appropriate, assist students in the vocational classroom or laboratory.
3. Coordinate inservice education activities for vocational education teachers and aides.
4. Assist in the coordination of vocational education (including the Peninsula Vo-Tech Centers) and special education programs for handicapped students.

5. Identify and acquire resource materials and coordinate the use of resource materials.
6. Serve as a liaison between vocational teachers and the vocational evaluator (Cummings, 1981, p. 2).

In the 1984-85 school year, the Vocational Resource Program included two and one-half resource persons and three aides. The program served mainstreamed handicapped students, disadvantaged students, and for the first time it also served students with English as a second language (ESoL). Also two teachers in two high schools committed one period each day to assist as a resource person in their respective schools. One teacher, assigned to an Industrial Arts Woodworking class that contained seven special needs students, worked directly with the students on a daily basis.

#### SUMMARY

As the number of mainstreamed students increased, the responsibility on the vocational teachers increased. Vocational services were established throughout the country to provide the needed assistance. These services included everything from public relations to self-contained classes. Support services were started in Newport News in 1978 and were titled the Vocational Resource Program. This program provided assistance to teachers with handicapped, disadvantaged, and ESoL students.

## CHAPTER 3

### METHODS and PROCEDURES

This chapter explained the methods and procedures that were needed to conduct the survey. It included the population, the development of the survey instrument, the administration of the survey, the data analysis procedures, and a summary.

#### POPULATION

In the 1983-84 school year, the Vocational Resource Program provided services to the vocational and industrial arts teachers in eleven secondary schools, the two Peninsula Vo-Tech centers, and the Vocational Education Magnet School. A total of ninety-one teachers had students identified as special needs students. A thorough evaluation needed to be conducted so all ninety-one teachers were chosen as subjects for the survey.

#### INSTRUMENT

A survey was constructed containing seventeen questions which were divided into three parts. These parts included general information on the teacher's situation, an analysis of the Vocational Resource Program's services, and several open-form questions evaluating the effectiveness of the

aides (see appendix G).

The first section provided general information that related to the need of the Vocational Resource Program. These questions used open-form techniques to determine the number of classes that had four or more special needs students, the time required for instruction of special needs students, how much vocational and industrial arts teachers contributed to the development of IEPs, and how helpful the special education department was to the education of special needs vocational learners.

The second section dealt directly with the services provided by the Vocational Resource Program. Using closed-form questions, the teachers were asked how often they used each service. This was followed by an evaluation of the service's usefulness and the desired needs of the teachers. The last part of each question was an objective question asking those teachers who did not use the services for their reasons for not using them.

The last section only applied to the teachers that had vocational aides assisting them. These questions, objective in nature, asked for their evaluation of the vocational aides' qualifications and effectiveness.

#### ADMINISTRATION

The survey, along with an abstract of the research project was submitted to Steve Devan, Assistant Director,

Data Processing and Program Evaluation for Newport News Public Schools, on October 23, 1984. Permission was granted to conduct the survey on the same day (see appendix H).

The survey was sent out in the in-school mail system (the Pony) on October 26, 1984 and received on the same day. The cover letter explained the purpose of the survey and requested the teachers prompt response by November 2, 1984 (see Appendix I).

A follow-up letter, asking for the teacher's urgent response, was sent out November 16, 1984 to the teachers who had not yet responded (see Appendix J). A second copy of the survey accompanied the letter. In addition, a contact person was selected in the larger schools. This person was given a list of the names of the teachers receiving the follow up letter and they were asked to encourage the teachers to respond.

## DATA ANALYSIS

The data from the survey was analyzed in the following manner. For questions number one and two, the mean was calculated. This provided information in relation to the number of classes with four or more special education students per teacher, and the ratio of time required for instruction for special needs students to regular students. In question three, percentages were calculated on the total Yes and No responses.

The data from questions four through eleven was analyzed by assigning a value of one, two, or three to the responses of the closed-form questions. A value of one represented the low value (negative response), two was average, and three the high value (positive response). After tabulating the responses, the mean was calculated. In the Yes/No question in number eight, the mean was calculated by assigning a value of one to No and two to Yes. In question eleven, the ratio of inservice programs per teacher was determined by dividing the total program attendance by the number of teachers.

The responses in questions twelve and thirteen were totaled and the comments cited. In question fourteen, the number of periods the teacher had a teachers aide was determined by totaling the number of periods and dividing by the number of teachers. In question fifteen through seventeen, the Yes and No responses were totaled and the percentages were calculated, with comments cited.

#### SUMMARY

One hundred percent of the vocational and industrial arts teachers that taught special needs students in their regular classes were selected as the population in this research project. The survey contained seventeen questions that gathered the necessary information needed for this study. The survey was conducted the last week of October,

with November 2, 1984 as the deadline. The data was tabulated and the mean and percentages for the seventeen questions were calculated. The following chapters presented the findings and made the appropriate conclusions and recommendations.

## CHAPTER 4

### FINDINGS

The Vocational Resource Program, established in December of 1978, was designed to be a support group for teachers with mainstreamed students. Funded partially by federal money, the Vocational Resource Program provided services such as identifying special needs students, monitoring their progress, making available resource materials, and modifying curriculum and or equipment. The problem of this study was to determine the effectiveness of the assistance the Vocational Resource Program offered to vocational and industrial arts teachers with handicapped, disadvantaged, and ESOL students in Newport News.

This was accomplished by surveying all the teachers that were beneficiaries of this program. This included all vocational and industrial arts teachers with special needs students in the Newport News secondary schools, the Peninsula Vocational Technical Centers and the Vocational Education Magnet School. The data recieved from these surveys was presented in this chapter.

### SURVEY RESPONSE

Ninety-one surveys were sent to the various recipients the Vocational Resource Program serves on October 26, 1984. Thirty-five teachers responded to the initial survey and on



November 9, 1984, a follow up survey was sent to the remaining teachers to encourage their participation. An additional twenty-nine teachers responded to this follow-up survey, bringing the total to fifty-nine responses, or sixty-five percent of the total population. All data results and percentages in the following sections were computed based on the total (59) responses that were received.

#### DATA on the NEED for SUPPORT SERVICES

Question one asked how many classes did each teacher teach that contained four or more special needs students. A total of (47) classes were found to contain four or more special needs students with a mean of (2.24) classes per teacher (see Table 1).

Question two asked the teachers to compare the time spent for instruction of special needs students to that of regular students. Forty-six percent of the teachers responded to this question. The mean value came to (2.48). This meant the teachers felt one special needs student required the same instructional time as 2.48 regular students.

The third question asked the teachers whether they contributed to the writing of the vocational component of the Individualized Education Program. Fifty-four percent of the teachers responded to this question. Ninety percent of

TABLE 1

Question	# of Responses	% of Responses	# of Classes	Mean	# of Yes	% of Yes	% of No	% of No
1. How many classes did you have last year that contained four or more sp. ed. students?	21	35.5	47	2.24				
2. Based on the time required for instruction, in your estimation, one sp. ed. student is equal to how many regular students?	46	78		2.53				
3. Did you contribute to the writing of the vocational component of the IEP for your sp.ed. students?	54	91.5			9	17	45	83
4. Has the sp. ed. dept. been helpful to you?	52	88		2.13				

the teachers answered No, while only ten percent answered Yes. Of those who marked No, twenty-one percent of the teachers explained that they were not offered the opportunity to contribute. Some of these further explained that even if they were given the opportunity, they did not have the time. Three of the teachers said they had offered their assistance but were told it was not needed.

The fourth question asked for an evaluation of the help received from the Special Education department in the secondary schools. This question used a rating scale technique. A value of one, two, or three was assigned to the responses with three being the high value. Out of (53) responses, a mean value of (2.13) was determined which indicated an above average rating for helpfulness.

#### DATA ON THE VOCATIONAL RESOURCE PROGRAM'S SERVICES

The next seven questions, beginning with question number five, had four parts. The first part of each question determined the usage of each service. The second dealt with the usefulness of the services. The third part of the question asked the teachers whether they felt each service should be increased or decreased. The last part was open-form, and directed to determine the reasons some services were not used. The first three parts of questions five through eleven were closed-form. A value of one, two

or three was given to each response, with one being the low, or negative response, and three being the high, or positive response.

Question five referred to the resources; films, tapes, and other instructional aids, the Vocational Resource Program had made available to the teachers. The useage, being well below average, was determined to be (1.62), the usefulness was slightly below average with a rating of (1.80), and the service was requested to be increased substantially with a mean of (2.42). Several teachers thought the materials were not adequate or were too difficult for the students' comprehension. One teacher felt he did not have time to properly administer the resources. Others said they were not aware of the resources, or did not need them. One teacher said he would like a list of the resources (see Table 2).

Question six referred to the liason the Vocational Resource Program provided between the Special Education department and the vocational and industrial arts teachers. The useage was determined to be average with a mean of (2.04), the usefulness was moderately above average with a mean of (2.23), and the service was requested to be increased slightly with a mean of (2.16). One teacher felt it was the teacher's responsibility to contact the Special Education department. Three teachers said they had no free time when the special education department was free, thus communication with the Special Education Department was

TABLE 2

Question	# of Responses	% of Responses	Usage	Usefulness	Desired Needs
5. How often did you use filmstrips, tapes, instructional aids and supplemental materials provided by the VRP to be used with special students?	53	90	1.62	2.20	2.42
6. How often has the VRP assisted in enhancing the communication between the sp. ed. teacher and the vocational teacher?	54	91.5	2.04	2.23	2.16
7. How often has the VRP made progress reports on your special students?	52	88.1	1.87	2.24	2.08
8. Did the VRP inform you of the identification of special needs students?	53	90	1.77*	2.36	2.43
9. How often did the VRP assist in modifying the voc. curriculum and or equipment for your special needs students?	51	86.4	1.39	2.13	2.23
10. How often did the VRP assist you in instruction and testing of special needs students?	49	83.1	1.31	2.16	2.31
11. Approximately how many inservice programs relating to special students in voc. programs did you attend?	41	69.5	2.09**	2.29	2.40

\* Yes is equal to two and No is equal to one

\*\* The average of inservice programs attended per teacher

difficult. Four teachers said they were not contacted by the Vocational Resource Program to inform them of the results from their communications with the special education department. One teacher said there was a very poor working relationship with him/herself and the Special Education teacher.

Question seven referred to the progress reports the Vocational Resource Program made on the special needs students. The response to the usage was slightly below average with a mean of (1.87), while the usefulness was moderately above average with a mean of (2.24) and the service was requested to be only slightly increased with a mean of (2.08). Five teachers said it was not needed, with one commenting that it was redundant to what the Special Education department did. Three teachers said this service was not offered to them. One teacher said he was never informed of the reports' results, while another said the service needed to be modified to be effective. One teacher felt the Vocational Resource Teachers were not qualified to write the reports unless they were in their respective fields.

At the beginning of each year, the Vocational Resource Program informed the teachers who their special needs students were. Question eight evaluated this service and determined that its usage was (1.77) or moderately below average. The usefulness was rated considerably high with a mean of (2.36) and the service was requested to increase

substantially (2.43). Two teachers said the Vocational Resource Program asked them for the list of their special needs students, while three others said they had already been informed before the Vocational Resource Program sent them the list. Two others said this service was not needed. Other responses were that the information was not accurate and that the lists were never heard of before.

The next question, number nine, asked about the assistance the teachers had received from the Vocational Resource Program to modify curriculum and or equipment. The useage was rated well below average with a mean of (1.69), the usefulness was rated slightly helpful with a mean of (2.13), and the service was requested to be moderately increased with a mean of (2.23). Six teachers said this service was not needed and five others had never asked for the assistance. Three teachers felt the Special Education department was more qualified than the Vocational Resource Program to give this aid, while two other teachers said the Vocational Resource Teacher did not have the time to help with modifying curriculum and equipment.

Question ten asked the teachers about the assistance the Vocational Resource Program had provided in instruction and testing in the classroom. The mean response to the useage was very low with a mean of (1.31) while the usefulness was slightly above average with a mean of (2.16). The teachers requested this service to be moderately increased with a mean of (2.31). Five teachers who had not

used this service felt it was not needed. Three others said they had not been aware of this service, while two others said the Vocational Resource Teacher felt it was the teacher's responsibility to administer tests and do all the instruction. One other said the Vocational Resource Teacher did not have the time to help while another said they were only helpful in their respective fields.

Although the Vocational Resource Program had not initiated and organized any inservice programs, they had assisted in the preparation and organization of several. The total attendance in all the programs of all the vocational and industrial arts teachers was (86), with an average of (2.09) programs attended per teacher. The usefulness of these inservice activities was well above average with a mean of (2.39) and requested to be increased substantially with a mean of (2.41). Two teachers that did not attend the programs said they had already attended programs that were similar to the ones offered. One teacher said he did not have time, while another said he did not know of them. One teacher responded that he did not want to participate.

Question twelve listed three topics for future inservice programs that would be relevant to the instruction of special needs students. The first topic for a program was concerning identifying special needs students. That program was requested by (24) teachers. The second suggestion was discussing discipline problems of special



needs students, and was requested by (13) teachers. The last topic was to review effective instructional methods for special needs students. This program was selected by (32) teachers (see Table 3).

Question fourteen asked for additional services that the teachers felt would be helpful to them. Three teachers said they wanted to know in August who their special needs students for the coming year would be. Three others said they needed an aide or a Vocational Resource Teacher in their classroom. Two others felt they needed more training in working with special needs students while one said the aides needed to be trained better. One teacher said he/she needed smaller classes when there was a large number of special needs students, and self-contained classes for very low level students. Another felt they needed more time to prepare for the instruction of special education students. One teacher suggested joining the Special Education Departments and the vocational and industrial arts Departments together in the inservice programs.

#### DATA ON VOCATIONAL AIDES

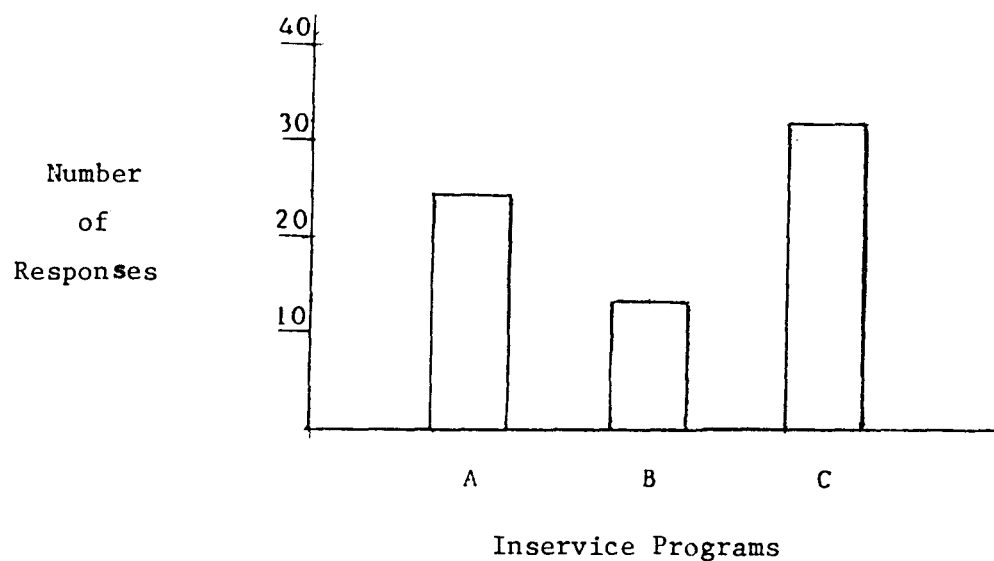
The last four questions applied only to those nine teachers that used teacher aides. Question fourteen asked how many periods a day they had an aide in their classroom. There were (17) classes that contained an aide. Each of the nine teachers had an aide an average of (2.125) periods each

TABLE 3

Question twelve

Please check those inservice programs that would be helpful to you.

- A. Identifying special needs students.
- B. Handling discipline problems of special needs students.
- C. Effective instructional methods for special needs students.



day. One teacher said he only had an aide two periods a week.

Questions fifteen and sixteen asked if the aides were qualified and if they were helpful. Of the nine teachers that responded to these questions, six teachers (66 percent) said their aides were qualified and helpful. The others said the aides lacked a knowledge of the subject matter and were not helpful with discipline (see Table 4).

Question seventeen asked how the aides could have been more effective. Four teachers said the aides needed to spend more time in the classroom to learn the subject matter and the teacher's expectations. Two said it would be helpful to have the aides more often, and one said the aide needed to be better qualified. One teacher responded that he needed to have better planning on his own part.

#### SUMMARY

Fifty-nine teachers responded to the survey providing a total of sixty-five percent. Data was presented that provided information on the need for support services. This was followed by an evaluation of the usage, the usefulness, and the desired need for each service provided by the Vocational Resource Program. The last part of the findings evaluated the effectiveness of the teachers aides. The next chapter provided a summary of this research. Conclusions that were drawn from the information presented in this

TABLE 4

Question	# of Responses	% of Responses	# of Yes	% of Yes	# of No	% of No	Mean
14. How many periods a day was the aide in your class?	9	15.2					2.125*
15. was the aide adequately qualified to assist you?	9	15.2	6	66.7	3	33.3	
16. Was the aide adequately assisting you?	9	15.2	6	66.7	3	33.3	

\* The average number of periods per teacher the aide was in the classroom.

chapter followed the summary. The last section was recommendations the reseacher had made that would improve the effectiveness of the Vocational Resource Program.

## CHAPTER 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contained a summary which included the research problem, an overview of the Vocational Resource Program, a brief discription of the survey and information on the total response. The conclusions, based on the data received, addressed the effectiveness of the program. The recommendations that follow were methods that could be incorporated to improve the Vocational Resource Program.

#### SUMMARY

The problem of this study was to determine the effectiveness of the assistance the Vocational Resource Program offerd to the vocational and industrial arts teachers with handicapped, disadvantaged, and ESoL students. This study had determined the extent these services were being used, how useful they were, the desired need of the teachers, and the effectiveness of the aides.

The Vocational Resource Program in Newport News, which began in December of 1978, had provided many needed services to the vocational and industrial arts teachers that had special needs students. This included all the secondary schools, the two Peninsula Vocational Technical Centers and the Vocational Education Magnet School. In the 1984/85 school year the program employed two and one-half full time

workers, two aides, and served approximately one thousand special needs students.

A combination of a closed-form and open-form survey was sent on October 26, 1984 to all ninety vocational and industrial arts teachers that were covered by the program. After yielding a return of only thirty-eight percent, a follow-up survey was sent on November 16, 1984 which yielded an additional twenty-seven percent, bringing the total to sixty-five percent.

The data was tabulated and a mean was calculated for the closed form questions. The responses to the open-form questions yielded additional information that assisted in the comprehension of their responses.

#### CONCLUSIONS

Based on the data presented in Chapter four, this study has revealed several significant findings.

1. There is a definite need for the support service of the Vocational Resource Program.
2. The usage of most of the services was below average.
3. All but one of the services was rated above average for usefulness.
4. All of the services were requested to be increased.
5. In most cases, the aides were proving to be very helpful.

## RECOMMENDATIONS

Based on the information received from the surveys and the conclusions drawn, the researcher has made the following recommendations.

1. The Vocational Resource Program could become more efficient and effective with the assistance of computers.
  - A. The resource materials should be filed on a computer by subject and departments. A brief description of the resources and the suggestion for an appropriate audience for the material should be included. The materials should be updated regularly. By making the information accessible by a phone modem, the teachers could more readily select appropriate materials.
  - B. Background information, progress reports, current and future schedules and other pertinent information on the students should be filed on the computer. Standardized tests, which are read by computers and developed by the Vocational Resource Program would negate a lot of the paper work currently used in monitoring the progress of these students. This would enhance the Vocational Resource Program's ability to compile the lists of special needs students and get them to the teachers in August, to keep records of the students' progress through the year, and to inform other teachers of the students' progress. By making this information accessible to the teachers, the teachers could easily conduct a case study on the students.
2. The Vocational Resource Program needs to spend more time making additional direct contributions to the education of the students.
  - A. More time needs to be spent by the Vocational Resource Teacher in assisting the teachers with the modification of curriculum and equipment. Direct assistance could also be offered in instruction and testing.



- B. Aides need to be placed in classes that contain four or more special needs students.
- 3. Pertinent inservice programs could greatly improve the ability of the teachers and aides in their work with special needs students.
  - A. Better advertisement will increase the attendance of teachers. This can be in the form of notices, program syllabi, and other attention gathering devices. Door prizes, refreshments, and some form of credit, such as compensation time for attendance, would draw teachers.
  - B. Specific programs that focus their attention on the use and development of aides, identifying special needs students, handling discipline problems, and successful instructional methods would enhance the quality of the learning environment. These programs need to incorporate discussion of special problems in instructing special needs students, and should suggest possible solutions to these problems. All programs should be well planned and informative.

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APPENDIX A

Virginia's State Guidelines for Vocational  
Resource Educators

## INTRODUCTION

Within vocational education handicapped persons are those persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, or having specific learning disabilities, who because of their handicapping conditions, cannot succeed in a regular vocational education program without special assistance or a specially designed vocational education program. These persons must be identified according to the "Regulations and Administrative Requirements for the Operation of Special Education Programs in Virginia," approved by the Board of Education, June 23, 1978. All procedural safeguards established by the State Board will be followed in determining pupil eligibility and placement.

Each handicapped person will be served in accordance with the individualized education program (IEP) developed for each student consistent with regulations prescribed by the State Board and the Education for All Handicapped Act of 1975 (P. L. 94-142). Vocational education provided each handicapped student shall be reflected in the IEP developed for the student by the local education agency. Consistent with special education requirements in developing an individualized education program, the local agency shall initiate a meeting involving the parents (or guardian) of the handicapped student; the students regular and/or special education teacher(s), a representative of the local education agency qualified to supervise or provide special education; and, when appropriate, the student, and other individuals at the discretion of the parent, or agency to formulate the IEP. When it has been determined that a vocational service is needed and vocational funds are to be utilized, the local agency shall involve a local vocational educator qualified to supervise or provide vocational education in the development of the individualized education plan. (Administrative Provisions: Virginia State Plan for Vocational Education, 1978-82). To the extent possible handicapped individuals should have the opportunity to enroll in regular vocational programs.

## VOCATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED

Vocational education programs and services for the handicapped may take a variety of service delivery models. Among these models are:

- (1) Regular vocational programs with no special assistance to the handicapped (FTE funding).
- (2) Regular vocational programs with assistance provided to the teacher or student through
  - a. resource center personnel (Supt. Memo #86, 1978)
  - b. itinerant teacher working with the teacher or the student in the regular classroom (Supt. Memo #86, 1978)
  - c. teacher aide/paraprofessional to work under the direction of the teacher (Supt. Memo #86, 1978)

- d. Resource Center for Serving Handicapped Students (Supt. Memo #86, 1978). Resource Center personnel provide & co-ordinate special services for handicapped students in vocational education. These services may include occupational evaluation, remedial instruction, vocational assessment, and co-ordination of ancillary services. Handicapped students may be referred to the Resource Center by the vocational teacher, for a portion of the vocational class period, or after class. Students are referred for special assistance in developing related skills, such as communication and computational skills, and for supplemental assistance in occupational skill development.
- (3) Special vocational programs serving only handicapped students. Those handicapped students who because of their handicapping conditions cannot succeed in a regular vocational program with special assistance or in a resource center program may require a specially designed program of vocational education. Programs in all vocational service areas may be modified or redesigned to meet the individual needs of students requiring special vocational programs. (VENS Document, Schedule 5 or 6). Due to the handicapping conditions of students, there may be an enrollment of up to a maximum of ten (10) students for each special class.

#### PROGRAM PLANNING TO SERVE THE HANDICAPPED IN VOCATIONAL EDUCATION

Vocational programming for the handicapped is best provided as a result of careful planning. A suggested planning sequence includes the following steps:

##### STEP I. Student Identification Procedures

- A. Determine number of handicapped students in the division who need occupational preparation programs.
- B. Identify the areas of vocational occupation interests as indicated through the IEP. Vocational education programs and services should be planned for handicapped students at the earliest opportunity.
  1. Career awareness, orientation & exploratory experiences should precede entry of handicapped students into occupational preparation programs.
  2. Enrollment in an exploratory vocational program is recommended for handicapped students at the middle or junior high school level prior to entering occupation preparation programs.

##### STEP II. Vocational Evaluation of Handicapped Students Prior to Entering Occupational Preparation Programs.

A variety of vocational assessment or evaluation procedures may be implemented prior to entry of a handicapped student into a vocational program. Included in these procedures may be the standardized and non-standardized assessments.

- A. Evaluation personnel require training in the use of evaluation system.
- B. Evaluation personnel may be funded as resource personnel.
- C. Counseling of handicapped students should occur prior to placement in occupational preparation program and the placement should be based on the vocational evaluation results.
- D. Vocational guidance and counseling may be provided by resource center staff in cooperation with guidance counselors.

STEP III. DEVELOPMENT OF INDIVIDUALIZED EDUCATION PLAN (IEP) FOR HANDICAPPED STUDENTS

- 1. The committee for the development of the IEP must consist of the following participants as required by (P.L. 94-142)
  - A. A representative of the LEA other than the child's teacher, who is qualified to provide, or supervise the provision of, special education.
  - B. The child's teacher.
  - C. One or both of the child's parents.
  - D. Other individuals at the discretion of the parents or agency
  - E. A representative of vocational education when it has been determined that a vocational education service is needed (VA State Plan for Vocational Education).
- 2. For a handicapped child who is being evaluated for the first time, the LEA shall ensure that:
  - A. A member of the evaluation team participates in the meeting.
  - B. The representative of the LEA, the child's teacher, or some other persons is present at the meeting, who has knowledge about the evaluation procedures used with the child and is familiar with the results of the evaluation.
- 3. When vocational training is to be included as a part of the IEP, the local education agency should involve a vocational teacher or a representative of the local education agency qualified to supervise or provide vocational education. (Administrative Provisions VA State Plan for Vocational Education 1978-82). Individual education programs (IEP's) may identify possible alternative placements for handicapped students in Vocational Education. These placements should reflect the least restrictive environments such as:



GUIDELINES FOR SERVING HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION IN LOCAL  
SCHOOL DIVISIONS

- A. Placement in regular classes including cooperative work training programs. Handicapped students receive the same instructional program as regular students.
- B. Placement in regular classes with modifications to meet needs of handicapped students including cooperative work training where feasible.
- C. Placement in programs especially designed for handicapped students including cooperative work training where feasible.

**STEP IV. SPECIAL SERVICE PERSONNEL TO STAFF VOCATIONAL PROGRAMS**

The following personnel may be used to assist the instructor in serving handicapped students enrolled in regular vocational programs.

**I. Resource Person****A. Responsibilities**

- (1) Assists vocational teachers with curriculum development, teaching techniques, individualized instruction activities and materials.
- (2) May assist students in the vocational classroom or laboratory.
- (3) Coordinates in-service education activities for vocational education teachers.
- (4) Assists in the coordination of vocational education and special education programs for disadvantaged/handicapped students.
- (5) Coordinates activities of resource materials.
- (6) Provides vocational evaluation/assessments.

**B. Qualifications**

- (1) First preference is given to certified teachers endorsed in both special education and a vocational education program field.
- (2) Second preference is given to certified teachers endorsed in special education and having expertise in an occupation through work experience.
- (3) Third preference is given to certified teachers endorsed in special education.
- (4) Fourth preference is given to certified teachers endorsed in a vocational education program field.

## II. Itinerant Teachers

### A. Responsibilities

- (1) Works directly with students in the resource center or designated room.
- (2) At request of vocational teacher, work with students in the classroom and/or laboratory.
- (3) Works under the direction of the resource person or teacher.

### B. Qualifications

- (1) Qualifications are the same as for resource person except that more emphasis is placed on the need of the itinerant teacher to have vocational skill training.

## III. Teacher Aide

### A. Responsibilities

- (1) Works under the direction of the teacher and where competence of the teacher aide permits, assists individual students to carry out assigned tasks.-
- (2) Assists with the maintenance of instructional equipment.
- (3) Where appropriate, assists in activities that insure safety requirements are met.
- (4) Assists the teacher with clerical and classroom management.
- (5) Accompanies small student groups on out-of-class assignments with a teacher.

### B. Qualifications

- (1) Hold a high school diploma or G.E.D. equivalency certificate.
- (2) Be at least 18 years of age, possess good moral character, must have good health and no disqualifying physical or emotional handicaps which would impair effectiveness in the classroom.
- (3) Special consideration in employment will be given to persons who have had experiences in the occupational area and have demonstrated capacity to understand and relate to handicapped students.

GUIDELINES FOR SERVING HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION IN LOCAL  
SCHOOL DIVISIONS

STEP V. PROGRAM EVALUATION

Vocational education programs for the handicapped are planned, developed, administered and evaluated by the local school division:

- a. in consultation with advisory committees
- b. in cooperation with other public or private agencies, organizations and institutions having responsibility for those target groups.  
The Division of Vocational Education will assist local school divisions in evaluating programs and services for the handicapped

APPENDIX B

Vocational Occupational Exploration in  
Chesterfield County, Virginia

## PROGRAM DESCRIPTION

- A. Vocational Occupational Exploration (Handicapped) 8471
- B. Senior high school handicapped students who have not been successful in regular programs and those who do not currently exhibit the characteristics required for being successfully mainstreamed are candidates for this program. These students need an introduction to industrial careers that are within their range of achievement to assist them in self-assessing their interests and abilities. Students will then be better informed as they begin to make tentative career choices and plan for their future education and training.
- C. This program is designed to provide industrial arts instruction specifically targeted to handicapped students for which mainstreaming is inappropriate placement. Manipulative activities designed to foster the development of basic skills in the safe use of common tools and machines are included. Career information is interwoven throughout the course. Opportunities are provided for the development of mature attitudes toward each other, school, work, and life in general as students pursue activities of interest to them in a small group setting under the watchful eye of a concerned teacher.
- D. Topical Outline
  - 1. Introduction to the laboratory
  - 2. Careers in the manufacturing industry
  - 3. Careers in the construction industry
  - 4. Working with wood and related materials
  - 5. Working with metals
  - 6. Working with drawings and sketches
  - 7. Working safely
  - 8. Use and care of tools
  - 9. Use and care of selected machines
  - 10. Evaluation
- E. Students selected for the program will meet the criteria for handicapped classification and the students' individualized education plans will designate this course as the least restrictive environment prior to placement.
- F. Program Operation
  - 1. Vocational Occupational Exploration. All senior high students have the option to apply for entrance into a wide variety of regular vocational programs each year.
  - 2. Senior high school handicapped students will be served.
  - 3. The course is thirty-six weeks in length.
  - 4. The course is non-coop.
  - 5. Existing industrial arts facilities will be used.

Page 2  
Program Description

G. Personnel

1. The instructors will be certified industrial arts teachers.
2. Inservice will be provided as needed.

- H. The program will be evaluated by observations of the teachers, administrative and supervisory staff on a continuous basis. The program will be subject to the VEEVA process also.

APPENDIX C  
Education for Employment in Chesterfield  
County, Virginia

## PROGRAM DESCRIPTION

- A. Education for Employment (EFE)
- B. Rising ninth graders in our high schools are surveyed annually to determine which students can benefit from the EFE program. The students' interest and abilities are considered during this survey. Also, our coordinators are constantly surveying the community for current employment trends and employment possibilities to meet the immediate and future employment needs of the EFE students.
- C. The program is designed to provide students with opportunities to advance academically as well as to grant them exposure to a wide range of career possibilities. The objective of this program is the development of personal and vocational attitudes which will enable students to pursue further training through WECEP, to enter a vocational skill program, to enter the world of work, or to take advantage of post-secondary training.
- D. Topical Outline of EFE Program
  - 1. Understanding Self
  - 2. Adapting
  - 3. Job Search Skills
  - 4. Attitude Development
  - 5. Importance of Good Health
  - 6. Personal Money Management
  - 7. Concept of Work
  - 8. Satisfactions of Employment
  - 9. Attitudes Toward Work and Society
  - 10. Evaluate Occupational Choices
  - 11. Appraising Interests, Aptitudes and Achievement
  - 12. Employment Opportunities
- E. Criteria for Selection
  - 1. Ninth and tenth graders
  - 2. Students must be disadvantaged
  - 3. Students who are not succeeding in regular programs (usually one or two years behind)
- F. Program Operation
  - 1. Thirty-six weeks
  - 2. Limited cooperative, simulation, lecture, drill and role-playing
  - 3. Regular classroom setting
- G. Personnel
  - 1. Instructors are certified for WECEP and ICT
  - 2. Inservice is provided as needed



Page 2  
Program Description

- H. Evaluation of the program is achieved through the continued observation of students in the program and in their other classes. Student success will be monitored after program completion.

APPENDIX D

Work Experience Cooperative Education

Program in Chesterfield, Virginia

## PROGRAM UPDATE

- A. Work Experience Cooperative Education Program (WECEP)
- B. Rising ninth and tenth graders in our high schools are surveyed annually to determine which students can profit from the WECEP program. The students' employment needs are considered during this survey. Also, our coordinators are constantly surveying the community for employment possibilities to meet the employment needs of the WECEP students.
- C. The program is constructed so as to provide students with opportunities to advance academically as well as to grant them exposure to a wide range of career possibilities. Flexibility in the curriculum provides for entrances and exits. Any enrollee will be able to pursue higher academic training; will be able to go into a vocational skill program; or will be better equipped for the world of work. The program's aim is toward development of vocational skill attitudes rather than training in a particular vocation.
- D. Topical Outline of WECEP Program
  - 1. The Student and Work Experience
  - 2. Career Exploration
  - 3. Applying for Employment
  - 4. Self-Awareness Study
  - 5. Attitude Development
  - 6. Safety
  - 7. Personal Finance Management
  - 8. You As A Consumer
  - 9. Banking Services
  - 10. Taxation
  - 11. Legal Awareness
  - 12. Government Services
  - 13. Social Security
  - 14. Human Rights and Obligations
- E. Criteria for Selection
  - 1. Students must be 16 years of age
  - 2. Students must be disadvantaged
  - 3. Students are not succeeding in regular programs (usually one or two years behind peers)
- F. Program Operation
  - 1. WECEP I, followed by WECEP II
  - 2. Ninth and tenth graders
  - 3. Thirty-six weeks each level
  - 4. Cooperative, simulation, lecture, drill, and role-playing
  - 5. Regular classrooms

Page 2  
Program Update

G. Personnel

1. All instructors are certified for WECEP and ICT
2. Inservice is provided as needed

H. Evaluation of the program is achieved through the continued observations of students in the program, in other classes, and on the job. In addition, the WECEP coordinators usually maintain contact with the students for several years after the students have left school.

APPENDIX E

Fairfax County Support Service Personnel

Assistance, Fairfax, Virginia

## VI. PROJECT DESCRIPTION

### A. Identification of Vocational Areas that Need Support Service Personnel Assistance:

#### Objectives

1. To provide assistance to vocational instructors in identifying appropriate teaching strategies.
2. To provide appropriate vocational goals and objectives as part of the IEP for students in vocational training programs.
3. To ensure communications are maintained between the vocational staff and other teachers responsible for providing the academic program for the handicapped.
4. To develop and maintain a library of adaptive materials and methods which would benefit vocational instructors in mainstreaming of handicapped students.

Description of Program - In essence, two components are encompassed within this program:

1. Vocational Assessment - Handicapped students are identified whose vocational goals are not evident, or appear inappropriate. These students are referred for assessment. The assessment makes recommendations regarding vocational training, level of performance, and learning style.
2. Vocational Resource Support - This link serves as the communication link between all components serving the handicapped in vocational education. Through the assessment process, recommendations are made. This team, associated with the vocational assessment centers, monitor vocational placement to ensure assessment recommendations are utilized and that appropriate support services are provided by special educators as well as vocational educators.

### B. Statement of Student Population to be Served:

1. During FY 85, more than 1,000 special education students were mainstreamed from self-contained programs into vocational programs in Fairfax County Public Schools. It is anticipated this number will continue to increase, with representation from all handicapped programs, including the mildly retarded, learning disabled, hearing impaired, emotionally disturbed, and physically handicapped.
2. Although all handicapped students are eligible, the vocational assessment process is used to determine vocational needs and support services required for those students who cannot be placed through regular means. Each year approximately 350 students are evaluated. Most of these students will go on to vocational training, with support of a vocational liaison, followed by community placement. The total population involved is in excess of 1,000 students.

3. Resource staff is needed to ensure a continuum of services is provided. Six staff members are responsible for vocational evaluation and services leading to appropriate placement in vocational training programs; two itinerant teachers are assigned to serve as resource and liaison, one for the four vocational centers which receive special education students, the other for community based training sites.

The staff members funded by this project will provide resource services between the assessment process, sending special education program, and receiving vocational training program.

Two aides support vocational assessment, as well as assist the itinerant teachers meet mainstreamed needs.

#### C. Job Descriptions for Support Service Personnel:

Vocational Evaluators - Evaluate students, make recommendations regarding students needs to prepare them for vocational training.

- Meet with parents, vocational teachers, special education teachers to review vocational evaluation and actions to be taken.
- Meet with mainstream vocational teacher, upon request, to review student ability and suggested vocational program activities.

Pre-assessment Evaluator - Screen students to determine those appropriate for vocational training and those in need of full vocational assessment.

- Observe mainstream vocational setting to determine if modifications may be required.

Vocational Resource Support - Plan, develop and implement inservice activities for mainstream vocational instructors to assist them in meeting the needs of the handicapped.

- Maintain information regarding placement of handicapped students in mainstream vocational programs, both within the schools and the community.
- Monitor mainstream needs of students in vocational programs and work with instructors to ensure vocational assessment recommendations are met.

#### D. Professional Personnel:

1. Qualifications and Endorsements - All evaluators have formal training in the utilization of vocational assessment systems.

- Resource Support Personnel are certified in special education, have taken courses identifying instructional techniques in working with the handicapped, and vocational applications for the handicapped.

2. In-service to be Provided - All staff are on extended contracts to enable staff inservices to be co-developed with regular vocational personnel. Inservices are held each year in conjunction with various vocational training centers, community training site staffs, and guidance personnel.

E. Evaluation Procedures:

Data is maintained regarding the number and handicapping condition of students mainstreamed into vocational training programs. Communication forms are utilized between vocational instructors and special educators. The above data is reviewed periodically and results evaluated to determine the effectiveness of the assessment and referral process. The assesment, referral, and follow-up process is adjusted based upon this evaluation.



APPENDIX F

Vocational Education for the Handicapped

in Norfolk, Virginia

# VEHN

## Norfolk Public Schools

Dr. Albert L. Ayars  
Superintendent

### Vocational Education for the Handicapped in Norfolk

In September of 1980, Norfolk Public Schools began a vocational program for handicapped students in grades 9 through 12. The title of the program is "Vocational Education for the Handicapped in Norfolk" (VEHN). The main objective of VEHN is to provide the opportunity for handicapped students to receive job-entry skills training. The program serves students who have been identified as educable mentally retarded (EMR), emotionally disturbed (ED), learning disabled (LD), or hearing impaired (HI).

When these handicapped students are mainstreamed into existing vocational programs, VEHN provides an experienced vocational teacher as a resource to assist the regular vocational teacher. Each vocational resource teacher (VRT) was a regular vocational teacher who was given extensive inservice training on teaching the handicapped child in a vocational setting. Release time was provided for these teachers to participate in this inservice during the first nine weeks of school.

The assistance the VRT provides takes many forms including: help with planning for the entire class; help in supervising planned activities; individualized help for any student needing it; and work with non-handicapped students in the class, thereby freeing the regular teacher to give special attention to the handicapped students. The handicapped student may need a specially designed individualized program. The VRT is available to assist the regular vocational teacher in designing this special program within the framework of the regular course curriculum. The VRT provides these services to teachers and students in all of Norfolk's five high schools and at the Norfolk Technical Vocational Center.

The VRT works with regular teachers of business education, trade and industrial education, distributive education, home economics, and industrial arts to help make it possible for more handicapped students to receive vocational training for job entry level skills. The self-contained teacher is also a regular vocational teacher and did participate in the same inservice as did the VRT.

A handicapped student may require a self-contained vocational class in which only handicapped students participate. The VEHN program provides two such choices: Home Economics Education for the Handicapped and Trade and Industrial Education for the Handicapped. These classes serve a minimum of eight (8) and a maximum of ten (10) students. Instruction focuses on the individual needs and capabilities of the student. Whenever physical adaptations are needed for equipment, the school system's Maintenance Department provides this service.

Assessment of students' vocational needs and capabilities is provided by Southeastern Cooperative Educational Programs/Vocational Evaluation Center (SECEP/VEC), a regional program jointly sponsored by eight public school systems. The student's vocational evaluation report provides a profile of the student's performance on selected work samples, Wide Range Achievement Test (WRAT) results, vocational interests as indicated by AAMD Reading - Free Interest Inventory, and work behaviors measured by UW - Stout Materials Development Center (MDC) Behavior Identification Form indicating potential for competitive employment. This information, plus the short-term and long-term recommendations in the report, is used by the VEHN teachers, special education teachers, principals, and counselors to make the best placement and prepare the best individualized vocational program for the student.

The VEHN program shares with the regular vocational programs the responsibility of providing all Norfolk Public Schools students the opportunity to learn the skills needed to get and keep a job.

Raleigh Baggett, Program Leader  
Vocational Education for the Handicapped  
Norfolk Public Schools  
800 E. City Hall Ave.  
Room 800-B  
Norfolk, Virginia 23501  
804-441-2743

APPENDIX G

Permission Letter from Newport News Public  
Schools, Newport News, Virginia



Mr. Maury Middleton  
514 Beech Drive  
Newport News, VA 23601

Dear Mr. Middleton:

This is to give you formal permission to pursue your research study, "A Study of the Vocational Resource Program." Please send me an abstract of the results when you are done.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Devan", is positioned below the word "Sincerely,".

Steve Devan, Asst. Dir.  
Data Processing & Program Evaluation

RESEARCH DEPARTMENT  
NEWPORT NEWS PUBLIC SCHOOLS  
NEWPORT NEWS, VA 23606

OFFICE USE ONLY

1. Date Received 69
2. Permission Granted Yes  
No
3. Final Results Received  
Date: \_\_\_\_\_

APPLICATION FOR RESEARCH AUTHORIZATION

1. Name of Applicant: Maury Middleton  
Address: 514 Beech Dr. Newport News, Va. 23601  
Phone Number: (804) 595-8083
2. School/Employment Affiliation: Industrial Arts Instructor  
Ferguson High School
3. Sponsor and/or Motivation for Project: Completion of the M. S. in  
Secondary Education at ODU.
4. Title of Proposed Project: A Study of the Vocational Resource Program.
5. Statement of Problem to be Researched:  
The problem was to determine the effectiveness of the assistance  
the Vocational Resource Program offers to Vocational and Industrial Arts  
instructors with handicapped, disadvantaged, and ESoL students.
6. Listing of Resources and Support being requested:  
Conduct a survey of all Vocational and Industrial Arts teachers in  
Newport News that teach special needs students in their classroom.
7. Estimate of inclusive calendar dates required to complete the project:  
October through December of 1984
8. Specify Benefits Projected for Newport News Public Schools:  
The conclusions would provide information relating to the effectiveness  
of the program and recommendations for improvements in their services.
9. Please attach a one page abstract of the research proposal.
10. I acknowledge that any approval that may be granted for this request will be  
contingent upon acceptance of the following limitations:
  - a. Teacher/pupil/parent participation will be on a volunteer basis.  
Solicitation for volunteers will be made in accordance with guide-  
lines established by the Director of Research, Newport News Public  
Schools.
  - b. All information and findings related to this project will be held in  
the strictest confidence by the investigator, until that information  
and findings have been reviewed by the Director of Research, Newport  
News Public Schools.
  - c. Final approval for initiation of this research project will not be  
in effect until one complete copy of the research proposal and a  
copy of each evaluative instrument to be used in the course of the  
project has been receipted for by the Director of Research, Newport  
News Public Schools.
11. I do hereby affirm that responses to items 1-9 above are true and accurate to  
the best of my knowledge. Additionally, in the event that this application is  
approved, I agree to and accept, without reservations, the limitations listed  
in item 10 above.

Signed \_\_\_\_\_  
Date \_\_\_\_\_

Please complete two copies.  
Return one copy to Research and  
Computer Services Department and  
keep one for your file.

ABSTRACT FOR THE RESEARCH  
OF THE VOCATIONAL RESOURCE PROGRAM

The Vocational Resource Program has been established as a service for Vocational and Industrial Arts teachers in Newport News secondary schools. The Vocational Resource Program (VRP) provides assistance in the instruction of handicapped, disadvantaged, and ESoL students. The assistance includes, providing professional and instructional materials, coordinating inservice workshops, communication linkage between Peninsula Vo-Tech and NNPS, as well as assistance in the classroom.

The objective of this study is to determine the effectiveness of the Vocational Resource Program. A survey of the teachers involved with the program would give the information needed for a reliable evaluation. Some specific questions that need to be answered are:

1. How much do the teachers use the various services?
2. How effective are the services?
3. What other services would be beneficial to the teachers?

The input from the teachers would be very helpful in making recommendations to the Vocational Resource Program.

APPENDIX H

Cover Letter



Maury Middleton  
Ferguson High School  
October 25, 1984

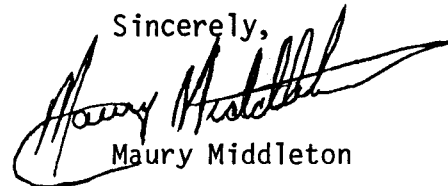
Dear Colleagues:

The Vocational Resource Program has been established as a service to enhance your instruction of special education students that have been mainstreamed into your classes. I am currently conducting an evaluation of the effectiveness of the program and your input is very important.

I would like to ask for a few minutes of your time to fill out the attached survey. Please read each question carefully and fill it out in reference to your schedule during the 1983-84 school year. Feel free to make any additional comments that would clarify your answer. After you have completed the survey, please promptly return it to Maury Middleton at Ferguson High School. The deadline is November 2, 1984.

Thank you very much for your cooperation!

Sincerely,

A handwritten signature in black ink, appearing to read 'Maury Middleton', with a long, sweeping horizontal line extending to the right.

Maury Middleton

## APPENDIX I

### Survey

Vocational Resource Program Survey

The purpose of this study is to evaluate the effectiveness of the Vocational Resource Program.

Please answer each of the following questions with regard to the 1983-84 school year.

Teaching Position \_\_\_\_\_

Name of School \_\_\_\_\_

Subjects taught \_\_\_\_\_

1. How many classes did you have last year that contained four or more special education students?
2. Based on the time required for instruction, in your estimation, one special education student is equal to how many regular students?
3. Did you contribute to the writing of the vocational component of the Individualized Education Program for your special education students?  
If not, please explain why?

Please circle your desired response.

4. Has the special education department been helpful to you?

very  
helpful

moderately  
helpful

not  
helpful

5. How often did you use filmstrips, tapes, instructional aids and supplemental materials provided by the Vocational Resource Program to be used with special students?

often

seldom

never

Evaluate their usefulness.

very  
helpful

moderately  
helpful

not  
helpful

This service should be. . .

increased

remain the  
same

eliminated

If these services were not used, please explain why?

6. How often has the Vocational Resource Program assisted in enhancing the communication between the special education teacher and the vocational teacher?

often

seldom

never

Evaluate their usefulness.

very  
helpful

moderately  
helpful

not  
helpful

This service should be. . .

increased

remain the  
same

eliminated

If the service was not used, please explain why?

7. How often has the Vocational Resource Program made progress reports on your special students?

often                      seldom                      never

Evaluate their usefulness.

very                      moderately                      not  
helpful                      helpful                      helpful

This service should be. . .

increased                      remain the                      eliminated  
same

If the service is not used, please explain why?

8. Did the Vocational Resource Program inform you of the identification of special needs students?

yes    no

Evaluate their usefulness.

very                      moderately                      not  
helpful                      helpful                      helpful

This service should be. . .

increased                      remain the                      eliminated  
same

If the service was not used, please explain why?

9. How often did the Vocational Resource Program assist in modifying the vocational curriculum and or equipment for your special needs students?

77

often

seldom

never

Evaluate their usefulness.

very  
helpful

moderately  
helpful

not  
helpful

This service should be. . .

increased

remain the  
same

eliminated

If the service was not used, please explain why?

10. How often did the Vocational Resource Program assist you in instructing and testing special students?

often

seldom

never

Evaluate their usefulness.

very  
helpful

moderately  
helpful

not  
helpful

This service should be. . .

increased

remain the  
same

eliminated

If the service was not used, please explain why?

11. Approximately how many inservice programs relating to special students in vocational programs did you attend?

Evaluate their usefulness.

very  
helpful

moderately  
helpful

not  
helpful

This service should be. . .

increased

remain the  
same

eliminated

If the service was not used, please explain why?

12. Please check those inservice programs that would be helpful to you.

- A. Identifying special needs students.
- B. Handling discipline problems of special needs students.
- C. Effective instructional methods for special needs students.

13. What additional services would assist you in teaching special education students?

If you had a vocational aide assisting you, please answer the following questions.

14. How many periods a day was the aide in your class?
15. Was the aide adequately qualified to assist you? Please explain.
16. Was the aide adequately assisting you? Please explain.
17. How could the aide have been more effective?

Thank you very much for your assistance in this survey!

APPENDIX J

Follow Up Letter



Maury Middleton  
Ferguson High School  
November 6, 1984

Dear Colleagues:

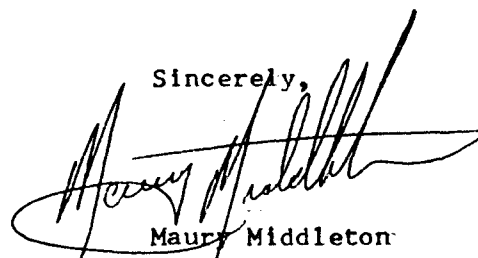
Your help is urgently needed to determine the effectiveness of the Vocational Resource Program.

On October 26, 1984, you received a survey to evaluate how the Vocational Resource Program has enhanced your instruction of special education students that have been mainstreamed into your classes. Your assistance in completing this survey determines the direction of the program. To this date I have not received your response. Your information is absolutely necessary.

Please take a few minutes to fill out the attached survey. Please read each question carefully and fill it out in reference to your schedule during the 1983-84 school year. Feel free to make any additional comments that would clarify your answer. After you have completed the survey, promptly return it to Maury Middleton at Ferguson High School by November 12, 1984.

Thank you very much for your cooperation!

Sincerely,

A handwritten signature in black ink, appearing to read 'Maury Middleton', is written over the word 'Sincerely,'. The signature is stylized with a large, sweeping loop at the end.

Maury Middleton