A Study to Determine the Feasibility of Implementing the Senior Intensified Retail Selling Program in the Four Senior High Schools in Hampton. Virginia

Virginia Cooke Johnson
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/ots_masters_projects

Part of the Education Commons

Recommended Citation
Johnson, Virginia Cooke, "A Study to Determine the Feasibility of Implementing the Senior Intensified Retail Selling Program in the Four Senior High Schools in Hampton. Virginia" (1975). OTS Master's Level Projects & Papers. 563.
https://digitalcommons.odu.edu/ots_masters_projects/563

This Master's Project is brought to you for free and open access by the STEM Education & Professional Studies at ODU Digital Commons. It has been accepted for inclusion in OTS Master's Level Projects & Papers by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.
A STUDY TO DETERMINE THE FEASIBILITY OF IMPLEMENTING
THE SENIOR INTENSIFIED RETAIL SELLING PROGRAM
IN THE FOUR SENIOR HIGH SCHOOLS IN
HAMPTON, VIRGINIA

A PROJECT
PRESENTED TO
DR. MALVERN MILLER
OLD DOMINION UNIVERSITY

IN FULFILLMENT
OF THE COURSE REQUIREMENTS
OF EDUCATION 536

By
Virginia Cooke Johnson
December, 1975
This project was prepared by Virginia Cooke Johnson under the direction of the professor in Education 536, Problems in Education, as partial fulfillment of the requirements for the degree of Master of Science in Secondary Education and has been approved by the Graduate Program Director of Secondary Education.

Date 12/17/75

APPROVED BY:

Dr. John Turner
Advisor

Dr. Malvern Miller
Graduate Program Director of Secondary Education
ACKNOWLEDGEMENTS

This research was prepared under the direction of Dr. John E. Turner, Professor of Education, Old Dominion University. The author extends her appreciation to Dr. Turner for his assistance in the preparation of this paper.

Appreciation is also extended to Dr. Mal Miller, Professor of Education, Old Dominion University, for his guidance and professional assistance.
TABLE OF CONTENTS

ACKNOWLEDGEMENTS ........................................ ii
LIST OF TABLES ........................................ vi

Chapter ..................................................

1. AN OVERVIEW OF THE PROBLEM ....................... 1
   STATEMENT OF THE PROBLEM ............................. 3
   RESEARCH QUESTIONS .................................... 3
   SIGNIFICANCE OF THE PROBLEM ....................... 9
   ASSUMPTIONS ........................................... 10
   LIMITATIONS OF THE STUDY ............................ 11
   DEFINITION OF TERMS .................................. 12

2. REVIEW OF RELATED LITERATURE ...................... 14
   THE EFFECTIVENESS OF SENIOR INTENSIFIED
   PROGRAMS IN DISTRIBUTIVE EDUCATION IN
   OTHER GEOGRAPHICAL AREAS ........................... 14
   NEED FOR AN LEGISLATIVE SUPPORT OF SENIOR
   INTENSIFIED PROGRAMS ............................... 15
   CONSIDERATIONS NECESSARY TO ESTABLISH A
   SENIOR INTENSIFIED PROGRAM ...................... 17
   Student Interest ..................................... 18
   Validity of Career Choice at the
   Secondary Level .................................... 18
   Determination of Student Interest for the
   Intensified Senior Program ....................... 19
   Local Employment Opportunities ................... 20

   iii
Chapter 3. METHODS AND PROCEDURES .................................................. 24
   STUDENT INTEREST IN THE PROGRAM ..................................... 24
   AVAILABILITY OF RETAIL SELLING JOB
   OPPORTUNITIES LOCALLY ...................................................... 28
   AVAILABILITY OF FACILITIES, EQUIPMENT, AND
   TEACHING TIME .................................................................. 29
   SUMMARY ............................................................................. 31

Chapter 4. PRESENTATION OF AND ANALYSIS OF DATA ......................... 33
   STUDENT INTEREST IN THE PROGRAM ..................................... 33
   AVAILABILITY OF RETAIL SELLING JOB
   OPPORTUNITIES LOCALLY ...................................................... 40
   AVAILABILITY OF FACILITIES, EQUIPMENT, AND
   TEACHING TIME .................................................................. 42
   SUMMARY ............................................................................. 45

Chapter 5. SUMMARY AND CONCLUSIONS ........................................... 47
   STATEMENT OF THE PROBLEM .............................................. 47
   DESCRIPTION OF PROCEDURES ............................................ 47
   RESEARCH PROCEDURES ....................................................... 49
   FINDINGS ............................................................................. 50
   CONCLUSIONS CONCERNING THE ESTABLISHMENT OF
   THE SENIOR INTENSIFIED RETAIL SELLING
   PROGRAM IN THE HAMPTON CITY SCHOOLS ......................... 51
   RECOMMENDATIONS PERTAINING TO THE ESTABLISHMENT
   OF A SENIOR INTENSIFIED RETAIL SELLING PROGRAM
   IN THE HAMPTON CITY HIGH SCHOOLS ................................. 57
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECOMMENDATIONS CONCERNING FURTHER INVESTIGATIONS</td>
<td>57</td>
</tr>
<tr>
<td>REFERENCES CITED</td>
<td>59</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>62</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sample combinations of situations which could result in implementing the senior intensified Retail Selling Program in the Hampton City School System</td>
<td>6</td>
</tr>
<tr>
<td>2. Juniors identified as lacking job entry skills 1974-75, compared with the total junior population in the Hampton City High Schools.</td>
<td>10</td>
</tr>
<tr>
<td>3. Summary by schools of the questionnaire returns from those 1974-75 Hampton City High School juniors identified as lacking job entry skills.</td>
<td>33</td>
</tr>
<tr>
<td>4. Senior intensified programs selected by 1974-75 juniors identified as lacking job entry skills in the Hampton City High Schools.</td>
<td>34</td>
</tr>
<tr>
<td>5. Senior intensified programs selected by Bethel High School 1974-75 juniors identified as lacking job entry skills.</td>
<td>35</td>
</tr>
<tr>
<td>6. Senior intensified programs selected by Hampton City High School 1974-75 juniors identified as lacking job entry skills.</td>
<td>35</td>
</tr>
<tr>
<td>7. Senior intensified programs selected by Kecoughtan High School 1974-75 juniors identified as lacking job entry skills.</td>
<td>36</td>
</tr>
<tr>
<td>8. Senior intensified programs selected by Pembroke High School 1974-75 juniors identified as lacking job entry skills.</td>
<td>36</td>
</tr>
<tr>
<td>9. Summary by schools of senior intensified programs selected as first or second choice by 1974-75 juniors identified as lacking job entry skills in the Hampton City High Schools.</td>
<td>37</td>
</tr>
<tr>
<td>10. Percentage of those 1974-75 juniors identified as lacking job entry skills in the Hampton City Schools who indicated I. C. T. as their first choice of senior intensified programs and Retail Selling as their second or third choice.</td>
<td>38</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>11. Percentage of those 1974-75 juniors identified as lacking job entry skills in the Hampton City Schools who indicated Office Clerk as their first choice of senior intensified programs and Retail Selling as their second or third choice</td>
<td>39</td>
</tr>
<tr>
<td>12. Number of 1974-75 juniors identified as lacking job entry skills in the Hampton City Schools who indicated a willingness to take the senior intensified Retail Selling Program at another school</td>
<td>41</td>
</tr>
<tr>
<td>13. Projected use of Hampton City Schools Distributive Education classrooms for 1975-76</td>
<td>44</td>
</tr>
<tr>
<td>14. Projected teaching schedules of Hampton City Schools Distributive Education Coordinators for 1975-76</td>
<td>44</td>
</tr>
<tr>
<td>15. Projected enrollment in the senior intensified Retail Selling Program of those 1974-75 high school juniors identified as lacking a job entry skill who did not return a questionnaire</td>
<td>53</td>
</tr>
<tr>
<td>16. Projected enrollment of Hampton City School 1974-75 juniors identified as lacking job entry skills in the senior intensified Retail Selling Program</td>
<td>54</td>
</tr>
<tr>
<td>17. Adjusted teaching schedule of second Hampton High School coordinator to accommodate senior intensified Retail Selling Program in the Hampton City Schools</td>
<td>56</td>
</tr>
</tbody>
</table>
Chapter 1

AN OVERVIEW OF THE PROBLEM

The new Constitution of Virginia, passed by the General Assembly in 1970, required that the State Board of Education adopt new standards of quality for the public schools. These standards were adopted in August 1971 and were revised and enacted by the General Assembly for the biennium beginning July 1, 1972. At that time the Assembly also enacted performance objectives for achieving the standards. Performance objective #2 stated that by June 1976 at least ninety percent of those high school graduates not continuing their formal education should exit with a job entry skill (State Department of Education, 1972).

In August 1974, a pamphlet entitled, "Action Program For Achieving Certain Measurable Objectives For Public Education In Virginia 1974-76," was issued under the auspices of the State Department of Education. This Action Program contained the following sub-strategies for meeting performance objective #2:

1. The Division of Vocational Education was instructed to develop curriculum packages for senior intensified programs by April 1, 1974, and to advise local school divisions by October 1, 1974 as to what curriculum packages were being developed.

2. Guidance counselors were instructed to identify by October 1, 1974 those 1974-75 juniors who were not planning to continue their formal education beyond graduation and who had not completed a vocational program.
which would provide them with a marketable skill. Guidance counselors were further instructed to assist those students with identifying realistic career objectives and to select by December 1, 1974 the appropriate program to attain those objectives.

3. Local school division superintendents were instructed to include their plans for the use of senior intensified vocational programs for 1974-75 in their annual vocational education plans to be submitted to the Division of Vocational Education by January 15, 1975.

In compliance with the preceding strategies, the Division of Vocational Education submitted on October 1, 1974 a description of each of the senior intensified vocational education programs which were being developed. Each of these programs was designed to meet both the current requirements of the Virginia labor market and those of the foreseeable future. There were five occupational groupings (Division of Vocational Education, 1974): clerical workers, craftsmen, operatives, sales workers, and service workers, which accounted for sixty-eight percent, or 53,000 of the 79,000 annual job openings in Virginia. Most of the job openings in these five groupings required no college training (Holm, 1974). The senior intensified vocational programs were designed to provide entry level skills in each of these five occupational groupings. Retail Selling, a ninety hour course, was the ninety hour senior intensified program developed for Distributive Education. This program was designed to train young people for entry level sales positions and to prepare individuals to sell in the following types of retail sales positions (Division of Vocational Education, 1974):
STATEMENT OF THE PROBLEM

By the fall of 1974, the guidance personnel of the Hampton City high schools, had already identified those juniors who lacked job entry skills. They now needed to decide which vocational education programs would best provide those job entry skills prior to a 1976 graduation deadline. The decision had to be made whether to use existing vocational education programs or to add new vocational programs to fit the needs of the students (Chisman, 1974).

The purpose of this study was to determine the feasibility of implementing the senior intensified Retail Selling Program in the four senior high schools in Hampton, Virginia to provide those interested students having been identified as lacking job entry skills with those needed to enter the retail selling field.

RESEARCH QUESTIONS

To determine the feasibility of implementing any of the new senior intensified vocational education programs in a Virginia school system the following four factors needed to be considered (Division of Vocational Education, p. I-2, 1974):

1. Number of students desiring the program.
2. Employment opportunities where these students would seek work.
3. Facilities and equipment available for instruction.

As these factors were applied to the feasibility of implementing the specific senior intensified program of Retail Selling in the Hampton School System the following four research questions were identified:

1. Do a sufficient number of those students identified as lacking job entry skills have an interest in taking the senior intensified Retail Selling Program to warrant the establishment of the program?
2. In the community where these students will seek work, are the local retail selling job opportunities sufficient for the enrollment?
3. Are facilities and equipment necessary to teach this course available in the local high schools?
4. Is there enough time available in the teaching schedules of the Distributive Education coordinators to allow the addition of the new senior intensified Retail Selling Program?

Before seeking answers to each of the four research questions it was necessary to establish definite standards for each question against which the answers could be compared. The following standards were established for each of the individual research questions:

1. Do a sufficient number of those students identified as lacking job entry skills have an interest in taking the senior intensified Retail Selling course to warrant the establishment of the program? In the context of this study, "sufficient," in question one, means within the approved limits of class size. The maximum number of
students approved for the Retail Selling class was set at twenty (Distributive Education Service, 1974). According to Chisman, (1974) the minimum class size of ten is an established operating policy in the Hampton City School System. The senior intensified Retail Selling course was designed to be taught in one semester, while all other Distributive Education courses in Hampton schools are taught during the full school year on a sequential basis. In order to provide for the most efficient use of the teaching staff there would have to be enough interest expressed on the part of the students to provide enrollment for two classes, one class for each of the two semesters of the school year. Where enough student interest did not exist in a single high school for a class each semester, the course could be taught at one school the first semester and at another school the second semester. If a sufficient number of students in an individual school did not express enough interest to warrant the establishment of a class in that school, consideration could be given to transporting those interested students to another school where the class was being offered, provided such transportation was desired and practical. A sufficient number of students, therefore, would be a minimum of twenty and a maximum of forty. This number would enable the class to be taught one class period per day throughout the school year.

Using these standards as a criteria for establishing a unit by which to identify sufficient student interest, Table 1 indicates sample combinations of situations which could result in implementing the senior intensified Retail Selling Program in the Hampton City Schools.
Table 1. Sample combinations of situations which could result in implementing the senior intensified Retail Selling Program in the Hampton City School System.

<table>
<thead>
<tr>
<th>SITUATIONS</th>
<th>NUMBER OF STUDENTS INTERESTED IN ONE SCHOOL</th>
<th>COURSE OFFERINGS BY SEMESTERS</th>
<th>UNITS* OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Between 20-40</td>
<td>Offer at One School for Two Semesters</td>
<td>One Unit</td>
</tr>
<tr>
<td>B</td>
<td>Between 10-20</td>
<td>Offer at One School for One Semester</td>
<td>Half Unit</td>
</tr>
<tr>
<td>C</td>
<td>10 Minimum Two Schools Combined</td>
<td>Offer at Either School for One Semester with Students from Both Schools Enrolled</td>
<td>One Half Unit</td>
</tr>
</tbody>
</table>

*One unit represents one class of 10-20 students offered one period per day for each of the two semesters of the school year for a total enrollment of 20-40 students.

2. In the community where these students will seek work, are the local retail selling job opportunities sufficient for the enrollment? The senior intensified Retail Selling Program was originally designed to meet both the immediate requirements of the Virginia labor market and those of the foreseeable future (Division of Vocational Education, 1974). Locally the minimum standard would be if the Peninsula Office of Manpower Planning should project enough job openings in the types of retail sales positions for which the program was designed to at least equal the enrollment figures of the course. For each unit of the course offered there
should be between 20-40 job openings in the field depending on the exact enrollment.

3. Are facilities and equipment necessary to teach this course available in the local high schools? In the description of the senior intensified Retail Selling Program submitted by the Division of Vocational Education the following guidelines are set forth for the equipment and facilities for the course. The most desirable location to hold the class would be the Distributive Education classroom which would be already equipped with the necessary facilities. If that room were not available, the traditional classroom could be used and provided with the minimum amount of equipment as follows: (Division of Vocational Education p. II-11, 1974)

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tables and chairs</td>
<td>Since flexibility is the keynote, rectangular or trapezoidal shape is desirable.</td>
</tr>
<tr>
<td>Wrapping Counter on Display Case and Cash Register</td>
<td>A flat surface to show merchandise is provided as well as a location for the cash register.</td>
</tr>
<tr>
<td>Teacher's Desk, Chair, File Cabinet, Storage Cabinets</td>
<td>Instructional materials and out-of-text resources are necessary; room to store and organize materials is essential.</td>
</tr>
</tbody>
</table>

The minimum audio-visual equipment required would be an overhead projector, tape recorder, film strip and slide projector and screen. This equipment should be easily accessible to the classroom.

For the purpose of this study the Distributive Education classroom must be available in each of the schools where the senior intensified Retail Selling Program would be taught for one period each day for the required amount of time needed for the course. If one unit is offered
at a high school the room must be available for one period a day for both semesters of the school year. If one half a unit is taught, the room must be available for one period per day during the semester of the school year that the program is offered in that school.

4. Is there enough time available in the teaching schedules of the Distributive Education coordinators to allow the addition of the new senior intensified Retail Selling Program? The senior intensified Retail Selling Program "must be taught by a fully certified Distributive Education Coordinator" (Division of Vocational Education, p. II-11, 1974). These coordinators should not exceed the standards of no more than fifty students and not more than three classes per day (Distributive Education Service, December 1974). The following guidelines for the use of coordinators in teaching the intensified senior Retail Selling Program in local schools were set forth in a memo by James Horan, Jr., (1974) Virginia State Supervisor of Distributive Education:

Because Retail Selling is non-coop it can be offered during any period of the day, depending, of course, on who is teaching it. Regular coop coordinators could not teach it in afternoon periods.

One coordinator might be employed to teach Retail Selling in two or more schools provided ample planning and travel time is provided.

In certain schools an additional coordinator might be employed to help with some of the overload in the regular program and also teach one or two sections of Retail Selling. (This is the situation that frequently develops where the teaching load is too high for one coordinator, but not high enough for an additional full-time coordinator.)

It is not intended that Retail Selling or any of the other Senior Intensified Programs will in any way supplant or jeopardize the present vocational programs.
For the purpose of this study, therefore, the minimum requirements for each unit taught would be an available Distributive Education coordinator who teaches no more than two regular Distributive Education classes per day. These classes would need to be so scheduled as to permit the coordinator to be at the school where the senior intensified Retail Selling Program was to be offered at the time it was to be offered.

SIGNIFICANCE OF THE PROBLEM

The guidance personnel in each of the four senior high schools in the City of Hampton identified, from among those 1974-75 juniors not planning additional formal education after graduation, three hundred and eighteen students who lacked a job entry skill. The number of students identified as lacking job entry skills were unequally divided among the four high schools in both number and percentage of junior class enrollment. The distribution according to schools is shown in Table 2. In order to determine if a student possessed a job entry skill, the guidance personnel used the following guidelines given to them by A. W. Chisman, Jr., Director of Vocational Education for the Hampton City Schools:

Generally, if a student had completed a vocational program other than a preparatory program, or if he had been previously employed, he was considered to have a job entry skill. In many cases this was a judgement decision on the part of guidance personnel. (Chisman, 1974)

In order to comply with performance objective #2 of the standards of quality, the school system must offer courses which would provide job skills for ninety percent of those juniors not planning additional education beyond high school graduation. Of the three hundred eighteen identified juniors, the Hampton School System needed to provide two
hundred and eighty-six of them with job entry skills during the 1975-76 school year (Ennis, 1974).

Table 2. Juniors identified as lacking job entry skills 1974-75, compared with the total junior population in the Hampton City High Schools.

<table>
<thead>
<tr>
<th>JUNIORS</th>
<th>BETHEL</th>
<th>HAMPTON</th>
<th>KECOUGHTAN</th>
<th>PEMBROKE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974-75 juniors lacking job entry skills</td>
<td>34</td>
<td>84</td>
<td>114</td>
<td>86</td>
<td>318</td>
</tr>
<tr>
<td>Total 1974-75 junior* class population</td>
<td>576</td>
<td>768</td>
<td>645</td>
<td>345</td>
<td>2334</td>
</tr>
<tr>
<td>Percentage of junior class population lacking job skills</td>
<td>.06</td>
<td>.11</td>
<td>.17</td>
<td>.25</td>
<td>.13</td>
</tr>
</tbody>
</table>

*Provided by Coordinator of Pupil Accounting, Hampton Schools, G. Christie.

This study was designed to provide the Hampton School System with the information needed to determine the feasibility of implementing the senior intensified Retail Selling Program in the curriculum and, if feasible, at which high school(s).

ASSUMPTIONS

There were two major assumptions upon which this study was based:

1. Those students who expressed an interest in the program would be enrolled in the program.

2. The additional staff, equipment, and facilities already budgeted for the year 1975-76 would be available, but anything beyond that already budgeted for the school year would not be.
LIMITATIONS OF THE STUDY

There were several limiting factors which users of this research may need to consider. First, the Distributive Education classroom was considered the most desirable location for conducting the senior intensified Retail Selling Program (Division of Vocational Education, 1974). Consideration was given, therefore, only to the Distributive Education facilities currently in use and those additional facilities budgeted for the 1975-76 school year.

Second, the total population in this study was limited to those students in the four senior high schools in the Hampton, Virginia school system who were juniors during the 1974-75 school year, having been identified by the guidance department as meeting the qualifications set forth for enrollment in the senior intensified vocational education programs. These qualifications were previously discussed on page nine of this report. This study did not include other students even though there may be others who would like to enroll in the program.

Third, no definite criteria had been established for the selection of students for the program. Final selection of students was left to the judgement of guidance and distributive education personnel in accordance with the guidelines set forth in the program description.

This course is designed for twelfth grade students, who because of their maturity, can relate to the need for employment at the end of the school year. The enrolled student in Retail Selling should appreciate the excitement of new experiences each day, enjoy working with people, have a desire to learn how to sell, and be able to develop the skill of learning merchandise facts and of conveying this information to the customers (Division of Vocational Education, p. II-10, 1974).
Fourth, no attempt was made in this study to apply those selection guidelines to the individual students who indicated an interest in the course. The projected enrollment figures, therefore, include all students who indicated an interest in the program.

Fifth, the existing unstable economic conditions made it difficult to predict with any degree of certainty in two areas necessary to the study. The first area involved the number and kinds of jobs that would be available, and the second area involved the funds that would be approved for the school system and were directly related to the availability of budgeted staff and equipment. The conditions of a severe recession would color the predictions unfavorably.

DEFINITION OF TERMS

**Career Objective** - The occupation to which a person aspires at a particular point in time.

**Distributive Education** - A vocational education program which trains students in job entry skills which will permit them to enter an occupation in distribution or marketing.

**Curriculum packages** - A unit of course content that includes an outline of the materials to be taught in a given course, the sequence of lessons, passout materials, and a list of other resource materials available to supplement the unit.

**Job Entry Skill** - The abilities necessary to secure employment at the beginning employment level.

**Job Entry Skills in Retail Selling** - The skills needed to be a salesperson, who according to the Dictionary of Occupational Titles is:
A person who displays, describes and sells to individuals, merchandise, such as, hardware, furniture, and garments, utilizing general knowledge of the characteristics, quality, and merit of items sold. Sells merchandise from sales floor as certain made, type, and quality of merchandise desired by customers (Division of Vocational Education, p. II-9, 1974).

**Senior Intensified Retail Selling Program** - A 90 hour program designed to train a student in the necessary skills in selling to enable the student to secure a retail sales position in one of these specific retail situations: department store, specialty store, variety store, automotive, food stores, hardware stores, and drug stores.

**Senior Intensified Programs** - Vocational education programs designed for the high school students who at the end of their junior year or the beginning of their senior year find that they will be entering the labor market upon graduation, and that they will not have the job entry skills without training. The programs are designed to meet a special need; one that most often can not be foreseen. They are not designed as substitutes for the regular vocational programs. (Division of Vocational Education, p. I-2, 1974.)

**Standards of Quality** - Specific performance standards which the school divisions in Virginia must meet as passed into law by the Virginia Assembly.

**Unit of Senior Intensified Retail Selling Program** - One unit represents one class of 10-20 students offered one period per day for each of the two semesters of the school year for a total enrollment of 20-40 students.
Chapter 2

REVIEW OF RELATED LITERATURE

This chapter contains a review of literature as it relates to Senior Intensified Programs (SIP) in Distributive Education. It includes a discussion of the effectiveness of SIP in Distributive Education in other geographical areas, the need for and legislative support of SIP, and the considerations necessary to the establishment of an SIP program. The chapter concludes with a summary of the related literature pertaining to SIP programs pertinent to this study.

THE EFFECTIVENESS OF SENIOR INTENSIFIED PROGRAMS IN DISTRIBUTIVE EDUCATION IN OTHER GEOGRAPHICAL AREAS

When consideration is given to the implementation of a new program in a school system, the question of that program's potential effectiveness must first be answered. Just how effective are intensified programs in relationship to regular vocational programs?

A Senior Intensified Program (SIP), developed in the Detroit public high schools, was aimed at providing, in one year, an entry level occupation in the areas of Data Processing, Distributive Education, and Office Education (Reed 1971). The effectiveness of this program was tested over a two year period in twelve Detroit high schools by students who were enrolled in twenty-six sections of the program. Follow-up research was conducted to (1) determine whether or not sufficient skill could be taught to senior students, without previous business training, to prepare them for entry
level job positions, and (2) to compare the effectiveness of SIP with traditional high school business courses. Reed concluded that:

Statistically, there were no significant differences between the ratings for outputs from SIP and the traditional program. Yet, SIP was successful in preparing students in less than half the class time required by the traditional.

NEED FOR AND LEGISLATIVE SUPPORT OF SENIOR INTENSIFIED PROGRAMS

During high school most young people are faced with vocational and educational decisions of lifelong significance. There are still a great number of young people who complete high school unprepared to enter any occupation (McCool, 1973).

Vocational education at large, and distributive education in particular, is currently engaged in a searching process to enrich the quality of all program offerings. Human resource development, personal development, and other terms are bombarding us.

The intent of these terms as they are interpreted from the legislation passed by the U.S. Congress and the several state legislative bodies, is to so plan our educational programs that youth and adults will have legitimate opportunities to prepare for and advance in the world of work. (Lucas and Miles, 1972)

The Virginia General Assembly was one of the legislative bodies concerned with this problem and in 1970 required the members of the State Board of Education to adopt new standards of quality for the public schools. As previously discussed in chapter one, members of the State Board of Education complied with the mandate and in 1972 the members of the General Assembly enacted performance objectives for achieving the standards. Performance objective #2 stated that by June 1976 at least ninety percent of those high school graduates not continuing their formal
education should exit with a job entry skill (State Department of Education, 1972).

In August 1974, a pamphlet entitled, "Action Program For Achieving Certain Measurable Objectives For Public Education in Virginia 1974-76," was issued under the auspices of the State Department of Education. This Action Program contained the following sub-strategy for meeting performance objective #2:

The Division of Vocational Education was instructed to develop curriculum packages for senior intensified programs by April 1, 1974, and to advise local school divisions by October 1, 1974 as to what curriculum packages were being developed.

As part of the Virginia State Department of Vocational Education, the Distributive Education Service developed the senior intensified Retail Selling Program. In a memo from James Horan, Jr. (1974), Virginia State Supervisor of Distributive Education, to all Virginia Distributive Education personnel, the following guidelines were set forth:

It is predicted that RETAIL SELLING will be one of the most effective courses because it will have student appeal, it trains for a specific occupation in which there are many job opportunities, it is truly intensified into one semester, it is flexible to schedule, and it will have merchant appeal.

Remember that by 1980 it is projected that 80% of the employment in retailing will be in the category of SALES PERSON.

Several points emerge from the preceding review of literature: (1) Senior intensified programs have been successful elsewhere in providing entry-level job skills, (2) There has been a growing awareness among legislatures and educators of the need for vocational training for more
students on the secondary level. (3) The Virginia General Assembly has passed legislation which required that at least ninety percent of those high school graduates not continuing their formal education should exit with a job entry skill, (4) In compliance with the directive from the General Assembly members of the Vocational Education Department, the State Department of Education requested that the vocational departments develop senior intensified programs in their respective areas, (5) The senior intensified Retail Selling Program was developed within the Distributive Education Department to provide entry level job skills for seniors who lacked them.

CONSIDERATIONS NECESSARY TO ESTABLISH A SENIOR INTENSIFIED PROGRAM

The third area of concern was the considerations necessary to implement a new vocational program in the public high schools of Virginia, particularly the senior intensified Retail Selling Program in the high schools of Hampton, Virginia.

To determine the feasibility of implementing any of the new senior intensified vocational programs in a Virginia school system the following four factors needed to be considered (Division of Vocational Education, p. I-2, 1974):

1. Number of students desiring the program.

2. Employment opportunities where these students would seek work.

3. Facilities and equipment available for instruction.

Student Interest

When considering the area of student interest in the senior intensified Retail Selling Program two factors needed review: First the validity of a career choice made at the secondary level and second the method to be used to determine student interest in the program.

Validity of Career Choice at the Secondary Level. Is there an age level at which students are most responsive to treatments designed to stimulate information seeking? Eleventh grade students tended to seek more information than students in any other secondary grades (Bergland and Krumboltz, 1969).

Vocational decisions during adolescence are often whimsical.... but apparently the majority of adolescents are able to formulate vocational plans and verbalize their choices sometime during late high school years. (Hollender, 1971.)

This vocational decisiveness should increase with advancing age according to Gesell, Ilg, and Ames (1956) who reported that the children in their sample reached firm choices between the ages of thirteen and sixteen. This process of vocational choice and development occurs primarily during adolescence (Ginzberg, Ginsberg, Axelrad, and Herma, 1951). Ginzberg et al. (1951) further states that, "A realistic stage of vocational development occurs at about age 17 at which time the student realizes he must compromise between his wants and the available opportunities."

Strong (1943) found that between the ages of 15 and 25 boys' interests became less like those of physicians, dentists, and engineers, and became more like those of office workers, salesmen, accountants, physical directors, social science teachers, and personnel managers. This suggests that decisions to enter the former group of occupations may be expected to
be made earlier in comparison to the latter group of occupations. Marr (1969) concluded that a person's age at the time of their career decision often depends on the occupation.

From the review of literature to this point it would appear that students in the eleventh grade can make an acceptable career choice. That, in fact, the eleventh grade is the grade level at which most career choices are made. If that career choice lies in the business field, such as salesman, the vocational selection would probably not be made until the tenth or eleventh grade.

**Determination of Student Interest for the Intensified Senior Program.** According to Lucas and Miles (1972) the curriculum that is offered should be in keeping with the vocational desires of the student, and to determine this desire the use of short, precise questionnaires administered to students have proven to be a fairly accurate measure of assessing desires vocationally. The questionnaire should contain several alternative vocations because vocational choice seems easiest when three or four alternatives are present (Harman, 1973). The questionnaire should also include a description of the course and should be coupled with counseling, because students tend to change their vocational interests when given job information and counseling (Krumboltz, 1967).

School counseling as practiced has been and is now a primary one-to-one process.... But now, some new forces are at work which make the one-to-one system obsolete. One force is the need to serve more students in our increased population, enabling them to understand their possibilities. (McCool, p. 44, 1973.)

Therefore, in this study student interest will be determined through the use of questionnaires coupled with counseling. The counseling can be on
a group basis in order to render more service to a larger number of people at one time.

Local Employment Opportunities

Vocational education teachers and administrators often make decisions that affect the students of their district. Unfortunately, it frequently happens that judgments are made on the basis of partial information (Voelkner, 1972). Voelkner also states that:

Long before students begin to be trained, data should be gathered in an effort to make certain the programs will be worthwhile. Considering only the question of jobs, if graduates cannot find employment after being trained, the school has failed.

In determining the employment opportunities where the vocational students would seek work, it is important to consider local manpower needs and their relationship to a vocational education program. The planner needs to develop a system to assess local manpower needs and at the same time to evaluate them in terms of regional and national demands in order to better serve the more mobile population (Lucas and Miles, 1967).

Statistics from the department of labor can be helpful but they often need to be supplemented by school district surveys or by information from the State Department of Education and/or commercial studies (Reid and Nelson, 1972).

Another source of information on projected job availability is the Manpower Planning Agency. This is a newly established federal agency mandated by the Comprehensive Employment and Training Act of 1973. This agency gives attention to the relationship between education and the world of work, the types of vocational education being offered in the local school
system, and the relevance of this education to current and future job opportunities in the area. While manpower planning is effective on the national and state levels, it is the local labor market on which it needs to concentrate (Kruger, 1974).

One definition of the local labor market is that it is a geographical area large enough for workers to change jobs without changing their residence. I refer to this as the 'natural labor market....' How far will a worker travel to a job? The distance a worker is willing to travel is directly related to the kind of job available and the level of wages.... Job centers or natural labor markets do not respect corporate city limits, county or state lines, or the Bureau of Labor Statistics' definition of labor market area. Again, experience will demonstrate what constitutes an appropriate area for manpower planning purposes. (Kruger, 1974)

Lucas and Miles (1972) stated that most Distributive Education programs prepare students only for the needs of the local community and any transferability of the training was incidental and unplanned. Although local manpower data may be too limiting, state and regional data will not reflect the data unique to one's area. Both are needed for a true picture of the manpower needs.

This phase of the review of literature suggests that the local vocational education planner needs to use several sources in determining employment opportunities. These sources should include the local Manpower Planning, school, city, and commercial planners. In view of the mobility of today's youth, the planner needs to consider job opportunities in a larger area than just within the local boundaries.

Availability of Facilities, Equipment, and Personnel

Finally, before initiating a new vocational program, it is necessary to consider the availability of facilities, equipment, and personnel. Reid
and Nelson (1972) in their discussion of local vocational education planning made the following statements:

Each plan must provide for effective and efficient allocation of human and other educational resources—personnel as well as capital and facilities. It must also give careful consideration to the interrelationships and interdependencies among the various parts of the system.... Local planners must carefully assess all resources available—particularly personnel, money and time. It is on the availability of these three resources that the final decisions will be made.

The State Department of Distributive Education set specific requirements for the facilities, equipment, and personnel for the senior intensified Retail Selling Program. These requirements were discussed in detail in Chapter 1, pages 8 and 9.

SUMMARY OF LITERATURE RELATED TO SENIOR INTENSIFIED PROGRAMS

There were several points which emerged from the review of literature that applied to this study.

First, senior intensified programs have been successful elsewhere in providing entry-level job skills.

Second, there has been a growing awareness among legislatures and educators of the need for vocational training for more students on the secondary level.

Third, the Virginia General Assembly has passed legislation (1972), which required that at least ninety percent of those high school graduates not continuing their formal education should exit with a job entry skill.

Fourth, in compliance with the directive from the General Assembly members of the Vocational Education Department, the State Department of Education requested that the vocational departments develop senior intensified programs in their respective areas.
Fifth, the senior intensified Retail Selling Program was developed within the Distributive Education Department to provide entry level job skills for seniors who lacked them.

Sixth, in implementing any vocational education program in the Virginia public schools, four factors need to be considered:

a. Number of students desiring the program.

b. Employment opportunities where these students would seek work.

c. Facilities and equipment available for instruction.

d. Available teacher time.

In considering student interest, it was determined that the eleventh grade is the grade level at which most career choices are made, and that questionnaires have proven to be an accurate measure of assessing vocational desires. Questionnaires should be coupled with counseling. In considering job availability, several sources should be used including local manpower planning, school, city, and commercial planners. Availability of jobs should be considered in a wider area than local boundaries. In considering the availability of facilities, equipment and personnel, careful thought needs to be given because it is often on the availability of these, along with capital, that the final decision will be made to add a vocational program or not.
METHODS AND PROCEDURES

This chapter includes a discussion of the design and procedures used in this study relating to the four research questions.

STUDENT INTEREST IN THE PROGRAM

The first research question dealt with student interest and was:
Do a sufficient number of those students identified as lacking job entry skills have an interest in taking the senior intensified Retail Selling Program to warrant the establishment of the program?

The Vocational Education Director of the Hampton City Schools had previously instructed the supervisors of the four vocational departments of the city schools to select the senior intensified program in their respective curriculum areas which could best be offered in the school year 1974-75. The supervisor of Home Economics decided to postpone the offering in that area until after the opening of the new Phoebus High School in the fall of 1975. The equipment needed to teach a food service program for industrial and commercial businesses would be available at that time in the new school. The other three vocational supervisors selected the following senior intensified programs (Chisman, 1974):

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Senior Intensified Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Education</td>
<td>Office Clerk</td>
</tr>
<tr>
<td>Distributive Education</td>
<td>Retail Selling</td>
</tr>
<tr>
<td>Trade and Industry</td>
<td>ICT (Industrial Cooperative Training)</td>
</tr>
</tbody>
</table>
In accordance with the state standards of quality, the high school guidance personnel had previously determined that three hundred and eighteen juniors had a need for vocational education programs that would provide job entry level skills. It was now necessary to determine which of the senior intensified programs projected for 1975-76 should be included in the curriculum based on expressed student interest (Ennis, 1974).

In consultation with the Director of Vocational Education, it was decided that those identified students would be surveyed as to their vocational interests through each school's guidance department. In the interest of conserving time and effort, it was decided that the survey could be utilized to determine student interest for all three projected senior intensified programs. Therefore, the survey instrument would not be limited to distributive education's senior intensified program. To be most effective the questionnaire would contain a description of the courses to be offered. This decision was in agreement with Lucas (1974) who stated that short, precise questionnaires have proven to be a fairly accurate measure of assessing students' vocational choices.

The first step in the construction of the questionnaire was to contact the supervisors of each of the three vocational disciplines projecting a senior intensified program for 1975-76. Each was asked to supply a brief description of their program to be used on the questionnaire. (See Appendix) Space was provided on the questionnaire for both the student's name and the name of the school. The student's name was required for additional individual follow-up by the guidance departments and the school's name was required to determine at which schools the senior intensified
programs would be needed. The completed questionnaire contained the following brief explanation:

In order to provide 1976 graduating seniors with a job entry skill, the Hampton City Schools will offer certain intensified vocational courses during the 1975-76 school year. Only those courses in which the 1976 graduating seniors indicate a sufficient amount of interest will be offered.

Instructions for completing the questionnaire were included on the form as follows: "Where you have more than one choice, please indicate your first choice with a '1' and your second choice with '2,' etc."

Students were offered the following five choices:

1. Office Clerk is designed to prepare you to work in an office. It is a one year program which will meet two consecutive class periods per day. Students enrolling in the program should have successfully completed one semester of typewriting.

2. I.C.T. is designed for students who have an interest in a trade and industrial or health occupation career. This is a one year course, one period per day, and will require students to complete an additional 540 hours of supervised on-the-job training in their occupational area.

3. Salesmanship is designed to train for entry level retail sales positions in the following types of businesses: department stores, specialty stores, variety stores, automotive parts and supplies, food stores, hardware stores, and drug stores. It is a one semester course, one period per day. Coordinators will assist with placement after student successfully completes the course.

4. I am not interested in any of these programs.

5. I would be interested in taking the program even if I would have to take it at another school.

After the questionnaire had been approved by the Director of Vocational Education in the Hampton City Schools, the second step in securing the data was to determine an efficient method of administering
the questionnaire. The following methods were suggested by the Director of Vocational Education and were followed in each of the four high schools in the Hampton School System to determine the student interest in the senior intensified programs:

(1) The guidance director was contacted in each school and requested to arrange a meeting during school time of the school's 1974-75 juniors previously identified as lacking job entry skills.

(2) Each of the identified juniors were sent written notification of the meeting and requested to attend by the school's guidance department.

(3) The guidance director explained the purpose of the meeting to the assembled students and introduced the Director of Vocational Education of the Hampton City Schools.

(4) The director distributed the questionnaire and explained its purpose.

(5) The supervisors of the three vocational areas offering senior intensified programs explained their programs and answered questions.

(6) Students were instructed to complete the questionnaire.

(7) Students were then divided into groups according to their indicated interest and given an opportunity to ask individual questions of the supervisor of the vocational area.

The questionnaire was followed by small group counseling sessions as suggested by Lucas (1974) who stated that the use of a questionnaire should be coupled with counseling, and by Krumboltz (1957) who stated that students tend to change their vocational interests when given counseling.
The questionnaires were collected and the results tabulated on an individual school basis. In the tabulating process each questionnaire was identified by student name to facilitate additional follow-up that might be needed. The resulting figures were verified against those arrived at in the office of the Director of Vocational Education of the Hampton City Schools. The individual questionnaires were then returned to the guidance director of the school in question for any additional follow-up that might be needed in the local school situation concerning student scheduling.

AVAILABILITY OF RETAIL SELLING JOB OPPORTUNITIES LOCALLY

The second research question in this study dealt with the availability of local job opportunities. The research question asked: In the community where these students will seek work, are the local retail selling job opportunities sufficient for the enrollment?

Lucas (1967) states that in determining the relationship of manpower needs to a vocational education program the planner needs to assess local manpower needs and to evaluate them in terms of regional and national demands. The planners for the senior intensified programs had already taken into account the manpower needs for the state of Virginia before the programs were developed. The courses were designed to meet both the current requirements of the Virginia labor market and those of the foreseeable future (Division of Vocational Education, 1974).

Holm (1974) projected that by 1980 retail sales would account for approximately 82,440 new job openings. Using Holm's formula of a 2.2 percent increase in retail sales job openings each year, the projected
job openings in Virginia would be as follows (Division of Vocational Education, 1974):

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Retail Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>3,060</td>
</tr>
<tr>
<td>1976</td>
<td>3,127</td>
</tr>
<tr>
<td>1977</td>
<td>3,196</td>
</tr>
<tr>
<td>1978</td>
<td>3,266</td>
</tr>
<tr>
<td>1979</td>
<td>3,382</td>
</tr>
</tbody>
</table>

For the purpose of this study then it became necessary to assess only the local area for job availability. In attempting to project local job openings in retail sales several sources were used. The analysis of local manpower needs by the Peninsula Office of Manpower Planning was an important source. Another important source of information was the Hampton City Planning Commission. Additional information was obtained from the management of both the major new shopping malls which were still in the process of completion, Coliseum Mall and New Market North.

AVAILABILITY OF FACILITIES, EQUIPMENT, AND TEACHING TIME

A coordinators' questionnaire (Appendix) was designed to secure data needed to answer both research questions three and four. There were six coordinators in the Distributive Education Programs in each of the four Hampton City high schools. Each coordinator was interviewed by the researcher and pertinent data recorded on the questionnaire.

The third research question in this study was concerned with the availability of facilities and equipment: Are facilities and equipment necessary to teach the senior intensified Retail Selling Program available in the local high schools? The first three questions of the coordinators'
questionnaire dealt with the facilities and the equipment projected for the coming year at each of the four high schools. These questions were:

1. How many rooms will be required to teach Distributive Education in your high school in 1975-76? 

2. Does the equipment in the Distributive Education room(s) comply with the standards set by the Distributive Education Department, State Department of Education as minimum for a Distributive Education classroom? (i.e. Does it include the following: tables, chairs, wrapping counter, display case, cash register, teacher’s desk, chair, file cabinet, storage cabinet.)

   Yes _________  No _________

   If not, explain ________________________________

3. On the chart below, project the use of the Distributive Education room(s) for 1975-76, by both Distributive Education courses and others that will occupy the room(s).

<table>
<thead>
<tr>
<th>Room</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The fourth and final research question in this study was: Is there enough time available in the teaching schedules of the Distributive Education coordinators to allow the addition of the new senior intensified Retail Selling Program?

The fourth question on the coordinators' questionnaire was designed to provide data for this research question. It read as follows:

4. On the chart below, project the teaching schedule for 1975-76 for each coordinator in your school.*

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
</table>

*Indicate D.E. I, II, III, Planning and Field.
The answers given by the coordinators to all the questions were based on the anticipated enrollment figures that had been projected according to the guidelines set forth in the five year plan developed for the Distributive Education Department of the Hampton City Schools.

SUMMARY

The purpose of this study was to determine the feasibility of implementing the senior intensified Retail Selling Program in the four senior high schools in Hampton, Virginia to provide those interested students lacking job entry skills with the skills needed to enter the retail selling field. In conducting this study the following four research questions were identified:

1. Do a sufficient number of those students identified as lacking job entry skills have an interest in taking the senior intensified Retail Selling course to warrant the establishment of the program?

2. In the community where these students will seek work, are the local retail selling job opportunities sufficient for the enrollment?

3. Are facilities and equipment necessary to teach this course available in the local high schools?

4. Is there enough time available in the teaching schedules of the Distributive Education coordinators to allow the addition of the new senior intensified Retail Selling Program?

To determine the answer to research question one, a questionnaire was administered to those 1974-75 juniors in the high schools in Hampton, Virginia who had previously been identified by the schools' guidance
departments as lacking job entry skills. This questionnaire gave the students a choice of three senior intensified programs that might be offered in the schools the following year. They were also given the choice of not taking any of the courses. The questionnaire was administered through the guidance department of each of the high schools in group sessions in each of the local schools. The questionnaire was coupled with a presentation which explained the proposed senior intensified programs. Individual and group counseling were available where needed. Student interest in the programs was indicated by these surveys.

Answers to research question two were determined through interviews with members of the following organizations:

1. Peninsula Office of Manpower Planning
2. Hampton City Planning Commission
3. Manager of Coliseum Mall
4. Manager of New Market North Mall

Answers to both research questions three and four were determined from a survey of local coordinators. Questionnaires were completed by means of personal interviews with the six Distributive Education coordinators in the Hampton City high schools. The answers of the coordinators were based on projected enrollment figures for the following year and were in accordance with the five year plan as proposed for the Distributive Education Department of the Hampton City Schools.
Chapter 4

PRESENTATION OF AND ANALYSIS OF DATA

This chapter contains the presentation and analysis of data relating to the four research questions identified for this study.

STUDENT INTEREST IN THE PROGRAM

Research question one was: Do a sufficient number of those students identified as lacking job entry skills have an interest in taking the senior intensified Retail Selling Program to warrant the establishment of the program?

The population for this part of the study included the three hundred and eighteen 1974-75 juniors in the Hampton School System who had been identified by their guidance directors as lacking job entry skills.

Table 3. Summary by schools of the questionnaire returns from those 1974-75 Hampton City High School juniors identified as lacking job entry skills.

<table>
<thead>
<tr>
<th>1974-75 Juniors in Hampton City Schools</th>
<th>Bethel</th>
<th>Hampton</th>
<th>Kecoughtan</th>
<th>Pembroke</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number identified as lacking job entry skills</td>
<td>34</td>
<td>114</td>
<td>84</td>
<td>86</td>
<td>318</td>
</tr>
<tr>
<td>Number completing questionnaire</td>
<td>25</td>
<td>30</td>
<td>66</td>
<td>51</td>
<td>172</td>
</tr>
<tr>
<td>Percentage completing questionnaire</td>
<td>.73</td>
<td>.26</td>
<td>.89</td>
<td>.59</td>
<td>.54</td>
</tr>
</tbody>
</table>
The guidance personnel of each of the Hampton City high schools administered questionnaires to these students in group sessions. One hundred and seventy-two questionnaires were returned for a fifty-four percent return. A summary of questionnaire responses by individual schools is presented in Table 3.

The questionnaire offered the students a choice for the following school year of three senior intensified vocational programs: ICT, Office Clerk, and Retail Selling. In addition they were given the alternative of selecting none of the courses. Students were asked to rate their preference as to their first, second, and third choices.

Table 4. Senior intensified programs selected by 1974-75 juniors identified as lacking job entry skills in the Hampton City High Schools.

<table>
<thead>
<tr>
<th>Senior Intensified Programs</th>
<th>First Choice</th>
<th>Second Choice</th>
<th>Third Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>81</td>
<td>17</td>
<td>5</td>
</tr>
<tr>
<td>Office Clerk</td>
<td>10</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Retail Selling</td>
<td>50</td>
<td>36</td>
<td>10</td>
</tr>
<tr>
<td>Not Interested</td>
<td>31</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>172</td>
<td>71</td>
<td>24</td>
</tr>
</tbody>
</table>

Eighty-one of the students indicated that their first choice of the senior intensified programs was ICT, ten of the students selected Office Clerk, fifty chose Retail Selling, and thirty-one were not interested in any of the programs offered. Table 4 shows a breakdown of first, second, and third choices of all the students surveyed in the Hampton City Schools.

Tables 5 through 8 indicate the choice of senior intensified programs by students in each of the four individual high schools in the Hampton City Schools.
Table 5. Senior intensified programs selected by Bethel High School 1974-75 juniors identified as lacking job entry skills.

<table>
<thead>
<tr>
<th>Senior Intensified Programs</th>
<th>First Choice</th>
<th>Second Choice</th>
<th>Third Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Office Clerk</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Retail Selling</td>
<td>18</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Not Interested</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 6. Senior intensified programs selected by Hampton City High School 1974-75 juniors identified as lacking job entry skills.

<table>
<thead>
<tr>
<th>Senior Intensified Programs</th>
<th>First Choice</th>
<th>Second Choice</th>
<th>Third Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>17</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Office Clerk</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Retail Selling</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Interested</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 7. Senior intensified programs selected by Kecoughtan High School 1974-75 juniors identified as lacking job entry skills.

<table>
<thead>
<tr>
<th>Senior Intensified Programs:</th>
<th>First Choice</th>
<th>Second Choice</th>
<th>Third Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>32</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Office Clerk</td>
<td>5</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Retail Selling</td>
<td>10</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Not Interested</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>31</td>
<td>19</td>
</tr>
</tbody>
</table>

Table 8. Senior intensified programs selected by Pembroke High School 1974-75 juniors identified as lacking job entry skills.

<table>
<thead>
<tr>
<th>Senior Intensified Programs:</th>
<th>First Choice</th>
<th>Second Choice</th>
<th>Third Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>28</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Office Clerk</td>
<td>5</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Retail Selling</td>
<td>12</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Not Interested</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>33</td>
<td>4</td>
</tr>
</tbody>
</table>
An examination of the information contained in Tables 5-8 revealed the number of students at each school who selected the senior intensified Retail Selling Program as first or second choice. See Table 9.

Table 9. Summary by schools of senior intensified programs selected as first or second choice by 1974-75 juniors identified as lacking job entry skills in the Hampton City High Schools.

<table>
<thead>
<tr>
<th>School</th>
<th>First Choice</th>
<th>Second Choice</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel</td>
<td>18</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Hampton</td>
<td>10</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Kecoughtan</td>
<td>10</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>Pembroke</td>
<td>12</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>36</td>
<td>86</td>
</tr>
</tbody>
</table>

There were a total of fifty students who selected the senior intensified Retail Selling Program as their first choice. Of these students eighteen were from Bethel, ten each from Hampton and Kecoughtan and twelve from Pembroke.

The breakdown by schools of those students whose first choice was ICT and second choice was Retail Selling is shown in Table 10. As was previously indicated (Table 4), thirty-six students selected the senior intensified Retail Selling Program as their second choice. Of the eighty-one students who selected ICT as their first choice of senior intensified programs, thirty-one of them indicated Retail Selling as their second choice.

Of the ten students who selected Office Clerk as their first choice of senior intensified programs, five of them selected Retail Selling as their second choice. This information is presented by schools in Table 11.
Table 10. Percentage of those 1974-75 juniors identified as lacking job entry skills in the Hampton City Schools who indicated I. C. T. as their first choice of senior intensified programs and Retail Selling as their second or third choice.

<table>
<thead>
<tr>
<th>Hampton City Schools 1974-75 Juniors Identified As Lacking Job Entry Skills</th>
<th>Bethel</th>
<th>Hampton City High Schools</th>
<th>Pembroke</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Who Selected I.C.T. As First Choice</td>
<td>4</td>
<td>17</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Students Who Selected Retail Selling Program As Second Choice</td>
<td>1</td>
<td>0</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Students Who Selected Retail Selling Program As Third Choice</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 11. Percentage of those 1974-75 juniors identified as lacking job entry skills in the Hampton City Schools who indicated Office Clerk as their first choice of senior intensified programs and Retail Selling as their second or third choice.

<table>
<thead>
<tr>
<th>Hampton City High Schools</th>
<th>Hampton City High Schools</th>
<th>Students Who Selected Office Clerk As First Choice</th>
<th>Students Who Selected Retail Selling Programs As Second Choice</th>
<th>Students Who Selected Retail Selling Program As Third Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel</td>
<td>Hampton</td>
<td>Kecoughtan</td>
<td>Pembroke</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
In addition to making a choice of vocational programs, students were asked if they would consider moving to another school in order to take the program of their choice. Of those students who selected the senior intensified Retail Selling Program as their first choice, thirteen indicated a willingness to take the program at another school.

In addition, ten who selected the program as their second choice also were willing to transfer schools. This information has been presented in Table 12.

**AVAILABILITY OF RETAIL SELLING JOB OPPORTUNITIES LOCALLY**

The second research question was: In the community where these students will seek work, are the local retail selling job opportunities sufficient for the enrollment?

The planners for the senior intensified programs designed them to meet both the current requirements of the Virginia Labor Market and those of the foreseeable future (Division of Vocational Education, 1974). For the purpose of this study, therefore, it was necessary to assess only the local Peninsula area for available entry level jobs in retail sales.

Several local sources which were used to help determine this assessment were:

- Peninsula Office of Manpower Planning
- Hampton City Planning Commission
- Manager, Coliseum Mall
- Manager, Newmarket North Mall

An area Manpower Analysis and Projections Report was furnished by personnel from the Peninsula Office of Manpower Planning. Based on a
Table 12. Number of 1974-75 juniors identified as lacking job entry skills in the Hampton City Schools who indicated a willingness to take the senior intensified Retail Selling Program at another school.

<table>
<thead>
<tr>
<th>Students Indicating A Willingness To Move</th>
<th>Bethel</th>
<th>Hampton City High Schools</th>
<th>Pembroke</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whose First Choice Was Retail Selling</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Whose Second Choice Was Retail Selling</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Whose Third Choice Was Retail Selling</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>13</td>
</tr>
</tbody>
</table>
September 1974 Virginia Peninsula Occupation Analysis, it was stated in the report that:

The demand for clerical workers has leveled off to a moderate demand, and it appears likely that this trend will continue for the foreseeable future. Sales workers are expected to be in moderate demand, with the strongest need being for retail trade salespersons (Peninsula Office of Manpower Planning, 1975).

There will be approximately 1650 retail establishments in the city of Hampton, employing approximately 8,500 people by the Spring of 1976 according to Steve Kenny, of the Hampton City Planning Commission. The general manager of New Market Center projects an anticipated ninety stores in New Market North Mall employing about 972 people in retailing jobs by the Spring of 1976. This is almost 200 more jobs in one mall alone than were available a year earlier. The Coliseum Mall manager projects 210 businesses in that mall with approximately 2000 employees by the Spring of 1976. This also represents an increase of an additional 200 new job openings by the Spring of 1976.

AVAILABILITY OF FACILITIES, EQUIPMENT, AND TEACHING TIME

The questionnaire which was used to survey the six local Distributive Education coordinators included questions designed to answer both research questions three and four.

The third research question in this study was concerned with the availability of facilities and equipment: Are facilities and equipment necessary to teach this program available in the local high schools? The first three questions of the Coordinators' Questionnaire (Appendix) dealt with the facilities and equipment projected for 1975-76 at each of the four high schools.
Coordinators were asked how many rooms would be required to teach Distributive Education in each local high school in 1975-76? Coordinators at three schools (Bethel, Hampton and Kecoughtan) indicated a need for two classrooms while the coordinator at Pembroke required only one classroom.

Question two on the questionnaire asked if the equipment in the Distributive Education room(s) complied with the minimum standards set by the Distributive Education Department of the State Department of Education. (See Chapter 1, p. 7.) None of the classrooms were equipped with cash registers. With the exception of the cash registers, each school had at least one classroom which met the minimum requirements. Kecoughtan High School had two classrooms which met the minimum requirements and each of the other three schools had one room which did.

The coordinators were requested to project the use of the Distributive Education room(s) for 1975-76 in question three of the questionnaire. The results of this projection are shown in Table 13.

Each of the distributive education rooms which meet the state standards are available fifth and sixth period each day. In addition, the room at Hampton High School is available fourth period.

All of the coordinators indicated fifth and sixth period free for field work. The Hampton High School coordinator #2 also indicated that fourth period was free and third period was for planning.

Research question four in this study was as follows: Is there enough time available in the teaching schedules of the Distributive Education coordinators to allow the addition of the new senior intensified Retail Selling Program? Question four of the Coordinators' Questionnaire
Table 13. Projected use of Hampton City Schools Distributive Education classrooms for 1975-76.

<table>
<thead>
<tr>
<th>School</th>
<th>Room</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel</td>
<td>1*</td>
<td>DE Coop</td>
<td>DE Coop</td>
<td>DE Coop</td>
<td>DE Coop</td>
<td>Free</td>
<td>Free</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Lecture Prep</td>
<td>DE Prep</td>
<td>Lecture Prep</td>
<td>Lecture Prep</td>
<td>Lecture Prep</td>
<td></td>
</tr>
<tr>
<td>Hampton</td>
<td>1*</td>
<td>DE Coop</td>
<td>DE Coop</td>
<td>DE Coop</td>
<td>Free</td>
<td>Free</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>DE Prep</td>
<td>DE Prep</td>
<td>Other Classes</td>
<td>Other Classes</td>
<td>Other Classes</td>
<td></td>
</tr>
<tr>
<td>Kecoughtan</td>
<td>1*</td>
<td>DE Coop</td>
<td>DE Coop</td>
<td>DE Coop</td>
<td>Free</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2*</td>
<td>General Prep</td>
<td>DE Prep</td>
<td>General Prep</td>
<td>General Prep</td>
<td>General Prep</td>
<td></td>
</tr>
<tr>
<td>Pembroke</td>
<td>1*</td>
<td>Special Education</td>
<td>DE Coop</td>
<td>DE Coop</td>
<td>Free</td>
<td>Free</td>
<td></td>
</tr>
</tbody>
</table>

*Except for a cash register, the room meets the minimum standards set by the Distributive Education Department, State Department of Education.

Table 14. Projected teaching schedules of Hampton City Schools' Distributive Education Coordinators for 1975-76.

<table>
<thead>
<tr>
<th>School</th>
<th>Coordinator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethel</td>
<td>1</td>
<td>DE III</td>
<td>DE II</td>
<td>DE I</td>
<td>Plan</td>
<td>Field</td>
<td>Field</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Plan</td>
<td>DE I</td>
<td>DE II</td>
<td>DE II</td>
<td>Field</td>
<td>Field</td>
</tr>
<tr>
<td>Hampton</td>
<td>1</td>
<td>DE I</td>
<td>DE II</td>
<td>DE III</td>
<td>Plan</td>
<td>Field</td>
<td>Field</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>DE II</td>
<td>DE I</td>
<td>Plan</td>
<td>Open</td>
<td>Field</td>
<td>Field</td>
</tr>
<tr>
<td>Kecoughtan</td>
<td>1</td>
<td>DE III</td>
<td>DE II</td>
<td>DE I</td>
<td>Plan</td>
<td>Field</td>
<td>Field</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Plan</td>
<td>DE I</td>
<td>DE II</td>
<td>DE II</td>
<td>Field</td>
<td>Field</td>
</tr>
<tr>
<td>Pembroke</td>
<td>1</td>
<td>Plan</td>
<td>DE I</td>
<td>DE II</td>
<td>DE III</td>
<td>Field</td>
<td>Field</td>
</tr>
</tbody>
</table>
was used to determine the answer to this research question. Coordinators were asked to project their teaching schedule for the coming year. The results of this projection can be seen in Table 14.

SUMMARY

Of the three hundred and eighteen 1974-75 Hampton City School juniors identified as lacking job entry level skills, one hundred seventy-two returned the questionnaire for this study for a fifty-four percent return.

Eighty-one of these students indicated their first choice of senior intensified programs was ICT. Ten students selected the Office Clerk program, and fifty chose the Retail Selling program as their first choice. Thirty-one students were not interested in any of the programs which were projected.

Each of the Hampton high schools had ten or more students who indicated an interest in the senior intensified Retail Selling Program as their first choice. An additional 36 students selected the senior intensified Retail Selling Program as their second choice. All but one of these students were from Kecoughtan High School (17 students), and Pembroke High School (18 students). Thirteen of the students whose first choice was the senior intensified Retail Selling Program indicated that they would be willing to consider moving to another school to take the program.

In this study consideration was given to only local entry level jobs in retail sales. By June 1976 it was estimated that there would be
1650 retail businesses in Hampton which would employ 8500 people. By that date the Coliseum Mall projected 200 additional employees and New Market North Mall projected about 200 additional employees.

There were two distributive education classrooms projected for each program for 1975-76, except at Pembroke High School where the need for only one classroom was projected. Of these projected rooms five of them met the minimum state requirements for a Distributive Education Department, State Department of Education. Two of these rooms were at Kecoughtan High School and one each were at the other three high schools.

All five of the rooms which met minimum standards were available fifth and sixth periods. The Distributive Education classroom at Hampton High School was also available fourth period. Six of the projected seven coordinators had a full teaching schedule in the regular Distributive Education program. At Hampton High School only two regular Distributive Education classes were projected for the seventh coordinator, leaving one free teaching period scheduled for third or fourth period.
Chapter 5

SUMMARY AND CONCLUSIONS

STATEMENT OF THE PROBLEM

The purpose of this study was to determine the feasibility of implementing the senior intensified Retail Selling Program in the four senior high schools in Hampton, Virginia.

DESCRIPTION OF PROCEDURES

Four research questions were identified and specific standards were established for each research question against which answers could be compared.

The first research question was: Do a sufficient number of those students identified as lacking job entry skills have an interest in taking the senior intensified Retail Selling Program to warrant the establishment of the program?

A sufficient number of interested students would be a minimum of twenty and a maximum of forty. This number would enable the class to be taught one class period per day throughout the year. Table 1 in Chapter 1 shows sample combinations of situations which could result in implementing the program. These situations could be combined to form one unit offerings.

The second research question was: In the community where these students will seek work, are the local retail selling opportunities sufficient for the enrollment?
In determining local retail selling job opportunities the local minimum standard would be projected job openings in the field to at least equal the enrollment figures of the program. For each unit of the program offered there should be between twenty to forty jobs depending on the actual enrollment figures.

The third research question was: Are facilities and equipment necessary to teach this course available in the local high schools?

For the purpose of this study the minimum requirements for facilities and equipment would be as follows: A Distributive Education classroom which meets the minimum standards set forth by the State Department of Distributive Education, must be available in each of the schools where the senior intensified Retail Selling Program would be taught. These minimum standards were discussed in Chapter 1, page 8. This room must be available for one period each day.

The fourth research question was: Is there enough time available in the teaching schedules of the Distributive Education coordinators to allow the addition of the new senior intensified Retail Selling Program?

The following minimum standards were established in regard to available teaching time. The minimum requirements for each unit taught would be an available Distributive Education coordinator who teaches no more than two regular Distributive Education classes per day. These classes would need to be so scheduled as to permit the coordinator to be at the school where the senior intensified Retail Selling Program was to be offered at the time it was to be offered.
RESEARCH PROCEDURES

To determine student interest in the senior intensified Retail Selling Program, a questionnaire was administered to those 1974-75 juniors in the high schools in Hampton, Virginia who had previously been identified by the schools' guidance departments as lacking job entry skills. This questionnaire gave the students a choice of three senior intensified programs that might be offered in the schools the following year. They were also given the choice of not taking any of the courses. The questionnaire was administered through the guidance department of each of the high schools in group sessions in each of the local schools. The questionnaire was coupled with a presentation which explained the proposed senior intensified programs. Individual and group counseling were available where needed. Student interest in the programs was indicated by these surveys.

Answers to research question two were determined through interviews with members of the Peninsula Office of Manpower Planning, and the Hampton City Planning Commission. Information was also obtained from the managers of Coliseum Mall and Newmarket North Mall.

Answers to both research questions three and four were determined from a survey of local coordinators. Questionnaires were completed by means of personal interviews with the six Distributive Education coordinators in the Hampton City high schools. The answers of the coordinators were based on projected enrollment figures for the following year and were in accordance with the five year plan as proposed for the Distributive Education Department of the Hampton City Schools.
The findings of this study as they relate to research question one were: Of the three hundred and eighteen 1974-75 Hampton City School juniors identified as lacking job entry level skills, one hundred and seventy-two completed the questionnaire for this study for an overall return of fifty-four percent. Eighty-one of these students indicated their first choice of senior intensified programs was ICT. Ten students selected the Office Clerk program, and fifty chose the Retail Selling Program as their first choice. Thirty-one students were not interested in any of the programs which were projected. Each of the Hampton high schools had ten or more students who indicated an interest in the senior intensified Retail Selling Program, as their first choice. An additional 36 students selected the senior intensified Retail Selling Program as their second choice. All but one of these students were from Kecoughtan High School, (17 students), and Pembroke High School, (18 students). Thirteen of the students whose first choice was the senior intensified Retail Selling Program indicated that they would be willing to consider moving to another school to take the program.

The findings in this study as they related to research question two were: Consideration was given to only local entry level jobs in retail sales. By June 1976, it was estimated that there would be 1650 retail businesses in Hampton which would employ 8500 people. By that date, the Coliseum Mall projected 200 new employees and Newmarket North Mall projected 200 new employees.
The findings in this study as they related to research question three were: There were two Distributive Education classrooms projected for each program for 1975-76, except Pembroke High School where the need for only one classroom was projected. Of these projected rooms, five of them met the minimum state requirements for a Distributive Education classroom as set by the Distributive Education department, State Department of Education. Two of these rooms were at Kecoughtan High School and one each were at the other three high schools.

All five of the rooms which met minimum standards were available fifth and sixth periods. The Distributive Education classroom at Hampton High School was also available fourth period.

The findings for this study as they related to research question four were: Six of the projected seven coordinators had a full teaching schedule in the regular Distributive Education program. At Hampton High School only two regular Distributive Education classes were projected for coordinator #2, leaving one free teaching period scheduled for third or fourth period.

CONCLUSIONS CONCERNING THE ESTABLISHMENT OF THE SENIOR INTENSIFIED RETAIL SELLING PROGRAM IN THE HAMPTON CITY SCHOOLS

The four research questions used in this study were developed in order to determine the need for the senior intensified Retail Selling Program in the Hampton City Schools. Based on the findings for each of the research questions it was concluded that: It was feasible to implement the intensified senior Retail Selling Program, for one semester each, in two of the senior high schools in Hampton, Virginia. This intensified
program will provide those interested students, having been identified as lacking job entry skills, with those needed to enter the retail selling field.

This conclusion was reached for the following reasons:

1. In regard to research question one which related to student interest, it was concluded that fifty of those students who were surveyed selected the senior intensified Retail Selling Program as their first choice. Since the response to the Office Clerk program was insufficient to offer it, those five students who selected Office Clerk as first choice and Retail Selling as second choice are possible additions to the number who could be enrolled. It is also possible that additional enrollment might come from among those forty-six percent of the total population who did not respond. If there was the same percentage of interest from that group then there could possibly be a projected enrollment of an additional maximum of forty-two students. Table 15 shows the figures for such a possible projection. When the five office clerk students are added to the fifty Retail Selling students, there is a possible potential enrollment of one hundred and three. Table 16 shows this total projected enrollment. Although these additional students can not be accurately predicted, the possibility does exist that additional enrollment could be drawn from these areas if needed.

2. In regard to research question two related to local job opportunities, it was concluded that there were sufficient local retail selling opportunities in the community for these students. With a maximum projected enrollment of forty, the projected new openings (about 200) at New Market North Mall alone would be sufficient job opportunities.
Table 15. Projected enrollment in the senior intensified Retail Selling program of those 1974-75 high school juniors identified as lacking a job entry skill who did not return a questionnaire.

<table>
<thead>
<tr>
<th>Hampton City High School</th>
<th>Bethel</th>
<th>Hampton</th>
<th>Kecoughtan</th>
<th>Pembroke</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974-75 juniors identified as lacking job entry skills</td>
<td>Number who returned questionnaires indicating senior intensified Retail Selling as first choice</td>
<td>18</td>
<td>10</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Percentage who returned questionnaires indicating senior intensified Retail Selling as first choice</td>
<td>.72</td>
<td>.33</td>
<td>.15</td>
<td>.23</td>
<td>.29</td>
</tr>
<tr>
<td>Number not returning questionnaire</td>
<td>9</td>
<td>84</td>
<td>18</td>
<td>35</td>
<td>146</td>
</tr>
<tr>
<td>Projected preference for senior intensified Retail Selling Program from those not returning questionnaires</td>
<td>6</td>
<td>27</td>
<td>2</td>
<td>8</td>
<td>42</td>
</tr>
</tbody>
</table>
Table 16. Projected enrollment of Hampton City school 1974-75 juniors identified as lacking job entry skills in the senior intensified Retail Selling Program.

<table>
<thead>
<tr>
<th>Hampton City Schools</th>
<th>Bethel</th>
<th>Hampton City High Schools</th>
<th>Pembroke</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974-75 juniors identified as lacking job entry skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who indicated senior intensified Retail Selling as first choice</td>
<td>18</td>
<td>10</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Students who indicated Office Clerk as first choice and Retail Selling as second choice</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Students who did not return a questionnaire but whose enrollment is predicted based on percentage of those who did return questionnaire</td>
<td>6</td>
<td>27</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>37</td>
<td>17</td>
<td>25</td>
</tr>
</tbody>
</table>
3. Based on research questions three and four related to availability of facilities, equipment, and teacher time, the following conclusions were made: It is further concluded that only one unit of the program could be offered in 1975-76 because of the limitation of available Distributive Education coordinators' teaching time. There were eight Distributive Education coordinators projected for the year in 1975-76. One coordinator was for the new Distributive Education program at the new Hampton City high school, Phoebus High School. Neither this coordinator, nor the facilities at Phoebus High School, were included in this study because the projected teaching schedule of the coordinator was not available at the time of the study. There were, however, three regular Distributive Education classes projected for the Phoebus Distributive Education coordinator. Of the other seven coordinators, only one had less than a full regular Distributive Education program schedule. This coordinator was the second additional full time coordinator projected for the Distributive Education program at Hampton High School and there was one free period in the coordinator's projected schedule. Table 14 in Chapter 4 shows the projected teaching schedules. There was, therefore, the available staff to teach one unit of the senior intensified Retail Selling Program both semesters in the 1975-76 school year. Some adjustments would probably have to be made in periods allotted for planning, field work, and retail selling.

Based on student interest figures, one unit of the Retail Selling Program could be offered for one semester at Bethel High School to accommodate the eighteen Bethel students who indicated the program as their first choice. Table 13 in Chapter 4 shows the projected use of Distributive
Education classrooms for 1975-76. Based on this projection, the program would be best offered at Bethel during the fifth period. If it were offered there at that time, adjustments in the teaching schedule of the second Hampton coordinator would need to be made. This adjustment is shown in Table 17.

Table 17. Adjusted teaching schedule of second Hampton High School coordinator to accommodate senior intensified Retail Selling Program in the Hampton City Schools.

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Hampton DE</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Hampton DE</td>
<td>Field Retail Selling</td>
</tr>
<tr>
<td>Field Retail Selling</td>
<td></td>
</tr>
</tbody>
</table>

An additional unit of the senior intensified Retail Selling Program should be scheduled for the other semester of 1975-76 at another school. The logical selection of schools would be Pembroke which had expressed student interest of thirteen. Additional students from Kecoughtan and Hampton could be added to the program from among the four from those schools who indicated a willingness to move.

Three of the five students whose first choice was Office Clerk and second choice was Retail Selling are also located at Pembroke and would be potential students. The projected enrollment would be twenty students and would include Pembroke Retail Selling Students (thirteen), Pembroke Office Clerk Students (three), Hampton Retail Selling Students (two), Kecoughtan Retail Selling Students (two), for a total of twenty students. The twenty student total is the maximum number for a half of a unit offering. (See Table 1, Chapter 1.)
The program would again be scheduled for fifth period since the Distributive Education room at Pembroke is available at that time. This schedule would enable the second Hampton High School Distributive Education coordinator to maintain the same teaching schedule throughout the year, changing only school locations for fifth period at the end of the first semester.

RECOMMENDATIONS PERTAINING TO THE ESTABLISHMENT OF A SENIOR INTENSIFIED RETAIL SELLING PROGRAM IN THE HAMPTON CITY HIGH SCHOOLS

Based on the findings of this study, it is recommended that the senior intensified program be offered at Bethel High School for one period one semester and at Pembroke High School for one period the following semester. It is further recommended that the program be offered during fifth period at both schools and that the second Hampton High School Distributive Education coordinator teach the program. These recommendations make the best use of the projected teaching facilities, equipment, and teaching staff time. Also the largest number of interest/identified students would be served through the initiation of these recommendations. The revised coordinator's teaching schedule would allow ample time for travel as well as coordination and planning.

RECOMMENDATIONS CONCERNING FURTHER INVESTIGATIONS

There were three areas in this study for which further research was needed:

First, the manpower projections as they pertained to the local labor market were inadequate. They were also difficult to interpret as they
pertained to the Distributive Education program. A local Distributive Education survey scheduled for the summer of 1975 should help alleviate this problem. However, a study needs to be made of future projected entry-level retail selling job opportunities for use by the Distributive Education Department of the Hampton City Schools.

Second, there were no figures on the actual mobility of Distributive Education graduates. An in depth follow-up study of graduates and their present location of employment would give the Distributive Education Department of the Hampton City Schools needed information on the extent of the actual local job market used by the Distributive Education graduates of the Hampton City Schools.

Third, specific guidelines need to be developed by Hampton Distributive Education Coordinators to serve as a yardstick by which to select students who could best be served by the senior intensified Retail Selling Program. Such guidelines could be used when projected enrollment exceeded available space.
REFERENCES CITED


Chisman, Dr. A. W. Director of Vocational Education, Hampton City Schools, Personal Interview, October 1975, Hampton, Virginia.

Division of Vocational Education. Senior Intensified Programs Descriptions and Preliminary Applications, State Department of Education, Richmond, Virginia: October 1, 1974.

Ennis, Doris. Director of Guidance, Hampton City Schools, Personal Interview, October 1975, Hampton, Virginia.


Area Manpower Analysis and Projections, Peninsula Office of Manpower Planning, 1975.

Keed, Jeanne. Senior Intensified Program in Detroit, Detroit, Michigan: Business Department, Detroit Public Schools, 1971.


APPENDIX
COORDINATORS' QUESTIONNAIRE

1. How many rooms will be required to teach Distributive Education in 1975-76 in your school? __________________________

2. Does the equipment in the Distributive Education room(s) comply with the standards set by the Distributive Education Department, State Department of Education as minimum for a D. E. classroom? ________

   (ie. Does it include the following: tables and chairs, wrapping counter, display case, cash register, teacher's desk, chair, file cabinet, storage cabinet?)

   If not, explain ____________________________________________.

3. On the chart below, project the use of the D. E. room(s) for 1975-76 by both Distributive Education courses and others that will occupy the room(s).

<table>
<thead>
<tr>
<th>Room</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. On the chart below, project the teaching schedule for 1975-76 for each coordinator in your school.

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Indicate D. E. I, II, III, Planning and Field
VOCATIONAL QUESTIONNAIRE

NAME: ________________________ SCHOOL: ____________________________

In order to provide 1976 graduating seniors with a job entry skill, the Hampton City Schools will offer certain intensified vocational courses during the 1975-76 school year. Only those courses in which the 1976 graduating seniors indicate a sufficient amount of interest will be offered.

Each of the proposed courses is briefly described below. Please indicate in the space provided the program(s) in which you would be interested in taking your senior year. Where you have more than one choice, please indicate your first choice with a "1" and your second choice with "2," etc.

<table>
<thead>
<tr>
<th>CHOICE</th>
<th>COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________</td>
<td>1. Office clerk is designed to prepare you to work in an office. It is a one year program which will meet two consecutive class periods per day. Students enrolling in the program should have successfully completed one semester of typing.</td>
</tr>
<tr>
<td>___________</td>
<td>2. I. C. T. is designed for students who have an interest in a trade and industrial or health occupation career. This is a one year course, one period per day, and will require students to complete an additional 540 hours of supervised on-the-job training in their occupational area.</td>
</tr>
<tr>
<td>___________</td>
<td>3. Salesmanship is designed to train for entry level retail sales positions in the following types of businesses: department stores, specialty stores, variety stores, automotive parts and supplies, food stores, hardware stores, and drug stores. It is a one semester course, one period per day. Coordinators will assist with placement after student successfully competes the course.</td>
</tr>
<tr>
<td>___________</td>
<td>4. I am not interested in any of these programs.</td>
</tr>
<tr>
<td>___________</td>
<td>5. I would be interested in taking the program even if I would have to take it at another school.</td>
</tr>
</tbody>
</table>