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SUMMARY

This is a highly distilled version of the evaluation of Project Interdependence conducted for the California Department of Rehabilitation by the Institute for Behavioral and Social Research, California State University, Chico under contract no. USP 85-25.

There are two parts to each of the items presented in this summary: (1) the main conclusion and (2) the recommendation.

(1) CONCLUSION

There are significant attitudinal changes among persons involved with Project Interdependence. This research indicates that persons involved with Project Interdependence are more understanding of the capability of disabled persons to contribute to society. The students are the most influenced by Project Interdependence, then faculty and finally the general public. In addition to attitude changes students appear to have more involvement with their high schools and to have experienced personal growth.

RECOMMENDATION

The central staff and the local organizers of Project Interdependence should place more emphasis on recruiting general education faculty and the business sector into the Project. This might be carried out by the development of applicable curricula changes for the general education classes, by more specific training of local organizers and by the assistance of experienced private sector development specialists. A specific focus on finding part-time jobs might have significant long term effects especially for the disabled students.

(2) CONCLUSION

The information system about participants in Project Interdependence is very weak. There is no systematic tracking of participants over time; the data base that does exist is not as effective as an information system can be. The result is that research about the outcomes of Project Interdependence is seriously confounded by extraneous factors or lack of information.

RECOMMENDATION

A more sophisticated information system using the central computing facilities and more sophisticated data base management software should be developed for later research efforts. There should be established an on-going comparison group of non-PI high schools so that stronger conclusions may be drawn about the impact of PI on students, faculty and the general public.

Efforts should be made to track participants over time in order to better understand what happens to those in PI and those not in PI.

(3) CONCLUSION

Local Project Interdependence organizers need more resources in the form of clerical assistance, released time and on-site resource specialists. The more successful sites have local resource support. At several sites efficiency is reduced because the Project requires too much personal commitment.

RECOMMENDATION

There needs to be discussion about coordination between the two state agencies and the local school districts to achieve better resource support for the local sites. It is important to the overall success of the PI effort that some help be provided to local sites. It is possible that federal grants might be used to help solve the problem since this program appears to be so unique in the U.S.

(4) CONCLUSION

Project Interdependence appears to offer the most economic benefits to disabled students through contacts with the business community that increase the students' opportunities for employment. Recognition of these benefits was strongest at those sites where ties with the business community had been established.

RECOMMENDATION

The state staff should encourage and provide training for local organizers so that stronger ties with the business community can be developed at all PI sites.

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training programs, the INTERNET goal, and the training materials. The MOU also describes the copyrights, reporting, evaluation and research components (See Appendix D). The program begins with a training cycle entitled Anchor Interdependence. This training element is designed to provide leadership training for adult professionals. The next phase DISCOVER INTERDEPENDENCE TRAINING (DIT) is a central feature of PI in the local school setting. DIT is the five to six day wilderness experience for both disabled and non-disabled high school students and PI organizers from the school sites. The PI site development model incorporates 9 months of school site development entitled ACCESS INTERDEPENDENCE. The final component consists of a statewide Career Exploration training event, called either WIN, IMAGE, EXPLORE, or CREATE. In 1985, WIN INTERDEPENDENCE was the major statewide career training event at Pepperdine University. (See brochure PROJECT INTERDEPENDENCE, Appendix D)

A central feature of the plan for PI development at each community surrounding a high school is the development of INTERNET. INTERNET is the civic support structure for the PI projects locally. This feature is designed to develop a public and private partnership by involving the local civic, business and professional community in PI. (See Brochure, PROJECT INTERDEPENDENCE, Appendix D). INTERNET was created in the 1983/84 MOU between the two state agencies involved with PI, the Department of Rehabilitation (DOR) and the Department of Education (DOE). The MOU states "the primary goal of Project Interdependence shall be to demonstrate that effective cooperation between State agencies and the private sector will enhance services to students with disabilities in the California Education System and rehabilitation service delivery system by increasing their career choices and employment opportunities." (MOU, 1983/84)

Each PI site receives state support from the PI staff for three years. The overall program is designed to have between 9 and 15 sites in operation at any one time. Each year it is expected that PI will recruit between 3 and 5 sites for a three year cycle. PI has a demonstration component also; the promotional brochure states that "those aspects of the program found to be particularly successful and applicable in curriculum or programs statewide can be selectively implemented by the State Department of Education and/or local school districts through existing mechanisms to include materials in curriculum and training programs for professionals and students alike." (See Brochure PROJECT INTERDEPENDENCE, Appendix D)

Project Interdependence Goals:

The goals of PI as stated in the Inter-agency MOU are to: (1) show the contribution everyone makes to our lives; (2) eliminate barriers and stereotypes derived primarily from the concept of handicappism; (3) create new pathways to success; (4) build school and community projects; and (5) cultivate student cooperative learning. The objectives are to promote "positive attitude changes regarding self-concept, cultural awareness and career exploration". These are more measurable statements. Project objectives which are thought to

EVALUATION OF PROJECT INTERDEPENDENCE

INTRODUCTION

This report is the response to the contract between the California Department of Rehabilitation and the California State University's Office of University Services Program, contract # USP 85-25. The report was prepared by the staff of the Institute for Social and Behavioral Research, the School of Behavioral and Social Sciences, California State University, Chico.

The request for evaluation called for the evaluation to cover four broad areas of Project Interdependence (hereinafter referred to as PI) for the Calendar year, 1985. The four areas of PI to be examined included broad themes of PI process and product. The requested areas of evaluation are: (1) the impact on individuals served; (2) the benefits realized to schools, employers and the public; (3) the achievements and problems in the administration, financing and operation of the project; (4) the effectiveness and cooperation of the professional staff from the Department of Rehabilitation and the Department of Education, State of California. The first two areas of evaluation are considered to be the products of PI and the second two items in the list are the process of obtaining the products of PI.

PI is a unique program provided by the State of California to assist in the integration of disabled high school students into the social and economic environment before and after graduation. PI originally started in 1981, the International Year of the Disabled, by the Department of Rehabilitation and by the Department of Education. Currently, the Project is mandated and funded by the California State Legislature and it is governed by an inter-agency Memorandum of Understanding between the Departments of Rehabilitation and the Department of Education; there is a strong effort to include the private sector in accomplishing the project's goals (MOU, 1983/84). There are six full-time staff persons from DOR and two full-time equivalent staff from the DOE. These staff provide statewide coordination and support for the local school district projects. The 17 projects in effect in 1985 and evaluated in this study were in the following ten districts around the state: Santa Barbara (3 high schools); Santa Monica (1 high school); Norwalk/La Mirada (3 high schools and one intermediate school); L.A. Unified (2 high schools); Fullerton (one high school); La Habra (one high school); Daly City (one high school); Modesto (two high schools); Napa (one high school); Chico (one high school). These sites are the central focus of the evaluation study reported here.

Project Interdependence Program Description

Project Interdependence is initiated by a MOU between the state PI and the local school district. This MOU reviews Federal Mandates regarding persons with disabilities, outlines the five goals of PI, describes the program objectives, school selection criteria,

lead to the attainment of these goals are: " (1) to demonstrate innovative approaches to teaching core curriculum; (2) to create community-based learning projects; (3) to establish career exploration projects to improve transitional services from education to rehabilitation and successful independent living for students with disabilities; develop community, business and civic resource-sharing networks to demonstrate inter-agency collaboration and resource-sharing mechanisms. (See Inter-agency MOU, 1983/84, Appendix D)

EVALUATION RESEARCH DESIGN

The design research was made final in January 24, 1986. The reporting date established as April 15, 1986. The actual evaluation period was only 2 and 1/2 months; consequently, the opportunity for conducting well planned longitudinal, comparative analyses was nilable to the evaluation team. This evaluation design represents best effort that could be put together in the short period. It is important to note, that the results of this evaluation are only tentative. Strong inferences about the program, which have been available from conducting well planned long term pre-control group analyses could not be done in the short time available for this evaluation.

The design evaluation research in this study is based on a one-time comparison of PI sites with non-PI through measuring attitude differences of students, faculty, and persons involved with PI in the human services and civic communities surrounding the schools which were the focus of the study. As stated in its goals, PI is designed to increase the awareness and improve the sensitivity of students, teaching human services personnel and business and community leaders to the problems and capabilities of disabled high school students.

We obtained a computer listing of persons involved in PI at the start of the period. This became the basis for sampling the PI persons; the listing contained phone numbers, names, experience with PI, and status with local PI organizations. There are 679 persons listed in this data Base. This data base is maintained in Los Angeles; it is called Codes for Project Interdependence Data Entry-- Revised 2/86. maintained by one of the Southern California PI staff persons. This is a peculiar way to maintain records since it does not take advantage of the central computing systems of the state, nor does it appear to us to be systematically maintained.

The data titled students consists of a sample of responses from 11th grade high school students in general education classes. They were administered the questionnaire in the classrooms at Burbank and one rural high school in districts which had not been in contact with PI. There are 224 responses from these non-PI students. Students who have become involved in PI since 1984 were interviewed by telephone using the same questions asked of the

non-PI students. The sample of PI students is 117. The total sample size of PI and non-PI students is 341.

At each of the three sites from which we obtained non-PI student responses we also obtained the telephone numbers of faculty and staff teaching or administering in those schools. From that sample frame we interviewed 64 non-PI faculty and staff. The PI faculty and staff interviews consisted of 32 by telephone. This data base entitled teachers has a total sample size of 96 respondents. Comparisons are made between the PI and non-PI respondents in this data base.

We also randomly sampled telephones in households, businesses and government offices in towns surrounding the non-PI sites. The sample size of non-PI households, business and community organizations is 53. We interviewed, by telephone, a sample of human service workers, civic, business and community persons who have been involved with PI since 1981 and were in the PI Data Base. The sample size of the PI group is 13. Comparisons are made between PI and non-PI respondents in this data base entitled the public file.

The design of these analytical data bases suggests the types of research questions asked in this project; those sites in which PI has been involved will have significantly different scores on the attitudinal measures compared to those sites which did not have PI experience. The direction of the difference will indicate that PI sites have more positive attitudes towards integrating disabled into social and economic life. The following working hypotheses are suggested: (1) PI students will score differently and in the appropriate direction compared to non-PI students using a set of attitudinal sub-scales derived from the Acceptance Scale; (2) teachers, staff and administrators involved with PI will have significantly different scores and in the appropriate direction on the Attitudes Towards Mainstreaming Scale (ATMS) sub-scales than will faculty who have not had PI experience; teachers with special education experience or professional backgrounds in special education will also have significantly different scores and in the appropriate direction on the ATMS sub-scales; (3) PI-involved human service workers and business and community persons will have significantly different scores and in the appropriate direction compared to respondents from non-PI sites. (All interview schedules are in Appendix A)

The model of social intervention which we adopted for better understanding PI and its implementation in school sites is described as a social innovation with the intent of improving the lives of disabled and non-disabled students. It is assumed that significant social benefits are produced through having a deeper understanding of the contributions that disabled students can make to the social and economic environment. Further, it is assumed that disabled students will, in general, benefit because their social and economic environment is moved towards more acceptance and understanding about the capabilities of these students. The model is expected to have significant secondary and tertiary effects by changing the level of awareness of the teachers and staff in the schools in which PI is

implemented, and by influencing the schools' surrounding community through the INTERNET activity.

In order to get a deeper picture of the impact of PI, other data were collected. Students who had entered PI prior to 1984 were interviewed by telephone using an open ended questionnaire. (Appendix A) This division of students into pre-1984 and post 1984 was done to make appropriate comparisons between students in high school and students not in high school. The assumption is that those students who were in PI prior to 1984 are now out of high school, the Acceptance Scale, used with enrolled high school students, is not relevant to them. The objective in collecting data from the pre-1984 group was to identify the impact of PI on their lives through self reports in answers to questions such as "can you tell me what the objectives of PI are?", "How have you benefited from PI? How has PI affected your life? Other information requested the respondent to name two local organizations involved with PI, and there was a question on what recommendations they would have to change PI. Additional information was collected on each of the respondents so that comparisons can be made between disabled and non-disabled respondents.

Other data collected includes face-to-face interviews of high school staff involved with PI; in some cases telephone interviews were the only efficient way to conduct the interview. When available face-to-face and telephone interviews were completed with community persons involved with PI. Other data includes examination of documents from the PI office in the DOR and from high school sites that had them, and very unstructured interviews with some of the state staff of PI. It is felt that this structured and unstructured information is important because it adds more detail to the findings inferred from the questionnaire data bases already described.

Prior to the implementation of the data collection activity, a critical review of the literature was used to make a decision on appropriate measurement instruments. This literature review serves an important function in the evaluation because it reports on similar efforts to change students' attitudes about disabled students, and it therefore describes alternatives. A second section of the literature review covers the findings of research that provide a comparative basis for what PI is attempting to do here. It focuses on alternatives and findings of research on high school transition.

The outline of the remainder of the evaluation report is as follows: (1) a brief review of the literature on attitudes which measure teachers, students and the general population's attitudes regarding disabled students and their opportunities in school; (2) a results section pointing out the results from the statistical analyses of the attitude measures; (3) a presentation of the findings from the interviews with pre-1984 PI students; (4) a Summary of PI Sites section which presents the summary of the evaluation team's visits to each of the PI sites in the 1985 cycle; (5) findings in regard to the specific paragraphs noted in the RFP "E", "F", "G"; (6) a presentation of the major conclusions and suggested recommendations regarding the overall project. There is, in addition, an executive summary of this

evaluation report which is detached from this more formal and technical statement.

REVIEW OF THE LITERATURE

After a brief introduction to the nature of the problem PI addresses, there is a review of attitude measures used to examine this most important element in the integration problem. The review covers the measurement of attitudes of students, faculty and the general public about mainstreaming; a review of the literature on high school transition models and their impact is presented next. Finally, a brief discussion of the underlying economic assumptions in this report is presented.

PL 94-142 expects districts to make available to disabled students appropriate public education. This has resulted in efforts to integrate some disabled students into regular classrooms. This process is usually called mainstreaming, and there is a potential dilemma in the integration of the disabled into high schools. It is acknowledged that non-handicapped peers of handicapped students may not develop the appropriate attitudes for full acceptance into the social life of the high school. Moreover, as Voeltz (1980) and Burton and Hirshoren (1979) have suggested students placed into a mainstreamed class environment may experience social exclusion from the non-handicapped peers and as the "severity of the handicap increases, so will non-handicapped peer rejection". Ray (1985) found in a sample of 624 students in elementary schools in Kentucky that disabled students are less socially acceptable by both students and teachers, but they were not less involved in social interactions!

There does not exist an overall evaluation of efforts to obtain positive attitudes toward handicapped children through intervention strategies. The importance of this issue is illustrated by the report of Asher and Taylor (1981). They summarized other research that suggests that most handicapped persons have lower social status resulting in social isolation. Research on this topic consistently finds that children without friends are at risk in terms of later peer relationships. The conclusion is that social isolation may increase the long run total social cost of disabling conditions because disabled persons will not have used their capabilities and they may be more socially dependent than otherwise.

The national magnitude of this problem is significant. In 1982-83 just over 4 million students were served by PL 94-142. That number represented about 10.8% of the total K through 12 school population. The U.S. Department of Education estimated that the number of handicapped children obtaining services between 1976-77 and 82-83 was increasing at an annual average of 2.3%. The Department in its 6th Annual Report on PL 94-142 found that there was increasing attention to secondary and post-secondary disabled and that there was increasing attention paid to the expansion of vocational services and community resources which are expected to result in improved vocational skills and greater frequency of interaction with non-handicapped persons.

These findings also emphasized the increasing frequency of combining private resources with public sector agencies. (Executive Summary, U.S. D.O.E., 1984)

Asher and Taylor (1981) conclude that a serious issue arises when, under pressure to mainstream, schools may inherently increase the social isolation of disabled students unless special efforts are made to intervene in order to improve the pattern of friendships in the school setting. Their study, while involved primarily with methodological issues of measurement techniques, raises an important distinction between friendship and acceptance among handicapped and non-handicapped. They propose that sociometric measurement can tap different dimensions of liking between students. Friendships in which handicapped students are integrated with non-handicapped students in the classroom settings may not be a reasonable goal. They suggest that "...a more realistic yet still desirable goal might be that atypical students attain a position of overall acceptability with the regular class peer group". They raise the essential question which PI may have attempted to solve, and that is "...how can the educational environment be structured to enable handicapped children to develop best friendships while functioning primarily in a mainstream setting?". These questions raise important research topics about structuring the integration process of handicapped and non-handicapped students.

Techniques for Structuring the Integration

Research on this issue of structured integration suggests that the mere placement of disabled into "normal" students' classrooms does not result in positive outcomes of benefit to the disabled. Rather, as Strain and Shores (1983) and Gresham (1982), have suggested social skill training in the context of non-disabled is needed to diminish the potential for social isolation that disabled students might otherwise experience. Salend (1984) proposed specific training activities for the disabled to perform under the conditions and demands of the "normal" classroom. He proposed the development and implementation of programs at the high school level that will contribute to successful mainstreaming. His proposals included focusing on training special education and regular faculty in addition to the structured learning experiences for handicapped and non-handicapped students.

Handlers and Austin (1980), in one of the few studies which focuses on high school students, found, among a sample of 20 junior and senior high school elective sociology students subjected to a graded set of five activities, that direct contact with handicapped was felt by 67% of the sample to be the most effective method of improving attitudes about the handicapped. Other activities which received increasingly less effective ratings were simulations, films, information gathering, and discussions. Westervelt and McKinney (1980), in a complex and powerful research design sampling from 4th grade students, found that films alone may only be useful in the initial phases of integrating the classroom with disabled persons. The effects of films, moreover, were not long term, but they might be

useful in conjunction with other activities such as structured social interactions with handicapped persons.

Harrell (1982) in a dissertation focusing specifically on techniques for improving the level of social acceptance and positive interaction in the high school setting of a Los Angeles school system points out that "legislative mandates for mainstreaming...have only set the stage for social integration...but have not accomplished it". She developed a two week 50 minutes a day intervention designed to increase the cognitive and affective dimensions of non-handicapped students towards handicapped. Using a non-equivalent control group design in which there was a pre-test, a post-test and a two month later follow up test using the Harrell scale, she found that the intervention had the effect of increasing the awareness of and the sensitivity towards the handicapped which had lasting results two months later.

She concluded that the approach created a low-cost means of making mainstreaming efforts more effective. Additional variables that increased the level of positive attitudes toward handicapped were being female, older, higher GPA's and having had prior contact with disabled person. Appendix C has a copy of the two week course the author introduced into the social studies classes. It appears from the activities and the equipment listed that the costs of this type of intervention designed to change attitudes is far less than the PI and it may be far easier to introduce on a mass basis. The remaining unknowns, however, are the differences in impact between the PI experiences and the Harrell module. It seems reasonable that the Harrell approach might be able to achieve the same level of effectiveness at far less cost than the PI experiences. The Harrell design, unlike PI does not include a significant private sector relationship for its completion. The substitution of Harrell's activities would not achieve PI's goal of a significant public/private partnership. It is worth considering the use of this type of teaching module in addition to PI through the PI clubs on each of the campuses. In this way PI club members could work with regular classroom teachers and begin to develop better contacts with regular students at the sites. It is expected that this would also increase contacts with regular teachers.

Harrell's work is important not only for the findings stated above but also for the type of measurement that she used in her study. The copyrighted Harrell scale is derived from the Bales social distance scale. The measurement matrix produced is useful for identifying the degree of sensitivity by type of observed disability (See Appendix C). It is unfortunate that the evaluation study reported here had so little time to conduct its research and therefore was not able to utilize this measurement tool for comparison purposes. It is recommended that this type of measurement be considered for future evaluation work of PI.

Research on Transition Models and Their Impact

Hasazi et. al. (1985) has presented the most comprehensive study of the transition of disabled high school students into the adult world of work and social life. Nationally, she estimated that almost 300,000 disabled high school students leave the school system each year. Most of the students leave with the hope of finding employment. They face an employment environment in which between 50 and 75% of the adult handicapped are unemployed (U.S. Civil Rights Commission, 1983). Hasazi used an interview sample of 301 students who had received special education services in Vermont between 1979 and 1983. All had been defined as either learning disabled, mentally retarded, emotionally disturbed or mildly handicapped. Hasazi's sample revealed that 55% had paid employment, 24% were unable to find work, 7% were homemakers and 3% were full-time students. The job finding behavior of the 166 employed was measured, and 55% had found work by themselves; 18% had found work through parents/relatives; 10% found work through friends; teachers and school counselors had helped with 6% of the sample; Vocational Rehabilitation had helped 2% and 2% found help from the Vermont Job Service, the state unemployment office. She found that 89% of the sample had not talked with the local Vocational Rehabilitation unit; and of those who had talked with Vocational Rehabilitation, less than 1% had talked with a Vocational Rehabilitation counselor while they were in the school system and almost 11% had sought help after they had left high school.

More detail on work experience backgrounds of the employed in the Hasazi study suggests that the most powerful predictor of employment success for these students is having held part-time paid work during school. Prior summer jobs or part-time work was found to be present among 70% of the employed respondents in the survey. Further, she found that those students who had been involved in work experience programs from special classes "...were no more likely to be employed than those students who had not participated in these [work experience] programs." She further suggested that career exploration opportunities may be worthwhile, but they must be part of a broader vocational education program in order to have successful later employment effect. She suggests that programs focused on helping students find and maintain part-time jobs during their high school careers would be more effective in finding later employment after high school.

A topic presented in the Hasazi study but not clarified is the concept of "Job Clubs" developed in Vermont. Within the short time of the research period, this evaluation project was unable to find out more about the Job Club curriculum. However, it is worth considering as a potential element in the PI activity as it appears able to be merged with PI. They seem compatible in intent and in social structure. The idea of Job Clubs suggests that students can be taught systematic procedures in the identification and use of their self-

family-friend network. Since PI places a lot of goal emphasis on contacting the business and civic sectors and on new friendships, there is a clear similarity in potential development with Job Clubs and PI.

Wehman (1985) proposes a three step model for preparing students and the appropriate service bureaus for improved vocational transitioning. The first step consists of a secondary education program involving the community, an integrated school environment and a functional curriculum in cooperation with students and parents and inter-service agency cooperation. The second stage requires planning and the establishment of formal responsibilities. The final phase involves employment outcomes in which the person engages in competitive employment, work enclaves or sheltered work situations. This model has several proposed elements which PI has begun to address including the community partnership, integrated school settings, and the articulation of student and parent ideas. Unfortunately, the development of formal planning mechanisms, inter-agency cooperation and the identification of specific employment outcomes is not well established in PI at this time.

Halpern (1985) found in Oregon that less than 50% of a sample of school administrators had "...even informal agreements with adult service agencies concerning the transition needs of students with disabilities." Only 10% had formal agreements; 60% of the teachers responding indicated some contact with service agencies; only 20% of the parents recalled receiving any agency services. He concluded that a major area of development is in creating linkages with disabled services agencies. In the case of PI in California we concur with his conclusion. There needs to be significant development of linkages with service agencies at the PI sites.

Economic Assumptions

This final portion of the literature review will present a brief discussion on the use of benefit/cost analysis. The technique of B/C analysis is not applicable at this time in PI's development. There are three reasons why this analytical technique cannot be applied at this time. The first is clearly identifying the impact of PI. Secondly, the period of time in which PI has been occurring is too short. PI's data base and information system is not capable of providing the information necessary to quantify the outcomes. (Thompson, 1980)

Measuring the impact of PI is quite difficult. Changes in attitudes can occur as a result of several factors which may not be caused by PI experiences. This problem suggests the need for a much more sophisticated research design than was able to be put together in such a short period of time. Given that attitude changes do occur and they can be identified as resulting from PI, the next problem is figuring out what they are worth. The typical B/C procedure is to measure the changes in a person's wages before and after PI

involvement. Assuming all other sources of change have been controlled, the difference in wages would presumably represent wage changes resulting from involvement with PI.

The opportunity to measure before and after wages, or to compare wages of PI involved students with non-PI involved students, is confounded by economic factors beyond the control of the research design. First, short length of time in which PI has been in operation, and second, the lack of a matched sample for comparison with PI schools make it impossible to perform Benefit/Cost analysis by comparison with a control group.

The data base of the PI project is not capable of providing enough information on the effects of PI on a long term basis. Tracking of persons is not done in the data base, and the data collection categories are not oriented towards measuring the outcomes of PI. This report recommends a change in the PI data base management.

Finally, the identification of total costs of PI includes appropriations in the 1984/85 State Budget from DOR of \$326,958; from the DOE of approximately \$265,625 and from private sources, \$123,068. This private source estimate includes in-kind contributions. These sources totaled \$715,651. These revenues did not include revenues and contributions from local PI projects, which in 1984/85 amounted to \$13,956. Note that the local contribution estimate for 1984/85 is only from two schools. Several problems with our estimates of these amounts suggest that at the local level more information is necessary to clarify the in-kind contribution values and the actual amounts of cash at each of the ten sites. We were not able to estimate these for the 1985 calendar year. (Bronston, 1984/85)

If these various problems were corrected it would be possible to obtain an estimate of the Benefit/Cost relationship in this program. It is our view, however, that the PI program's information base is so weak and the opportunity for making comparisons of its effects is so inadequate, that it is not possible to estimate this relationship at this time. We assume that changes in attitudes of willingness to become more knowledgeable and involved with the disabled is a social benefit. This represents a first step to more fully integrate disabled into the social and economic life of the society.

SURVEY MEASUREMENT SCALES

The scale used to measure attitudes among high school students in this evaluation is derived from Voeltz (1980). This scale consists of questions 1 through 21 in the PI Survey Form in Appendix A. Entitled the Acceptance Scale, and composed of 21 items, the measure has four sub-scales. These sub-scales: willingness for social contact, deviance consequence, actual contact with mentally retarded, and actual contact with students in wheelchairs. She found, in addition to high face validity, that the total scale has good internal consistency (a Spearman-Brown = .82), and an alpha of .77. For this evaluation of PI

the scale language was modified to make it more appropriate for high school students. This PI evaluation study used telephone interviews and in-classroom administration; direct comparisons to her findings are not recommended because of the differences in implementation of the questionnaire. She found that children in grades 2-7 would express more acceptance if they were girls, in the 5th or 6th grade, enrolled in a school that was mainstreaming and had prior contact with disabled students. She found some evidence to suggest that non-handicapped peers are generally less tolerant if the handicapped students have a tendency to violate accepted social rules. She proposed that there should be emphasis on social-interaction skills development for handicapped students similar to the researchers' emphasis on self-help and academic skills development. Citing research from Reese-Dukes and Stokes (1978) she proposed that special activities might be developed to aid handicapped students in their adjustment to integrated settings.

Follow up work on Voeltz's scale (1982) found important validity data. She found that the correlations between students participating in activities with handicapped student peers and the total score on the Acceptance Scale was: $r=.32$ on the pre-test, and $r=.46$ on the post-test. Two important findings are derived from this study: (1) structured social interactions between regular and handicapped students increased the acceptance of severely handicapped students, (2) citing Donaldson (1980) in which an overemphasis on a helping attitude may foster negative attitudes towards handicapped, she proposed that realistic social interaction structures be developed that are mutually reinforcing to both non-handicapped and handicapped students.

Towfighy and Hooshyar (1984) found that the Voeltz scale had consistent dimensions even after they had changed some of the language in their application of the scale in Alberta, Canada. They also found that prior contact had the most significant effect on attitudes about handicapped peers; however, they found that this influence was greatest among younger children than older. They concluded that there are other attitude forming experiences which would be of more consequence as children grow older. These findings should be considered in the design of integration programs.

Lieberman and DeVos (1982) found that the structured experiences derived from Adventure Based Counseling had consistently significant increases in self assessment among an experimental sample of upper and lower grade students. The counseling model used experiential adventure activities in a structured, sequenced program that "...assists handicapped students to develop and learn increased socialization skills, cooperation, self-confidence, and more responsible patterns of behavior." Using the Tennessee Self Concept Scale and the Piers-Harris Children's Self Concept Scale the researchers found consistently significant gains in improved attitudes on self identity, self satisfaction, behavior, and physical-moral-personal- family- and social-self scores. This evaluation project was

EVALUATION OF PROJECT INTERDEPENDENCE

by

Jon S. Ebeling, PhD

Research Director for the Institute of
Behavioral and Social Research

School of Behavioral and Social Science

California State University, Chico

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unable to use these scales primarily because they are too long to be administered over telephone interviews. Access to this type of data is quite difficult because of the privacy act constraints, and although the MOU's of the three new schools for 1985 indicated the Tennessee Self-Concept measures are being used, they would not be comparable to the other schools which served as the control samples since the evaluation team did not have time enough to gain permission for access to those types of data in the control schools.

We relied upon the Personal Competence Scale developed by Campbell et.al. (1960) to measure personal efficacy, or the feeling of mastery over the self and the environment. (See Appendix A: The scale is numbered by items 22 to 28 on the Project Interdependence Survey form). The assumption in the evaluation research is that students with experience in PI will express higher levels of personal efficacy compared to the general high school student, and that these expected differences can be translated into higher levels of personal competency in the social and economic world. Some recoding of the responses was necessary since there are reversals in the questions which suggest opposite attitudes. After recoding the questions responses were summed.

Additional data collected from the two samples of students included several personal background measures which are used to compare PI students with the general high school control group sample. The questions asked were: (1) grade level of the respondent; (2) estimated current grade point average; (3) the number of school clubs or organizations the respondent belonged to outside of classes; (4) the number of organized sports activities the respondent participated in; (5) the type of high school education program the respondent was enrolled in; (6) the respondent's plans after graduation from high school; (7) if applicable the major they planned to have in college; (8) employment status and monthly income. These background measures were compared across the two samples.

In summary, the data collected from students consisted of a four scale measure of attitudes towards disabled; a personal efficacy scale; and eight personal background measures. All of these scales were compared between the PI students and the control group samples taken from classes in two suburban high schools and one rural high school, located in Northern California. Generally, research supports the efforts of the PI project in that structured socialization and contact activities can lead to significant changes in attitudes about the disabled

Assessing teachers attitudes towards mainstreaming is an important element in the data collection reported in this evaluation. They are important to assess since they are significant actors in making integrated classrooms work effectively. Reynolds and Greco (1980) proposed a sixteen item scale called the Educational Attitudes Scale (AES). They found two sub-scales representing the dimensions of administrative concerns and educational concerns contained in their

scale. It represents an important start towards measuring teachers and staff attitudes about mainstreaming. The evaluation team had difficulties in using the scale because the factor analysis did not appear to be straight forward and there did not appear to be much later use of the scale. Finally, the two dimensions were found to be too limited.

Measurement of teachers' and staff persons' attitudes is done with the Attitude Towards Mainstreaming Scale (ATMS). Berryman and Neal (1980) developed a scale which was cross validated within the U.S. and in New Zealand. Their 1980 research was designed to validate an instrument to assess teacher and staff attitudes, and their 18 item bank of questions had three sub-scales. The first sub-scale measures teachers' attitudes about learning capability; the second measures general mainstreaming attitudes; and the third measures attitudes about traditional limiting disabilities in the classroom.

The learning capability scale provides an assessment of teacher attitudes about disabilities which do not necessarily limit learning progress; the general mainstreaming scale represents the disabling categories of the educable mentally retarded and social emotional problems among students who have been historically included in the public schools; and finally, traditional limiting disabilities measures the attitudes towards disabilities which traditionally have not been in the classroom setting. The authors indicate that the scales are reliable and factorially valid measures of attitudes towards mainstreaming. The scale is useful because it is not disability specific, it is descriptive of similar samples of respondents and its administration requires no formal training.

In a replication study of the ATMS, Green and Harvey (1983) found that the same four factors were indicated in a sample of New Zealand teachers and pre-services teachers. They found positive correlations between attitudes expressed on the scales and knowledge of disabilities either based on personal contact or coursework. They concluded that the ATMS is reliable across cultures and can be used for comparison.

The general population survey of attitudes consisted of eight questions. Appendix A has a copy of the instrument. The questions were taken from a larger study conducted by the Chico campus, entitled Sensitivity and Special Populations Project. (Roberts, n.d.) The criteria for selection of the eight attitude questions in this scale, out of the larger bank, was based on high inter-correlations between the questions and by the decisions of the Project Director. The general population questions were asked of samples of persons who have been involved in PI but are neither students nor teachers/staff and a sample of persons in households from the surrounding areas of the control group high school samples.

OPEN-ENDED STRUCTURED INTERVIEWS

Another source of data came from either telephone or face-to-face

open ended interviews. These interviews were dependent upon the availability of the respondent and it was in some cases that the telephone was more efficient. Appendix A contains the two structured interview schedules that were used during field interviews or over the telephone. These structured interviews were conducted primarily with students who had been involved in PI prior to 1984, and with PI organizers at the school sites. The sample size of the pre-1984 students is 82 interviews, and the sample of PI organizers is 57.

A second important group of PI organizers such as school site coordinators, teachers, human service workers involved with PI and civic and business leaders around the PI site community were asked similar questions as those asked of the pre-1984 students. Frequency counts were carried out on several of the variables in these data. In addition, reports were written on all of the sites visited. There are ten different site reports.

OTHER SOURCES OF INFORMATION

Documents

The PI office in Sacramento provided full access to the chronological files for 1985. In addition the state staff of PI supplied the evaluation team with informational documents of relevance to PI. These data were used to evaluate the items listed in the RFP # USP# 85-25 under paragraphs "E" and "F". The PI Data Base was used to evaluate training activities according to criteria in paragraph "G".

Unstructured Interviews

Interviews were conducted with the central staff of PI in order to provide understanding about its management and its goals. These data are not presented in a specific section of this evaluation, but they do in a general way inform the results, the conclusions and recommendations.

RESULTS

The results of the analysis will be presented in the following order. First, the tests of the differences in attitudes between PI-persons and the control samples will be presented. These results are the main measure of the program's outcomes. Secondly, information over a longer term from the tabulated analyses of the open ended questions asked of pre-1984 students will be presented. Thirdly, The Summaries of PI Sites from face-to-face interviews with PI site persons will be presented. The full text of the reports on each PI site is located in Appendix D. Finally, analyses of the questions posed in the RFP in paragraphs "E", "F" and "G" will complete the results section.

Results on statistical tests are presented only in those cases in which significant differences were found or significant relationships were found. Significance is defined here as those outcomes which have

a random probability of occurring 5 or less times out of 100 repeated observations. This outcome will be noted by a statement, such as, "P=.05", indicating the actual value of the probability. The two main tests that were used were the "F" statistic and the Chi² statistic. Causation cannot be determined in these tests primarily because of the short time to do the evaluation, the very poor quality of record keeping at the PI sites, and finally, because the school districts require considerable advance notice to gain access to student records.

The "F" statistic measures the significance of differences in variance between at least two groups of respondents. In most cases in this research we use the statistic to identify significant differences on scale scores and on self-reports about school related activities between respondents subjected to PI activities and respondents not subjected to PI activities. Thus while the test may indicate a significant difference it is also necessary to compare the mean scores of each of the groups. For each test of a scale the value of "F", the Degrees of Freedom (DF) and the probability value (P) will be presented. The mean score on the measures will be examined and conclusions will be stated.

The Chi² statistic is used to examine the differences in proportions of responses between the PI and non-PI samples and between disabled and non-disabled Pre-1984 PI student interviews. Those differences which have probabilities equal to or less than a chance of occurring 5 times out of 100 observations are presented and discussed.

IMPACT ON PI STUDENTS

The coding of the Acceptance Scale (Voeltz, 1980) was as follows: a negative response was scored as "0"; a neutral response was scored "1"; and a positive response was scored "2". Recall that this scale is composed of three sub-scales: the willingness to integrate, the attitudes about the consequences of being in contact with disabled students, and the scale of actual experiences with disabled students.

The first research question is: do PI students have higher levels of willingness to integrate with disabled students? PI students compared to the control samples had significantly higher mean scores on the sub-scale willingness to integrate. This scale is composed of the first five questions in the Project Interdependence Survey. Project Interdependence students were significantly higher in agreeing with the questions. The "F" statistic was 137.97 with 1,339 DF. This is significant at the P=.001 level. Project Interdependence students had a mean score of 9.35. The control sample's mean score was 6.71. The scale range is 0 to 10. The higher the score the more the willingness to integrate with disabled students.

The next sub-scale, consequences of integration, consisted of ten questions beginning with question 6 in the Project Interdependence Survey and ending with question 15. These questions are negatively

posed so that lower scores represent more positive views about the consequences of integration of disabled students into the school system. The range of values is 0 to 20 on this scale. The "F" statistic was 9.12 with 1,339 DF. These results are significant at the $P=.003$ level. PI students had a mean score of 3.08 compared to the control sample which had a mean score of 4.16.

The third sub-scale used in the survey was designed to measure the respondents' actual experience with disabled persons. The scale range is between 0 and 10. Higher scores indicate that the respondents have had more experience with either mentally or physically disabled students. There was a significant difference between the two groups as indicated by the "F" statistic of 185.9 with 1,334 DF. It was significant at the $P=.001$ level. The PI students had a mean score of 8.9 and the control group had a mean score of 4.9.

These attitude measures indicate systematic and significant differences between the control high school students and the PI involved students. The results suggest that the PI experience might have significant effects on the attitudes of its participants. As discussed in the literature review prior research indicates that personal contact in which positive social interaction occurs with disabled persons is one of the main factors in increasing positive feelings toward integration; these results suggest strongly that some of the significantly more positive attitudes of the PI sample is the result of being involved in PI itself. In this context it is clear that PI improves social values by effectively overcoming some of the difficulties experienced in school systems when they attempt to integrate disabled students into regular classrooms. We conclude that social benefit occurs as a result of the development of these positive attitudes in high school students. It is assumed that these are the beginnings of more accepting attitudes and that later there will result more integration of the disabled into society.

TABLE 1
HIGH SCHOOL ENROLLED PROGRAMS
OF
PI AND CONTROL STUDENTS
(in percentages)

	College Prep.	Techn- nical	Busi- ness	Home Econ	Other
PI STUDENTS	57.4	7.4	6.5	1.9	26.9
CONTROL STUDENTS	65.0	15.0	12.3	7.7	0.0

As noted earlier in this report, questions were asked about the personal backgrounds of the two groups of students. These measures are used to compare PI students with the control sample of students. On a

number of tangible dimensions PI students appear to have more positive goals toward their own futures and appear to be more involved in school activities. These differences might be due to the fact that PI sites make a concerted effort to recruit high school student leaders.

As Table 1 indicates a majority of PI students are involved in College Preparatory classes, although to a lesser degree than the control group of students. It is interesting to note, however, that while the control students are more frequently enrolled in College Prep., Table 2 indicates that the PI students appear to have firmer expectations about going to a four year college than do the control students. Almost 87% of the PI students have plans for attending either a four year or a two year college compared to the control students' 70% who plan to go to college. The high frequency found in the "other" category represents the plans of disabled students who were not interested in any of the post-high school options listed in the interview. Of the disabled PI respondents almost 43 % were enrolled in "other"; the next highest response among the disabled respondents was 31% who responded with "College Prep."

TABLE 2
PLANS AFTER HIGH SCHOOL GRADUATION
OF
PI AND CONTROL STUDENTS
(in percentages)

PI STUDENTS	4 Year	2 Year	Job	Military	Marriage	Other
	57.4	25.2	10.4	1.7	0.9	4.3
CONTROL STUDENTS	4 Year	2 Year	Job	Military	Marriage	Other
	45.7	23.8	8.1	6.3	0.9	15.2

Of the PI students who state that they plan on going to college, most have more interest in the physical and social sciences than do the control students who plan on going to college. Almost 19% of the PI respondents planning to go to college did not specify which college major they would take.

The PI students and the control students appear to have different current employment status. About 38% of the PI students stated that they had part-time employment compared to about 46% of the control students. Six percent of the PI students claimed that they were working full-time compared to 2% of the control students. In light of the findings of Hasazi (1985) it is recommended that PI increase its emphasis on finding part-time work for the PI students.

The reported average monthly earnings of PI students are significantly higher than the control students. PI respondents claimed monthly earnings of \$294.67 on the average compared to the control sample average of \$217.54 per month. The "F" value was 4.75 with DF of 1,145. These average earnings were significantly different

at the $P=.031$ level. It might be that these differences are due to the higher frequency of full-time work among the PI students.

The two groups of students were asked their estimated current grade point average. Here again PI students are significantly different from those of the control group. PI students self-reported grade point average was 3.03, while the control group estimated an average of 2.73. These were significantly different with an F value of 18.65 with 1,320 DF and $P=.001$.

Both groups of students were also asked how many clubs they belong to at the local high school. Again PI students responded with an average of 2.46 clubs compared to the control students with 1.34 clubs. This is a significant difference with an " F " value of 33.97 and DF of 1,333. The significance is $P=.001$. Finally, students were asked how many school organized sports activities were they involved in. There were no significant differences between the PI respondents and the control students. The PI students claimed to be involved in .83 sports activities on the average, while the control students claimed .92 sports activities.

A final set of attitude measures asked the PI students and the controls to respond to questions measuring personal efficacy. This is thought to measure one's sense of self control over the surrounding environment. The measure is taken from Campbell *et. al.* (1960). There are no significant differences between the PI students and the controls on this measure. The potential score range of the measure is 7 to 28 with higher scores indicating less personal efficacy. The PI students appear to have a slightly higher average score than do the controls, 17.19 to 16.85 respectively. The research questions assumed that PI students would average a lower score on this dimension than the controls. It is important to note that there is no significant difference between the PI and non-PI students on this dimension. These results suggest that the sense of self-control is no different between the controls and the PI involved students.

On several dimensions it appears that PI students are different from the average high school student. The responses from the control high school sites represent the broad range of high school student behavior and attitudes; the sample of PI students represents high school student leaders and disabled. It is foolish to assume that all of these differences are due to the impact of the PI intervention activity. It is a plausible argument to suggest that the type of non-disabled student who is recruited to become part of the PI experience is the factor which creates more successful scores on the personal background measures. There are, however, compelling arguments to suggest that PI does provide greater opportunities for students to be involved in organizational activities, job opportunities and other personal growth opportunities including the development of more positive attitudes about the integration of disabled persons into society. In addition, the fact that there is a specific effort to put disabled students into contact with student leadership is an important strategy of real use to the disabled student. It is our finding that

disabled students are given opportunities for new friendships, for contacts with the world of business and public affairs, and for developing new social skills. As a consequence, there is ample evidence to suggest that there are major social benefits, derived from PI, which accrue to the participants themselves, to the schools they are attending and lastly, but less frequently, to the communities that are close to the school sites.

IMPACT ON THE FACULTY AND ALLIED PERSONNEL

The model for analysis in this section is based on the idea that PI will change the attitudes of teaching staff, administrative personnel and other human service workers based at the school sites. This is an important impact since the increase in supportive attitudes towards integration should reduce the long run costs of implementing integration programs in high schools by more easily implementing programs that integrate disabled students into the high school learning system.

The hypotheses tested in this section are that the scores on sub-scales of the ATMS (Attitude Towards Mainstreaming Scale) will be more positive towards integration for those teachers and allied personnel who have had experience with PI than for a random set of teachers and allied personnel who were sampled at the school sites from which the student control samples were drawn, and who have not had contact with PI.

A major factor that may confound this research question is the respondent's prior training or experience in special education classes. As a result of that possible confounding effect from special education, we carried out two-analysis of variance tests in order to identify whether the special education background might be the factor creating differences. Two-way analysis of variance tests allow for deeper interpretation of the results by identifying significant differences as a result of either PI involvement status, special education background status or both of these factors. If the latter is a significant effect, the interaction term will be significant at a value of $P \leq .05$.

The ATMS has three sub-scales. These sub-scale components allowed the evaluation researchers to compare, among the PI and control samples, attitudes which measure integration of disabled students by topics of educational importance: (1) general mainstreaming; (2) learning capability; (3) and traditional learning disabilities. This emphasis on sub-scales provides more understanding of the differential impact of PI and/or the individuals' prior education or experience in special education.

General mainstreaming attitudes are measured by questions 1,2,3,4,16,17,18. The scale range is between 7 and 42. An examination of the questions in Appendix A indicates that this sub-scale measures general attitudes towards mainstreaming and attitudes about the integration of students with educable mental retardation and social-

emotional problems into the classroom. Lower scores are interpreted to mean more accepting attitudes towards integration of these types of disabled students into the classroom. Berryman (1980) found an average score on this scale of 25.93. The total sample mean score we found was 22.92. We tested the research question that PI-involved staff would have lower average scores on this sub-scale and found that the difference was significant and that PI involved staff had lower scores. The F value was 27.57 with DF of 1,94. This result is significant at the $P=.001$ level.

The PI and control samples of teachers and staff were tested with the factor of prior special education experience or education as a source of attitude differences. The logic of this question is based on the assumption that most of the PI staff in public schools are special education faculty. Twenty-one of the PI respondents indicated that they had a special education responsibility; eight of the control sample indicated a similar responsibility. We found that the PI experience was still the significant main effect. Table 3 presents those results:

The fact that special education faculty were not a significant main source of variation in these data suggest that PI has a powerful influence on faculty whether they have had special education training or not. The mean scores on this general attitude towards mainstreaming measure for all PI personnel was 18.41; the non-PI faculty mean score on this measure was 25.17. For those faculty who had PI experience but were not special education instructors the mean score was 21.00. The mean score of those faculty who were special education faculty and had not been in the PI group was 25.50 on this measure. Finally, the mean score of those faculty in neither PI nor special education was 25.13.

TABLE 3
TWO-WAY ANALYSIS OF VARIANCE
PI STATUS AND SPECIAL EDUCATION BACKGROUND AS FACTORS
INFLUENCING THE SUB-SCALE GENERAL ATTITUDES ABOUT MAINSTREAMING

SOURCE OF VARIATION	DF	MEAN SQUARE	F	P
PI STATUS	1	503.77	14.42	.001
SPEC. ED.	1	47.20	1.40	.248
INTERACTION	1	66.55	1.90	.171
ERROR TERM	92	34.95		

The second sub-scale is defined as a measure of learning capability. This sub-scale consists of questions 5,9,10,11,12,13, 14,15. This is a measure which assesses the attitudes of faculty and staff towards integrating disabled students who do not have a disability which is expected to impair their intellectual progress in school. On this measure the range in possible scores is 8 to 48. Lower average scores indicate more positive attitudes towards the

integration of non-learning disabled into the regular classroom. The two way analysis of variance procedure was used with this sub-scale to identify differences between PI and non-PI faculty and between the special education faculty and non-special education faculty. As Table 4 indicates the main source of difference between faculty was the prior background in special education. Initially, PI had a significant difference between the faculty on this scale with an F of 6.07 with DF of 1,94 and $P=.016$. However, when the factor of special education was introduced to analyze the scale, the PI factor becomes non-significant and special education is the significant main source of influence on the attitudes. There are no interaction effects.

The mean score for faculty who are PI and special education teachers is 12.29; for PI and regular education teachers it is 17.73; for non-PI special education teachers it is 16.75 and for non-PI and non-special education teachers it is 17.61. This suggests that teachers as a whole have few difficulties with the integration of non-learning disabled into the regular classroom, and that those with a background in special education have the strongest views on the matter regardless of their experience in PI.

TABLE 4
TWO-WAY ANALYSIS OF VARIANCE
PI AND SPECIAL EDUCATION AS THE MAIN SOURCES OF INFLUENCE
ON ATTITUDES TOWARDS INTEGRATION OF NON-LEARNING DISABLED

SOURCE OF VARIATION	DF	MEAN SQUARE	F	P
PI STATUS	1	40.90	1.08	.301
SPEC. ED.	1	144.20	3.82	.054
INTERACTION	1	74.69	1.98	.163
ERROR TERM	92	37.75		

TABLE 5
TWO-WAY ANALYSIS OF VARIANCE
PI AND SPECIAL EDUCATION AS THE MAIN SOURCES OF INFLUENCE
ON ATTITUDES TOWARDS INTEGRATION OF TRADITIONAL LIMITING DISABILITIES

SOURCE OF VARIATION	DF	MEAN SQUARE	F	P
PI STATUS	1	11.22	.74	.393
SPEC. ED.	1	142.75	9.39	.003
INTERACTION	1	27.82	1.83	.180
ERROR TERM	91	15.21		

The last sub-scale is entitled traditional limiting disabilities. This scale is comprised of questions which measure attitudes towards

the integration of students with disabilities which have not traditionally been in the regular classroom. This scale consisted of questions 6,7,8 and 11. The measurement scale range is between 4 and 24. The lower the response, the more integrative the attitude is considered to be. Here the PI faculty indicate a significantly more positive attitude towards the integration of the severely disabled students; however, when the factor of special education is introduced as a source of the differences in attitudes, the effect of PI diminishes. Table 5 presents the analysis of variance results.

The overall mean score on this sub-scale was 11.47. The PI faculty were 9.77 and the non-PI were 12.3. Those faculty with PI and special education experience had a mean score of 8.15. The non-special education faculty with PI experience had a mean score of 12.73. Those faculty with non-PI and special education experience had a mean score of 10.75. and those without PI experience and no special education background had a mean score of 12.52. These results suggest that the main source of influence in attitudes about the integration of severely disabled is prior experience in special education.

THE ASSESSMENT OF COMMUNITY IMPACT

The assessment of community impact is based on a comparison of attitudes of community persons having involvement with PI and attitudes expressed by respondents in a random sample of households and businesses within the communities of the control sample schools. The test is the analysis of variance of differences between the attitudes of respondents in the two groups. The measurement of these differences is based on a short telephone interview using the interview schedule entitled "Attitude Assessment Bank General Population Sample". (Appendix A) The scale consisted of eight questions taken from a bank of questions which were part of an evaluation of The Sensitivity and Special Populations Project. (Roberts, n.d.)

The eight questions were factor analyzed, and two factors were identified. The first is referred to as the respondents' perceptions of the social costs of disabled persons. The questions which create this scale are 2,5,6, and 8. The range of measurement is between 4 and 20. Higher scores on the scale indicate that respondents feel that the disabled cost society less than the attitudes reflected by the lower scores which imply that respondents feel the disabled cost society more. Analysis of variance indicated that there is no significant difference between the sample of persons in the community who have had experience with PI and a random sample of interviews of similar persons from the control schools in this study. The "F" value is 1.45 with DF of 1,64 and $P=.232$. The average score for the PI sample was 14.77 and the average score for the non-PI sample was 13.49. These averages indicate that the general PI group has a perception that the disabled student has lower social costs, but the differences were not significant between the two groups.

The second scale in the General Population Assessment Bank was composed of two questions. This scale is defined as the perception of personal costs of interacting with disabled persons. The scale consists of questions 3 and 4. The range is between 2 and 10. Higher scores indicate that persons are more willing to interact with disabled persons since they see the total personal cost of interaction as less than those respondents who have lower average scores. There is a significant difference between the PI sample and the non-PI sample. The F value is 8.02 with DF of 1,64 and the P=.006. The average score of those who had contact with PI is 9.85 and the average score of those not involved is 8.58.

These findings suggest that PI does have some impact on the general community, especially in the willingness of the respondent to interact with disabled persons. There does not appear to be any difference between the two groups in their perceptions of the social cost of disabilities. These findings are encouraging since it can be argued that changes in the willingness of individuals to integrate is the important first step in improving the opportunities for disabled to be more fully integrated into the social and economic life of the society.

CONCLUSIONS REGARDING THE PROGRAM IMPACT

It is clear from the telephone interview data that there are significant differences between PI involved persons--both students and adults--and the non-PI samples. These findings suggest that PI does have impact on individuals by changing their level of awareness, their attitudes towards willingness to integrate and their perceptions of the capabilities of disabled persons. These outcomes are significant starting points for the overall improvement of opportunities for disabled to become more integrated into the daily social and economic life of the society. Following the logic of the argument presented in this evaluation, there are significant outcomes that occur as a result of the PI program; however, it is very difficult to directly measure the outcomes. There are significant intangibles in PI outcomes. It is important to recognize, however, that the attitude changes found occurring in this study might reduce the level of social isolation of disabled. The social benefit is assumed to be primarily derived from that outcome. It is also reasonable to expect that the students learn significant social skills partly resulting from the PI program.

The findings with respect to the teachers in the program, however, are not quite so clear cut. PI teachers do seem to have more positive levels of awareness of disabled students and they do seem more willing to integrate them into the class setting, but the high frequency of special education teachers included in the sample suggests that prior education or experience may be the more powerful factor in creating a more supportive atmosphere for disabled students among PI faculty and staff.

Generally members of the society who have been involved with PI appear to have more willingness to interact with disabled. This is a

beneficial outcome since business and civic leaders are considered important for improving the opportunities for PI students.

It is our general conclusion that the program does generate significant beneficial outcomes. The tangible benefits to individuals and to society generally will remain unmeasured until a more sophisticated, long term and consistent research effort is developed. Moreover, PI's outcomes, like most outcomes of social intervention into the lives of high schools students, will take a considerable amount of time to fully observe. We find it unfortunate that the program has not established a long term tracking study, a standardized bank of attitude measures and other record keeping activities. We recommend comparative measurement with non-PI schools over a longer period of time. This suggests further that PI students be tracked in their post-high school period in order to get a better understanding of the effects of PI over a longer period.

EVALUATION OF PRE-1984 PI STUDENTS AND PI ORGANIZERS

Attitudes of pre-1984 PI Students

In an effort to understand some of the longer term effects of the PI program, interviews were completed with 82 respondents who had been involved in PI prior to 1984. The year 1984 is chosen as a division point because from that year to the present time will include persons who might still be in high school if they were recruited into PI in their sophomore year and the attitude questions were not related to high school students. The structured interviews were done by telephone and the questions were open-ended. The interviewer was required to write down as much pertinent information as possible for each of the questions. (Appendix A) The written responses were then categorized by the evaluation Project Director into four or five common themes for each of the responses. Chi² tests were carried out on the pattern of responses broken down by disabled non-disabled student status. In none of the tests were there significant differences in the pattern or responses at less than $P=.05$. This suggests that the disabled and non-disabled PI students tend to see the program from a similar perspective.

PI objectives appear to be an important piece of the PI dissemination effort. Consequently, in question 3, we asked respondents if they could tell the interviewer the objectives of PI. Slightly more than 13% could not name any; slightly more than 57% could name only one of the objectives; slightly less than 27% could name two of the objectives; 2.4% could name three of the objectives. There were none who could identify all five of the objectives. It is our conclusion that the dissemination of the PI objectives is not very effective. Goals and objectives that specify tangible and obtainable targets might be more efficient.

In an effort to identify what the longer run benefits might be of PI, we asked the respondents to tell us how they had benefited from PI and, secondly, how PI had affected their lives. For the estimation of

benefits the following categories were used, the percentage of response follows each category: (1) no benefits, 16%; (2) acquired more friends, 21%; (3) change in one's self awareness, 35%; (4) increase in awareness of disabled, 15%; (5) improved employment opportunities, 13%. The PI program has had some impact but it is not translatable into tangible outcomes. These data suggest that the impact is primarily in the area of attitude change and personal growth. It should be noted that these changes are important for later social and economic integration. Much of the literature reviewed in the first part of this report suggested the importance of improved socialization skills and more tolerant attitudes towards disabled.

We asked the respondents how they thought PI had affected their lives. The responses were classified into: (1) no affect, 15%; (2) improved understanding and awareness, 51%; (3) changes in career plans, 12%; (4) personal growth, 22%. Again this is evidence of the major impact of PI on the lives of participants, the most frequent impact is increased awareness about those who are disabled. Personal growth, an important dimension, might be interpreted to mean improved social skills.

Respondents were asked if they could identify local organizing efforts for PI. These are important questions since they can help to understand the level of recognition about the private/public partnership. Two questions were asked: question 4 asked if they could name two local organizations which have been involved in PI, and question 5 asked if the respondent could name two persons who they think are effective organizers in the local community. The total possible responses to any one of the questions would be 2 times the sample size of 82 minus the frequency of no responses. With question 4 the total is $164 - 39 = 125$. There were 95 responses; the most frequent response was "none", 31% of the total possible. The next most frequently listed organization was the local high school, 12%, which was followed by the Veterans of Foreign Wars with 9.6%. Various other groups were listed with low frequencies such as local service clubs, youth clubs such as the YMCA or Boy Scouts, and a few state agencies. The department of Rehabilitation was mentioned four times. Overall the measure of community involvement used in these interviews suggests that PI is not effectively involved in the local communities. It is our assumption that if PI is to work, it needs to make stronger contacts with the local business, civic and professional communities. On cost and effectiveness criteria PI must increase its local contacts with a strong effort focused on employment opportunities for the PI students.

A similar pattern of analysis was conducted on the question of what two local organizers that the respondents could name. Again the total possible responses are equal to $164 - 26 = 138$. The most frequent response was no one, 19%; the next most frequent was Katy Kelton, with 8% and Jack Reed with 5% of the responses available. There were 57 other names mentioned by the respondents. Most of these responses were of local persons who have been involved in PI. These data suggest that some of the state staff are perceived as important local organizers for PI.

The last question, number 8, asked the respondents if they had recommendations about the management of PI. The most frequent response was no recommendation, 35%; 22% of the sample felt there should be more emphasis on community involvement; 21% felt that PI should have more follow up on its activities; slightly less than 11% felt that there needs to be better organizing of PI; slightly less than 10% stated that PI should spread its effort more widely; 1% felt that the goals of PI should be altered. These recommendations are not too different from those of the evaluators, except for the high frequency of no response. We feel, along with 22% of the Pre-1984 PI persons, that there needs to be a major effort at local community involvement. The PI staff needs to develop specific training activities and focuses that will improve the local sites' ability to carry out this function. It is our assumption, that if PI is to survive it must institutionalize itself in the local community. Better follow up was suggested by 21% of the sample. We agree, but there needs to be developed a specific involvement of former PI persons with the local organizations as a stronger linkage into the civic and business community. We were truly impressed with the effectiveness of the INTERNET group in La Mirada/Norwalk. At that site the graduates of PI continued to take a serious interest in the program after they had left high school.

SUMMARY OF PI SITES

From the 57 completed interviews with site anchors, coordinators, community persons and others involved with PI at each of the ten sites the evaluation study staff summarized the responses to the structured interviews. The responses are categorized into program impact, staff relationships and problems expressed. We feel that this information is particularly important for an in-depth understanding of the program as seen from the perspective of those who make it work locally.

The questions are listed in Appendix A in the form entitled "Structured Interview Questions for Project Interdependence Evaluation. Since many of the respondents had multiple answers to the questions used, it is impossible to indicate in quantitative terms the frequencies of issues raised. The actual Summaries of PI Sites are available for the reader in Appendix B.

PROGRAM IMPACT

The responses were categorized into three groups, economic, social and personal. Many of the respondents saw the program as improving the job opportunities of the students, but there were few actual cases of this documented. At several sites the respondents felt that there were no economic results, but there were significant social results from the program. Many of the social impact items that were listed included personal growth and sensitivity towards others and the reduction of mental and physical barriers towards the disabled. Finally, many of those asked if they had personally benefited from the program, stated

that they had observed growth in their own attitudes toward others, improved job performance and satisfaction in watching the PI students grow.

STAFF RELATIONSHIPS

This section is devoted solely to the working relationships between the state PI staff and the local PI personnel. Generally, the state staff were seen as important resources for planning and helping to establish overall directions for the project. In most cases the state staff are perceived as effective in training and in providing advice. A frequently heard complaint regarding the state staff is the feeling that the state level operation is poorly organized. This results in conflicts, in a few cases, with local PI organizers because the timing of events is confused and communications with local PI organizers is not carried out well. It is interesting to note that when the PI persons at various sites were asked who the local organizers were, they frequently included state staff persons on the list of responses. This suggests that the local PI organizers perceive the state staff in an overall positive way and that the state staff have been able to legitimize themselves effectively in the local scene.

PROBLEMS

This section will describe two broad categories of problems, those related to the local organization in the school system and those related to relations with the state staff. In the first case, in practically all sites there were comments that PI requires too much volunteer effort to make it work. There are strong feelings of concern about too much unpaid labor occurring in the local sites. This comment is followed with the statement that there are not enough local resources to handle the increasingly complex activities of the local sites. Generally, it is referred to as inadequate funding at the local level. A second broad concern made at many of the local sites was the inadequate level of communication and information coming from the state PI offices. This problem has increased the complexity of local and state relations. Many of the local PI organizers felt that there should be more information presented in a timely manner regarding events, activities and objectives. In some cases local PI organizers felt that the local meetings got out of hand because there is too much emphasis on student leadership, and a final but less frequently, mentioned problem was recruiting and maintaining the involvement of local student leaders in the clubs.

RESULTS OF EVALUATION STUDY ON RFP PARAGRAPHS "E", "F", "G"

These are the findings regarding the evaluation of Paragraph "E" in the RFP. The findings are based upon information provided from the staff of Project Interdependence, from documents obtained through the project and from interviews with selected informants in the relevant topics under evaluation.

The administrative objectives for 1985/86 were broad based and somewhat successfully done. For each item listed in the RFP, there is a paragraph or more indicating the status of the issue, and the findings of the evaluation.

GAINING PASSAGE OF SB 1141:

The legislative intent of SB 1141, introduced by Senator Jim Nielsen and 12 other State Senate co-authors and 7 co-authors in the State Assembly, was to support a fully integrated program and provide the operational support and authorization for developing the private/public partnership machinery for Project Interdependence.

SB 1141 was passed by both houses of the California Legislature, but was vetoed by the Governor, thus nullifying the stated project objectives in the bill. The veto was not program related. The Governor's veto message merely stated that the legislation was unnecessary and that it put into law matters that could be best dealt with through administrative channels.

The California State Department of Rehabilitation was opposed to the bill on the grounds that it was unnecessary since the Governor's budget already had \$341,000 appropriation for the year and no legislative activity was needed to continue the program.

It was also argued that the passage of 1141 would add constraining administration to what the agency felt was flexibility needed to adapt to changing circumstances. The agency also indicated that the Department's Project Workability is targeted towards high school students and that it is more cost effective.

CONDUCTING A PROJECT BOARD MEETING

A Project Interdependence Board meeting was held May 10, 1985 in Sacramento. Turn out of Board members was sparse. The Governor's invitation did not reach his office until May 9, 1985 after being routed through DOR channels and he did not attend. Naming prominent political office holders and figures from the entertainment industry may provide a project with some credibility and some additional degree of public awareness. However, to expect such important and busy people to be a functioning part of a board is unrealistic. The turnout of the Project Director, three student members, representatives of three elected or administrative officials and only one corporate sponsor is indicative of the problem cited.

DEVELOPING WRITTEN M.O.U.'S WITH NEW SCHOOL DISTRICTS

Despite delays in getting new M.O.U.'s through the State Department of Education, agreements were completed with three new districts: Santa Monica/Malibu, Ukiah, and Jefferson Unified High School District.

PRODUCING A PROJECT FUND RAISING EVENT

A fund raising event was held in Sacramento on May 10, 1985. The objective of the event was met, but the effort needs to be questioned in terms of the return in donated funds. It should be noted this was the first for the Project and no doubt a great deal was learned about a public agency working in conjunction with the private sector.

The event raised \$15,165. Costs of the event were \$8,689 for a net amount of cash raised of \$6,475.48. Almost one half of the costs were for professional fund raising consultant services. By adding \$5,000 of in-kind contributions the Project reported its proceeds as being \$11,475.48. There is a serious problem in using the concept of in-kind as a basis for the analysis; they are clearly not fungible. The analyst should only allocate the in-kind resources to the total expenses of the event and not to operational activities which presumably the fund raising event was designed.

Approximately 150 of the 200 invitees from the Sacramento area attended what the press described as an elegant affair for a good cause that was only a partial success. The date chosen for the event conflicted with two other major Sacramento events. An undetermined amount of the Project Director's time was devoted to the fund raiser. It was not indicated that this was also a cost, and, given this project's interest in using in-kind analysis of the public/private sector contributions, we feel this would have been proper.

DEVELOPING A PROJECT OPERATIONS MANUAL

A comprehensive project operations manual was produced. Topics in the manual included: (1) legal basis of PI; (2) PI organization; (3) Private Partnership Plan; (4) Public Education Plan; (5) Administrative operations and reporting system; (6) Field consultant operating procedures and reporting system; (7) Evaluation Plan; (8) Research plan.

The Private Partnership Plan seems to be inadequate in the topic areas of Board Sponsorship structure, Rules and responsibilities of Administrative and Field staff, and Identification and Use of Accounts. Project personnel recognize these deficiencies and there is on-going efforts to remedy the shortcomings in the Private Partnership Plan.

The public relations plan focuses mainly on training for professionals and students and for general public education. Overall the plan seems sparse. The relationship of PI public relations to policies of the Department of Rehabilitation with regard to news releases and appearances by project personnel on television and radio programs was not addressed, despite evidence of sensitivity by DOR on this matter.

Finally, the planning guides for local public relations were found to be very impressive.

DEVELOPING A PROJECT FIELD CONSULTANT WORKBOOK

This objective was completed. PI personnel indicate that the Access Planning Guides serve as a functional Project Field Consultant Workbook, thus no separate document now exists that is designated as a Project Field Consultant Workbook.

DEVELOPING A COMMUNITY COLLEGE CREDIT COURSE

This objective was met with the approval of the Santa Rosa Junior College Board of Trustees authorizing two courses, (1) The Sociology of Interdependence I; (2) and the Sociology of Interdependence II. PI personnel were the instructors. No evidence of the number of enrollees was available, but Santa Rosa Junior College personnel stated that enrollments were quite small and that no courses were currently being offered.

The evaluation team wonders why this activity was deemed important to the success of PI around the state. It is our feeling that this is superfluous at this time since there are so many other pressing responsibilities. We would urge that this objective be discontinued at this time.

DEVELOPING A PROJECT PROMOTIONAL BROCHURE

This objective was met and a brochure was completed in time for the May 10, 1986 fund raiser and Project Board meeting. The brochure was produced with professional public relations assistance and in-kind contributions. The finished brochure was excellent in design, layout, graphics, printing and production. Finally, it was well timed to be available during the May events.

PRODUCTION OF PROJECT ANNUAL REPORT

An annual report was produced and the objective was met. The strong personal commitment of the Project's former director is evident in the content and style of the report. The report was written in a positive perspective, and it was not the typical bureaucratic or private enterprise annual reports. It tended to generate more excitement about PI, but it also indicated the concerns of the project director about in-house differences in policy regarding PI.

PRODUCTION OF CURRICULUM MATERIALS INCLUDING A PLANNING GUIDE, RESOURCE DIRECTORY, STUDENT HANDBOOK, SPORTS CAREER HANDBOOK AND AN AWARENESS VIDEO

This evaluation dimension was examined by a number of sub-objectives:

- (1) the Planning Guide is complete.
- (2) Resource directories are built locally using the planning guide to build community resource profiles.
- (3) The student handbook (journal) is kept by each student during the student's project participation.

- (4) A sports career workbook was not completed due to lack of funds which were to have been secured from private sources.
- (5) The awareness video, "upstream, USA" remains incomplete. The private funds needed to complete the project have not been secured.

The results of the evaluation of these dimensions suggest that there is a need for project personnel skilled in private fund raising if the goal of private/public project cooperation is to be achieved.

SUMMARY

Overall there has been considerable progress in preparing guidelines and field operations manuals that will be important for the development of PI at sites around the state. These are important materials if PI is to be seen as model to replicate around the state's school districts. Relationships with the private sector indicated considerable development for a public agency. It is an important feature in this program, and we feel that the agency should consider how to continue this excellent state level work now that the driving force, the former project director, is no longer involved. The promotional brochure, the fund raiser and the project board are fine examples of effective work with the private sector.

The utility of the guidelines and field management materials can only be measured after their use, and consequently we were not able to observe the impact of the guidelines on field operations. It is our assumption though that these guidelines and field manuals will be important in the coming year, and they may allay some of the confusion about procedures found in the sites and discussed in the Summary of PI Sites section of this report.

Information on training needs derived from the Summary of PI Sites data put together with the goal of providing a community college course, would be to offer a special course on how to make contact with and build strong relations with the civic and business sectors near the PI sites. It is our view that this type of course would be far more useful than the community college courses discussed above.

EVALUATION OF PARAGRAPHS "F" "G"

These are the findings regarding the evaluation of the items in paragraph "F" of the RFP. The criteria for evaluating the administrative resource development goals for 1985 were the extent to which PI obtained cash contributions of \$25,000 and in-kind contributions of \$50,000. A letter from the main office of PI states that PI obtained a total contribution in 1985 of \$122,221. Cash and in-kind contributions were: \$24,971 and \$97,250 respectively. It appears from this information that PI has met these resource goals. It is important to note that these flows do not include funds from or in-kind contributions by local PI groups.

Paragraph "G" in the RFP asked for an evaluation of the following

training programs: (1) eight Anchor Orientation sessions at School district sites; (2) Anchor interdependence training, April 19-21 for Norwalk/La Mirada; (3) Win Interdependence Training, Malibu, June 15-22; (4) State-wide disability and Cultural awareness training, La Honda, Nov. 23-27; (5) District disability and Cultural Awareness training Fullerton/La Honda combined, April 27-28; (6) Statewide Professional Staff Development training, Malibu, June 13-14. The information which is used to estimate these training activities includes a count of the records of PI which were used for the project sampling activities. These records contain coding for the individual's training experiences. It is assumed that the data base is kept up to date. An additional source of information on the training activities is through interviews.

References to training activities during interviews in the sites was confused by the occurrence of training activities now by the sites themselves. This has occurred in Santa Barbara and in Norwalk/La Mirada. The development of a training capability in the local sites represents a major cost effective development. It is a strong indication that the site is moving away from dependence on the state staff of PI.

MARCH 22, 1985

The computer data base revealed that three adults attended the Santa Barbara Anchor Orientation sessions on March 22, 1985. Interviews with state staff indicate that there were 12 teachers and community persons in a two day session held at a University of California at Santa Barbara site. This interview estimate included state staff in the twelve persons attending the sessions.

APRIL 12, 1985

This Anchor orientation was not listed in the computerized data base given to the evaluation team, and as a result we only have one source of information as to whether there was any training on April 12, 1985 for Daly City. The source indicated that the orientation consisted of 4 persons, the superintendent and his staff for Jefferson school only since Oceana does not participate in PI. The state staff person discussed the MOU with the local PI persons and administrators. This does not seem to be a full blown orientation to PI as we conceive of the issues in the program.

APRIL 18, 1985

This was a two day orientation session held at Camp Whittle in the San Bernardino mountains in Southern California. It apparently was an orientation for both the Norwalk/La Mirada and Fullerton school districts. The computer data base includes only 2 adults and no students. Interviews indicate that there were 20 persons in attendance including teachers, teacher aides, graduates of INTERNET,

site coordinators, and group and club leaders. We don't know what to make of these incongruities regarding the differences between the computer information and the interviews.

APRIL 19, 1985

This is the orientation combined with the April, 18 session.

JUNE 12, 1985

This was a one day orientation session with six people, primarily teachers and one community person. It was held at the Santa Monica/Malibu district headquarters. State staff were there also. The focus was on the start-up of the site activities in the fall, 1985. There are no computer records of this orientation session.

AUGUST 29-30, 1985

This Anchor Orientation was cancelled because of a lack of school support. It was apparently to be held at the American River. As the evaluation group understands it, the timing of the Orientation was difficult for faculty to attend since it came so close to the start of the new semester. There is no record of this activity in the computerized data base. The information obtained on this is from an interview with a state staff person and one of the faculty in a site. The latter cancelled her attendance because the information arrived too late and the timing was awkward.

OCTOBER 30, 1985

This is not recorded in the computer data base. And we have not been able to obtain an interview with the state staff person who might be able to inform us. Consequently, we do not know about this Anchor Orientation session.

ITEM NO 2--APRIL 19-20, 1985

This was part of the orientation session discussed above for April 18 and 19, 1985. There is no further information to add.

ITEM NO 3 CAREER EXPLORATION TRAINING--WIN INTERDEPENDENCE,
MALIBU. JUNE 15-22, 1985

Computer records indicate that 12 adults and 39 students attended this activity. Interviews indicate that there close to 100 persons. We think the latter is more accurate since many of the sites indicated that they had either attended themselves or there had been students from their sites that had attended. This project appears to have had considerable success. There are numerous comments from the sites about the virtues of this project.

ITEM NO 4, DISCOVER INTERDEPENDENCE TRAINING AT LA HONDA

Computer records indicate that 61 students and 18 adults attended the activity at La Honda, November 23-27, 1985. Evidence from the sites suggests that it was successful as other have been. We have been able to obtain only limited information on this activity.

ITEM NO 5--DISTRICT DISABILITY AND CULTURAL AWARENESS TRAINING AT BIG BEAR

APRIL 27-29, 1985.

This is modeled after the Statewide Discover Interdependence training. It is designed to be a local effort with less resources. This seems to be a good move as it tends to indicate the development of local capability. Computer records indicate that there were 15 adults and 38 students in attendance at the session. The interview indicated 32 students were there.

ITEM NO 6--STATEWIDE STAFF DEVELOPMENT TRAINING, MALIBU, JUNE 13-14.

This occurred just prior to WIN training at Malibu. It was focused on staff development training; it consisted of two days of orientation for facilitators from around the state. There were 12 trainees, 6 observers, 3 facilitators and all the state staff. This seems to have been a good example of proper timing since it capitalizes arrivals of others for the WIN INTERDEPENDENCE activity.

In general these training sessions seems to have been timed to take advantage of travel costs by holding combined staff and student events. It is also noteworthy that some of the sites are developing their own capability. Also these sites are combining their resources efficiently. We are disturbed about the cancellation of one of the activities, and the short time for orientation that is used in the start up of the program. It would seem that the short time is not enough to cover the full range of issues involved with PI. This is a perspective that is found in several of the site interviews.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

(1) PI does have an effect on the attitudes of its participants. Student responses indicate that PI students have more social contact with disabled; it is positive social contact since the other measures used indicated increased tolerance and willingness to be involved with disabled students. We view these outcomes as significant benefits for the students, the schools and society generally. These structured experiences between non-disabled and disabled students appear to have beneficial outcomes.

(2) Other data collected in the study suggest that PI students are more involved in their schools, and that they may have more structured plans for their own futures than the regular students who were measured.

(3) The study finds that PI students appear to have significantly fewer part-time jobs than do the control students. This is an important point for later recommendations.

(4) PI students' self-reports on grade point averages indicate that they had significantly higher grade point averages than did the control students. This might be due to the conscious effort to recruit student leaders in the PI schools, and thus the estimate might be inflated by the non-random sampling effort. On the other hand the sample includes disabled students, some of whom might have reduced the averages.

(5) PI students tend to earn higher monthly wages than do the non-PI students. This outcome may be due to sampling in urban areas where PI occurs more frequently and comparing those estimates to estimates from rural and suburban areas. It might also be due to some students who responded that they work full time.

(6) There were no differences between the PI students and non-PI students on a scale of personal efficacy. This is difficult to interpret since it might suggest that a significantly positive outcome has occurred. The fact that disabled students see themselves as personally competent as the control high school students sampled suggests some positive outcomes.

(7) PI has some effects on the schools that have the program directly through the teachers that are involved in PI. Both scaled data and personal interviews indicate that faculty generally think highly of the PI experiences. ATMS scores suggest a mixed result. Faculty involved with PI generally have more positive attitudes toward general mainstreaming than do non-PI faculty. However, since there is a higher frequency of Special Education faculty involved in PI on other measures of attitudes, there appears to be greater influence from the Special Education experiences of faculty than from PI itself. This is not to discount the importance of PI as a reinforcing mechanism, since there are results which suggest that the combination of PI and Special Education create the most supportive attitudes for mainstreaming disabled students. Several teachers said that PI had a positive impact on their job perspectives.

(8) Based on personal interviews of PI organizers at school sites we find that there needs to be some considerable development of ways to provide more resources for the PI clubs and to increase the focus on the public/private partnership elements of the program.

(9) Persons in the surrounding communities at PI sites appear to be more willing to interact with disabled, but there is no difference in the perceived social costs of the disabled. This conclusion is

based on the samples taken and on face-to-face interviews of PI organizers.

(10) PI does not appear to have made an impact in terms of the dissemination of its objectives. The Pre-1984 responses indicate a low retention of the five objectives of the program. This is reinforced but to a lesser extent by the face-to-face interviews of local PI site organizers. These do not suggest that local organizers are not interested in the overall social benefit of PI.

(11) The public/private partnership objective of PI is best developed at the state level and at Norwalk/La Mirada. Some other sites are developing this objective, but generally the level of involvement with businesses, civic and state government services suppliers is very weak. This conclusion is based on the site visits and interviews.

(12) The state staff appear to be disorganized in the notification, scheduling and the coordination of events for the local PI projects. This is possibly due to the change in leadership in the midst 1985. A second problem is the generally weak articulation of the PI program's objectives, procedures and management support. Although some local organizers expressed hostility toward the central staff of PI, generally we found a lot of respect for and positive attitudes towards the field coordinators for PI. In some cases local organizers perceived the state staff more as local organizers than state level organizers.

RECOMMENDATIONS

(1) A major problem with the management of PI is the casual manner of maintaining records on participants. We recommend that significant effort be put into updating the records of prior participants and that new participants be appropriately logged into the data base. This activity should focus on establishing a high quality data base so that future research can be conducted in order to more efficiently manage the program. This recommendation proposes that standard procedures be used in data collection, that all new persons involved be included in the data base, that a tracking system be developed so that the agency has some idea of what happens to the participants.

(2) In reviewing the research on mainstreaming in schools we came to the conclusion that the California State agencies, D.O.R. and D.O.E., should conduct more sophisticated research studies. More powerful research designs for PI would contribute to a deeper understanding about the relationship of structured social interactions and changes in attitudes about the disabled. The short time and make-shift evaluation effort conducted here is not sufficient for making strong conclusions about the outcomes of PI. There should have been

established a long term panel study of schools without PI and and schools with the program. We are surprised the California State D.O.E. has not shown a stronger interest in evaluating this project since it relates so closely to the issue of integrating special education in the school systems of California.

(3) The project should make an effort to apply findings from research reported in the literature which might improve the PI program. In particular, the Harrell research should be examined because of its potential use with PI in the high school setting. The idea of the job clubs found in Vermont seems to have particular potential in this project. Generally there needs to be more effort at spreading the ideas of PI into other classes at the high school sites. A stronger effort to develop curriculum resources from the PI clubs and experiences should be examined. We believe that PI should develop local strategies for presenting its ideas in classrooms. Perhaps there are tie-ins with the Harrell curriculum as presented in Appendix C. The program needs to examine the application of class modules dealing with attitudes about the disabled. In this way the program will become much more cost effective. A more efficient multiplier the mainstream ideas might develop.

(4) The D.O.R. should consider ways for improving the involvement of its Vocational Rehabilitation field counselors into the PI program at the local sites. Although the D.O.R. level of involvement in high schools is not much different from other research reported in the literature, we are concerned that there has not been a stronger effort to involve the services of counselors in the PI club system at the start. This might yield significant efficiencies since vocational counseling and class selection might be integrated through the PI clubs.

(5) We recommend that PI consider using the PI clubs as a basis for helping PI students find part-time work. Research suggests that this is an important element in later job market success, that the development of friends and community contacts plays a significant role in job market success among the disabled, and that this component might make club membership more attractive for more school participants. Further we recommend that PI examine the possible tie-in of this component with its private/public partnership objective.

(6) PI needs to pay closer attention to the training needs of its local organizers. We conclude that the local organizers need training in building contacts with the business and civic community. This training concept should be developed and delivered by the central staff or other experts in the field of networking at the local community level. Other training components might include development of local records, tracking participants over time and improved recording keeping.

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- Westervelt, Van D. and James D. McKinney, "Effects of a Film on
1980 Nonhandicapped Children's Attitudes Toward Handicapped
Children", Exceptional Children, Vol. 46, No.4, Pp. 294-295.

X. REFERENCE NOTES ----- 39

XI. APPENDICES ----- 41

APPENDIX A

Enclosed here are all the questionnaires used in the evaluation process.

PROJECT INTERDEPENDENCE SURVEY
TELEPHONE INTERVIEW SCHEDULE FOR HIGH SCHOOL STUDENTS
INVOLVED WITH P I

[INTERVIEWER, WHEN SOMEONE ANSWERS, ASK TO SPEAK TO THE PERSON ON THE LIST. IF THAT PERSON IS NOT THERE FIND OUT WHEN YOU CAN INTERVIEW THE PERSON, AND PLAN TO CALL THEM BACK]

Note:

If there is a question about who you are or what is going on, explain that this is a research project designed to obtain information about some attitudes of high school students and their school setting. If there is further questioning tell them that they can call me, Dr. Jon Ebeling at 895-4664 for confirmation of the interview's legitimacy.

Hi, I'm _____, and I'm calling to interview you about some issues related to high school students. This is an important research project and your answers will help to discover new information about how people relate to handicapped or disabled students.

I'll ask you a question and then I would like you to tell me whether you generally agree, you are not sure or you generally disagree with the statement.

1) I would like to make friends with a mentally retarded student.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree
- 8) _____ don't know
- 9) _____ no answer

2) I would like to talk with some mentally retarded students.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree
- 8) _____ don't know
- 9) _____ no answer

3) If someone told me about a new TV show on Saturdays about handicapped kids, I would watch it if I could.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

4) I would like my group of friends to get to know handicapped students more than they do.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

5) I think I could be good friends with a special education student.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

6) High school students who talk so funny that I can't understand them very well, shouldn't be in my group of school activities.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

7) If there are too many kids in my classes who have trouble with math or English, my teacher won't have time for me and my friends.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

8) Students who are mentally retarded should not be in my classes at school.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree
- 8) _____ don't know
- 9) _____ no answer

9) It doesn't make sense to have deaf kids in school with kids who can hear.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree
- 8) _____ don't know
- 9) _____ no answer

10) If I had a mentally retarded brother or sister, I wouldn't tell anybody.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree
- 8) _____ don't know
- 9) _____ no answer

11) If another kid can't do something or does something wrong, he can expect to be called a dummy.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree
- 8) _____ don't know
- 9) _____ no answer

12) Kids who talk to themselves a lot are scary. I don't like to be close to them.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree
- 8) _____ don't know
- 9) _____ no answer

13) It's okay to laugh at someone if they act strangely for no reason.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

14) I get embarrassed when I talk to someone who is cross-eyed.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

15) I don't say hello to kids who are mentally retarded.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

16) I have talked with some mentally retarded students at my school.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

17) I have engaged in recreational activities with some mentally retarded students.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

18) I have made friends with a mentally retarded student.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

19) I have helped some students in wheel chairs.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

20) I have talked with some students in wheelchairs.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

21) I really don't like to sit next to someone in the lunchroom who is a messy eater.

- 1) _____ agree
- 2) _____ not sure
- 3) _____ disagree

- 8) _____ don't know
- 9) _____ no answer

For the following few questions I would like you to tell me the response which most closely represents your feelings about the statement. The possible responses are: agree a lot, agree a little, disagree a little, disagree a lot. There are no right or wrong answers, so tell me which responses most closely represents your feelings about the statement.

22) I would rather decide things when they come up than always try to plan ahead.

- | | |
|-----------------------------|--------------------------|
| 1) _____ agree a lot; | 2) _____ agree a little |
| 3) _____ disagree a little; | 4) _____ disagree a lot. |

23) I have always felt pretty sure my life would work out the way I wanted it to.

- | | |
|-----------------------------|--------------------------|
| 1) _____ agree a lot; | 2) _____ agree a little |
| 3) _____ disagree a little; | 4) _____ disagree a lot. |

24) I seem to be the kind of person who has more bad luck than good luck.

- | | |
|-----------------------------|--------------------------|
| 1) _____ agree a lot; | 2) _____ agree a little |
| 3) _____ disagree a little; | 4) _____ disagree a lot. |

25) I never have any trouble making up my mind about important decisions.

- | | |
|-----------------------------|--------------------------|
| 1) _____ agree a lot; | 2) _____ agree a little |
| 3) _____ disagree a little; | 4) _____ disagree a lot. |

26) I have always felt that I have more will power than most people have.

- | | |
|-----------------------------|--------------------------|
| 1) _____ agree a lot; | 2) _____ agree a little |
| 3) _____ disagree a little; | 4) _____ disagree a lot. |

27) There's not much use for me to plan ahead because there's usually something that makes me change my plans.

- | | |
|-----------------------------|--------------------------|
| 1) _____ agree a lot; | 2) _____ agree a little |
| 3) _____ disagree a little; | 4) _____ disagree a lot. |

28) I nearly always feel pretty sure of myself even when people disagree with me.

- | | |
|-----------------------------|--------------------------|
| 1) _____ agree a lot; | 2) _____ agree a little |
| 3) _____ disagree a little; | 4) _____ disagree a lot. |

22) Now that the interview is almost over I would like to ask you how you feel about these questions. Did you feel resentment, were you indifferent, or did you feel favorably towards these questions?

- | |
|---------------------|
| 1) _____ resentment |
| 2) _____ neutral |
| 3) _____ favorably |
| 8) _____ don't know |
| 9) _____ no answer |

Now I need a little bit of information about your involvement with high school.

23)What grade level in high school? Is it:

- 1)_____9th
- 2)_____10th
- 3)_____11th
- 4)_____12th
- 5)_____other
- 8)_____don't know
- 9)_____no answer

24)What is your estimate of your current grade point average?

25)How many school clubs or organizations are you participating in outside of your classes?

26)How many school organized sports activities are you participating in outside of your classes?

27)What type of high school education program are you currently enrolled in; is it college preparatory, technical educations, business education or what?

- 1)_____College Prep
- 2)_____Technical education
- 3)_____Business
- 4)_____home economics/ homemaking activities
- 5)_____other : DO NOT MENTION
- 8)_____don't know
- 9)_____no answer

28)What are your plans after graduation from high school? Do you plan to:

- 1)_____go to a four year college
 - 2)_____go to a two year college
 - 3)_____find a job
 - 4)_____join the military
 - 5)_____get married
 - 6)_____other
 - 8)_____don't know
 - 9)_____no answer
- SKIP

TO

QUESTION

30.

29) Since you plan to go to College, which of the following do you plan to make your major course of study?

- 1) _____ sciences
- 2) _____ humanities/fine arts
- 3) _____ engineering
- 4) _____ social science
- 5) _____ business
- 6) _____ professional degree
- 7) _____ other : DO NOT MENTION

- 8) _____ don't know
- 9) _____ no answer

30) Are you currently employed full-time, part-time or not at all?

- 1) _____ full-time
- 2) _____ part-time
- 3) _____ not at all : SKIP

- 8) _____ don't know : QUESTION
- 9) _____ no answer : 31.

31) About how much do you earn at your job per month?

Thank you for helping us collect this important information.

(INTERVIEWER, PLEASE INCLUDE THE FOLLOWING INFORMATION FROM THE CALL SHEET BEFORE YOU TURN THIS OVER TO THE CODING PERSON)

SEX: MALE _____ (1); FEMALE _____ (2).

TRAINING EXPERIENCE _____.

HIGH SCHOOL CODE _____.

YEAR _____.

PC CODE _____.

AREA CODE _____.

PHONE NUMBER _____.

CHECK FOR COMPLETENESS AND TURNOVER TO THE CODER.

THE ATTITUDES TOWARD MAINSTREAMING SCALE

PROJECT INTERDEPENDENCE EVALUATION PROJECT

INTERVIEW SCHEDULE FOR TEACHERS, ADMINISTRATORS AND HUMAN SERVICE WORKERS

I'm calling to interview you about attitudes towards mainstreaming children in schools. The interview will take no longer than five or six minutes.

I'll read to you some statements, and then I would like you to tell me whether you strongly agree, agree somewhat, agree, disagree, disagree somewhat, or strongly disagree. Your judgement on these matters is what we are interested in getting, there is no right or wrong answer. The first question is:

1) In general, mainstreaming is a desirable educational practice.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

2) Students should have the right to be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

3) It is feasible to teach gifted, normal and mentally retarded students in the same class.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

4) educable mentally retarded students should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

5) Visually handicapped students who can read standard printed material should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

6) Blind students who cannot read standard printed material should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

7) Hearing impaired students, who are not deaf, should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

8) Deaf students should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

9) Physically handicapped students confined to wheelchairs should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

10) Physically handicapped students not confined to wheelchairs should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

11) Students with cerebral palsy who cannot control movement of one or more limbs should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

12) Students who stutter should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

13) Students with speech difficult to understand should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

14) Students with epilepsy should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

15) Students with diabetes should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

16) Students with behavior disorders who cannot readily control their own behavior should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

17) Students who present persistent discipline problems should be in regular classrooms.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

18) Mainstreaming will be sufficiently successful to be retained as a required educational practice.

- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

- 8) _____ don't know
- 9) _____ no answer

I would like to ask you some additional questions for classification purposes.

19) Are you currently a teacher, administrator, or allied school employee such as a counselor, nurse or other person?

- 1) _____ Teacher
- 2) _____ administrator
- 3) _____ counselor
- 4) _____ nurse
- 5) _____ other

- 8) _____ don't know
- 9) _____ no answer

20) Is your current responsibility special education?

- 1) _____ yes
- 2) _____ no
- 8) _____ don't know
- 9) _____ no answer

[INTERVIEWER, PLEASE INCLUDE THE FOLLOWING INFORMATION FROM THE CALL SHEET BEFORE YOU TURN THIS OVER TO THE CODING PERSON]

SEX: MALE _____ (1); FEMALE _____ (2).

AREA CODE _____.

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HIGH SCHOOL CODE _____.

YEAR _____.

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- 1) _____ strongly agree
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- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly
- 8) _____ don't know
- 9) _____ no answer

6) Blind students who cannot read standard printed material should be in regular classrooms.

- 1) _____ strongly agree
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- 3) _____ agree
- 4) _____ disagree
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- 1) _____ strongly agree
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- 9) _____ no answer

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- 1) _____ strongly agree
- 2) _____ agree somewhat
- 3) _____ agree
- 4) _____ disagree
- 5) _____ disagree somewhat
- 6) _____ disagree strongly

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I would like to ask you some additional questions for classification purposes.

19) Are you currently a teacher, administrator, or allied school employee such as a counselor, nurse or other person?

- 1) _____ Teacher
- 2) _____ administrator
- 3) _____ counselor
- 4) _____ nurse
- 5) _____ other

- 8) _____ don't know
- 9) _____ no answer

20) Is your current responsibility special education?

- 1) _____ yes
- 2) _____ no
- 8) _____ don't know
- 9) _____ no answer

[INTERVIEWER, PLEASE INCLUDE THE FOLLOWING INFORMATION FROM THE CALL SHEET BEFORE YOU TURN THIS OVER TO THE CODING PERSON]

SEX: MALE _____ (1); FEMALE _____ (2).

AREA CODE _____.

PHONE NUMBER _____.

[NOTE IF THIS IS A RESPONSE FROM THE NON PI SAMPLE THE FOLLOWING INFORMATION WILL NOT BE RELEVANT AND YOU WILL HAVE COMPLETED THE WORK ON THIS SAMPLE; IF THIS IS A PI PERSON FROM THE LIST THEN COMPLETE THE FOLLOWING INFORMATION FROM THAT LIST]

TRAINING EXPERIENCE CODE _____.

HIGH SCHOOL CODE _____.

YEAR _____.

PC CODE _____.

CHECK FOR COMPLETENESS AND TURN OVER TO THE CODER.

PROJECT INTERDEPENDENCE

ATTITUDE ASSESSMENT BANK
GENERAL POPULATION SAMPLE

Institute for Social and Behavioral Research
California State University, Chico

Interviewer's name_____

[INTERVIEWER IS THIS A P. I. LISTED NAME?] yes_____(1)
no_____(2)

Hello, I'm calling from the California State University,
Chico, Survey Research Center. I'm calling to ask if you
will participate in a survey we are conducting
concerning attitudes about integrating handicapped persons
into the general social and economic life around us.

Sex of the respondent:

Male_____(1)
Female_____(2)

I'll read a statement to you and then I would like you
to tell me if you strongly agree, agree, disagree or
strongly disagree with the statement.

1) Legislation to protect the rights of people with
disabilities is important.

Strongly agree_____(1)
Agree_____(2)
uncertain/neutral_____(3) MARK ONLY AFTER A PROBE
Disagree_____(4)
Strongly disagree_____(5)

Don't know (8)
No Answer (9)

2) Disabled people take more from society than they give back.

- Strongly agree_____ (1)
 Agree _____ (2)
 uncertain/neutral__ (3) MARK ONLY AFTER A PROBE
 Disagree _____ (4)
 Strongly disagree__ (5)
- Don't know (8)
 No Answer (9)

3) Those with severe physical disabilities are usually also mentally retarded.

- Strongly agree_____ (1)
 Agree _____ (2)
 uncertain/neutral__ (3) MARK ONLY AFTER A PROBE
 Disagree _____ (4)
 Strongly disagree__ (5)
- Don't know (8)
 No Answer (9)

4) The overall quality of education for all students is lessened when students with disabilities are in the classroom.

- Strongly agree_____ (1)
 Agree _____ (2)
 uncertain/neutral__ (3) MARK ONLY AFTER A PROBE
 Disagree _____ (4)
 Strongly disagree__ (5)
- Don't know (8)
 No Answer (9)

5) Working with people with disabilities requires more patience than working with those who are not disabled.

- Strongly agree_____ (1)
 Agree _____ (2)
 uncertain/neutral__ (3) MARK ONLY AFTER A PROBE
 Disagree _____ (4)
 Strongly disagree__ (5)
- Don't know (8)
 No Answer (9)

6) It is more difficult to interact with persons with disabilities than with those who are not disabled.

Strongly agree_____ (1)
Agree _____ (2)
uncertain/neutral__ (3) MARK ONLY AFTER A PROBE
Disagree _____ (4)
Strongly disagree__ (5)

Don't know (8)
No Answer (9)

7) People with disabilities should be encouraged to pursue any career they desire.

Strongly agree_____ (1)
Agree _____ (2)
uncertain/neutral__ (3) MARK ONLY AFTER A PROBE
Disagree _____ (4)
Strongly disagree__ (5)

Don't know (8)
No Answer (9)

8) People with disabilities usually are not well prepared to attend a University.

Strongly agree_____ (1)
Agree _____ (2)
uncertain/neutral__ (3) MARK ONLY AFTER A PROBE
Disagree _____ (4)
Strongly disagree__ (5)

Don't know (8)
No Answer (9)

We need just a little more information for classification purposes.

9) Do you consider yourself to have a disability?

yes_____ (1).
no_____ (2).

don't know_____ (8).
no answer_____ (9).

10) We would like to know if you have had exposure to persons with disabilities?

Have you had a lot of exposure, some exposure, or no exposure to persons with disabilities?

a lot of exposure _____ (1).

some exposure _____ (2).

no exposure _____ (3).

don't know _____ (8).

no answer _____ (9).

11) What was the last grade you completed in School?

grades 1-9 _____ (1).

grades 10-12 _____ (2).

H.S. graduate _____ (3).

some college, trade or business
school _____ (4).

4 year college grad _____ (5).

graduate or professional degree _____ (6).

don't know _____ (8).

no answer _____ (9).

Thank you very much for your responses to these questions.

AREA CODE _____.

PHONE NUMBER _____.

[NOTE IF THIS IS A RESPONSE FROM THE NON PI SAMPLE THE FOLLOWING INFORMATION WILL NOT BE RELEVANT AND YOU WILL HAVE COMPLETED THE WORK ON THIS SAMPLE; IF THIS IS A PI PERSON FROM THE LIST THEN COMPLETE THE FOLLOWING INFORMATION FROM THAT LIST]

TRAINING EXPERIENCE CODE _____.

HIGH SCHOOL CODE _____.

YEAR _____.

PC CODE _____.

CHECK FOR COMPLETENESS AND TURN OVER TO THE CODER.

STRUCTURED INTERVIEW QUESTIONS

FOR

P.I. PERSONS PRIOR TO 1984

(INTERVIEWER, THE FOLLOWING IS THE LEAD IN TO THE INTERVIEW. MUCH OF WHAT YOU COLLECT WILL BE WRITTEN MATERIAL. DO NOT TRY TO WRITE VERBATIM STATEMENTS. TRY TO OBTAIN THE KEY CONCEPTS BEING EXPRESSED BY THE PERSON BEING INTERVIEWED) (WRITE IN YOUR NAME ON EACH SHEET OF PAPER THAT YOU USE FOR THE INTERVIEW. PLEASE WRITE LEGIBLY.) (FROM THE CALL SHEET RECORD THE FOLLOWING INFORMATION ON THE ANSWER SHEETS: PC CODE; HS CODE; TREXP CODE; AREA CODE AND TELEPHONE NUMBER, AND THE PERSON'S NAME.

Hello, I'm _____ . I'm calling from the project at California State University which is evaluating Project Interdependence. I want to ask you a few questions and after each of your answers I will take some notes. The information will be kept anonymous, so you should feel that you can be honest in your response to the questions.

- I. When was your first involvement with P.I.?
- II. How many training activities have you been involved with since your first involvement with P.I.?
- III. Can you tell me what the objectives of P.I. are?
- IV. Can you name two local organizations that have been involved in P.I. in your local community?

(IF THEY NAME ANY, ASK FOR THE LOCAL COMMUNITY ORGANIZATION'S FULL NAME AND THE NAME OF A PERSON WE CAN CONTACT IN THAT ORGANIZATION.)

- V. Can you name two persons who you think are effective organizers for P.I. in the local community?

1) How can we reach these persons?

- VI. How have you benefited from P.I.?

(GET SPECIFIC INFORMATION IF AT ALL POSSIBLE; I.E CHANGES IN LIFE PLANS, JOB CHANGES, INCREASED INVOLVEMENT IN ORGANIZATIONS, BETTER REPRESENTATION FOR DISABLED ETC. IT IS BEST IF YOU CAN GET SPECIFIC RESULTS FROM THE INTERVIEWS, BUT ALSO TRY TO COLLECT THE LESS TANGIBLE OUTCOME THAT THEY SAY THEY HAVE EXPERIENCED.

- VII. How has P.I. affected your life?

- VIII. What recommendations would you have to change P.I.? (RECORD AT MOST THREE)

STRUCTURED INTERVIEW QUESTIONS
FOR PROJECT INTERDEPENDENCE
EVALUATION

The following are the questions needed of the face to face interviews that will be conducted. It is necessary to ask the same questions of all persons being interviewed. Record the responses for each question on a separate sheet of paper. Also record the way by which we can contact the person again if we need to on 3/5 cards. Finally, record the names, roles and phone numbers of other persons mentioned during the interview. Record this information on 3/5 cards.

Questions:

1. What is your current role in the PI project?
2. How long have you been involved in the PI project?
3. What specific training programs/events have you attended in PI?
4. Can you tell me what the objectives of PI are?
5. What organizations work with P.I. here locally? What kinds of activities do these organizations engage in? [i.e. job referrals, other referrals, community organizing]
6. What involvement is there of the local community?
7. What has been the involvement of the State Department of Rehab/Educ in the program here?
8. Can you give me the names and the ways to contact the three most significant local organizers?
9. How would you characterize the public/private partnership in this program?

Probes: (1) what are the social benefits of this program?

(2) what does the private sector get from the program?

10. What social and economic benefits are produced by this project and to whom do these benefits primarily accrue?
11. What problems have you experienced or seen in implementing P.I.?
12. What is the most important benefit you have received from your involvement in P.I.?

APPENDIX B

Enclosed are the summaries of interviews
collected at each of the PI sites.

Santa Monica

Achievements & Problems in Administration, Finance & Operation

Efforts were made last year to establish a PI club at Santa Monica High School. Two adults and 13 students who were recruited attended DIT last fall and began meeting weekly. Due to a number of organizational problems the initial enthusiasm of this group waned. Teachers, who are concerned that only 5 students on the average attend meetings, report that they are planning a social event to get the group back together.

The information for this summary was taken from interviews with 3 adults who have participated in the program and a letter from 1 of the 3 who were interviewed. All three complained about major organizational problems at the state level. Those interviewed generally agreed that problems included inadequate information from the state staff, a poorly timed training session that was cancelled without notification, and the way state staff conduct meetings.

The initial information from the PI staff was unclear, and the staff did not respond to repeated requests for explanations of program strategies. Those interviewed considered the initial anchor training to be poorly timed by PI staff who scheduled it a week after classes began. The day before the anchor training was scheduled to begin the Samohi PI staff was told that the training had been cancelled several weeks prior. The two who attended an initial meeting with students and staff complained that the state staff "turned students off". "All 4 staff came down to Santa Monica and put on an awful show. It was dominated by the adults, and the kids got turned off," according to one teacher interviewed. "The orientation session is very poor and they are not professional in their approach. There is too much introspection. There was a poor choice of topics."

One of those interviewed said that important administrators at Santa Monica have not been committed to innovative special education programs. The Samohi administrator assigned to the program gave very little input or acknowledgement of PI according to this respondent.

Impact Upon Individuals Served & the Public

No economic benefits were identified by those interviewed. One of the respondents said that the primary benefits were

personal growth of the participants. The person who seemed to be the most supportive of the program cited social and personal benefits in the conclusion of her letter: "Would I do it again-- yes! What an experience, just the wrong group of personalities in some cases.... There's no doubt that this program has great merit for students, staff and community members. I would support recommending the continuance of funding for it. PI provides an opportunity for social, recreational, leadership and creativity that now days seldom exist for students, especially the handicapped."

Effectivness and Cooperation of the Professional Staff

In summary, relations are not effective between some of the PI staff at Samohi and the state PI staff. Those interviewed were generally critical of the state staff because they failed to provide sufficient information about the program. They were also angry about a poorly timed meeting that was cancelled by the state staff without notification. Two of those interviewed who attended an orientation meeting after PI training with the staff and students were critical of the manner in which the staff conducted the meeting.

Norwalk-La Mirada

Achievements & Problems in Administration, Finance & Operation

Norwalk-La Mirada appears to have the most successful PI club in the state. A committment of resources by the school district and an efficient local manager have resulted in an active club with strong community ties. The four high schools at this site, Norwalk, La Mirada, John Glen, and Hutchinson, have 110 members. They hold monthly INTERNET meetings which include social activities and inservice training. A group of PI graduates has formed a community club that functions as a support group for their own members and the PI club. The Norwalk-La Mirada club co-sponsors with the Norwalk Recreation Department monthly activities for people with and without disabilities. Recently Norwalk-La Mirada held a district training camp attended by approximately 100 people including students, staff, and community members.

The information for this summary was taken from interviews with 4 adults who participate in the club, notes taken at a club meeting that was attended by the director of this evaluation study, Norwalk-La Mirada club's annual report and other documents supplied by the club.

Resources supplied by the school district include .5 release time for one teacher who manages the PI project for the 4 high schools, office space for the manager in the school district's headquarters, and gasoline for the manager's travel. This is the only PI club in the state that provides this level of support.

The manager appears to be a dedicated individual who is responsible for the high level of activity at this site. According to documents that he supplied, the manager has contacts with 139 firms in the community. Civic organizations in the community have been very receptive and businesses are beginning to participate in PI activities according to the manager. Presentations made by club members are a major means of soliciting support. The manager stated that, "The community groups are often surprised at the quality of the presentations and the eloquence of the students. Once a community group sees a presentation, they become more involved."

Two of the people interviewed cited insufficient funding as a problem. More budgetary support is needed to send the students to PI camp and to provide additional release time for staff who are involved in PI activities. One of the person's interviewed said that the information about PI was insufficient. "PI objectives come from the state. The school board doesn't know what the objectives are," according to this respondent.

Impact Upon Individuals Served and the Public

All of those interviewed generally recognized greater awareness of the handicapped and personal growth of the participants as social benefits. According to the manager, drug abuse has decreased among some of the PI students. Three of the four interviewed cited increased job opportunities for the disabled as an economic benefit. After a meeting with the city council, several members were offered internships. Those interviewed cited several former PI members who held jobs that they attributed to PI experiences.

Two of those interviewed cited their own growth as personal benefits of PI. The other two said that received satisfaction from interacting with young people and observing their personal growth.

Effectiveness & Cooperation of the Professional Staff

Staff from the Department of Education are effective in training, advising, and supplying resources according to the manager. He added that their involvement had been reduced since Norwalk-La Mirada is "on its own" after this year. The manager said that staff of the Department of Rehabilitation at the

state level had been useful, but at the local level the staff was useless. The others interviewed generally felt that staff of both departments at the state level were supportive, but they seemed less clear about the individual department's roles. Other than the lack of involvement of the local Department of Rehabilitation staff, no problems were raised by this group.

Santa Barbara

Achievements & Problems in Administration, Finance & Operation

Santa Barbara appears to be developing a successful PI Club with employment opportunities for disabled students opening up as a result of its ties to the business community. They have also established their own camp where PI training is provided. The information for this summary was taken from interviews with 8 adults who participate in the Santa Barbara PI club and notes taken by the director of this evaluation study who observed a club meeting that was attended by approximately 25 students and adults. Generally, those interviewed had positive attitudes toward PI, but they expressed the view that volunteers were overworked.

The club is building its ties with local businesses and civic organizations. The Santa Barbara Recreation Department provides them transportation to training sessions. the YMCA provides them a place to meet. They have met with the Santa Barbara Bank & Trust, Chevron, Lyons and Kiwanis. As a result of these contacts, 4 disabled students have obtained jobs according to 2 of those interviewed.

A work overload for volunteers and inadequate financial assistance was cited by 6 of the 8 interviewed as problems for this club. "It could be more successful if it were better funded," according to the principal. A paid staff and release time was suggested by 2 respondents. Another suggested developing a foundation to provide financial assistance.

Difficulty in recruiting regular students was cited by 2 of those interviewed as a problem. Two of the respondents said that it was difficult to get the teachers involved.

Impact Upon Individuals Served & the Public

Five of the eight interviewed recognized increased employment opportunities for the disabled as economic benefits of PI activities. "PI changes the attitudes of the people from the business community. They will be more likely to hire disabled students," one respondent stated. The representative from the

students," one respondent stated. The representative from the Department of Rehabilitation said that he hopes to get referrals from PI so that they can get the students into job training. Only 2 of those interviewed failed to recognize any economic benefits.

All except one of those interviewed recognized social benefits derived from PI activities. Generally, respondents cited personal growth of the participants, including the development of leadership skills in students as a major social benefit. A reduction of barriers, reduced stereotyping of the disabled and a greater integration on campus was also recognized as social benefits by 3 of the respondents. One said that PI helped the parents and community become more involved.

All except one of the respondents recognized personal benefits as a result of participation in PI. Generally, those interviewed said that they had experienced personal growth and that they received satisfaction from observing the personal development of the students who participate in PI. One teacher said that PI had improved her teaching by making her more aware. A special education supervisor said that PI made his job easier thru activities that promote mainstreaming. A parent volunteer cited her daughter's job which she found thru PI contacts as a personal benefit.

Effectiveness & Cooperation of the Professional Staff

Generally, those interviewed could not provide much information about the involvement of the state level staff. Half were unsure enough to make any statement. The other half generally said that the staff was supportive and cited activities such as camping and the compliance review in which staff assisted.

Reseda

Achievement & Problems in Administration, Finance & Operation

Disabled students from Miller High School are paired with non-disabled students from Cleveland High School at the PI site in Reseda. Although the PI program was originally operated as both a club and a class with 20 students, it now functions as a class with 6 students. Administrative support of the program has declined at Miller since many of the less disabled students have been placed in regular campuses. As a result of this effort to "mainstream" handicapped students, only severely disabled students remain at Miller. An additional constraint was placed on PI when an increase in enrollment at Cleveland caused them to withdraw the campus facilities for PI use. Information for this summary was obtained from interviews with 8 adults involved with PI at Reseda.

A major problem was the loss of the less disabled students at Miller as they were reassigned to regular campuses in an effort to "mainstream" the handicapped. "Those with the greatest chance to benefit have been removed from campus" according to one person interviewed. Three out of the eight persons interviewed cited the loss of these students as a major problem that has contributed to the decline of the PI program at Reseda. Another problem recognized by 3 of those interviewed was inadequate explanation and promotion of the program. Two persons pointed out that a tightening of graduation requirements made the PI class less appealing to students. One person who said that PI increased the workload for both students and teachers claimed that administrators dumped the assignment on new teachers.

Impact Upon Individuals Served and the Public

None of the eight people interviewed recognized any economic benefits, and only half of them could cite social benefits. Social benefits recognized by those interviewed generally referred to the reduction of stereotypes about the handicapped and the personal growth of students.

Half of the people interviewed said that they did not receive any personal benefits. However, two teachers said that PI had given them a better perspective of their teaching. One

stated that "I have become more sensitized to a teaching methodology that attacks prejudice in language and attitudes." Three of the people interviewed also said that they received personal satisfaction from watching the relationships develop and seeing the personal growth in students.

Effectiveness & Cooperation of the Professional Staff

Half of those interviewed named the state level facilitator as a local organizer of P.I. These responses seemed to indicate that the operations of the program at Reseda were dependent upon the regular intervention of the state facilitator in the role of an extra campus staff person. The high level of dependency upon this person to provide resources and to keep the program running seemed to indicate that the local organization was weak. Two of those interviewed mentioned problems in communication and planning with those at the state level.

Fullerton

Achievements & Problems in Administration, Finance & Operation

The PI program at Troy High School has been operating as a highly successful extra-curricular club due to the active involvement of the state coordinator and the heavy commitment of labor by the school staff. However, the program appears to be entering a period of retrenchment, or possibly even decline, as a result of insufficient budgetary support by the school district for school staff who feel the program imposes a work overload.

The information for this summary was taken from interviews with 9 adults at Fullerton. The general student body is the target population according to those interviewed who consider the club's goal to be promoting attitudinal change. Local financing is done by students who solicit local service clubs. Major support has come from the school staff involved who have contributed personal time and "on duty" time. Four out of six of those interviewed who work for Troy High School complained about the heavy work load that PI has imposed on them. Two of them expressed guilt about neglecting other school duties. "The administration never would have approved the project if they knew how much (staff) time was spent on PI activities," one respondent asserted. The principal was one of the two interviewed from the high school who did not mention the work overload. When asked if there were any problems the principal said that there were "none, or "minor things."

Insufficient involvement and inadequate financial support by the school administration were cited as problems by 4 of those interviewed. "The program here is going to fail, to fade away. You can only ask so much of people," one respondent stated.

Organizational problems were also raised by some of those interviewed. Two mentioned insufficient lead time for activities. One person said that events were disorganized and another thought that more adult guidance was needed.

Interaction with the community appears to be limited to the previously mentioned solicitations. There are known community resources which remain untapped. Potential resources include private firms in the Fullerton area that use the Special Education Department as a contact point for workers in a sheltered workshop and the Orange County Committee for the Employment of the Handicapped.

Impact Upon Individuals Served & the Public

Five of the nine respondents identified social benefits, but only two could cite an economic benefit. Generally, those interviewed said that promotion of personal growth for the students involved was the primary social benefit. "All students in PI benefit," according to one person, who added "The greatest benefits go to the able-bodied students who come in contact with disabled." Another person stated, "The able bodied cope with disabilities better--both their own and others." Economic benefits cited were the potential job contacts that students make, "especially at Pepperdine" (WIN) and the development of leadership potential among students.

When asked about personal benefits, those interviewed generally said that they experienced personal growth and that they received satisfaction from observing the personal growth in students. One said that PI had a positive impact on his professional role and another said that it helped him discover his own strengths. Three of those interviewed said that they enjoyed observing the attitudinal change and personal growth in students. Only 2 were unable to cite any personal benefits.

Effectivness & Cooperation of the Professional Staff

Heavy involvement by the state coordinator seems to have elicited a major committment of time by the school staff involved in the program. Four of those interviewed generally recognized the state coordinator's enthusiasm and and job performance. One respondent said that "his enthusiasm stimulates interest."

Three respondents, however, were concerned about communications from the state level. Two of them complained about insufficient lead time for activities, and one was concerned about the occasional lack of communication from the state level.

MODESTO

Achievements and Problems in Administration, Finance & Operation

Although Modesto High School was originally involved with PI in 1982, it is functioning as a school would be the first year of participation. After its initial year, interest in PI declined until 1985-86 when Modesto High School was chosen again to receive Discover Interdependence Training (DIT). In 1985 a second school in Modesto, Beyer High School, was brought into the project. About 20 people have been involved at both schools with 12 students and 4 adults attending DIT.

Information for this summary was collected from 10 adults who had participated in PI. A number of problems were cited by those interviewed at Modesto High School. Six of the ten interviewed were concerned about inadequate information from the state level. Presentations on PI failed to give them an understanding of the type of training that would be provided, the qualifications of those providing the training, the agency that would be responsible for the children involved in PI and the steps necessary to accomplish their goals. Notices arrived only 2 weeks before the date of the meeting. Written notices were unclear. Seven respondents said that it was difficult to maintain the momentum of the DIT Camp experience after they returned to the regular classroom. Three were concerned about the degree of student control which they generally thought was responsible for some of the disorganization. Half of those interviewed were concerned about the heavy reliance on unpaid labor. Generally, they said that PI contributed further to the teacher's work overload. Liability issues were raised by one person who cited an incident in which children were forced to walk part of the way to the camp site after a bus became disabled.

During the past year at Modesto there seems to have been some improvement in the administration and organization of PI. There appears to be more direction from PI staff for those at the local site. However, there is not much organizational, community or private sector involvement.

Impact Upon Individuals Served and the Public

Although most respondents were aware of some social benefits derived from PI, only a few could cite economic benefits. Seven of those interviewed generally recognized social benefits to include the increased self esteem of disabled students, the

greater awareness by participants of abilities and disabilities in everyone, the reduction in social barriers among students from different backgrounds, and lessened aversion to the risk taking necessary for personal growth by those involved. Three failed to cite any social benefits. Four of the respondents also recognized potential future economic benefits to be the possibility of greater job opportunities for PI students.

Employers from the private sector who participated in PI might be more willing to hire the handicapped and minorities or better employment opportunities might also result from the increased understanding and self esteem of students involved in the program. One person said that participating businesses might have increased sales due to the good publicity that they received with PI activities. Six of those interviewed could not recognize any economic benefits.

Most of those interviewed said that they had benefited personally from the program. Seven cited their own personal growth and the satisfaction of observing the personal growth of students as benefits. Two participants who became aware of their own limitations were able to achieve personal goals, such as speaking before groups and terminating difficult relationships, as a result of their experiences with PI. Other participants cited personal benefits to include the acquisition of leadership qualities and social interaction skills. Two of the staff reported that they applied their PI experiences to their jobs by encouraging students to support each other and take more risks in order to achieve personal growth. Generally, those interviewed noted personal benefits to include a better understanding of themselves and others, including the handicapped. Three persons could not mention any personal benefits.

Effectiveness & Cooperation of Professional Staff

Those interviewed generally had a minimal understanding of the role of the Department of Rehabilitation and the Department of Education. Many were unaware of the involvement of either agency. Six of those interviewed complained about the lack of direction from staff in the past. There was no training before DIT Camp in 1985. There was no follow-up by staff after DIT Camp which resulted in disorganized meetings. Presentations by staff left the participants confused about the goals and activities of PI. Written material was verbose and ambiguous. Three complained that staff people insisted on too much student control which resulted in disorganized meetings. Materials for the river trip in the Fall of 1985 which were made available to Modesto two weeks prior to their scheduled departure, arrived too late for school busses to be scheduled. Although those interviewed generally thought that PI was not well organized, one individual pointed out that staff have been giving more direction during the past year. Suggestions from staff have included preparation of community resource profiles, presentations by parents, develop-

ment of group home projects, and provision of fund raisers such as a bake sale and a car wash.

NAPA

Achievements & Problems in Administration, Finance & Operation

Napa has had an active PI club at Vintage High School since 1982. The success of PI may be partially due to the proximity of a large state institution for mentally retarded persons that has increased the awareness of disabilities in Napa. Currently there are about 25 people directly involved with PI at Vintage High School. One hour of credit is given to students for each 17 meetings that they attend. PI has established an Explorer Post thru the Silverado Boy Scout Council in order to address liability concerns about camping and skiing activities. In addition to the Boy Scout Explorers, other local organizations active in PI include the Lions and the community college. The club at Napa continues to generate a high level of activities. One year it sponsored a blind marathon runner as a school speaker. PI also brought MUSIGN, a deaf theater group, to Napa where they performed on campus and made presentations to other community groups. With the assistance of community organizations, this PI club is responsible for the installation of curb cuts and ramps on campus. Club members continue to have regular camping and cross country skiing activities. This year the club sponsored one of its members as a homecoming candidate. Members have also made presentations in high school classes this year. The club has sponsored a number of fund raisers. They are planning activities for Disability Awareness Week in May. As Boy Scout Explorers they will be flying in a CSA in June and they are considering a camping trip this summer. During this busy year, some members also volunteered to help the community clean up after the flood.

The information for this summary comes from interviews with six adults who have been involved with PI at Napa. Although it is a very active club, those interviewed acknowledged several concerns. Four of those interviewed mentioned the liability problem for camping and skiing activities. As noted previously, these activities have been channeled thru the Boy Scout Explorer Post in order to address this issue. Three persons said that PI increased their work load, and they found it difficult to find the time for this program and other activities. One person noted that students and adults sometimes had conflicts over the types of activities the club should undertake. Another person said that it was difficult to maintain student interest after the DIT Camp experience.

Impact Upon Individuals Served and the Public

All 6 of those interviewed recognized social benefits that are derived from PI and 5 of the 6 also noted potential economic benefits from the program. Generally, those interviewed said that the social benefits included reduction of social barriers and integration of the handicapped into society. Five of them said that handicapped students were more likely to get jobs either as a result of their own increased aggressiveness or as a result of the greater awareness of the disabled by employers who are involved in the program.

All of those interviewed said that they had benefited personally from their experiences with PI. Generally, those interviewed said that they had changed their attitudes toward the disabled; as a result they were more comfortable around people with disabilities. They also said that they enjoyed their PI activities.

Effectiveness and Cooperation of Professional Staff

Those interviewed generally viewed the role of the Department of Rehabilitation to be that of a consultant and planner. Two persons said that the Department of Rehabilitation was the source of their funding. There was less recognition of the role of the Department of Education. One person said that "we can do without them."

The Department of Rehabilitation already had close ties to the Napa high schools before PI was established according to a representative of that agency who was interviewed. Project Workability under the Department of Rehabilitation provides work experience for the disabled. There has been no increase in referrals to the Department of Rehabilitation under PI according to its local representative.

Chico

Achievements & Problems in Administration, Finance & Operation

Chico High School became involved with PI in 1982 when 13 students and one adult attended the DIT. During the following 2 years activities included student presentations to high school classes and community organizations and sponsorship of speakers. About 40 students participated in a simulation of disabilities where students spent the day at school under physical constraints, such as wheel chairs and blinders, to which they were unaccustomed. Meetings were held bi-weekly with about 12 active members. In 1984-85 the club became inactive. After

Chico was selected for additional training in 1985-86, about 40 people have become involved in the club during the year.

The information for this summary was taken from interviews with 7 adults. Five of those interviewed expressed concern about the degree of student control. Generally, they said that too much student control resulted in disorganized activities. One noted the conflict due to the equality between students and teachers in PI activities and the necessity of maintaining leadership in the classroom. The additional workload that PI created was another problem. Two teachers said that the additional workload was overwhelming. Two of those interviewed noted that the expectations from the state level were too high for the amount of resources provided.

Impact Upon Individuals Served and the Public

Everyone interviewed recognized social benefits, and 4 of the 7 cited economic benefits derived from PI. Five of those interviewed said that PI training caused participants to become more aware of handicapped people and to change their attitudes toward the disabled. One person noted that PI allows the disabled to have more social interaction. Another person said that PI helped break down physical barriers for the disabled in the community. Three of those interviewed thought that PI would increase the employment opportunities for the disabled, and one person thought that participants whose attitudes are affected by the training might choose a different occupation.

Everyone interviewed could cite personal benefits. Three of them said that they enjoyed working with new groups at school. Two received satisfaction in helping others. Two persons said that PI training helped them become aware of the disabled as persons. One cited improved personal and professional relations as a benefit of PI.

Effectiveness & Cooperation of the Professional Staff

There was very little recognition of the role of the Department of Education by those interviewed at Chico. Five of the 7 interviewed said that they knew of no role played by this agency. Some did recognize the involvement of PI staff, particularly the PI staff person, but they did not connect her with the Department of Education. Their recognition of the Department of Rehabilitation was somewhat higher with 5 of the 7 identifying a role for the area of planning and administration. One of the 7 said that the Department of Rehabilitation had been more involved with planning this past year than in 1982. Criticisms of the departments were minimal. Two of the individuals interviewed said that the state organizers expect too much for the resources available.

Daly City

Achievements & Problems in Administration, Finance & Operation

A PI club was established at Jefferson High School this year with 4 adults and 18 children. Although the club is less than a year old, some important benefits were noted by the 2 adults that were interviewed to obtain the information for this summary. The two teachers said that as a result of their experiences with PI their interest in teaching had been revived. There also appears to have been a very good interaction between the minorities at Jefferson and the white students from Chico who shared transportation to DIT Camp in November, 1985.

Jefferson High School is a multi-racial high school with a large number of disadvantaged and minority students. Another important feature of Jefferson High School is the presence of an established experimental class, the Community Environmental Program. This enables PI to utilize the previously developed contacts and expertise of the participants in this program.

The club meets biweekly. Members helped with the Daly City Clean up Campaign by painting over graffiti. They made presentations to the PTA and the Rotary. In order to raise funds they had a bake sale and a car wash. They plan to have a ski trip this year. The club is also planning to help Spina Bifida at their camp and to participate in a bowlathon with them. Both of those interviewed recognized problems at Jefferson. One said that it was difficult to keep the momentum of the DIT experience going in a regular school setting. The other person said that teachers did not receive their meeting announcements from the state soon enough. They attributed this to understaffing.

Impact Upon Individuals Served & the Public

The reduction of social barriers was recognized by both persons interviewed as a social benefit of PI, but only one person interviewed could site an economic benefit. An example of activities which reduce social barriers, mentioned earlier, was the interaction between white students from Chico and minority students from Jefferson. When the bus with white students from Chico arrived at Daly City to take the Jefferson students to DIT Camp, there was considerable tension according to one person interviewed. During camp, the students from both groups became close and found it difficult to part when the camp ended. The person who noted an economic benefit said that society in general would benefit if more people could find employment.

Effectivness and Cooperation of Professional Staff

Both teachers interviewed at this site recognized the role of the Department of Rehabilitation and Department of Education to be in the areas of planning and organizing. The one complaint about the staff, previously mentioned, was that they failed to get materials about state meetings in time to make appropriate plans. However, this person attributed the problem to understaffing at the state level.

APPENDIX C

The material enclosed here is provided
with the permission of Dr. Rona Harrell.
Dissertation Title: "Attitude Change toward the Handicapped Through
Participation in a Short-term Affective and Cognitive Program
for Nonhandicapped Adolescents"

December, 1982

HARRELL SCALE OF SOCIAL DISTANCE TOWARD THE HANDICAPPED	I would be willing to help...	I would not mind having in my class...	I would have as a casual acquaintance...	I would include as part of my special group of friends...	I would have as a close personal friend...	I would date...	I would marry...
someone who is blind.							
someone who is partially sighted.							
someone who is deaf.							
someone who is hard of hearing.							
someone who is in a wheelchair.							
someone who is an amputee.							
someone who has cerebral palsy.							
someone who is mentally retarded.							
someone who has a speech impairment.							
someone who has a learning disability.							

Your Sex: M F

Your Age: _____

Your Grade Level: _____

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Rene L. Harrell

Check the statement that is true:

_____ (1) I have someone in my family who is handicapped.

(Type of disability: _____)

_____ (2) I have a friend who is handicapped.

(Type of disability: _____)

_____ (3) I do not know a handicapped person on a personal level.

APPENDIX C
DESCRIPTION OF ACTIVITIES USED IN PROGRAM

C O P Y

INCREASING AWARENESS OF AND SENSITIVITY TOWARD THE
HANDICAPPED INDIVIDUAL-A PROGRAM FOR
NONHANDICAPPED ADOLESCENTSDescription of Activities in Unit

The following is an explanation of the activities included in the program used in this investigation for increasing the awareness of and sensitivity toward the handicapped individual. A description of these activities is included so that the program could be replicated.

The program was carried out during ten consecutive school days for fifty minutes a day as a unit in the high school social studies curriculum.

DAY 1

Purpose: To orient students to goals and format of program and to stimulate them to begin thinking about their own attitudes toward the handicapped to begin process of creating cognitive dissonance (Festinger, 1957).

Introduction and Explanation of Goal of Unit: To help students be less apprehensive and feel more comfortable when they encounter handicapped people by increasing their knowledge and understanding of handicapped individuals.

Identification of Groups to be Covered: visually impaired, hearing impaired, orthopedically impaired, mentally retarded, learning disabled, and speech impaired.

Explanation of Grading Procedure: Homework paper, devising questions for speakers, and test after completion of unit. Stressed importance of good attendance as most activities could not be made up.

Basic Assumptions Discussed: (1) We all have the same basic needs: to feel secure, to love and be loved, to feel like we belong to a group, and to be productive. In addition, we all have many of the same struggles. (2) We have all felt different at some time in our life because of our weight, our height, our race, our religion, the way we look, our weaknesses in certain subjects or sports, etc. No one likes to feel different, and everyone wants to be accepted for who they are in spite of any

differences. (3) Encouraged students to try to be as open as possible to new ideas during the next two weeks. It is not necessary to give up one's present ideas and feelings, but just to move them over in one's mind to have room to explore anything new encountered in the program. The importance of not prejudging based on previous feelings and information was stressed.

Homework Assignment: Each student was assigned a specific disability to write about in a one page paper fantasizing what a day at their high school would be like for them if they had the specific disability assigned. They were to base the paper on what they knew about the disability at that time. (See Homework Assignment Sheet at end of activities.)

Wheelchair Sign-Ups: A sign-up sheet with two period blocks was passed around for students to choose the time and day during the two weeks when they would experience being in a wheelchair. Teacher permission slips were also handed out for their other teachers to sign if they would be in their class using the wheelchair.

Videotape: "Sharing Secrets"--28 minute color videotape made by Los Angeles Unified School District. Interviews with different handicapped and nonhandicapped high school students about their feelings toward each other and their mainstreaming experiences.

Day 2

Purpose: To make students aware of some of the difficulties created by a specific disability to increase understanding and sensitivity (Cleary, 1976).

Turn in homework assignments.

Hand out rules for using wheelchairs and briefly discuss. (See rule sheet at end of activities.)

Simulations: (1) Hearing Impairment: Played tape of "Unfair Hearing Test" (band off record: "Getting Through"). Students wrote down words they heard at different frequency losses. Discussed hearing impairment and how hearing aids only amplify sounds. (2) Mental Retardation: Students were given confusing directions for the simple task of preparing their paper for a quiz. Goal was to show students how frustrating following complex directions can be for someone mildly retarded with an auditory

memory problem. Directions for Preparing Your Paper for a Test: (a) Put your name in the lower lefthand corner of your paper--last name first, middle initial, and first name last. (b) Put the date above your name. (c) Put your class and period number in the lower right-hand corner. (d) Center your title, "Quiz on Following Directions," along the left-hand side of the page. (e) Number your paper from 1-30 in two columns, starting with numbers 1 at the bottom of the page putting all of the odd numbers in the right-hand column and starting with number 2 at the top of the page putting all the even numbers in the left-hand column. (f) When you've finished, turn your paper over. The directions were repeated twice, and then a correct example of what their papers should have looked like was shown on the overhead projector. A discussion was held on the frustrations they felt in not being able to follow directions and how a mildly retarded student may sometimes feel in a regular class. Differentiations were made between the levels of retardation to clarify misconceptions. (3) Learning Disability: (a) To demonstrate reading problems, sentences with commonly reversed and confused letters and words were written on transparencies and shown on the overhead projector, and students tried reading them. (b) To demonstrate writing problems, students tried watching their hand in a mirror as they wrote on a piece of paper. (4) Visually Impaired: (a) Partially Sighted: Low vision goggles simulating various types of vision problems such as a field loss, a central vision loss, diabetic retinopathy, cataracts, etc. were passed around and discussed as other students were writing with the mirror. This activity clarified the misconception that all partially sighted people see things blurred in the same way. Discussed functional problems related to different vision losses. (b) Blindfold walk with partners: correct use of the sighted guide technique was demonstrated. Students paired up and each spent five minutes blindfolded walking sighted guide outside the classroom with their partner. (This activity can be done on DAY 7 if time runs out.)

DAY 3

Purpose: To increase the students' understanding of the feelings of a parent of handicapped children and to increase sensitivity based on the experiences of her children.

Speaker: Parent of a learning disabled child and a mentally retarded child spoke openly to the students about her feelings as a parent of two handicapped children, the differences between being learning disabled and mentally retarded, some of the painful experiences her children have experienced because of the insensitivity of others, the lack of limitations and any real limitations created by the two disabilities, and the many regular family activities she does with her children.

Before the speaker started, students were given blank 3X5 index cards and were told to write down at least one question they would like to ask a parent of two handicapped children. The cards were done anonymously and collected for response by the speaker after her talk. This procedure allowed questions to be asked in a non-threatening manner. Other questions asked verbally were also encouraged.

Day 4

Purpose: To provide information through increased awareness of the use of technology and adaptive aids for solving problems of the handicapped and the resulting lack of limitations in school, work, etc. because of the use of equipment (Harasymiw & Horne, 1976).

Equipment Day: Three centers were set up in an extra classroom, and each student was given a number from 1-3 to identify which group he or she was in. One center consisted of a variety of equipment and materials used by the blind and partially sighted such as an optacon, a braillewriter, a talking calculator, a cane, magnifying aids, etc. A brief presentation and explanation of the equipment was given by a blind student from the high school. A second center had equipment used by the orthopedically impaired, hearing impaired, and the speech and language impaired. This center included such items as crutches, walkers, button hooks for amputees, hearing aids, and communication boards. The students also listened through an auditory trainer to simulate hearing with the use of a hearing aid. The instructor of the program coordinated this center, explaining each device. A third center consisted of a demonstration and explanation of the Telecommunication Device for the Deaf by a representative from Pacific Telephone Company. She also demonstrated the electronic artificial larynx. (See Equipment and Materials Used in Program list at end of activities.)

The students rotated every fifteen minutes so everyone had an experience in each center. Hands-on

experiences were encouraged as much as time allowed, and the students were told they could come by at lunch or after school if they wanted to try out any of the equipment in more depth.

DAY 5

Purpose: To break stereotypes and create a more positive attitude through the use of a nonstereotypic handicapped person of higher status giving credible presentation on blindness (Donaldson, 1980) and to reduce discomfort by allowing for sanctioned staring (Langer et al., 1976).

Speaker: A blind law student spoke openly to the students about his own personal experiences as a blind person, the lack of limitations blindness creates, and how he solved specific problems in his life. He gave two strong messages: (1) do not make assumptions about someone based on their disability;

and (2) Do not put others down for their "givens."

The same method of utilizing anonymous blank index cards to write questions about blindness for the speaker was used.

DAY 6

Purpose: To break stereotypes and create a more positive attitude through the use of a nonstereotypic handicapped person of higher status giving credible presentation on deafness (Donaldson, 1980) and to reduce discomfort by allowing for sanctioned staring (Langer et al., 1976).

Speaker: A deaf businessman with an executive position in a large corporation who had language spoke to the students explaining the oral vs. manual methods of communication, how he learned to speak and read lips so well, his experiences in school and at work, and how he handles communication problems in his daily life. His primary messages were: (1) There is no need for a "deaf culture;" and (2) Being hearing impaired does not limit his life activities in any significant way.

Anonymous cards for writing down questions were used as with the previous speakers.

DAY 7

Purpose: To use the media to show how people with cerebral palsy and other severely handicapped people are participating more fully in society today and to allow for sanctioned staring of cerebral palsied individuals in the film to reduce discomfort (Donaldson & Martinson, 1977; Langer et al., 1976).

Film and Discussion: "Rising Expectations" was a 28 minute color film made by the United Cerebral Palsy Association showing how people with disabilities, especially those with cerebral palsy, are "moving up" in our society in the areas of employment, housing, education, transportation, and recreation. Persons with more severe handicaps were shown in nonstereotypic well-paying jobs, in competitive employment training, in independent living situations, and in common recreational activities. It gave a visual image of how some of the concepts that had been discussed are actually being implemented. The issues of architectural and attitudinal barriers were brought out. A discussion followed on the topics brought up in the film and on understanding cerebral palsy and clarifying it from mental retardation. The discomfort felt around some severely handicapped people was discussed and evaluated.

DAY 8

Purpose: To break stereotypes and create more positive attitudes through the use of a nonstereotypic handicapped person of higher status giving credible presentation on the orthopedically impaired wheelchair user (Donaldson, 1980) and to reduce discomfort by allowing sanctioned staring (Langer et al., 1976).

Speaker: A paraplegic who uses a wheelchair spoke to the students about how he was a former champion pole vaulter until he was paralyzed from the waist down in a motorcycle accident. He has continued to be an athlete as he races in marathons all over the country in his wheelchair. He has also done some acting on television shows which helped break stereotypes even more. He discussed the discomfort of being stared at by others. His main messages were: (1) To think of those with disabilities as "handicapable" and (2) that there is very little he cannot do just because he uses a wheelchair.

The anonymous cards for writing down questions were employed as with the other speakers.

DAY 9

Purpose: To bring information and feelings discussed into a perspective around the topics of stereotyping, prejudices, and attitude, and to provide additional information on disabilities through handout materials.

Group Discussion: A group discussion was held with an opportunity for students to express their reactions to the speakers and experiences thus far in the program. The topics of frame of reference, stereotyping, prejudice, attitudes, and behavior in general and toward the handicapped were discussed. Questions and statements about stereotypic attitudes toward the handicapped were read to stimulate discussion.

Handouts: The students were given packets they could keep containing a variety of handouts and pamphlets. (See Equipment and Materials Used in Program list at end of activities.)

Homework Assignment: Students were to make up one question for each of five student panel members with different disabilities who would be on a panel the last day. (See Homework Assignment Sheet at end of activities.)

DAY 10

Purpose: To give the nonhandicapped students an opportunity to hear the feelings of handicapped students at an equal status level and to continue clarifying misconceptions and stereotypes by hearing from other high school students. Also further sanctioned staring to reduce discomfort was provided (Donaldson, 1980; Hovland et al., 1953; Langer et al., 1976; Triandis, 1971).

Student Panel: There was a deaf, a blind, a learning disabled, a speech impaired, and an orthopedically impaired (used a wheelchair) student on the panel. Four of the students attended the experimental school high school, and one was from a nearby school. The homework questions were collected by the instructor, and the panel members introduced themselves briefly and told what their disability was, their interests, and why they were there.

The instructor then took turns asking each panel member a question from the homework assignment that the students had asked. Spontaneous questions from the audience were also encouraged. Not all questions were asked because of time limits, but the majority were. The panel members responded honestly, sharing their feelings with the group. All panel members had been contacted in person and in writing prior to the panel presentation to assist them in preparing for the panel, to alleviate any concerns beforehand, and to make sure they understood the goals of the program.

Equipment and Materials Used in Program

DAY 1

Videocassette machine and television monitor
Videotape: "Sharing Secrets" published by Los Angeles Unified School District
Wheelchair sign-up sheet and teacher permission sheets
Homework Assignment

DAY 2

Wheelchair Rules handout
"Unfair Hearing Test" (cassette or record) published by the Zenith Record Corporation on record
"Getting Through"
Cassette or record player
Prepared overhead transparencies
Overhead projector
Mirror, pad, and pen
Low vision goggles
Blindfolds (one for every two students in class)
4 wheelchairs (available for the two weeks)

DAY 3

3X5 index cards (at least one card per person)

DAY 4

Telecommunication Device for the Deaf
Artificial larynx
Braillewriter
Optacon
Magnifying aids
Tactile map
Talking Calculator
Beep ball
Tactual games (Chess, Checkers, Scrabble)
Raised line drawings
Braille book
Tape recorder
Braille watch
Folding cane
Braille cards
Tactual compass
Hearing aids
Auditory trainer

Walker
 Helmet
 Crutches
 Braces
 Support cane
 Scoop bowl
 Adapted silverware
 Elastic shoestrings
 Sock Assister
 Button hooker
 Typewriter board
 Communication boards

DAY 5

3X5 index cards (at least one card per person)

DAY 6

3X5 index cards (at least one card per person)

DAY 7

Film projector and screen
 Film: "Rising Expectations" by the United
 Cerebral Palsy Association

DAY 8

3X5 index cards (at least one card per person)

DAY 9

Homework Assignment Sheets
 Pamphlet: What Everyone Should Know About
 Cerebral Palsy (by United Cerebral Palsy)
 Pamphlet: Special Services for Special Needs (by
 Pacific Telephone Company)
 Pamphlet: The Way to Better Hearing (by Siemens
 Hearing Aids)
 Manual alphabet card (from The California School
 for the Deaf, Riverside)
 Braille alphabet card (from Braille Institute)
 Blissymbolics communication symbol sheet (from
 Blissymbolics Communication Foundation)
 A visual processing exercise worksheet
 A sentence in braille to interpret
 A sheet with words fingerspelled to interpret
 A page with anonymous journal entries of learning
 disabled students

Suggestions on what to do when you meet a blind person, a deaf person, a wheelchair user, and a person with mental retardation (from The Invisible Battle-Attitudes Toward Disability series)

DAY 10

No materials needed

Possible Resources in the Community

Hearing Aid Dispensers
Special Education Schools and Classes
Medical Supply Businesses and Equipment Rental Services
Telephone Company
Rehabilitation and Physical Therapy Agencies
Regional Centers
Clinics for the Handicapped
Private Foundations for the Handicapped
Audiologists

HOMEWORK ASSIGNMENT

DUE: TUESDAY, February 23, 1982

DISABILITY: _____

You are to write at least a one page paper fantasizing what a day at North High would be like for you if you had the disability written in above. Use your imagination based on what you know at this time about this handicapping condition.

You may want to include the following:

- (1) What difficult experiences you might have.
- (2) How you would feel in class, at lunch, between classes, etc.
- (3) How you expect others would treat you (teachers, classmates, etc.).
- (4) Any frustrating moments you might experience.

WHEELCHAIR RULES

- (1) Pick up your wheelchair in Room T-1 as quickly as you can before the period begins in which you are using it. Ask for Mrs. Gomez so she can check off your name.
- (2) You may want to bring a friend along to push you to your class until you get used to controlling the wheelchair yourself.
- (3) The wheelchair is a serious mobility apparatus--you are expected to treat it as such.
- (4) Always set the brake before leaving the wheelchair or when stopping.
- (5) You are responsible for the wheelchair during your 2 hours. Do not allow your friends to use it or play with it or push you carelessly.
- (6) Please try not to be tardy to your classes. Leave as soon as the bell rings as it will take you longer to get around in a wheelchair.
- (7) Please be careful of others in the hallways--you may want to take less crowded routes.
- (8) You are encouraged to experience different situations in the wheelchair if you have the time--go to the bathroom, go through doorways, get a drink of water, go to the library (the library has extended a special invitation), use the telephone, etc.
- (9) Jot down any difficulties you had, architectural barriers you encountered, feelings you experienced, reactions of others, etc. and share them with the class later.
- (10) Do not get out of the wheelchair during your 2 hours unless it interferes with an activity that is absolutely necessary for one of your classes. If you cannot handle something, just ask for help from others.
- (11) It is very important that you return the wheelchair to T-1 as soon as your 2nd class is over so the next person can get the wheelchair. Be sure your name is checked off when you return it.
- (12) The wheelchairs are borrowed, so please take care of them so they can be returned undamaged to their owners.

Thank you for your cooperation!

February 22, 1982

_____ is participating in a
 Name _____
 special project in his/her Government class to increase awareness of the handicapped individual. Part of the project is to spend 2 hours in a wheelchair to experience what it is like for a physically handicapped person to get around. Please sign for the period of your class if you agree to allow this student to be in the wheelchair in your classroom for one day. The students are allowed to get out of the wheelchair if they cannot do any activity that is necessary for your class. Thank you for your cooperation.

Rona Harrell

Date _____
 Period _____ Class _____ Teacher Signature _____
 Period _____ Class _____ Teacher Signature _____

February 22, 1982

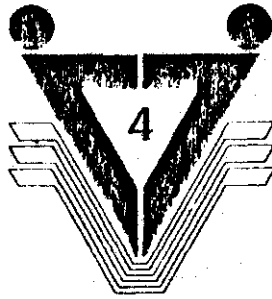
_____ is participating in a
 Name _____
 special project in his/her Psychology class to increase awareness of the handicapped individual. Part of the project is to spend 2 hours in a wheelchair to experience what it is like for a physically handicapped person to get around. Please sign for the period of your class if you agree to allow this student to be in the wheelchair in your classroom for one day. The students are allowed to get out of the wheelchair if they cannot do any activity that is necessary for your class. Thank you for your cooperation.

Rona Harrell

Date _____
 Period _____ Class _____ Teacher Signature _____
 Period _____ Class _____ Teacher Signature _____

APPENDIX D

Enclosed are copies of PI brochures,
public statements and the MOU with the Department of Education.



BUILD UP SCHOOL AND COMMUNITY PROJECTS

Our schools can be a source of energy in the community. Students and teachers can radiate ideas, and problem-solving. Often age gaps, fences, turf, and tradition can isolate school campuses rather than foster productive cooperation with the community. Learning means doing. Doing means bridging school and community populations, cultures and living needs. In this time of change and modernization, students, faculty, business people, workers, civic groups, and neighbors must achieve a barrier-free union of effort. School classes, private and public agency resources in health, welfare, employment, art, and environment must be united to strengthen youth. The school must become the whole community and the community the perfect school.



CULTIVATE STUDENT COOPERATIVE LEARNING

People learn when they are working as a team or teaching someone else. The opportunity to solve problems with friends is one of the best feelings in the world and if the problems make a real change in someone's life, or deepen appreciation or values, the memory and growth stay forever. Striving for excellence must involve others and benefit everyone. Fighting to the top in life can be an empty and cruel experience. Competition should be aimed at the best way to get a job done, measured against a standard of quality, not by pitting one person against another. Finding and developing peers to work with, embracing daily challenges to which each person brings his or her special power and skill to bear is a wonderful way to succeed in life. Just trying interdependence is a mark of success in itself.

Lebor Donated

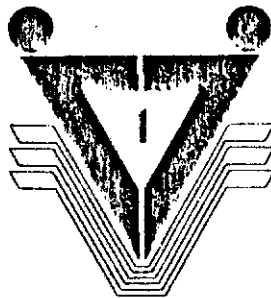


PROJECT INTERDEPENDENCE

THE FIVE GOALS

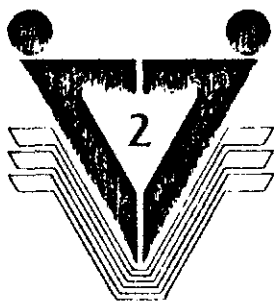
A public and private partnership
with California's youth
in Careers, Recreation, Arts,
Sports, Sciences and Awareness.

830 "K" St., Suite 221
Sacramento, California 95814
(916) 323-0335



**SHOW THE CONTRIBUTION
EVERYONE MAKES TO OUR LIVES**

Let's recognize the 35 million people in the United States with disabling conditions as they really exist: as students, parents, workers, leaders, churchgoers, teachers, lovers, artists . . . boys and girls, men and women growing. Some are good people, some are bad. But they are people first, full members of our society and economy, stretching our tolerance, challenging our complacency and dramatizing our interdependence. Every disability demands personal inventiveness which adds to the wealth of human accomplishment. The presence of people with profound disabilities ultimately enriches life and elevates spirit for all people.



ELIMINATE BARRIERS AND STEREOTYPING

"Handicappism" is a cultural set of practices and attitudes. Like racism or sexism it debases life and spreads. Stereotyping makes people with disabilities seem less than human, undeserving, and unable to contribute to community life. It plays on pity and fears. It stimulates illusions of inadequacy or superiority, it sensationalizes physical deformities and unusual behavior. It defines people by their disability as helpless, hopeless, dangerous, animal-like, vegetable-like, eternally child-like, or deserving only of charity. Let's redefine labels and images — so that everyone is seen first and foremost as a worthwhile person.



CREATE NEW PATHWAYS TO SUCCESS

"New" is the key. Outmoded ideas of what's possible for young people and elders with disabling conditions can be challenged by imaginative projects exploring new communications systems, learning and teaching methods, industries, employment opportunities, laws, social values, and interpersonal relations. Such ventures propel people with "special needs" into social achievement and respect. Celebrate the productive powers of our society, both technical and human, so no one can doubt the potential. Create new opportunities to make life dignified and beautiful by revaluing all physical and mental disabilities. Trigger the power among us to create new worlds day after day.

INTERDEPENDENCE

A UNIQUE APPROACH: INTEGRATING YOUTH IN THE ECONOMY



PROJECT INTERDEPENDENCE promotes expanded career opportunities for California's youth. The Project is committed to the State's long-term economic development, to enhance the integration and image of youth with and without disabilities and to cultivate thousands of students working *with one another* on innovative school and community based projects. These activities focus on exploring and developing career futures in four major growth industries in California's economy: Science, The Arts, Sports, and Recreation.

THE ESSENCE: CAPTURING THE MAGIC OF LIFE



PROJECT INTERDEPENDENCE instills in every young person an indelible affirmation of self esteem, eliminates barriers and stereotypes, and generates new pathways to personal achievement through year-round high school and community programs. Training in disability awareness is a centerpiece of the Project, powerfully affecting both students with and without disabilities. The sharing of this awareness inspires deep bonds of friendship, the recognition of ability and a profound sense of a mutual human destiny.

THE STRUCTURE: AN UNPRECEDENTED PUBLIC AND PRIVATE PARTNERSHIP



PROJECT INTERDEPENDENCE has a prestigious Board, established by law, which symbolizes the partnership.

Sponsors of national significance and dedicated contributors join with the Project's interagency staff to form the leadership.

Local Community Support Networks are organized around the state and composed of committed school and human service professionals, corporate and civic volunteers to support student accomplishments.

THE BOTTOM LINE: BENEFITS TO PEOPLE, CORPORATIONS AND HUMAN SERVICES



PROJECT INTERDEPENDENCE changes the way public resources are spent to serve people, increasing their ability to participate in and contribute to the economy.

INTERDEPENDENCE opens new opportunities for joint public and private commercial ventures and tax credits.

INTERDEPENDENCE defines a compelling corporate contribution option, an investment strategy, which leads to real society-wide benefits and improved public relations.

INTERDEPENDENCE creates a challenge for young people to discover the best in themselves and others to make their lives truly important. It systematically builds an optimistic present and future for generations of Californians.

Project Interdependence



Project Interdependence

"We are people and being people we all have our shortcomings. For one it may be the lack of ability to walk and for another it may be the lack of being able to care. Both are disabling if nothing is done to teach people that they can have compassion for one another and thus help others in their shortcomings and both reap the benefits of understanding and love."

*Anthony Kohlenberger
Fullerton High School
District*

*A public and private
partnership with California's youth in careers, recreation, arts, sciences and awareness.*



Introduction

Project Interdependence (PI) instills in every person an indelible affirmation of self esteem. We strive to eliminate barriers and stereotypes, and to generate new pathways to personal achievement through year-round high school and community programs. The Project was created during the International Year of Disabled Persons as a major commitment of the State of California to further the United Nations principles of "Full Participation and Equality."

All Interdependence training models are adventure-based experiences designed to maximize the interaction of people with and without disabilities in an effort to demonstrate the values, issues, and abilities held in common by all people. The training designs present the opportunities for the development of cultural awareness, and the acquisition of communication, organizing and networking skills.

Mandated by the California Legislature, the development and management of Project Interdependence is governed by a Memorandum of Understanding between the State Departments of Education and Rehabilitation in partnership with the private sector. The goal of this partnership is to improve the working relationships between schools, human service agencies and their communities.

Project Interdependence promotes expanded career opportunities for California's youth by exploring and developing career futures in four major growth industries in California's economy: Science, the Arts, Sports, and Recreation. The Project is committed to enhancing the integration and image of youth, with and without disabilities; and cultivating thousands of students working "with" one another; and to long-term economic and community development. The Project changes the way public resources are spent to serve people, increasing their ability to participate in and contribute to the economy.

The Project challenges each of us to discover the best in ourselves and others. Through commitment to the concepts of interdependence, by students, educators, human service professionals, volunteers, and concerned community leaders, we can strive together to create a more optimistic present and future for California.



The Concept

“Project Interdependence exemplifies our solid commitment to assure that every child, regardless of his or her special education needs or degree of disability, becomes a productive and proud citizen in our state.”

Bill Honig
Superintendent of
Public Instruction

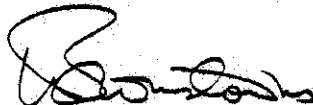
We are experiencing a period of staggering change... change in our culture, change in the economy and change in our deepest held values. These fall heaviest on our children and young people who must navigate between an established order and the emergence of a twenty-first century set of conditions. This demands of them a new understanding and quality of citizenship that is still elusive. It demands of us a new public attitude and media imagery to tap the enormous productivity of our state's high school youth and the benefit of opening society to all persons.

Project Interdependence is a response to a change in the public's attitude about government and its role in civic affairs. It is a response to the decline of public human service financing and the challenge to the private sector to accept a more coordinated and strategic role in enhancing quality of life. It is a response to the widespread alienation, frustration and depression that grips so many of our young people. It is a response to the most profound debates in our society about the sanctity of life and the carry-over of the almost medieval acceptance that people with severe disabilities are less than human and by their existence compete for and deplete essential resources from the society. It is a response to the legacy of segregation, low expectations and institutionalization foisted upon many of our fellow citizens with disabilities given the public approval that such practices are not only appropriate but desirable.

In Project Interdependence “disability” is a common denominator experienced by all visibly or secretly: for who is it that is not blind or deaf to parts of life or who does not stumble and need family and friendship to succeed?

The Project is a response to the reality that we live in a period of scientific and technical revolution and yet the tangible aspects of this reality are not available in our schools and communities where its application would uplift human competency and social communication beyond our wildest dreams. Finally, it is a response to the challenge of a future that belongs wholly to our children. What will they become when they grow up? What opportunities, dreams, journeys exist and will be crafted in the drama of their times?

Project Interdependence represents the work for a lifetime. What we have set forth in this presentation is the scaffolding. It is but a working document to describe a point along the way. It is a structure to link the destinies of people with and without disabilities. It is, in every sense, an act of love and caring on the part of each person contributing to this endeavor. Finally, it is an invitation to you, as a concerned citizen, to join us, with California's youth, in this act of creation and civic responsibility.



William Bronston, M.D.
Project Interdependence



“I learned about myself in relation to the rest of the people in the world. More specifically, I learned I am part of society and everyone can be a productive part of the world. My close friends and acquaintances have remarked how I have changed my outlook on life and how I seem to enjoy living much more now, which is true.”

Colleen Gutierrez
San Jose School District



Goals

- *Show the contribution everyone makes to our lives.* Every disability demands personal inventiveness which adds to the wealth of human accomplishment. We recognize the 35 million people in our country with disabling conditions as productive members of our society and economy who stretch our tolerance, challenge our complacency and dramatize our interdependence.
- *Eliminate barriers and stereotyping.* There are a set of practices and attitudes that have limited our accomplishments by playing on pity and fear: "handicappism." It stereotypes people and dehumanizes their worth. It is an attitude that is crippling the growth and prosperity of our society as a whole. Project Interdependence redefines labels and images so that everyone is seen first and foremost as a worthwhile person.
- *Create new pathways to success.* We can all be challenged by imaginative projects that explore new communications systems, learning and teaching methods, industries, employment opportunities, laws, social values, and interpersonal relations. Such ventures propel people with and without disabilities into social achievement and respect. The productive potential of our society, both technical and human, depends on creating new pathways to success.
- *Build up school and community projects.* Our schools can be a source of energy in the community. Learning by doing can bridge school and communities by working together to create solutions. School classes, private and public agency resources in health, welfare, employment, environment and the arts can be joined to strengthen the community. The school must become the whole community and the community, the perfect school.
- *Cultivate student cooperative learning.* People work best when they are working as a team or teaching someone else. The opportunity to solve problems with friends can make a real change in someone's life. Competition should be aimed at the best way to get a job done, measured against a standard of quality, not by pitting one person against the other. Embracing daily challenges where each person brings his or her own special power or skill to bear is interdependence in motion.

"In general I have improved in many areas of my life. I can use my legs more and also my hands. Before the program, I barely had any use of them."

*Jorge Reveles
Norta Vista High School*



The Program

Project Interdependence (PI) is a model program aimed at directly training approximately 1,000 selected student and adult participants statewide each year. The design of the project is simple, though it requires carefully orchestrated activities and events in order to share the meaning and applications of interdependence.

The PI annual training cycle begins with leadership and adult professional training called ANCHOR INTERDEPENDENCE, followed by an extensive student training called DISCOVER INTERDEPENDENCE. Then a nine-month period of intensive consultation and support at the local school site entitled ACCESS INTERDEPENDENCE, culminating with the Career Exploration training events:

- WIN INTERDEPENDENCE, for careers in the sports industry.
- IMAGE INTERDEPENDENCE, for the arts.
- EXPLORE INTERDEPENDENCE, for careers in science and technology.
- CREATE INTERDEPENDENCE, for careers in recreation.

In addition to the direct relationship between PI staff and the local school district, a new civic support structure called INTERNET (INTERDEPENDENCE NETWORK) is being organized.

This group composed of corporate members, community professionals, and youth with and without disabilities, exists to provide the leadership and base of expansion to carry on PI activities and projects, including awareness and career exploration events, at the local level.

PI's current commitment is to recruit and include 3 to 5 new school districts statewide per year which become part of a training and development cycle lasting three years so that a total of 9 to 15 school districts would be involved in the program at any given time. Those aspects of the program found to be particularly successful and applicable in curriculum or programs statewide can be selectively implemented by the State Department of Education and/or local school districts through existing mechanisms to include materials in curriculum and training programs for professionals and students alike.

The following pages will take a closer look at some of these programs.



“The most important things that I have learned are (1) to treat persons with disabilities as people, (2) not to be afraid of people with disabilities, (3) and also that it is okay to be different because it is normal. No two people are exactly alike and it makes no difference if you walk on two legs or in a wheelchair because though you may not be exactly alike you, we, are all part of the human race.”

*Colette Bergeron
Norwalk/La Mirada
School District*



Leadership



Leaders, recruited in local communities, will anchor the structure and program. These educators, rehabilitation professionals and civic leaders are prepared in a five-day adventure training called **ANCHOR INTERDEPENDENCE**. This event includes an intensive orientation in the philosophy and strategies of promoting interdependence and the long-term career exploration thrust of the project.

These leaders become faculty at the **DISCOVER INTERDEPENDENCE** training. They, along with the students, learn that all of us experience something about ourselves, which holds us back, makes us fearful of speaking out, or reaching higher. Using discussions and group exercises, PI through the guidance of the faculty, creates an intimate awareness of those disabilities faced quietly by each of us in our private lives. Therefore, disability becomes a metaphor for everyone.

Through **ANCHOR INTERDEPENDENCE** and the next major step, **DISCOVER INTERDEPENDENCE**, each participant is made aware of the incredible fact that everyone makes a contribution to our lives. The awareness that grows is one that will indelibly shape their lives, their families, schools and communities, to help provide new leadership that will benefit all people.



Ed Roberts

"I am especially proud, as a member of the Board of Project Interdependence, that this model program was chosen as the Outstanding Service Organization of the Year."

*Honorable
George Deukmejian
Governor State
of California*



Discovery

Throughout history, people's lives are often altered by a single inspired event. Project Interdependence uses the power and the drama of awakening and discovery to make positive changes in the lives of high school students participating in the DISCOVER INTERDEPENDENCE program.

Students are selected from high schools throughout California to participate in this week-long training event. These students, half with disabilities, half without, are taken through intensive adventure-based experiences followed by soul-searching and sharing during group discussions about expectations, prejudice, fear, isolation, ideals, friendship, careers, and personal potential. DISCOVER showcases the total strategy of PI, including model hands-on experiences where everyone participates in science, the arts, sports and recreation.

Faculty and students alike discover the great abilities and contributions each individual makes to the success of each experience. They see limitations fall away and potential open up. Deep friendships and bonds of trust and understanding are built among all who "discover interdependence" and training begins in how to preserve and share these experiences when the school group returns to their local districts.



Aikido

"The training helped me because it was more challenging. You had the chance to do it or not do it. I chose to do everything and it was neat. It has really helped my speech. It has also helped me to talk in front of small groups and large groups."

Betty Oxborrow
Norwalk/La Mirada
School District



Ropes Course



Board



Honorable George Deukmejian
Governor



Mr. Bill Honig
Department of Education



William Bronston, M.D.
Project Interdependence



James Burchell, Esq.
Legal Counsel



Mr. Marvin Davis
20th Century Fox, Inc.



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Thomas Bradley
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Businessman



Mr. Richard Chavez
Businessman



Senator John Garamendi
California Legislator



Ms. Goldie Hawn
Actress



Senator Jim Nielsen
California Legislator



Dr. Linus Pauling
Scientist



Mr. Itzhak Perlman
Violinist



Mr. Christopher Reeve
Actor



Mr. Edward V. Roberts
World Institute



Phyllis Rubenfeld, Ed. D.
American Coalition of
Citizens with Disabilities



Ms. Wilma Rudolph
Athlete



Mr. Raoul Teilhet
AFT AFL-CIO



Senator Art Torres
California Legislator



Assemblywoman
Maxine Waters
California Legislator



Mr. Stevie Wonder
Recording Artist

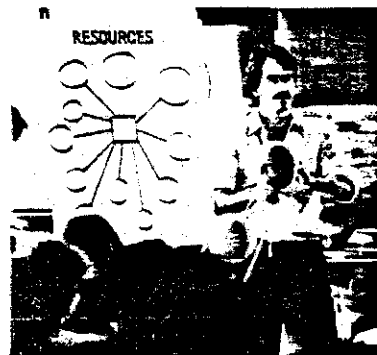
Not Pictured:
Mr. Ron Allan
People First of California
and 3 Student Members

Community Service

After DISCOVER INTERDEPENDENCE training, a core of dedicated teenagers and adults return home carrying the knowledge of the experience. This core group begins a series of monthly activities to develop the concrete skills needed to attract widespread peer and community support and acceptance in a process called ACCESS INTERDEPENDENCE.

As these student-led projects continue to grow, they mobilize community involvement, and so interest in Project Interdependence grows. This community work progresses systematically:

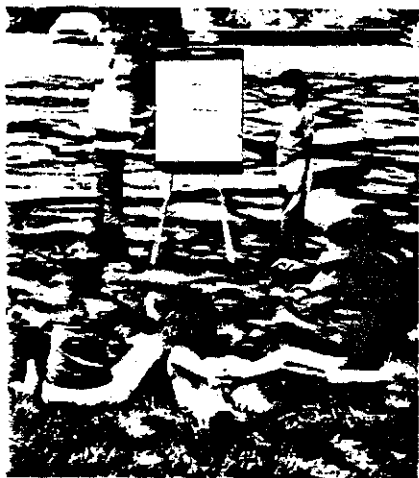
- First, to accomplish a census of needs in the local area.
- Then to create a public relations campaign that presents the goals and experiences of PI to the school board, civic groups, the media and to local corporations.
- Mount access and barrier removal projects.
- Organize science and technology expos, local interdependence adventure outings, cultural assemblies and events for the entire student body and community, and
- Finally, design and carry on career exploration, through internships and creative projects with industry.



Ted Fay, Training Director

“As a result of Project Interdependence I have learned to be more positive about the things that I do. I have also enjoyed the projects that I have been working on because as a result of these projects I am able to do things for my community which I was not able to do before I participated in Interdependence.”

Lisa Clark
Napa School District



Action planning



Community Marathon with Harry Cordellos

Career Exploration

The career exploration events are the high point of the project. As the students discover their abilities and become aware of their full potential, Project Interdependence seeks to turn the eyes of youth to the future, where new skills and resources will be needed and where technology will make all people capable of valued work in society.

It is in the realm of career exploration that the resources and expertise of the private sector are most valuable. At DISCOVER, and at the planned career exploration training experiences in sports (Win Interdependence), science (Explore Interdependence), arts (Image Interdependence) and recreation (Create Interdependence), employers dramatize potential careers and demonstrate the state-of-the-art technologies that are revolutionizing their fields. They also demonstrate the latest in adaptive equipment to assist people in overcoming disabilities and extending their capabilities. Students are asked to take this information, add to it their imagination, and create for themselves a vision of how they can become a part of the future of their choice.

The PI private sector partners gain far more than the short-term gratification and public relations bestowed on those who provide tax exempt public service contributions. Instead, they invest in the future, and in doing so produce new ways to use the skills and abilities of all youth.



Danny Deardorf

“Before entering Project Interdependence I was afraid of people with disabilities. I thought that they should be treated different. I also thought there was a lot of things they couldn't do, but after I got involved I found out people, no matter who they are, just want a fair chance out of life. They don't want special treatment just because they have a disability.”

*Lisa Morgan
Norwalk School District*



Financial Partnership

Project Interdependence (PI) is a public and private partnership founded upon a federal and state revenue commitment from the Department of Education and the Department of Rehabilitation. However, the size and scope of the project's training programs with high school students is critically dependent upon private participation.

Currently, PI has multiple sources of financing for direct programming. PI receives a contribution from the Department of Rehabilitation entirely and exclusively committed to personnel salaries and overhead. The Department of Education allocates a portion of its budget for personnel costs and core program expenditures including consultants, training sites, rents and leases, and a limited number of scholarships for adults and high school participants in the program.

In addition, a range of private contributions, both cash and in-kind, are solicited by the Project's statewide leadership and are applied to scholarships for the high school participants, program consultants, and media products for the statewide and local trainings. Finally, an important component of private sector contributions are generated at the local level by school and community leaders in the program exclusively for local training events and other related school and community based activities.

As the program becomes more successful and is able to provide mechanisms for improved private sector solicitation and participation, more private sector dollars will be available, on a tax-exempt basis, which in turn will be used to expand the size and improve the quality of the program.

It is also anticipated that with the generation of media and training materials, the sale and distribution of the Project's products will add to its operating revenues.

Ultimately, after the direct three year programming cycle is completed, resources for self-sufficiency and continuation will be generated from the success of INTERNET at the local level and will no longer require public support.

The State Legislature has authorized the use of a private bank account, administered through the Department of Rehabilitation, for all private contributions to PI. *The private monies that are received and deposited in this account are exclusively used for those expenditures which cannot be paid for through public funds. At no time is private and public money co-mingled.*



"I have learned so many things! One, that no matter what you look like you still are a human being capable of loving and wanting to be loved. Two, the true meaning in "Interdependence" is that people can be independent and stronger together! "

*Sondra Allen
Fullerton High School
District*



Financial Partnership

Thanks to the contributions of many California individuals and corporations and to the vision of our state government, PI can greatly benefit all those who participate, but the discovery and awareness must be experienced to be real. The work has just begun. We need your support to continue and improve our accomplishments.

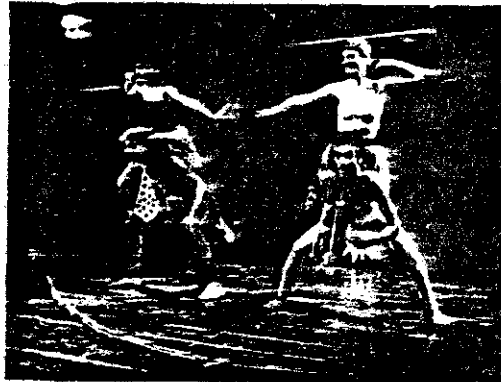
PI has already demonstrated its power to awaken personal strengths for the overwhelming majority of students and adults associated with the project. The project has started a positive force for change. Evaluations have shown:

- Growth in self concept, competence, and self esteem of participants;
- Increased respect for the individuality of others, their talents, contributions, and cultural backgrounds;
- Increased participation, socialization opportunities and integration of students with and without disabilities at school, at work, and in the community;
- Development of concrete skills for school and career futures (e.g., organizing, planning, public speaking and problem solving);
- Acquired knowledge of new teaching and learning methods, new communications systems and technologies; and
- Increased familiarity of organizational missions, goals, and recognition of complementary aspects in education, rehabilitation, and the corporate community.

Project Interdependence is a catalyst aimed at improving the existing relationship between public and private agencies, schools and communities, and people with and without disabilities.



The Experience

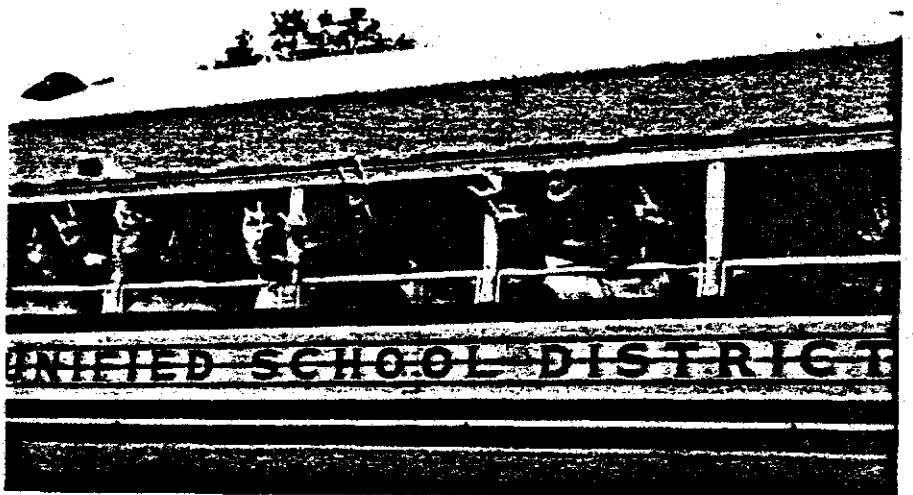


MuSign



“When I am with “non-disabled” people I find myself at ease and able to converse with them openly and honestly because everyone has a disability.”

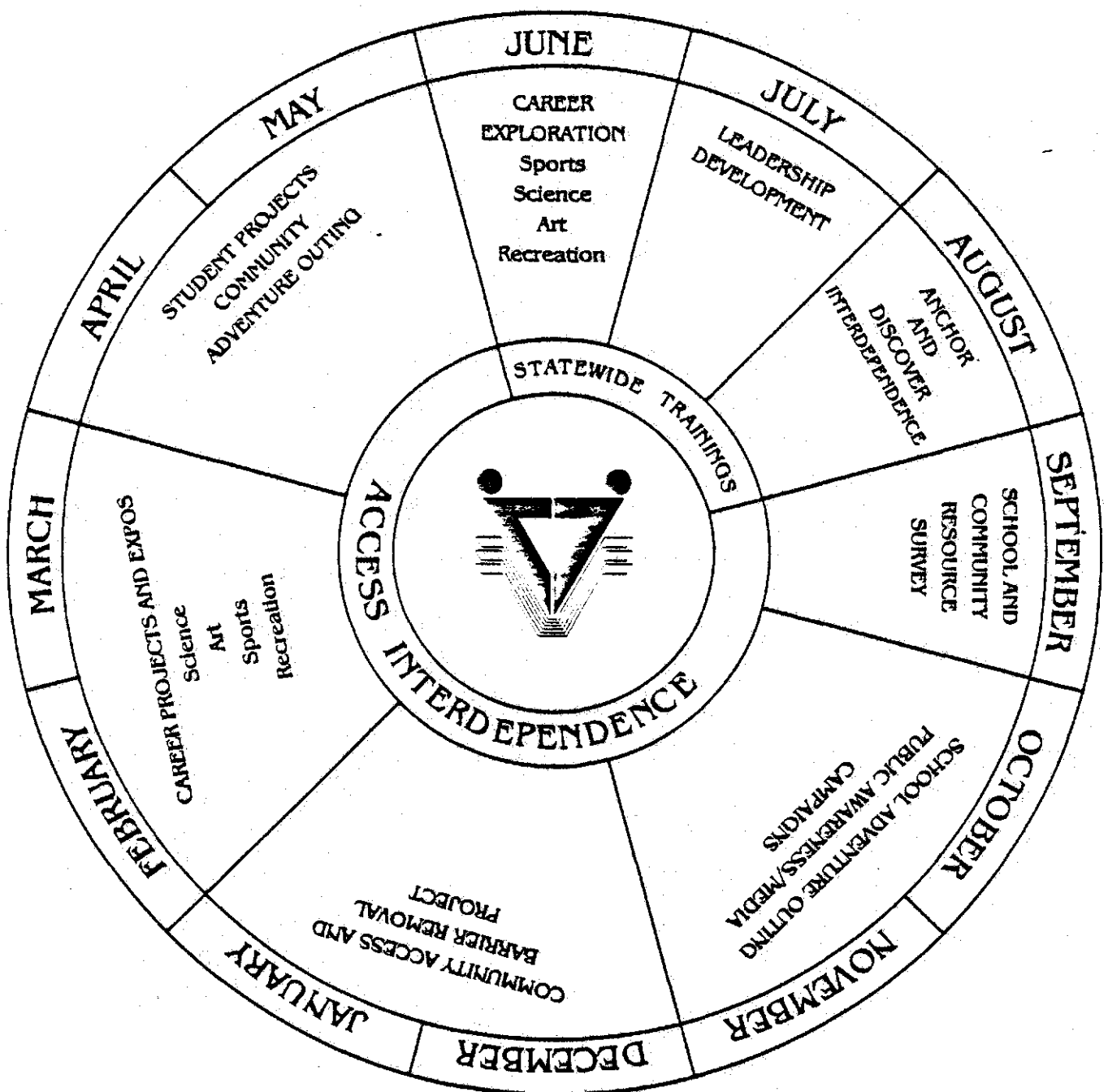
*Julie Van Eppes
John Glenn High School*



"I Love You"

Project Interdependence would like to thank the following organizations who have made this brochure possible through their donations of time and materials: GIRVIN CONRAD & GIRVIN Advertising, Rancho Cordova, Calif.; HACKERCOLOR, Sacramento, Calif.; A & L GraphiCo, Los Angeles & 20th Century Fox, Inc.

The Annual Cycle of Project Interdependence



The Beginning

*“Project Interdependence . . . believes
All things flow from inspiration
from which comes motivation
from which comes work
from which flows creativity
and makes for even greater inspiration.
So the cycle continues! ”*
— Ray Bradbury



Project Interdependence

830 K Street, Suite 124
Sacramento, California 95814
(916) 323-0335

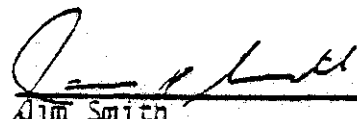
DEPARTMENT OF REHABILITATION

830 "K" STREET MALL

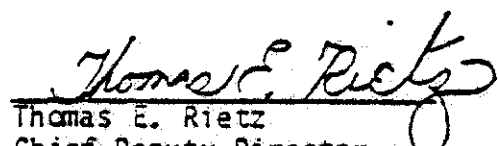
SACRAMENTO, CALIFORNIA 95814



The attached Memorandum of Understanding between the State Departments of Education and Rehabilitation shall govern the operation of Project Interdependence and all Interdependence Programs. This Memorandum of Understanding may be cancelled by either party upon 30 days written notice.


Jim Smith
Deputy Superintendent,
Curriculum and Instructional
Leadership
State Department of Education

12/16/83
Date


Thomas E. Rietz
Chief Deputy Director
State Department of Rehabilitation

1-6-84
Date

December 1983

Memorandum of Understanding
Between
California State Department of Rehabilitation
and
California State Department of Education
on
Project Interdependence

This agreement shall govern the operations of Project Interdependence and all Interdependence Programs. A Public/Private Partnership Advisory Board shall be maintained to provide policy oversight, fiscal review and financial resource support. This agreement shall be terminated only by mutual agreement between the agencies. This document will be renewed and revised, if appropriate, by the State Department of Education and the State Department of Rehabilitation prior to the beginning of each fiscal year. This document may be revised by either Department with mutual agreement of both parties. This agreement shall be submitted for consultation to the Departments of Parks and Recreation, Employment Development, the Chancellor's Office of Community Colleges, the State Council on Developmental Disabilities, and the Governor's Committee on Employment of the Handicapped, on an as needed basis.

I. LEGAL MANDATES

Each of the professional entities directly involved in the development of Project Interdependence (Vocational Rehabilitation, Special Education, and Vocational Education) has a legal responsibility to prepare people with disabilities to work and participate in society. Their mandates are stated in three Federal laws:

1. The Rehabilitation Act of 1973 (PL 93-112) as amended in 1978 (PL 95-602).
2. The Education for All Handicapped Children Act of 1975 (PL 94-142).
3. The Vocational Education Act of 1963 (PL 88-210) as amended in 1968 (PL 90-576) and 1976 (PL 94-482).

These mandates overlap, but do not coincide. Common and unique areas of responsibility exist.

II. GOALS

The primary goal of Project Interdependence shall be to demonstrate that effective cooperation between State agencies and the private sector will enhance services to students with disabilities in the California Public Education system and rehabilitation service delivery system by increasing their career choices and employment opportunities.

Project Interdependence goals are reflected in "The Five Goals" (Attachment A).

These goals shall be accomplished in part by encouraging the full integration of students with disabilities into all school activities.

All goals of Project Interdependence reflect the commitment to fully integrated programming among youth with and without disabilities.

III. PROGRAM OBJECTIVES

Project Interdependence seeks to establish exemplary programs through public and private partnerships with California's youth which will develop:

1. Positive attitude change regarding self-concept, disability awareness and career opportunities.
2. Innovative approaches to teaching essential core curriculum.
3. Community-based service-learning projects and placements.
4. Career planning and job development programs to improve transitional services from education to rehabilitation, and successful independent living.
5. Professional staff development programs.
6. Community, business and civic resource-sharing networks.
7. Interagency collaboration and resource-sharing mechanisms.

IV. EXPECTED OUTCOMES

Project Interdependence is designed to result in:

1. Greater mutual support of educational and vocational rehabilitation programs in the community through improved familiarity of educators and rehabilitation professionals with each other's missions, programs, organizational characteristics, and staff members.
2. Identification of the ways in which educators and rehabilitation professionals' missions complement one another and how their efforts can dovetail to benefit rehabilitation eligible students.
3. Provision of a more effective continuum of services for students with disabilities through promotion of rehabilitation counselor participation in joint planning and the development of eligible student's Individual Education Plans (IEP) and Individual Written Rehabilitation Plan (IWRP).
4. Improved cost-effectiveness in serving school-age individuals and an overall improved cost-benefit ratio due to initiating rehabilitation planning in the high school sophomore and junior years, rather than senior or post-senior years.

Several additional direct outcomes are expected as a result of Interdependence Programs including:

1. Increased appropriateness of education referrals and rehabilitation services.
2. Increased quantity of education referrals, referral sources, and rehabilitation services.
3. Increased and expanded community resources and "similar benefits".
4. Increased quantity of rehabilitation plans (IWRP) and rehabilitations.
5. Increased cooperation, awareness, and social participation opportunities for students.
6. Increased job opportunities and employer accounts.
7. Increased volunteer placements, internships, and work experience opportunities.
8. Increased participant knowledge of rehabilitation eligibility criteria and services.
9. Increased public and employer awareness of issues related to disability, integration, access, and full participation.
10. Improved participant self-concepts, attitudes, and friendship opportunities.

V. PRIVATE PARTNERSHIP PLAN

A specific plan for the continued and increased private sector participation in Project Interdependence will be developed to include financial contributions, profit-sharing projects, corporate loan options, project sponsorships, and Advisory Board participation components.

An account specifically for private contributions to Project Interdependence will be established by the Department of Rehabilitation with the State Treasurer's Office.

VI. RESEARCH AND DEMONSTRATION COMPONENT

Project Interdependence will continue to emphasize continuing research and demonstration of ways to improve the acceptance, integration, respect, and productive participation of youth with and without disabilities in the Science, Arts, Sports and Recreation, industries. This shall include the continuation of participation of film and entertainment media industry and community volunteers.

Project Staff will seek to secure a privately funded independent external evaluation of the impact of diversion of long-term dependency and the impact of private employer cooperation for career

and employment placement in integrated school and work settings for individuals with disabilities.

The Project Chairman and the Department of Rehabilitation will report to the Legislature annually regarding:

1. Compliance with the utilization of monies set forth in the budget.
2. Achievements and problems encountered in the administration, financing, and operation of the Project.
3. Followthrough and involvement of professional staff from the Departments of Rehabilitation and Education.
4. The impact upon individuals served, benefits realized to schools and private corporations involved, and public attitude change.
5. The Legislative Analyst will review the Department of Rehabilitation's report to the Legislature and provide comments to the fiscal subcommittees during hearings on the 1984-85 Governor's Budget.

VII. PRODUCTION TRAINING MATERIALS

Project Interdependence will produce training materials for General Public education, high school training courses, in-service training, and for professional staff development training.

Training materials for school-based programs is based on an infusion approach. That is, Interdependence Program concepts are used as content throughout the core curriculum (i.e., Reading, English, History, Social Sciences, etc.) enhancing acquisition of basic skills.

Training materials stress the importance of developing strong relationships with the community, including a wide range of service agencies, civic organizations, and private industry.

Training materials are focused upon a strong commitment to the concepts of Career Education through a goal-oriented approach to experiential learning in four major industrial growth areas in California - Science, Art, Sports, and Recreation.

Project Interdependence will continue to produce high-quality media including films, videotapes, and printed materials in collaboration with California's entertainment media industry for use in student, and professional training programs and for general public education.

VIII. SCHOOL SELECTION CRITERIA

Project Interdependence will continue to select school districts for participation in Interdependence programs to comply with and reinforce the existence and/or development of local agreements between local school districts and Department of Rehabilitation

districts to promote career planning, rehabilitation services, and resource-sharing for secondary school age youth.

Project Interdependence will continue to select school districts on a statewide basis to reflect appropriate demographic representation.

District selection criteria will continue to include an assessment of available local services and resources to support community-based programs.

- IX. All activities performed by Department of Rehabilitation staff pursuant to this Agreement shall be eligible for Federal financial participation. Should any activities not qualify for Federal financial participation the costs of these activities including staff salaries, travel costs, and all other costs, shall be supported entirely without Department of Rehabilitation funds.