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A Follow-up of Job-Entry Training Completers at Madison Secondary School 1978-84

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A FOLLOW-UP OF JOB-ENTRY TRAINING COMPLETORS AT
MADISON SECONDARY SCHOOL
1978-84

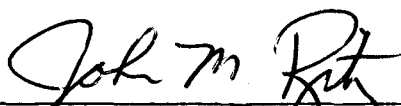
A Study Presented to the Faculty of
the School of Education
Old Dominion University

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

by
Holly B. Evans
May 1984

This research paper was prepared under the direction of Dr. John M. Ritz in VTE 636, Problems in Education. It was submitted to the Graduate Program Director for the Degree of Master of Science in Education.

Approved, May 1984



Dr. John M. Ritz, Ed. D.
Graduate Advisor



Graduate Program Director
Vocational and Technical Education

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Chapter I

INTRODUCTION

The alternative school movement began in the late Sixties, when President Lyndon Johnson's Great Society Program declared a war on poverty. The concept of alternative schools was consistent with our nation's democratic principles with relation to freedom of choice. Informality, individualized instruction and close personal relationships characterize alternative schools. Instructional methods were novel, and they were delivered in unusual settings (Raywid, 1981, p. 382).

Alternative schools in Norfolk originated in neighborhood meetings of Model City residents and came to fruition during 1969-70. Norfolk's high dropout rates, vandalism and truancy were significant factors in the decision to offer an alternative to formal education, Madison Secondary School.

Madison Secondary School opened its doors in 1971. The goals of Madison Secondary School were:

1. To provide assistance to secondary dropouts by motivating them to return to school, helping them to return to make necessary adjustments for school and society, and providing follow-up counseling to encourage them to remain in school.

2. To raise the educational level of Model City residents (Norfolk Public Schools, 1982, p. 3).

Madison Secondary School of Norfolk Public Schools offered an alternative instructional program to students who might otherwise be without any formal education. As an alternative, it was small enough to provide sensitivity, self-esteem, self-confidence, and responsibility. By emphasizing basic skills, individual programs of study were developed to meet specific deficiencies (Norfolk Public Schools, 1982, p. 4).

In response to Madison Secondary's goals, the Job-Entry Training program was established. As a cooperative work training program, it was designed to encourage and motivate students to receive their formal education while experiencing the world of work. Students were trained with preemployment and job-entry skills to aid them in finding and keeping a job.

STATEMENT OF PROBLEM

The problem of the study was to determine the status of Job-Entry Training completors from Madison Secondary School with regards to employment and/or continued education for the years 1978-84.

RESEARCH OBJECTIVES

The research objectives for this study were:

1. To determine Job-Entry Training completors' status, i.e., employment and/or continued education.
2. To evaluate the attainment of specific program goals.
3. To make recommendations for program/curriculum change.

BACKGROUND AND SIGNIFICANCE

At Madison Secondary, repeated concern was expressed about the need for education to assume responsibility for assisting the students to enter the world of work and satisfactorily hold a job. Low socioeconomic and under-achieving students were turned off by the formal academic setting; thus, they were destined to face the world of work much sooner. Those students who were giving evidence of "soon to drop out" were seeking meaningful ways to compromise between what they wanted and the reality of opportunities available to them. Job-Entry Training offered that help.

The overall purpose of the program was to demonstrate that the hard-to-reach and hard-to-teach student can be prepared to enter the world of work with at least entry-level skills through a public education program. More specifically, the goals of Job-Entry Training were:

1. Students will prepare for full-time employment through this cooperative work training program.
2. Students will have an opportunity to earn while learning which should encourage them to remain in school.
3. Students will be motivated to remain in school until they become employed full time in an occupation that meets their needs and interests or graduate from high school and continue their education. This study was undertaken to evaluate the attainment of these goals (Madison Secondary School).

This is the first study to be conducted at Madison Secondary School to determine the effectiveness of the alternative for Norfolk Public Schools. This study provided Madison Secondary School with a means to evaluate performance objective 4.1 of its annual plan of action for 1981-82.

At the completion of Grade 12, 90 percent of the students not planning post-secondary education will have a job-entry skill as determined by the completion of a vocational education program (Norfolk Public Schools, 1982-83, p. 14).

Performance objectives and/or goals were developed to be accomplished as a result of a need. If a follow-up determined that these goals or objectives were not being accomplished, then the program would need to be revised or discontinued.

By the passage of the Vocational Act of 1968, the federal government made funds available to the state for the continual upgrading of vocational programs and initiating

of new ones (Smoker, 1971, p. 6). The Advisory Council on Vocational Education, established under the Vocational Act of 1963, found that follow-up studies of students and progress in the world of work were considered essential (Bloom, Hastings, Madaus, 1971, p. 860). Virginia Vocational Education was in compliance with federal requirements by establishing as one of their objectives:

By June 30, 1981, at least 70 percent of secondary students available for employment who complete occupational programs or leave school prior to completion with a marketable skill will be employed in a field for which they are trained or in a related field as verified by the annual follow-up survey system (Virginia Board of Education, 1978-82, 4.0).

Follow-up studies were important in establishing public confidence and support among citizens, legislators and executives in government. The findings, accurately derived, translated, and applied, provided information that was of great value in the program and policy-making decisions of institutions and even state systems of vocational education (Gilli, American Vocational Journal, 1975, p. 25).

LIMITATIONS

The following limitations were applicable to this study:

1. Only students who completed the Job-Entry Training program at Madison Secondary School were studied.
2. The follow-up included the years 1978-84.

ASSUMPTIONS

This study was based on the following assumptions:

1. Job-Entry Training completors' attitudes have been affected to cause them to seek employment or further education.
2. The recession may be affecting employability of completors--Norfolk's unemployment rate is 5.3 percent.

DEFINITION OF TERMS

The terms listed within the study are interpreted to have the following meanings:

1. JET--Job-Entry Training program for Madison Secondary School.
2. Completor--Those students who have completed three or more phases of Job-Entry Training.
3. Phase--nine weeks.
4. VERS--Vocational Education Reporting System.
5. Economically disadvantaged--family income at or below poverty level, participant or parent of the participant is unemployed, participant or parent or guardian of the participant is recipient of public assistance, participant is institutionalized or under state guardianship.
6. Academically disadvantaged--lacks reading and writing skills, lacks mathematical skills or performs below grade level.

7. Employed--working in private, public or government industry.

PROCEDURES

A survey was developed by modifying Virginia's VERS 3 form. Special attention was given to the use of simple language to facilitate understanding by the previously hard-to-teach and hard-to-reach Job-Entry Training student. Names, addresses, and telephone numbers of JET completors were obtained from student personnel files. Surveys were mailed to the total population. Completors who did not respond were contacted and surveyed by phone. The data collected by the survey were analyzed and tabulated by hand using percentages.

SUMMARY

This chapter presented an introduction to the study and background information on the program to be followed up. The problem and goals of the study were stated to provide a framework for the study. The significance of the study was discussed. The limitations, assumptions, and definition of terms were stated to help clarify this study. The procedures of the study were outlined to provide a direction for the study.

The following chapters of the study will systematically provide an in-depth follow-up for Job-Entry Training

including review of literature, methods and procedures, findings, and summary, conclusions, and recommendations.

Chapter II

REVIEW OF LITERATURE

The literature in this section was categorized into the following groups: (1) information on the growth and services of alternative schools to special needs students, (2) Virginia's strategies for special needs programs, (3) Job-Entry Training program's compliance with Virginia's needs, and (4) usefulness and effectiveness of follow-up studies.

ALTERNATIVE SCHOOLS

Alternative schools were a result of sentiments for educational humanism prevalent in the Sixties. The Sixties were a time of protest, sociopolitical optimism, and a growth in our expectations of education. Alternative schools emerged to satisfy a need for all youth to have equal educational opportunities (Raywid, 1981, p. 380). This need was evident through job market inequities for disadvantaged youth (Kerr, 1979, p. 48). Title III, Elementary and Secondary Education Act, provided funds specifically for alternatives. In 1971, the National Consortium on Options in Education was organized at Indiana University (Raywid, 1981, p. 381). Richard Kamman's much

quoted passage best describes the concept of alternative education.

Imagine a town where every family is assigned arbitrarily to one local doctor by a ruling of the board of health. Imagine the board of health assigns families only on the basis of shortest distance from the doctor's office. Imagine, finally, that when a family complains that the assigned doctor is not helping one of its ailing members, the board replies, "Sorry, no exception to doctor's assignments."

If this sounds like a totalitarian nightmare, it also is a description of how the school board assigns children to schools and teachers . . . (Kammann, 1972, p. 37).

Alternative education was consistent with our nation's democratic principles with relation to freedom of choice. From efforts in the 1970's, alternative schools have grown from one hundred to over ten thousand today. They were found in 80 percent of the nation's public school districts (Raywid, 1981, p. 381).

Alternative schools were marked by individualized learning, close personal relationships between teachers and students, and typically led to greater academic achievement on the part of the student. Prospective alternative education students began as poorly motivated underachievers. Underachievers lost interest in school, thus gave way to high truancy, vandalism, and high dropout rates (Raywid, 1981, p. 382). These students were offered an alternative small enough to provide sensitivity, self-esteem, self-confidence and responsibility. Within this alternative climate was an excellent environment for vocational education.

Vocational education had already designated funds for disadvantaged through special needs programs. Special needs students were reported in 1963 as those learners who were potential dropouts, welfare mothers, underachievers, hard-to-reach students, and students from low income families (Loftis, 1974, p. 183). In 1973, the Panel of Educational Research and Developments reported on the failure of urban schools to teach disadvantaged students with the following conclusions: (1) severe academic retardation grew worse as disadvantaged youth grew older, (2) dropout rate was over 50 percent for disadvantaged youth, (3) less than 5 percent of disadvantaged youth pursued any form of higher education, and (4) a tremendous number of disadvantaged youth left school ill prepared to participate in the community or lead a satisfying useful life (ERIC, 1973, p. 41).

The Department of Labor and the Vocational Education Amendments of 1968 spearheaded vocational education's involvement by targeting funds for cooperative education for disadvantaged youths. Learning the world of work and income enhanced feelings of accomplishment and motivation to stay in school (Kerr, 1979, p. 49). "Individuals achieve the greatest potential when they find work within which they can identify themselves as individuals" (Loftis, 1974, p. 194). Consequently, Virginia Vocational Education recognized their obligations to serving the needs of disadvantaged youth.

VIRGINIA'S STRATEGIES

Virginia's economy experienced rapid growth from 1974 to 1977. Reports from the Virginia Employment Commission showed growth in clerical, services, and recreational occupations. Their projections showed manpower needs in excess of supply. Virginia Vocational Education anticipated that secondary disadvantaged students could be trained for many of these jobs. With the dropout rate for Norfolk at 12.6 percent in 1976, the highest in the state and one of the highest in the nation, federal and state funds were earmarked for cooperative work training for the disadvantaged. Through cooperative work training for the disadvantaged in Norfolk and throughout the state, Virginia sought to meet these needs (Virginia State Plan, 1978).

JOB-ENTRY TRAINING

In an effort to decrease the dropout rate and subsidize additional income for low income families, Norfolk instituted Job-Entry Training at Madison Secondary School, an alternative. Job-Entry Training's obligations to the disadvantaged included: (1) prepared them for full-time employment, (2) gave them an opportunity to earn while learning, and (3) motivated them to stay in school. In line with these objectives, a follow-up study of Job-Entry Training completors to determine their status with regards

to education and/or employment was a part of the Virginia Plan for Vocational Education. A follow-up study of JET completors would serve as an evaluative instrument and accountability for the usefulness of the program.

FOLLOW-UP STUDIES

Follow-up studies were named in the Vocational Education Amendments of 1968 as an integral part of the vocational education enterprise. Follow-up studies served to determine if the program was working as planned, to determine the impact of the training program on present performance, to determine the adequacy of preparation for continuing education, and to determine the mobility of former students (Robertson, 1971, p. 13). The U. S. Office of Education mandated that all local educational agencies must report annually its placements of vocational education participants. Within the past ten years, continued education has become acceptable as a placement (Smith, 1974, p. 204).

With regards to accountability of funds for vocational education, the follow-up study served as observable results of the program objectives. Follow-up studies told the public how program completors did in the world of work and presented evidence of effectiveness to retain legislative support (Gilli, 1975, p. 26). The National Advisory Council on Vocational Education, established under the Vocational

Act of 1963, considered that follow-up studies of students and their progress in the world of work, with emphasis given to those students with special needs, was considered essential (Bloom, 1971, p. 6).

Evaluation, a vital component of all instructional programs, was not complete without the follow-up of completors. Follow-up served as: a method to acquire and process evidence needed to improve the student's learning and teaching, as an aid to clarify goals and objectives of the program and determine if students are meeting these goals, and as an aid to determine changes to be made to ensure effectiveness (Bloom, 1971, p. 4).

Virginia Vocational Education and Norfolk Public Schools were in compliance with federal mandates with regards to follow-up studies as evidence in their annual plans of action. The Virginia State Plan for Vocational Education listed as strategy 4.1: "By June 30 of each year, when the results of the 100 percent follow-up of a vocational service is available, the appropriate state service will work with school divisions falling below the 70 percent level to assist them in identifying causes and developing a plan for improvement" (Virginia State Plan for Vocational Education, 1978, p. 4.1). Norfolk's plan for vocational education stated as its objective that 100 percent follow-up would be made of vocational completors each year.

SUMMARY

This chapter has presented a review of literature related to alternative schools and their relation to vocational education and the integral part that follow-up studies play in the evaluation of cooperative programs. The following chapter will outline the methods and procedures for implementation of the follow-up study. Chapter V will report the findings of the study. Chapter VI will summarize the study and make conclusions and recommendations.

Chapter III

METHODS AND PROCEDURES

The following chapter outlined methods and procedures for the study including: (1) instrumentation, (2) population, (3) data collection, and (4) treatment of data. The following sections will describe these methods as employed in this study.

INSTRUMENTATION

A questionnaire (Appendix A) was the research instrument that was employed. It was prepared in a closed form format that gave specific forced choices necessary to retrieve information sought by the research objectives stated in Chapter I. The Virginia Department of Education, Vocational Education Follow-Up VERS 3 form was used as a guide in the development of the questionnaire. Alterations and delineations of the VERS 3 tailored the questionnaire to the follow-up needs of Job-Entry Training.

POPULATION

The questionnaire emphasized employment and continued education of the respondents. The respondents consisted of program completors for the period 1978-84. This group

consisted of approximately thirty students. The names and addresses were obtained from personnel files kept by the JET program in the JET offices at Madison Secondary.

DATA COLLECTIONS

The questionnaire was mailed to the JET completors by the first week in February 1984. A follow-up card was mailed two to three weeks from the initial mailing. To ensure a satisfactory return, it was necessary to contact some students by phone and/or in person.

DATA TREATMENT

The answers to the questionnaire were yes/no type and multiple choice. The data as analyzed was presented in a percentage relationship with mean scores to each question on the questionnaires returned. Tables and figures were utilized to illustrate the results of the analysis.

SUMMARY

Chapter III determined the most appropriate methods and procedures for the collection and treatment of data for this study. Chapter IV presented the findings of the student as outlined in the procedures described in this chapter.

Chapter IV

FINDINGS

This study sought to determine the effectiveness of Job-Entry Training in preparing students at Madison Secondary School for continued employment and/or education. The research objectives set forth in Chapter I were:

1. To determine the Job-Entry Training completors' status, i.e., employment and/or continued education.
2. To evaluate the attainment of specific program goals.
3. To make recommendations for program/curriculum change.

The data elicited by the survey was treated with regards to the attainment of each research objective. These research objectives will be answered in order in this chapter.

A total population of JET completors from 1978-84 was used. Table 1 showed that 40 percent of those completors returned the questionnaire.

STATUS OF JET COMPLETORS

The completors' status was presented in Table 2. Question 1, part 1, indicated 73 percent of JET completors returning the survey were employed. Question 5 indicated

Table 1
Percentage of Completor Responses

JET Completors	Number	Percent
Total Nonresponse	81	60%
Total Response	41	40%
Total Population	122	100%

Table 2
Responses to Closed-End Questions

		Part 1								
Question	Yes	Percent	No	Percent	NA	Percent				
1. Are you working?	30	73	11	27	8	0				
5. I had a job while I was in JET at Madison	40	98	1	2	0	0				
7. Do you feel JET has been helpful to your present job?	35	85	0	0	6	15				
		Part 2								
Question	Full Time		Percent		Part Time		Percent			
4. My job is:	20		67		10		33			
Question	Married	%	Looking for Job	%	In Military	%	Going to School	%	NA	%
6. If you are not working, are you:	0	0	3	7	0	0	15	37	23	56

that 98 percent had held jobs while enrolled in Job-Entry Training. Table 2, part 2, question 6, demonstrated that 37 percent of the completors were involved in continued education. A cross reference between questions 1 and 6 showed that 10 percent of the completors who responded were continuing their education and working at the same time. Question 6 also showed that only 7 percent of the responding unemployed completors were looking for a job. Question 6, also, supplied data for the second research objective, program goal attainment.

PROGRAM GOAL ATTAINMENT

In an effort to evaluate the attainment of program goals, responses to questions 4, 5, 6, and 7 in Table 2 were used. Question 4 showed that the JET program's goal for preparation of students for full-time employment had been met; 67 percent of employed completors worked full-time jobs and 33 percent worked part-time jobs. Question 5, as previously stated, revealed that 98 percent of JET completors had an opportunity to earn while learning in the JET program. Question 6 demonstrated that 37 percent of JET completors had been motivated to remain in school. Beyond specific attainment of program goals, 85 percent of JET completors felt that JET had been helpful to them in their present jobs as indicated by question 7. Through careful examination of all the data elicited by the survey,

the third research objective, recommendations for program/curriculum change was possible.

RECOMMENDATIONS FOR CHANGE

The recommendations for change will be listed in Chapter V, but consideration of the previously stated data and the following analyses of the appendices encouraged possible curriculum recommendations. Question 2 (Appendix C) indicated that 50 percent of the companies in which completors were employed had been utilized by the JET program as training stations. A wide cross section of career clusters were also represented in Appendix C with 30 completors employed and 30 different places of employment. Appendix D listed job titles identified by responses to question 3, what is your job title? Forty-five percent were employed in skilled jobs and 55 percent were employed in unskilled jobs. In Appendix D, the 22 different job titles and Appendix C's 30 different places of employment suggested common job titles among JET completors. Question 8, what suggestions do you have for improvement of JET program, offered eight possible topics to add to the curriculum. Appendix E listed positive attitude, importance of high school diplomas, development of skills, individual career planning, cooperation, absenteeism, directed observation of job sites, and communications.

SUMMARY

In this chapter, the findings of the research were reported. The research objectives were restated and the data were categorized in accordance to them. Chapter V will provide for a summary, conclusions and recommendations for this study. In the Conclusions section, inference will be drawn from the data collected and analyzed in this chapter.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

INTRODUCTION

This was one of the first comprehensive studies conducted for Job-Entry Training at Madison Secondary to determine the effectiveness of the Job-Entry Training program in preparing students for the world of work. The results of this study were used in updating and meeting the performance objectives of the five-year plan. This section attempted to summarize the procedures used in the study, draw conclusions about the findings, and make recommendations for further research.

SUMMARY

This study was done to determine if goals and objectives of the Job-Entry Training program were being accomplished. If these goals and objectives were not being accomplished, then the study would provide insight to revisions of the program. This study sought to achieve the following research objectives:

1. To determine the status of JET completors, i.e., employment and/or continued education.

2. To evaluate the attainment of program goals.
3. To make recommendations for program/curriculum change.

The overall purpose of the JET program was to demonstrate that the hard-to-reach and hard-to-teach student can be prepared to enter the world of work with at least entry-level skills through a public education program. More specifically, the goals of Job-Entry Training were:

1. Students will prepare for full-time employment through the cooperative work training program.
2. Students will have an opportunity to earn while learning which should encourage them to remain in school.
3. Students will be motivated to remain in school until they become employed full time in an occupation that meets their needs and interests or graduate from high school and continue their education.

To evaluate the effectiveness of the program, a total population of 122 JET completors for the years 1978-84 were surveyed by mail. A questionnaire adapted from Virginia's VERS 3 form was developed by the researcher. Special attention was given to the use of simple language to ensure maximum response. Surveys that were not returned were followed by telephone calls. Data elicited by the surveys were then tabulated to provide a basis for the conclusions and recommendations of this study.

CONCLUSIONS

Introduction

Based upon the findings of this study, 85 percent of the JET completors felt that Job-Entry Training had been useful to their success in the world of work. To draw conclusions from the findings, the attainment of the research objectives was used.

Status of JET Completors

As indicated by responses to question 1, 73 percent of the respondents were employed. Only 7 percent were unemployed and looking for a job. In view of this data, it was concluded that among JET completors the real unemployment rate was only 7 percent. Compared with the national unemployment rate and consideration of the low income population, employment status of JET completors was at a high level.

As related in the background and significance sections of this study, the hard-to-teach and hard-to-reach disadvantaged, JET completors demonstrated effectiveness of the program by showing 37 percent were continuing their education. Ten percent of the 37 percent continuing their education evidenced a willingness to achieve by working and going to school. This study continued to prove the effectiveness of Job-Entry Training through questions related directly to the program goals.

Program Goal Attainment

JET's preparation of students for full-time employment resulted in 67 percent working full time and 33 percent working part time. A majority of employed JET completors worked full time.

The opportunity to earn while learning was provided to 98 percent of the students enrolled in Job-Entry Training while at Madison Secondary. As reported in Appendix C, at least 50 percent of completors' places of employment were used by the JET program as training stations. It was concluded that a significant number of JET completors were employed by the same company that they had been employed by while enrolled in JET at Madison Secondary.

In attainment of the goal of the program, to encourage students to remain in school or become full-time employed, it was concluded that a majority of students became employed full time. If the JET completors were not employed, all but 7 percent remained in school. To attain a higher percentage of full-time employed completors, the study encouraged revisions of the program/curriculum through research objective 3, make recommendations for program/curriculum change.

Recommendation for Program/Curriculum Change

It was concluded that the findings of this study could in fact promote program/curriculum change. Additional

and continuous research is imperative to the continued success of the Job-Entry Training program. Specific recommendations as a result of this study will follow.

RECOMMENDATIONS

Based on the results of this study reported in Chapter IV (Tables 1 and 2) and in Appendixes C, D, and E, the following recommendations are submitted:

1. Encourage full-time employment through career awareness development.
2. Encourage continued education through awareness of financial aid and potential career advancement.
3. Continue research with follow-ups to employers.
4. Identify common tasks through listing of job titles of employed JET completors.
5. Encourage individual directed career search.
6. Utilize list of job titles to determine career clusters of completors.
7. Offer skill development through school's vocational departments.
8. Encourage importance of high school diplomas in direct relation to the immediate world of work.
9. Purchase equipment to teach entry-level skills in classrooms.
10. Offer directed observations of job sites.

11. Encourage continuous follow-up of JET completors and employers to keep abreast of trends in immediate world of work.

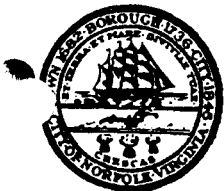
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APPENDICES



NORFOLK PUBLIC SCHOOLS
MADISON SECONDARY SCHOOL
1091 W. 37TH STREET
NORFOLK, VIRGINIA 23508

February 28, 1984

Dear

I am doing this study to see if the Job Entry Training program has been helpful to students. As you know, if the student can't use what they have learned in JET, then there is no reason to have the program. If there is anything that we did not teach, that we need to teach, please tell us on line 8, and on the back of the paper if needed. This is very important to us. You can help future JET students with your ideas.

All of us at Madison are interested in knowing what has happened to you since you left. Please help us by answering these questions and returning them quickly.

Sincerely,

Holly Brown-Evans

Holly Brown-Evans
JET Coordinator



APPENDIX B

NORFOLK PUBLIC SCHOOLS
MADISON SECONDARY SCHOOL

1091 W. 37TH STREET
NORFOLK, VIRGINIA 23508

35.

JOB ENTRY TRAINING

FOLLOW-UP QUESTIONNAIRE

Instructions: Circle the letter or write the answer in the space provided.

1. Are you working?

- a. yes
- b. no

2. If you are working, what is the name of the company or boss?

3. If you are working, what is your job called?

4. My job is:

- a. full-time
- b. part-time

5. I had a job while I was in JET at Madison.

- a. yes
- b. no

6. If you are not working, are you:

- a. married
- b. looking for a job
- c. in the military
- d. going to school (high school, voc. tech., college, etc.)
- e. other _____

7. Do you feel that JET has been helpful to your present job?

- a. yes
- b. no

8. What ideas do you have to make JET more helpful to JET students?

APPENDIX C

Companies Employing JET Completors

	<u>JET Training Station</u>
Accent Custom Woodworking	x
All the Dogs I Know	
Al Tucker Construction	
A. Robbins Furniture Company	x
Be-Lo Supermarket	x
Burger King Restaurant	x
Burlington Northern Air Freight	
Campan's Nursing Home	x
Chi Chi's Restaurant	x
Dixie Manufacturing	x
Durwood Zedd Auction Company	x
Frank Spicer Restaurant Equipment Company	x
General Foam	
Grace MacAuthur Building	
Hofheimers Warehouse	
Kings Landing Restaurant	x
Luke Contractors	
Lynnhaven Fish House	x
McDonald's Restaurant	
Newport News Shipbuilding and Drydock	
Norfolk City	
Pantry Pride #500	x
Pantry Pride #560	x
Phillips 66	
Piccadilly Restaurant	x
Pickle Deli Square	
Reginos Restaurant	x
Robert's Carwash	
Rose Marine	
SSS Carwash	x
Terminex	

APPENDIX D

Rank of Job Titles As Skilled or Unskilled

<u>Job Titles</u>	<u>Skilled</u>	<u>Unskilled</u>
Counter Clerk		x
Line server		x
Warehouseman		x
Janitor		x
Cook	x	
Fireman	x	
Welder	x	
Cashier	x	
Dry cleaner	x	
Flagger		x
Stockman		x
Jute puller		x
Nurse's aide	x	
Assembly line worker		x
Carpenter's helper		x
Mechanic	x	
Pest controller	x	
Carwasher		x
Street repairman		x
Bookkeeper	x	
Delivery person		x
Dishwasher		x

APPENDIX E

Ideas to Make JET More Helpful to Students

1. Teach students the importance of staying in school and the importance of math skills.
2. Should teach positive attitude.
3. Build self-confidence.
4. Type of schooling needed with jobs (career awareness-- need explicit module on schooling directly related to jobs).
5. Importance of school and diploma and job--and relationship.
6. Work on computers.
7. Type
8. Get jobs and stay in school.
9. Career planning--If I had worked on typing skills, I would have had a job in the field I wanted.
10. Program offered in ninth grade no matter if students is 18 encourages students to drop out.
11. I like JET. I had a good job.
12. Make students aware it's tough on the outside in finding a good job, if they don't go about it in the right way; or in JET, which was very helpful, will teach a person the right perspective in looking for work.
13. JET taught me how to work with people, which is the most important part of a job.
14. Jobs should be located in close distance of the student's home.
15. Students who break rules on a job site jeopardize placement of future students on the same job site. Being absent and late to school may seem to be no problem, but late and absent on the job causes loss of job.

16. Admires the teacher, role-model. Taught job interview.
17. Accept more students.
18. Place students sooner to see the world of work.
19. Schedule observation trips of specific jobs for students.
20. JET teaches every area that a student would need in the world of work.
21. Importance of high school diploma and don't mess with drugs.
22. Students should pay attention and it will help them.