AN ANALYSIS OF THE INFLUENCE OF INFORMATION ON THE EDUCATIONAL ASPIRATIONS OF BLACK HIGH SCHOOL SENIORS IN VIRGINIA

by

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Dissertation submitted to the Faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION in COUNSELING AND STUDENT PERSONNEL

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(ABSTRACT)

The influence of systematic information interventions on black high school students in Virginia was examined in this study. The State Council of Higher Education in Virginia (SCHEV) sponsored a series of information intervention activities since 1982 to influence black high school student aspirations for college. This study was designed to examine influences on college aspirations attributable to the SCHEV activities.

A survey originally designed by SCHEV and the Department of Education was modified to collect data from 1151 black graduating seniors from representative high school districts in Virginia. The data were analyzed by cross-tabulation and chi square procedures. Results of the analyses suggested that one information intervention—Better Information Workshops—had more influence on college aspirations than other interventions, including published brochures, videotapes/cassettes, and public service announcements.
Respondents indicated that their aspirations were influenced significantly by parents, other adults, guidance counselors, peers, and teachers. Almost 70% of the respondents would be first generation college students. In addition, fewer males than females were found to aspire to college attendance.
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This document is dedicated to my wife, , my son, , my mother, the late , and my father,
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CHAPTER I

Introduction

Black student representation in higher education has gradually declined over the last decade. Almost 40,000 fewer black students enrolled in colleges in 1984 than in 1976 (College Entrance Examination Board, 1986). During this same period, enrollment in higher education among white students increased just over 2% (Southern Regional Education Board, 1985). The study also showed that nationally, 51% of white high school graduates were enrolled in college compared to 41% of black high school graduates. Further, the study showed that of all 18-24 year old students who completed four years of college, 92% were white and 6% were black. In a 1984 study conducted by the American Association of State Colleges and Universities (AASCU) it was found that although the graduation rate of black high school students had increased by 29%, the proportion of those graduates who entered college declined by 11% (American Council on Education, 1986).

Similar findings were reflected in statewide studies. In Virginia, the college entrance rate for blacks (31.4%) was 78% below that of whites (40.1%) for the high school class of 1978. In examining Virginia's 1985 high school graduates, researchers found that the college entrance rate of black
high school graduates had actually declined to 30.6% compared to an increase to 51.3% for white high school graduates during the same period. Perhaps a contributing factor to such findings regarding the college going rate of black students in Virginia, is the fact that only 26.8% of black high school seniors were enrolled in college preparatory programs. Conversely, white high school students constituted 43.4% of students enrolled in college preparatory programs (SCHEV, 1981). As a consequence, even if black students made the decision to pursue higher education, they likely would not have the appropriate course work and might lack the requisite skills needed for success in an academic program.

Enrollment in college preparatory programs is only one of the factors which impact on the college entrance rate of black students. Other factors which have been shown to effect that process include academic preparation, financial aid, and parents educational level (Friedman, 1980; Marks, 1985).

Blacks appear to have lost ground at every stage of the educational spectrum. In 1972, blacks represented 10.5% of all high school graduates and 8.7% of college freshman, although they comprised 11% of the population. In a more recent study, the National Center on Educational Statistics (NCES, 1984) reported that although the black population increased to 12%, overall black student representation in
higher education dropped to 8.8%. The changing enrollment trends are representative of a situation that could reach crisis proportions in the near future. Educational institutions, federal agencies, and state governments have begun to react to the declining enrollments by developing programs to attract black students into higher education.

For educators across the country, the specific problem of black students' participation in higher education is one for which there appears to be no single cause. A combination of factors related to poor high school preparation, low levels of parental education, lack of financial resources, low degree level goals, lack of adequate advising in high school, and poor study habits, all seem to impact on participation in higher education among blacks (Portes & Wilson, 1976; Cox & Matthews, 1987).

The status of the black family today reflects the lack of a positive environment that promotes educational aspirations among the young. Between 1970 and 1982, the number of black households headed by females increased from 28% to 41%. Almost 60% of all black children lived with either one or no parent (College Entrance Examination Board, 1985). In 1982, 47.6% of black children were from homes below the poverty level compared to 17% of white households in this category (Vaughn-Cooke, 1984). The literature reflects that
opportunities for upward mobility are greatly hampered in these kinds of family conditions.

Attempts have been made by federal, state, and local agencies to alleviate the problems of a lack of participation in higher education among a significant number of black students. For many years, finding solutions to the barriers of educational inequality was the focus of several federally funded programs. The Elementary and Secondary Education Act (ESEA), Title I, provided the compensatory education funds needed to implement activities that resulted in large gains by black students in reading and mathematics scores on the National Assessment of Educational Progress tests. Included among these activities were, providing financial resources for additional instruction for students from disadvantaged environments and encouraging local agencies to sponsor programs of this nature for black youth (Forbes, 1981).

Upward Bound and Educational Talent Search are two intervention programs instituted through the cooperative efforts of educational institutions and federal agencies. Over the years these programs have served as a model for other intervention activities. The successes of Upward Bound and Educational Talent Search are attributable to the early identification process and structured follow-up. Students who enroll in the programs begin in the ninth grade and participate year round in a number of structured activities.
The programs include a six week summer session on campus where students are introduced to required academic courses needed to enroll in college. During the school year contact with the students is maintained through field trips and Saturday morning tutorials. These intervention activities have been designed to encourage black students to pursue higher education.

At the state and local level, state agencies and institutions of higher education have developed a number of early intervention programs that identify students whose preparation and achievement levels fall short of the requirements needed to perform college level academic work. An example of this kind of effort is a program introduced by the Board of Elementary and Secondary Education and the Board of Regents in Louisiana. Students who may be college bound and need assistance must participate in a mandatory program either during the summer or after school during the school year to hone up on their academic skills (Louisiana Acts, 1985).

Colleges in Louisiana, Florida, Georgia, and South Carolina have been required to report the progress of students' college performance back to the high school to assist in assessing deficient areas in those school systems. Other local intervention efforts include activities such as the voluntary testing program for high school juniors that
identifies deficiencies in mathematics preparation introduced by the Ohio Board of Regents (Southern Regional Education Board, 1985); and Virginia Polytechnic Institute and State University's Alliance for Increasing Minority Success (AIMS), which offers black students an admissions contract as seventh graders, develops early college financing plans, and monitors students' progress through graduation from high school.

Reviewing efforts to desegregate Virginia's institutions of higher education, the State Council of Higher Education found that the college going rate of all students in the state was above the national averages for black students (29%) and white students (38%). Their concerns focused on continuing to develop initiatives that would motivate additional black students to enroll in higher education at a similar rate of white students.

Researchers suggest several factors that serve to motivate black students to pursue a college education. Darling-Hammond (1984) found that black students were disproportionately channeled to high school vocational and general programs. These programs fell short of developing the higher order cognitive skills that were essential for the college preparatory programs taken by a larger percentage of white students. Many black students who were encouraged by guidance counselors and teachers to enroll in college
preparatory programs experienced difficulty in performing the assigned academic tasks. This combined with a lack of parental support and encouragement resulted in an increase in the number dropping these classes. The constant motivational reinforcement and availability of good information appeared to be noticeably absent from the home environment.

The State Council of Higher Education in Virginia (SCHEV) and the Department of Education realized that to positively impact students, they had to develop motivational activities that focused on the benefits of preparing for and pursuing a college education. Furthermore, findings of Morris (1979) suggest that black high school students are not as aware of the correct program of study needed to obtain admissions to higher education. The College Information Activities were introduced to provide the appropriate information regarding college opportunities.

The Department of Education and SCHEV realized that funding was not available to provide continuous support activities as was reflected in the Upward Bound model, however, they felt that programmatic activities would serve to increase the awareness and importance of college opportunities in the development of educational aspirations of black students in Virginia. To determine the influence of
appropriate information on the college going rate of black students in Virginia, this study was undertaken.

Statement of Problem

The specific problem investigated in this study was: What influence does a systematic program, focusing on providing college information, have on the educational aspirations of black high school students in Virginia.

Research Questions

To provide a more detailed analysis of the problem posed, the following research questions were examined in this study:

1. What was the perceived influence of parents, guidance counselors, teachers, peers, siblings, and other adults on the educational aspirations of black high school students in Virginia.

2. What was the perceived influence of the following State Council of Higher Education information programs on the educational aspirations of black high school students in Virginia: (a) Better Information Workshops, (b)
Brochures, (c) Videotapes/Cassettes, and (d) Public Service Announcements.

Limitations of Study

This study was limited to high schools in Virginia with a black enrollment of at least 25% in spring of 1986. Any generalizations of findings should be to populations with similar characteristics.

Significance of Study

Increasing the educational awareness of black students relative to the opportunities available through higher education continues to be an area of considerable concern. The decline in black enrollment in higher education will likely have both short-term and long-term repercussions.

The short-term effect is that major universities that have devoted time and resources to the recruitment of black students, will lose the diversity created by these efforts. Higher education has attempted to maintain a cadre of black students commensurate with their percentage in the population. If there is a decrease in their representation in the higher education population, there will be a concomitant decrease in black persons trained to take their
place among professionals in a number of job related areas. Most significantly, college campuses will continue to have a student population that is not representative of the population at large. Black enrollment in higher education at all American institutions increased from 7% in 1960 to 15.5% in 1970, peaking at 21.1% by 1977 (Astin, 1982; Hill, 1983). Furthermore, black enrollment at traditionally white colleges increased from 4.3% in 1970 to 9.4% in 1982 (American Council on Education, 1986). On a short term basis, this study could provide useful information to the State Council of Higher Education in Virginia regarding the perceptions of their information intervention programs.

The long-term effect of the enrollment decline will result in a serious drop in the number of blacks trained in professional and technical fields, and subsequently cause a loss of talent and resources in the black community and in the broader community as well. Between 1979 and 1985, the number of bachelor degrees conferred on blacks declined by 6%, with the number of blacks pursuing graduate studies showing a 11.9% drop (American Council on Education, 1986). The enrollment trends for black students will have a profound effect on future affirmative action efforts to increase the black representation in all fields.

The National Advisory Committee on Black Higher Education and Black Colleges and Universities, (1980)
reported that through the year 2000, blacks in the 16-24 year old age group will increase at a rate much faster than the general population. Hodgkinson (1983) reported that by 1990 one out of every three high school graduates will be of a minority population. Furthermore, the demographics show that the average age of white Americans is 31, compared to an average age of 25 for black Americans and 22 for hispanic Americans.

Of particular interest is the long-term effect the decline in enrollment will have on higher education, including a larger number of undereducated individuals, who will represent an increasingly larger percentage of the nation's population. With fewer blacks seeking undergraduate degrees, and subsequently advanced degrees, and the attractiveness of industry with higher salaries, the pool from which to select students and faculty will remain bleak. The findings of this study should assist the State Council of Higher Education in Virginia and Virginia policy makers in decisions related to the development of long-term programs that provide motivational information for black students to continue their education beyond high school. In addition, this study may provide valuable demographic information on black students in Virginia.
Definitions

Several terms were defined for the purpose of this study. A listing of terms and their meanings follows:

1. **College Information Activities**: Includes the Better Information Workshops; publications, *About High School* and *After High School*; public service announcements featuring Ralph Sampson; and video tapes and cassettes, "It's Your Choice" and "The Door is Open." These are programs that are specifically designed and implemented by the State Council of Higher Education in Virginia.

2. **Minority**: In common parlance, minority includes differences pertaining to race, ethnic background, and origin. For purposes of this study, minority is used to denote persons of Black or Afro-American decent.

3. **Educational Aspirations**: A participant's expressed educational plans beyond high school; the number of years of college or university training a participant plans to achieve at some future date (Davis, 1964).

4. **Influence**: The effects produced from the introduction of intervention activities (Rossi, 1982);
Outline of Study

Chapter one includes the introduction, statement of the problem, purpose of the study, research questions, limitations of the study, significance of the study, and relevant definitions. Chapter two is a review of the relevant literature. Chapter three contains the methods used in conducting the study, a description of the research design, data collection and analysis processes. Findings of the study are presented in Chapter four and a summary of the study with conclusions and recommendations for future research are offered in Chapter five.
CHAPTER II

Summary

Literature about the effects of intervention activities on educational aspirations, the sources of influence on educational aspirations and the motivational influences on minority aspirations, is reviewed in this chapter.

Educational intervention activities have proven to yield a number of programmatic successes. The reasons for their initiation and the clientele served are documented throughout the literature review. Usually, the programs focused on improving the academic deficiencies of a specific disadvantaged group. In this chapter, many of those early intervention activities are examined, focusing on the substantive nature of each. These early interventions include the Demonstration Guidance Project in New York City in 1956, Higher Horizons in New York in 1959, Project ABC (A Better Chance) in 1963, Upward Bound and Educational Talent Search in 1965, College Bound in 1967, and Title I Programs in 1965.

The positive evaluation of these selected intervention programs provide the model for the introduction of other intervention activities. Each of the selected programs have
resulted in some degree of success with regard to addressing the needs of the individuals served.

Examination of the effectiveness of intervention programs, requires that consideration be given to the sources of influence on educational aspirations. This chapter provides a selected examination of sources of influence. It also includes a section on the accessibility of information about educational opportunities. Indeed logical decisions are difficult to make without viable information from which to make those decisions. McNair and Brown (1983), and Wharton (1984) contended that unless black students acquire the necessary information and skills to continue into higher education, their educational aspirations will be lowered and career opportunities subsequently compromised.

This chapter also includes a review of the sources of influence responsible for the information delivery process. Parents, guidance counselors, teachers, and friends are catalysts in the development of educational aspirations and subsequent delivery of the motivational techniques for goal attainment (Carnegie Foundation, 1986). The role of these and other change agents related to the development of educational aspirations are discussed.

The literature related to motivational influences on minority aspirations has produced a broad range of findings. Among black students the amount and regularity of
encouragement, and educational expectations of significant others are extremely important in their educational aspirations (Gurin & Epps, 1975; Hollister, 1969). Examined in this chapter is selected literature related to minority aspirations and some of the psychological research on motivation of minority students.

The literature review covers three general areas: educational intervention activities on educational aspirations, sources of influence on educational aspirations, and the motivational influences on minority educational aspirations.

I. Educational Intervention Activities

Educational intervention activities historically have been characterized by their altruistic slant. As far back as 1956, New York City implemented a city wide program to improve the quality of education for its disadvantaged students. The program, entitled Demonstration Guidance Project, used a series of intervention activities to foster learning. The project targeted students who were performing below the national level in both mathematics and reading for their age group. These students were subjected to special counseling, remedial instruction, culturally enriching
activities, and altered curriculums over a six year period. Using a control group of graduates who had completed the same high school, an assessment of the program revealed that three times as many program participants completed high school and continued to some form of higher education as did those students in the control group. In addition, reading achievement, school attendance, and I.Q. scores improved while behavior problems declined (U.S. Civil Rights Commission, 1967).

New York followed this effort with the introduction of its Higher Horizons Project, which was implemented in 1959, at all levels of its school system. Wrightstone (1965) found in evaluating this program that overall, students' performance, behavior, and attitudes did not differ based on participation in the program. Important considerations in his findings were that there appeared to be differences in levels of influence of intervention programs within schools compared to across the school system. The difference appeared to be that there was a high correlation between the commitment of individual school administrations and method used in the delivery process.

Some of these early programs became the model for future intervention activities, especially those designed to improve the educational opportunities of disadvantaged youth. In the study of educational opportunities in the United States,
Coleman (1966) discovered a pattern in the educational achievement of minority students that included lower test scores in both verbal and nonverbal skills. These results suggested substantially negative differences when compared to majority students. The problems are exacerbated as minority students progress through the educational system and magnified further if they are from impoverished backgrounds. For this reason external intervention programs serve to correct several past inequities related to compensatory education for disadvantaged youth. The ultimate goals of these programs are to provide the additional stimuli necessary to address the problems associated with educational achievement.

**Upward Bound and Educational Talent Search**

Upward Bound is one intervention program that appears to have had a significant impact on the educational achievement of disadvantaged youth. The program focuses on identifying students with college potential and whose family income fall below the federal poverty level. Established in 1965, as a result of the Higher Education Act, Upward Bound provides an eight week summer session at a participating college for the potential college students. Sessions are
held to sharpen student skills in English, mathematics, and science. In addition, students are exposed to a broad variety of cultural experiences aimed at providing the motivational foundation for future college attendance. During the school year, monthly weekend sessions are held on campus to continue the support initiated during the summer (U.S. Office of Education, 1969).

Studies of the program's effectiveness have shown very favorable outcomes. For example, 73.4% of the 64,000 students who participated in Upward Bound between 1965 and 1969, graduated from high school (U.S. Office of Education, 1969). In addition, 76.4% of those who graduated from high school aspired to some form of higher education (Cohen & Yonkers, 1969; McInick, 1971; Shea, 1967). The success of participants in other Upward Bound programs can be found scattered throughout the research. Billings (1968), Glickstein (1969), Granowsky (1969), Greenleigh Associates (1969), Hopkins (1969), and McDill, McDill, and Spreke (1972) reported college entrance rates of Upward Bound participants between 70% and 100%, with 75% to 88% of these students enrolling for a second year.

However, by the early 70s, there appeared to have been an erosion of the initial criteria for selection and in the objectives of Upward Bound. The Comptroller General of the United States (1977) reported that over 30% of the
participants did not complete the program and of those that did only 28% were still enrolled in college two years later.

Educational Talent Search was created by the Higher Education Act of 1965. This program sought to identify and provide assistance to students with outstanding talent, but from economically deprived backgrounds. The primary focus of this program was to provide information about educational opportunities and financial assistance. Talent Search also directed its efforts to assisting high school students from families with incomes in the next tier above the qualifications for Upward Bound. Follow-up research suggested some successes in evaluating the effectiveness of this program (Pyecha, 1974).

Furthermore, Hunt (1969), and Young and Exum (1982) found that the structured activities of Upward Bound that included the on campus eight week session proved very effective in encouraging academic achievement, graduation from high school, and matriculation into college. They also found, along with the U.S.Office of Education (1977), that the degree of impact of the Upward Bound program was directly affected by the incremental years of participation. Burkheimer (1980) reported that Upward Bound was very instrumental in encouraging college attendance and supporting competing and success skill development; however, in his studies the high school grade point average did not reflect
a significant change as a result of participating in the Upward Bound program.

The success of Upward Bound and Talent Search can be attributed to the long term structured nature of each. Students enrolled in the programs as freshman in high school and were provided academic and nonacademic support throughout their high school careers. The two programs acted as support and reinforcement agents for the academic program of the high school. The true success of these programs can be seen in the early delivery of information regarding college opportunities, and subsequent follow-up with continuous academic skill building and encouragement.

College Bound & Project ABC (A Better Chance)

Another educational intervention program, College Bound, possessed two purposes: to encourage students to enroll in college and to help students develop the necessary skills to enhance persistence in college. The uniqueness of this program was its relationship with local colleges that agreed to provide counseling and tutoring in addition to extending an offer of admissions to the program participants. Hawkridge, Chalupsky, and Roberts, (1968), and the American Institute for Research in Behavioral Sciences, (1969), found
that participants in this program showed considerable gains in both mathematics and reading.

Project ABC, (A Better Chance), is another intervention program that used the adopt-a-school concept. It was initiated by Dartmouth College and the Ford Foundation, with Dartmouth College adopting a local school system. To participate in the ABC program students had to be academically promising and highly motivated. Upon completion of the ABC summer intensive programs, the students received scholarships to private secondary schools. Follow-up of Project ABC revealed that 30% of the participants in the program demonstrated distinct gains in academic achievement (Weissman, 1969).

**Title I Programs**

Title I Programs were intervention programs that evolved out of the Elementary and Secondary Act of 1965. These programs focused on providing financial assistance to help local agencies identify educational deficiencies of low income individuals. Unique from many other federally funded programs, the needs assessment, development, and implementation of the Title I programs were the responsibility of local agencies. Nine million students, of
whom more than 65% were minorities, participated in Title I programs in 1967. In addition, $1,600,000,000 were spent on these programs in 1972 (Pyecha, 1974).

The research on the evaluation of the effectiveness of the Title I programs revealed significant flaws in the early implementation. The critics of the programs were quick to acknowledge the lack of intervention activity at the junior and senior high school level (U.S. Department of Health, Education, and Welfare, 1970). The early Title I programs were generally characterized not by the emphasis on instructional activities but by over expenditure on equipment and staff.

**SCHEV Summer Graduate Program for Minority Virginians**

In 1976, the State Council of Higher Education for Virginia (SCHEV), introduced a summer graduate program for minorities interested in graduate study. The program is hosted in alternate years by Virginia Polytechnic Institute and State University and the University of Virginia. Students participate in graduate course work, career exploratory seminars, and cultural enrichment activities over a six week summer session. The purpose of the activity is to encourage the matriculation of minorities into graduate programs. In
her research, Wigglesworth (1983) found that the SCHEV model was effective in encouraging the pursuit of graduate study. The substantive structure and realistic examination of graduate classes proved beneficial in clarifying future graduate study aspirations for the participants in the SCHEV program.

II. Sources of Influence on Educational Aspirations

A. Accessibility of Information

Individuals at some stage in their life face an inevitable quandary; what to do with their lives? Decisions about what occupation to pursue and whether or not that occupation is compatible with an individual are critical. These difficult decisions can be made easier depending upon whether or not there is accessibility to educational information.

Norris, Hatch, Engelkes, and Winborn (1979) define educational information as the valid and usable data about all types of present and future educational and training opportunities and requirements. They are quick to reference the importance of the curriculum and co-curriculum offerings and requirements for entering schools and training
facilities. In addition, there appear to be gradations of educational information that are reflective of various levels of development through the educational system. A mother may need to have less educational information for her child entering the first grade than she would for her ninth or tenth grader. Stated more succinctly, the higher the level in the educational system, the more complex the educational information needed. The greatest need for educational information occurs as students make a transition from one level of education to another. A smooth transition can be positively associated with the availability of guidance oriented programs.

At each level in the educational process, the type and amount of information a student needs varies (Healy, 1982). Educational information at the middle school level may emphasize the importance of staying in school, the value of co-curricular activities, how to select courses, and how to study. At the senior high school level, long range plans, variety in curricular choice, college or training school requirements, and availability of financial aid are highlighted.

Hoppock (1969), Healy (1982), and Norris, Hatch, Engelkes, and Winborn (1979), all expound upon the types and sources of educational information that have proven to be effective. Included in that list are books, pamphlets,
catalogs, directories, reprints, and audio-visual aids. Talbutt (1982) supported this in reviewing the use of printed material as a means of delivering information. Citing printed material as the oldest method of distributing information on careers, she acknowledges the fact that effective material has information that is current, accurate, and written at the appropriate reading levels of the targeted population. In addition to the aforementioned types of educational information, the disadvantaged student benefits greatly from special guidance classes, career education programs, special publications, and referral to individual resources (Astin, 1982; Fleming, 1984; Johnson, 1974).

Deriving satisfactory career choices mandates effective decision making for all students. The more detailed the educational information, the better the decision making process, partly because the number of schools and careers from which to choose has greatly increased. The choice of a school or career may determine several things. It may determine employment opportunities, career successes, career satisfaction, and the influence of others. Critical in the application and understanding of these areas is the availability of information that allows an individual to derive sound logical decisions.

The question that consistently arises in the literature, as it relates to student interests, is considering what you...
know about your own abilities, interest, and opportunities, what occupation do you think you are most likely to enter when you finish school (Healy, 1982; Hoppock, 1969)?

The Career Information Delivery Systems (CIDS) in Virginia is one such vehicle that serve as a conduit for responding to student interest questions. Understanding the importance of having good information, guidance counselors consistently expressed concern regarding the limited access to sufficient information on career and job opportunities to adequately advise students (Windom, 1982). Therefore, through the Education Amendments of 1976, Congress initiated the National and State Occupational Information Coordinating Committees (NOICC & SOICC). Deliberations from these committees resulted in several needs: to improve communications regarding users and producers of information, to do a better job of developing occupational information systems, and to promote career information delivery systems.

Several states received grants to develop computer-based information systems. One of these states, Michigan, was evaluated as an effective system and became the model for Virginia. The Virginia Occupational Information Coordinating Committee then proceeded to promote information dissemination across the Commonwealth. Evolving out of this promotion was Virginia View (Vital Information for Education and Work), the
Guidance Information Systems, and the System of Interactive Guidance and Information.

Katz (1980), McDaniels (1982), and Snipes (1982) reported a number of computer-based information delivery systems being used across the country including the Computerized Vocational Information System (CVIS), Educational and Career Exploration System (ECES), Information System for Vocational Decisions (ISVD), Computer-Assisted Career Exploration (CACE), System Interactive Guidance and Information, and the Oregon Career Information System (CIS). They recognized the present and future role of computers in supporting the world of work and leisure.

Career information delivery systems have also expanded to include newsletters, microfiche, directories, and other multimedia material. Dudley (1982) found that students were particularly attracted to the use of the Virginia View microfiche while Bourne (1982) reported that the System of Interactive Guidance and Information (SIGI) was most effective with late adolescents and young adults. In addition, Snipes (1982) and McDaniels (1982) found that one of the most effective and exciting modes of career information delivery has been the development and utilization of a statewide toll-free career information hot line. The hot line has generated over 20,000 inquiries on information
regarding job requirements, occupational outlook, financial
aid, and educational and training opportunities.

Overall, the Career Information Delivery Systems have
been instrumental in facilitating more effective
communications between students, counselors, teachers, and
administrators. The wealth of information available in the
Virginia View program has resulted in students becoming more
independent in search of good information regarding their
potential future occupational and career options.

Howell and Frese (1982) found that the level of exposure
to educational information directly impacts the ability of
students to ascertain viable options in the decision making
process. The literature supports the extreme importance of
educational information as an integral component in this
process.

B. Significant Other Influence on Educational Aspirations

The decision concerning whether to pursue further
education beyond high school can be a difficult one. Early
studies by Sewell, Haller and Portes (1969) discussed the
development of educational aspirations as a three step
transmission. Parental status and mental ability influence
school performance and together all three influence the decision to attend college.

The Carnegie Foundation (1986) reported several sources of influence on educational aspirations. Parents were at the top of the list and counselors, teachers, and friends being the others most frequently mentioned. The sources of influence on educational aspirations are described in a number of early studies. Chapman and Volkman (1939) in a pioneer study of aspirations examined the possible social determinants and posited that one way in which the social environment might determine the level of aspirations of a given individual would be through the knowledge of the achievement of groups whose status or ability, one can assess and emulate. Sewell, Haller, and Portes (1969) and Sewell, Haller, and Ohlendorf (1970), discussed educational aspirations in terms of a three step transmission process. They contended in their Wisconsin Model that parental status and mental ability directly influence school performance, which later predicted educational attainment. The role of the parents as a significant other in the educational aspiration process is supported throughout the research. Studies by Bordua (1960), Kahl (1953), Rehberg and Westby, (1967), Sewell and Shah (1969), and Strodtbeek (1958), furthered the notion of the parents being very influential in the educational aspirations of their offsprings. They found the
encouragement fostered by parents in the educational process to be of such magnitude that it could effectively override a lower class background. Furthermore, Simpson (1962) posited, in his report of a study examining combined influences, that parents are more influential than peers. Hauser (1972), Kandel and Lesser (1969), and Williams (1972) supported the view regarding the stronger influence of parents over peers in the formation of aspirations.

Important in the entire parental influence process is the status or socioeconomic level of the parent. Blau and Duncan (1967) posited a one step transmission from parental status to achieved status. Thomas, Cosby, and Picou (1975) expanded upon this one step model through their research on the influence of the number of siblings in the family. They found, as did Blau and Duncan (1967), that individuals in smaller families advanced further in school than individuals in larger families supporting the hypothesis that parents from lower socioeconomic backgrounds who have not attended college tend to have fewer finances. Of course, the presence of additional siblings mean that limited resources must be divided among more individuals.

The College Entrance Examination Board (1986) reported among middle class white students, parents were listed as the main influence on career decisions. McDill and Coleman (1965) also found parental desires for their children are a more
important direct determinant of educational plans than is socioeconomic status.

In research regarding contrasting findings, Coleman (1966), McDill and Coleman (1965), and Herriott (1963) all report that peer influence exceeded parental influence. Herriott (1963) found that peer influence had the strongest independent relationship with level of educational aspirations. Peer influence was found to be more pronounced among rural communities than for urban communities (Picou & Carter, 1976). A distinguishing characteristic in the studies on educational aspirations is the role of "peer modeling." Peer modeling was defined as the emulation of behavior one may desire. This distinction was compared to the "definers" who are described as others who hold actual expectations for the individual. Newcomb (1969) extended this concept about peer modeling a step further by suggesting that the size of the peer group will significantly impact educational aspirations, with smaller group membership having a more positive influence.

The College Entrance Examination Board (1986) and the Carnegie Foundation (1986) acknowledge the role of the guidance counselor and teacher on the educational aspirations of high school students. The guidance counselor surfaced as being most influential for minority students from low socioeconomic backgrounds. Among white students, parents
clearly represented the major significant other in the influences on educational aspirations.

Spencer (1976) acknowledged three categories of significant others; parents, teachers, and peers as being influential in educational aspirations. However, he also added an additional structural variable, interpersonal influence. Spencer (1976) and Clay (1976) concluded that the role of interpersonal influences is one of mediating the effect of structural factors on educational aspirations, such that common is the case of an achiever blossoming from a negative family milieu.

Alexander and Cook (1979) found in their study of the conventional wisdom on educational aspirations that the occupational aspirations of high school seniors are prone to be unrealistic and fantasy-based. Hilton (1971) found as many as 25% of eleventh graders from the educational testing service project had not considered seriously their vocational careers. They further found that for many students, educational plans are unstable, and for yet others educational plans are nonexistent.
C. Motivational Influences on Minority Aspirations

The literature on minority aspirations is fragmented and dispersed throughout the overall research on educational aspirations. A number of comparative studies that examined race differences regarding educational aspirations were surfaced (Debord, Griffin, & Clark; 1976, Kerckhoff & Campbell, 1977; Picou, Carter, & Curry, 1974; Picou & Carter, 1976; Sowell, 1977). Picou, Carter, and Curry, (1974), found that there were two types of significant other influences; definers and peer modeling. Definers were described as having specific goals of educational attainment laid out, while with peer modeling, the respondent was the active participant in an attempt to model behavior of the significant other. Important in this concept was the fact that it does not matter if the significant other has any educational attainment plans. The researchers found that school performance and peer modeling were the most important variables for the formation of educational aspirations. Furthermore, for black students "locus of control" was an important motivational component, in addition to school performance and peer modeling. Picou and Walker (1972), Bordua (1960), Haller and Butterworth (1960), Sewell, Haller, and Ohlendorff (1970), Hollister (1969) and Harris (1970) all agree that the amount of encouragement received from
significant others is extremely important with regard to the educational aspirations of black students. Hollister (1969) and Harris (1970) found in particular that black parents provided more interpersonal encouragement for college attendance, had higher level educational aspirations for their children, and were more concerned about their children's educational future than were white parents. Conversely, Duncan, Haller and Portes (1968) found that black families have a lesser influence on the occupational opportunities of their offsprings.

In addition, Duncan, Haller, and Portes (1968) research revealed that key in the decision making process for black youth is the individual's ability to make decisions about educational plans. This ability is directly influenced by the combination of position in class and interpersonal encouragement, which together influenced educational aspirations by defining one's role in the educational process.

Easton (1980) and Chisman (1974) discovered in their research the importance of career exploration for black youth with regard to educational aspirations. Both found that the students with higher occupational expectations were more active in the school experience. These students enrolled in college preparatory courses, took college entrance exams, and were members of school teams and organizations.
The importance of the development of positive attitudes regarding educational aspirations is paramount for black youth. Falk and Cosby (1973), Jencks (1972), Colclough (1978), and Coleman (1966) reported several important findings about racial composition and educational aspirations. They first provided a definition for desegregation as housing black and white students under the same roof, while integration was defined as knitting the two groups into a single social community. With this definition as a base the research varied on the impact of desegregation. Coleman (1966) indicated that a relationship existed between the percentage of white enrollment and individual performance of black youth, but Jencks (1972), found very little difference in attitudes and attainment between students in segregated and desegregated schools. Kuvlesky and Stanley (1976) examined the historical changes associated with desegregation and found that between 1966 and 1976 the educational aspirations of blacks declined. Cohen (1972), St. John and Smith (1969), and Veroff and Peele (1969) also found that although the achievement of blacks increased with desegregation, the educational aspirations were lowered. Brookover and Erickson (1969) conversely found an increase in the aspirations of black students associated with the increase in white enrollment. In these studies, of which black enrollments ranged from 18% to 95%, the literature
revealed that black students who attended schools with the highest black enrollment had more definitive educational aspirations.

Kerckhoff and Campbell (1977), in a study of the differences in the educational attainment for black and white students, reported several findings. In this follow-up study of ninth graders from 1969 to 1974, the researchers used a path model which assumes a linear relation. However, when race was considered there was no linear relationship. Having excellent high school grades, staying out of trouble in junior high school, and high educational aspirations were more important for blacks, while in the path model white aspirations could be explained by rational antecedents such as socioeconomic status, IQ, and junior high grades.

Researchers acknowledge the pronounced inability of models to explain the differential of aspirations among blacks and whites. The socioeconomic differentials by race contribute to the lack of information about educational opportunities made available to students (Howell & Frese, 1982). Colleges and universities use the results of the PSAT and SAT examination to dissemination information to students. However, in 1985, 1,000 fewer black students nationally took the SAT than in 1984 (CEEB, 1986).

Morris (1979) and Astin (1982) found that lack of knowledge about how to overcome financial barriers to higher
education had a more pronounced influence on minority students. The College Entrance Examination Board (1986) and Carnegie Foundation (1986) reported similar findings with students having an expanded complaint that financial aid programs needed to be explained and not just outlined. Epps (1972), Fleming (1984), and Knoell (1970), further acknowledged the need to meet the basic information deficiencies of black students as being essential in any efforts to address future aspirations.

Psychological Influences Associated with Minority Students

Locus of control is a frequently used phrase to characterize the psychological influences on minority students' educational aspirations. Rotter (1954) first introduced the statement and Lefcourt (1981) expanded the definition and research on its meaning. Generally, locus of control is described as perceiving reinforcement from two sources; that which is beyond your control (external) and that which is contingent on your own behavior (internal).

For black students, locus of control plays an important part in the decision making process. The literature related to the psychological influences on the motivation of minority students revealed several important findings. Fleming (1981) found that there was a difference in the overall attitudes
of black students when composition of the environment was considered. Black students in predominantly white environments were more likely to have an internal locus of control for motivation because of feelings of alienation. These feelings of alienation, if allowed to persist, resulted in depression, damaged self-esteem, and lost confidence.

Zemore and Bretell (1983) found a strong correlation between lack of direction and depression, and self-concept. This finding was exacerbated when alienation was examined while considering external locus of control. McCarthy and Yancey (1971), Weissman and Klerman (1977), Rainwater (1966), and Pettigrew (1964) found in their research that the external factors of race, socioeconomic status, and sex are negatively related to self-perceptions and feelings of depression. Minority students who lack definitive directions regarding their future educational aspirations are also likely to have low self-esteem that is systematically influenced by the external factors such as race and socioeconomic status. Campbell (1981) argued that low income blacks suffer a double bind of being black and poor.

The psychological influences associated with minority students suggest a complex phenomenon. The self-esteem and confidence of many Black students are called into question because of years of oppression and racism that appear to have permeated the internal and external locus of control. Veroff,
Donovan, and Kulka (1981) found in their research that race continues to be perceived as significantly and negatively related to quality of life by many black students regardless of the controlling variables. They further found that the aspirations of blacks are constantly blocked.

The literature reviewed in this chapter revealed several important findings regarding educational intervention activities, educational aspirations, and influences on students and race differences. Missing in the literature is a current analysis of the merger between all of these factors. What happens when a concerted organized effort is made to meet the educational information deficiencies and to increase the educational aspirations of minority high school students through intervention programs which reflect the role of the parent and other significant others?
CHAPTER III

Method

The methods used in conducting the study are the focus of this chapter. Included in this section is a description of the programs being investigated, sampling procedures, research design, data collection, and data analysis procedures.

Description of SCHEV and Department of Education Program

The State Council of Higher Education for Virginia (SCHEV) is the coordinating board for all public institutions of higher education in the Commonwealth. Established in 1956, SCHEV is composed of 11 members who are appointed by the Governor of Virginia for a term of four years. In its role as a coordinating board, SCHEV reviews and renders recommendations regarding budgets, new degree programs, changes in institutional mission, patents and copyright policies, and a variety of other activities for Virginia's public colleges and universities. One of the functions of SCHEV is to coordinate the activities of the Virginia Plan for desegregation which was negotiated with the United States Office of Civil Rights. In the Virginia Plan, SCHEV agreed
to design and implement programs that targeted Black students for the purpose of increasing the number of Blacks enrolled in higher education. The Better Information Project was only one of its programs. The Better Information Project, initiated in 1982, was named to reflect its overall purpose which was to develop and disseminate information to middle and high school students. While the information was to be made available to all students, the project concentrated primarily on reaching Black students. These efforts grew out of research which supported the fact that the lack of information about college opportunities had an adverse impact on the educational aspirations of Black high school students and their preparation for college (SCHEV, 1981).

The State Council of Higher Education in Virginia (SCHEV) in cooperation with the Department of Education, established a planning committee whose goal was to blueprint a plan for providing better information about college opportunities to Black students and their parents. The planning committee was composed of representatives from the State Council of Higher Education, Department of Education, Virginia Parents and Teachers Association, Richmond Public Schools, and several higher education institutions in Virginia. The committee found that almost 90% of school systems in Virginia ask students to choose their curriculum at the seventh or eighth grade. Therefore, they felt the need
to provide good sound information regarding the most appropriate course to pursue. The Better Information Project was selected as the vehicle for achieving this goal because empirical research supported this an appropriate method for reaching the targeted population.

The SCHEV planning committee established several objectives to guide their work. A major objective was to provide better information about college preparation and admissions requirements, financial assistance, and career opportunities for study in higher education in Virginia to secondary school personnel such as school board members, superintendents, principals, teachers, counselors, and librarians who can promote the recruitment of Black students at Virginia's state-supported institutions. Another objective was to design training for secondary school personnel on the special needs of Black students including techniques and strategies they might use in working more effectively with those students. Their final objective was to increase the proportion of Black Virginia residents who attend college in Virginia.

The college information activities that were planned and implemented included Better Information Workshops, public service announcements, videotapes/cassettes, and publications. Each aspect is described in this section.
Better Information Workshops

Workshops were designed as a mechanism to disseminate information and training to students, parents, counselors, and administrators. They were conducted throughout Virginia targeted toward the demographic areas with a large concentration of minority students.

These workshops emphasized the importance of education, planning for the future through increased information and educational awareness, and the role of parents in the educational process. Three different workshop formats were developed. The first one was developed for high school counselors and was aimed at creating an awareness of the needs of minority students, presenting the information produced, and enlisting their support of the Better Information Project. Approximately three-fourths of the counselors received training in those workshops.

The second set of workshops were developed to provide similar types of information for principals. These sessions were shorter in length and delivered primarily at the annual administrators conference at the beginning of the year.

The third workshop format was designed primarily for students and parents. A typical workshop included an opening session with welcomes by state and local officials and a warm-up exercise to involve the parents and students. This
was followed by a lecture on the career planning process and the showing of motivational media videos, "It's Your Choice" and/or "The Door is Open." A local counselor or member of the Better Information Committee facilitated the next section which focused on the types of high school diplomas, the plan of study needed for each, and the relationship of the plan of study to future educational options.

After a break, the discussions focused on post secondary options, admissions criteria, and availability of scholarships/financial aid opportunities. The participants were then divided into smaller groups where additional personal attention was provided. Participants discussed personal career aspirations and the process for obtaining those goals.

As a part of the overall workshop format, each participant was provided a packet containing data on all post-secondary institutions in Virginia including specific admission requirements at these institutions, financial aid opportunities, and a sample high school program of study. Time was allowed to review this information with students and parents being urged to reflect on this information upon returning home.
Videotapes/Cassettes

The Department of Education distributed a copy of the videotape/cassette to each high school in Virginia. *It's Your Choice* used the Larry Bland Choir and Henderson Middle School in Richmond to emphasize the importance of individual choices on educational aspirations. *The Door Is Open* portrayed the Governor and Secretary of Education, among others, encouraging students to consider higher education in Virginia. The Governor is seen reiterating the availability of financial assistance and promising that no student shall be denied an opportunity to attend college because of a lack of finances (Appendix F).

Public Service Announcements

Public service announcements (PSAs), featuring former University of Virginia basketball player, Ralph Sampson, were released to all the major radio and television stations in Virginia. The (PSAs) delineate the importance of education through the eyes of one of the Commonwealth's most recognized citizens. Ralph Sampson discusses the fact that most players in the major leagues, professional football, professional basketball attended college. He related the importance of college in the overall preparation for life because the
professional life of an athlete is usually only a few years. The short time span thus makes a college education more important once the professional career is over.

Department of Education Publications

The publications About High School and After High School were disseminated to each high school in Virginia by the Department of Education. Counselors and career education centers were to make these available to students. The publications were also disseminated to parents and students in portions of the state with high concentrations of minority students.

Sample

The sample used in this study was drawn from Virginia's 1986 Black high school seniors. Cluster sampling, a process of "successive random sampling of units, or sets and subsets" (Kerlinger, 1973), was used by the researcher. The sample of 1151 was selected from school districts with black enrollments of 25% or more. Information regarding the minority population of the school districts were obtained from the Department of Education. The participants
represented a cross section of rural (31%), urban (38%), and inner city (31%) students. Fifty-eight percent (669) of the sample were females and 42% (482) were males. Within each school district, two schools were randomly selected. Because English is a class that all students must complete to graduate, the survey instrument was administered to each of the senior English classes. The survey instrument was administered only to black high school seniors, except in cases where this was administratively not feasible. In these few cases, the non black surveys were discarded.

Research Design

The focus of the study was to obtain answers to the following questions; (a) what was the perceived influence of parents, guidance counselors, teachers, peers, siblings, and other adults on educational aspirations, and (b) what was the perceived influence of the State Council of Higher Education information activities on educational aspirations.

Survey research was the procedure used to obtain data from the population studied. Kerlinger (1973) wrote that the variables used in survey research examine characteristics of people in addition to obtaining information on attitudes, beliefs, opinions, motivations, and behaviors. Some of these variables include socioeconomic status, education, sex, race,
and occupation. This type of research was selected because the researcher was interested in the perceived influence of respondents with regard to the variables mentioned above.

Of particular interest in this study was information about students' perceptions in relation to educational aspirations. Survey research provided the conduit for obtaining this information. Survey research was the most appropriate method for this study because it facilitated the collection of data from a wide range of individuals. Mail questionnaires were sent to the guidance counselors who assisted in collecting the data. According to Kerlinger (1973), the disadvantages of this type of survey is the inability to validate response and failure of individuals to respond. In an effort to assure a more representative response rate, the surveys were mailed to guidance counselors in bulk. Counselors were asked to administer the surveys with the assistance of teachers, to all students in the sample and collect and return them.

**Instrumentation**

One instrument was used to collect data for purposes of this study. The instrument, a 40 item questionnaire, was originally designed in 1980 by the Department of Education for the purpose of collecting vital statistics on graduating
seniors. It was selected for use in this study because it provided information on demographics, academic programs, and selected attitudes of graduating seniors (Appendix A).

Modifications were made to the original instrument to obtain similar data from 1986 graduating seniors and information about participation in SCHEV programs that was needed for this study. The researcher was particularly interested in information about the relative influence of parents, guidance counselors, teachers, peers, other adults, and siblings, and the specific influences of the college information activities, on student educational aspirations. Therefore, the researcher added several questions (10-12, 31-38) that served to obtain this information.

A pilot study was conducted with Black high school seniors in Roanoke, Virginia, where respondents reported no problems understanding the questions. Because the survey instrument was used by the State Council of Higher Education in 1980, and was found to be reliable, no further tests for reliability were administered.

Questions ten and sixteen were used to provide information regarding the first research question; what was the perceived influence of parents, guidance counselors, teachers, peers, other adults, and siblings on the educational aspirations of black students in Virginia? Questions eleven, twelve, and sixteen were used to respond
to the second research question; what was the perceived influence of each SCHEV activity; better information workshops, videotapes/cassettes, brochures, public service announcements, on the educational aspirations of black students in Virginia?

Collection of Data

The Director of the State Council of Higher Education and the Superintendent for Public Instruction endorsed the study and solicited the cooperation of the individual school systems in implementing the data collection process (Appendix B and C). The researcher forwarded a letter to the guidance counselors requesting assistance in the data collection (Appendix D). The survey instruments, answer sheets, cover letters with directions for administering the survey, and self-addressed return envelopes were also sent to guidance counselors in the selected high schools. The schools were randomly selected and included high schools that could be classified as rural, urban, and inner city. Guidance counselors received 1475 survey instruments.

The researcher telephoned the guidance counselors at each of the high schools in the sample to inform them about the survey and to solicit their assistance in administering
the instrument. They were informed that this was a collaborative effort between the State Council of Higher Education and the Department of Education in an attempt to obtain much needed information on black high school students in Virginia.

The survey instrument was administered to 1151 black high school seniors enrolled in senior English classes by guidance counselors and faculty members, who provided instructions and explained the purpose of the questionnaire. The data collected on the 1151 subjects represented 78% of the surveys that were distributed to the guidance counselors. Because of problems with mail delivery, early school closings, and summer vacations, several guidance counselors were unable to administer the survey. The students in the schools not administering the survey possessed similar characteristics of the larger sample. Thirty-three percent were from urban schools, 32% represented rural schools, and 35% were from schools classified as inner-city. The composition of the larger sample was 38% urban, 31% rural, and 31% inner-city. Two weeks after the survey was mailed to the guidance counselors, the researcher telephoned each of the guidance counselors to remind them to complete and return the survey instruments.
Data Analysis

The data collected were entered into the computer using alphanumeric coding. Data for this study were analyzed using descriptive statistics. The Statistical Analysis System (SAS) and the Statistical Package for the Social Sciences (SPSS-X) were used. Below are listed the research questions and the statistical procedures used to analyze each.

1. What was the perceived influence of parents, guidance counselors, teachers, peers, other adults, and siblings on the educational aspirations of black high school seniors in Virginia. Cross-tabulations were applied in responding to the question. Questions 10_1, 10_2, 10_3, 10_4, 10_5, and 10_6, which provided information on the influences of selected variables, were cross-tabulated with question 16, which provided information regarding the educational aspirations of the respondents.

2. What was the perceived influence of the following State Council of Higher Education information programs on the educational aspirations of black high school students in Virginia: (a) Better Information Workshops, (b) Brochures, (c) Videotapes/cassettes, and (d) Public service announcements. Questions 11_1, 11_2, 11_3, 11_4, and 12_1, which presented information regarding influence
of the SCHEV information activities, were cross-tabulated with educational aspirations, question 16.

In analyzing the data, chi square was used to provide a test of independence and an examination of the chance occurrence of the relationship between the variables (Huck, Cormier, & Bounds, 1974). The probability level used was .05. One of the weaknesses of chi square is that it only provides a relational analysis with limited information regarding the magnitude of the association.
CHAPTER IV

Introduction

The findings of the analysis of the survey results of Virginia's black high school seniors are presented in this chapter. The first section is devoted to briefly describing the characteristics of the respondents. The next two sections focus on responding to the research questions: 1) What was the perceived influence of parents, guidance counselors, teachers, peers, other adults, and siblings on the educational aspirations of Black high school students in Virginia; and 2) What was the perceived influence of the following State Council of Higher Education information programs on the educational aspirations of black high school students in Virginia: (a) Better information workshops, (b) Brochures, (c) Videotapes/cassettes, and (d) Public service announcements. Variations in number of subjects across Tables is a result of missing data.

Characteristics of Respondents

Data were collected from 1151 black high school seniors in Virginia, 58% of whom were females and 42% males. Among respondents aspiring to high school only, a greater
proportion were male (58%) than female (42%). For students aspiring to two-year colleges, four-year colleges, and graduate school, the reverse was true with a larger percentage of females in these three categories (Table 1).

Educational Aspirations

More than 74% of respondents reported aspiring to either a two-year (33.6%) or a four-year (41.9%) college. In addition, only 15% of the respondents aspired to graduate school, while 9.2% aspired to high school only (Table 2).

Parents Education and Occupation

Respondents were from families where approximately two-thirds of the fathers (69.5%) and mothers (67.5%) have a high school education or less. Approximately 45% of respondents' fathers and 40% of their mothers did not complete high school compared to 25% of fathers and 27% of mothers that completed high school only. In addition 22.5% of respondents' fathers and 29% of their mothers continued their education beyond high school (Table 3). Of those respondents aspiring to high school only, 89% of mothers and 82% of fathers had completed high school or less. Conversely, among respondents aspiring to graduate school, 51% of mothers and 41% of fathers had continued their education beyond high school (Tables 4 and 5).
Table 1

Respondents' Educational Aspirations
by Gender

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Only (%</td>
<td>61</td>
<td>44</td>
<td>105</td>
</tr>
<tr>
<td>Two-Year College (%)</td>
<td>162</td>
<td>223</td>
<td>385</td>
</tr>
<tr>
<td>Four-Year College (%)</td>
<td>190</td>
<td>291</td>
<td>481</td>
</tr>
<tr>
<td>Graduate School (%)</td>
<td>66</td>
<td>109</td>
<td>175</td>
</tr>
<tr>
<td>Total (%)</td>
<td>479</td>
<td>667</td>
<td>1146</td>
</tr>
</tbody>
</table>

\[ x^2 = 13.719, \text{ DF } = 3, \ p = .003 \]
Table 2

Respondents' Educational Aspirations

<table>
<thead>
<tr>
<th>Educational Aspirations</th>
<th>Frequency</th>
<th>(Percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Only</td>
<td>106</td>
<td>9.2</td>
</tr>
<tr>
<td>Two-Year College</td>
<td>385</td>
<td>33.6</td>
</tr>
<tr>
<td>Four-Year College</td>
<td>481</td>
<td>41.9</td>
</tr>
<tr>
<td>Graduate School</td>
<td>175</td>
<td>15.3</td>
</tr>
<tr>
<td>Total</td>
<td>1147</td>
<td>100.0</td>
</tr>
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</table>
Table 3

Educational Attainment Levels of Parents

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Frequency (Percent)</th>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed 7 grades or fewer</td>
<td>149 (13.7)</td>
<td>94 (8.4)</td>
<td></td>
</tr>
<tr>
<td>Attended High School</td>
<td>339 (31.3)</td>
<td>358 (31.9)</td>
<td></td>
</tr>
<tr>
<td>Completed High School</td>
<td>266 (24.5)</td>
<td>305 (27.2)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Completed High School or Less</strong></td>
<td>754 (69.5)</td>
<td>757 (67.5)</td>
<td></td>
</tr>
<tr>
<td>Attended Voc., Trade, Bus., Com. Coll, or Jr. College</td>
<td>94 (8.7)</td>
<td>151 (13.5)</td>
<td></td>
</tr>
<tr>
<td>Attended 4-year College</td>
<td>120 (11.1)</td>
<td>128 (11.4)</td>
<td></td>
</tr>
<tr>
<td>Attended Graduate School</td>
<td>29 (2.7)</td>
<td>40 (3.6)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Completed College</strong></td>
<td>243 (22.5)</td>
<td>319 (28.5)</td>
<td></td>
</tr>
<tr>
<td>Don't Know</td>
<td>87 (8.0)</td>
<td>45 (4.0)</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1084 (100)</td>
<td>1121 (100)</td>
<td></td>
</tr>
</tbody>
</table>
The most popular occupation of the fathers of the participants in the SCHEV activities was laborer, followed by craftsman and the military. For mothers the occupation most frequently reported was homemaker, clerical, laborer, and professional (Tables 6 and 7). Fathers and mothers of participants in the each of the SCHEV activities were likely to have attended or completed high school, with a larger percentage of mothers having continued on to a two-year or four-year college. There was not a significant relationship between the education and occupation, and participation in the SCHEV activities (Tables 8 and 9).

Family Income

Over 50% of the respondents were from homes where the average family income was between $8,000 and $24,000 annually. Fifteen percent reported annual family income below $8,000, while 34% had family income of over $24,000. A further examination of parental income to the educational aspirations of respondents revealed that more students with high aspirations also reside in families with higher socioeconomic status. Among the students aspiring to a two-year college, the income level was between $8,000 and $16,000 compared to over $32,000 for families of students aspiring to graduate school (Table 10). The distribution of family income was consistent with the findings of the College
Table 4

**Mother's Education By Educational Aspirations**

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>Grade School</th>
<th>Attended High School</th>
<th>Completed High School</th>
<th>2-Year College</th>
<th>4-Year College</th>
<th>Graduate School</th>
<th>Don't Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Only</td>
<td>19 (19.2)</td>
<td>42 (42.4)</td>
<td>27 (27.3)</td>
<td>2 (2.0)</td>
<td>1 (1.0)</td>
<td>1 (1.0)</td>
<td>7 (7.0)</td>
<td>99</td>
</tr>
<tr>
<td>Two-Year College</td>
<td>48 (13.0)</td>
<td>144 (38.9)</td>
<td>104 (28.1)</td>
<td>39 (10.5)</td>
<td>13 (3.5)</td>
<td>4 (1.1)</td>
<td>18 (4.9)</td>
<td>370</td>
</tr>
<tr>
<td>Four-Year College</td>
<td>20 (4.3)</td>
<td>137 (29.2)</td>
<td>132 (28.1)</td>
<td>78 (16.6)</td>
<td>80 (17.1)</td>
<td>10 (2.1)</td>
<td>12 (2.6)</td>
<td>469</td>
</tr>
<tr>
<td>Graduate School</td>
<td>6 (3.5)</td>
<td>32 (18.8)</td>
<td>38 (22.4)</td>
<td>29 (17.1)</td>
<td>32 (18.8)</td>
<td>25 (14.7)</td>
<td>8 (4.7)</td>
<td>170</td>
</tr>
<tr>
<td>Total (%)</td>
<td>93 (8.4)</td>
<td>355 (32.0)</td>
<td>301 (27.2)</td>
<td>148 (13.4)</td>
<td>126 (11.4)</td>
<td>40 (3.6)</td>
<td>45 (4.0)</td>
<td>1108</td>
</tr>
</tbody>
</table>

\( \chi^2 = 203.26, \text{ Df} = 21, \text{ p} = .00 \)
### Table 5

**Father's Education By Educational Aspirations**

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>Grade School</th>
<th>Attended High School</th>
<th>Completed High School</th>
<th>2-Year College</th>
<th>4-Year College</th>
<th>Graduate School</th>
<th>Don't Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Only %</td>
<td>27 (28.7)</td>
<td>33 (35.1)</td>
<td>17 (18.1)</td>
<td>6 (6.4)</td>
<td>1 (1.1)</td>
<td>0 (0)</td>
<td>10 (10.6)</td>
<td>94 (100)</td>
</tr>
<tr>
<td>Two-Year College %</td>
<td>55 (15.6)</td>
<td>136 (38.6)</td>
<td>87 (24.7)</td>
<td>26 (7.4)</td>
<td>18 (5.1)</td>
<td>1 (0.3)</td>
<td>29 (8.2)</td>
<td>352 (100)</td>
</tr>
<tr>
<td>Four-Year College %</td>
<td>53 (11.6)</td>
<td>126 (27.6)</td>
<td>125 (27.4)</td>
<td>40 (8.8)</td>
<td>64 (14.0)</td>
<td>13 (2.8)</td>
<td>36 (7.9)</td>
<td>457 (100)</td>
</tr>
<tr>
<td>Graduate School %</td>
<td>14 (8.4)</td>
<td>40 (24.0)</td>
<td>33 (19.8)</td>
<td>18 (10.8)</td>
<td>35 (21.0)</td>
<td>15 (9.0)</td>
<td>12 (7.2)</td>
<td>167 (100)</td>
</tr>
<tr>
<td>Total (%)</td>
<td>149 (13.9)</td>
<td>335 (31.3)</td>
<td>262 (24.4)</td>
<td>90 (8.4)</td>
<td>118 (11.0)</td>
<td>29 (2.7)</td>
<td>87 (8.1)</td>
<td>1070 (100)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 114.18, \text{ Df} = 21, p = .00 \]
| SCHEV Activities | Clerical Craftsman Farmer Homemaker Laborer Manager Military Operative Professional Proprietor Protective Services Sales Service Technical Total |
|------------------|-------------------------------------------------|---------------------------------------------|---------------------------------|--------------------------------|---------------------------------|--------------------------------|--------------------------------|
| Workshops | Better Information | | | | | | | |
| | 20 | 65 | 17 | 4 | 123 | 29 | 39 | 34 | 41 | 13 | 11 | 13 | 5 | 11 | 425 |
| | (4.71) | (15.29) | (4.0) | (0.94) | (28.94) | (9.18) | (8.0) | (9.65) | (3.06) | (2.59) | (3.06) | (1.18) | (2.59) | (100) |
| Video Cassettes | x^2 = 27.865, DF = 39, p = .908, Cont. Coeff. = .248 |
| | 12 | 41 | 16 | 2 | 78 | 17 | 24 | 19 | 12 | 6 | 5 | 5 | 3 | 6 | 246 |
| | (4.88) | (16.67) | (61.50) | (0.81) | (31.71) | (6.91) | (9.76) | (7.72) | (4.88) | (2.44) | (2.03) | (2.03) | (1.22) | (2.44) | (100) |
| Brochures | x^2 = 47.473, DF = 39, p = .166, Cont. Coeff. = .402 |
| | 1 | 7 | 64 | 18 | 4 | 130 | 29 | 35 | 38 | 35 | 16 | 6 | 7 | 4 | 21 | 424 |
| | (4.01) | (15.09) | (4.25) | (0.94) | (30.66) | (6.84) | (8.25) | (8.96) | (8.25) | (3.77) | (1.42) | (1.65) | (0.94) | (4.95) | (100) |
| Public Service Announcements | x^2 = 34.395, DF = 39, p = .080, Cont. Coeff. = .274 |
| | 21 | 77 | 17 | 6 | 146 | 41 | 52 | 44 | 46 | 17 | 13 | 4 | 9 | 24 | 517 |
| | (4.06) | (14.89) | (3.29) | (1.16) | (28.24) | (7.93) | (10.06) | (8.51) | (8.90) | (3.29) | (2.51) | (0.77) | (1.74) | (4.64) | (100) |

x^2 = 40.626, DF = 39, p = .000, Cont. Coeff. = .290
<table>
<thead>
<tr>
<th>SCHEV Activities</th>
<th>Clerical</th>
<th>Craftsman</th>
<th>Farmer</th>
<th>Homemaker</th>
<th>Laborer</th>
<th>Manager</th>
<th>Military</th>
<th>Operative</th>
<th>Professional</th>
<th>Proprietor</th>
<th>Protective Services</th>
<th>Sales Service</th>
<th>Sales Service</th>
<th>Technical Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Information</td>
<td>82</td>
<td>11</td>
<td>6</td>
<td>112</td>
<td>43</td>
<td>32</td>
<td>22</td>
<td>56</td>
<td>3</td>
<td>0</td>
<td>13</td>
<td>48</td>
<td>6</td>
<td>438</td>
</tr>
<tr>
<td>Workshops</td>
<td>(18.72)</td>
<td>(2.51)</td>
<td>(1.37)</td>
<td>(25.57)</td>
<td>(9.82)</td>
<td>(7.31)</td>
<td>(0.91)</td>
<td>(5.02)</td>
<td>(12.70)</td>
<td>(0.68)</td>
<td>(0.00)</td>
<td>(2.97)</td>
<td>(10.96)</td>
<td>(1.37)</td>
</tr>
<tr>
<td>(\chi^2)</td>
<td>36.489</td>
<td>36</td>
<td>1</td>
<td>36</td>
<td>1</td>
<td>26</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>16</td>
<td>1</td>
<td>90</td>
</tr>
<tr>
<td>Video/Cassettes</td>
<td>51</td>
<td>4</td>
<td>5</td>
<td>30</td>
<td>19</td>
<td>4</td>
<td>8</td>
<td>29</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>32</td>
<td>4</td>
<td>252</td>
</tr>
<tr>
<td>(\chi^2)</td>
<td>42.433</td>
<td>36</td>
<td>1</td>
<td>36</td>
<td>1</td>
<td>26</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>16</td>
<td>1</td>
<td>90</td>
</tr>
<tr>
<td>Brochures</td>
<td>78</td>
<td>12</td>
<td>8</td>
<td>106</td>
<td>52</td>
<td>27</td>
<td>5</td>
<td>16</td>
<td>50</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>54</td>
<td>434</td>
</tr>
<tr>
<td>(\chi^2)</td>
<td>28.843</td>
<td>39</td>
<td>1</td>
<td>39</td>
<td>1</td>
<td>26</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>16</td>
<td>1</td>
<td>90</td>
</tr>
<tr>
<td>Public Service Announcements</td>
<td>90</td>
<td>19</td>
<td>9</td>
<td>165</td>
<td>52</td>
<td>34</td>
<td>5</td>
<td>17</td>
<td>70</td>
<td>5</td>
<td>3</td>
<td>14</td>
<td>74</td>
<td>10</td>
</tr>
<tr>
<td>(\chi^2)</td>
<td>43.267</td>
<td>39</td>
<td>1</td>
<td>39</td>
<td>1</td>
<td>26</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>20</td>
<td>22</td>
<td>16</td>
<td>1</td>
<td>90</td>
</tr>
</tbody>
</table>
Table 8

Participation in SCHEV Activities by Father's Education

<table>
<thead>
<tr>
<th>SCHEV Activities</th>
<th>Father's Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade School</td>
</tr>
<tr>
<td>Better Information Workshop</td>
<td>56</td>
</tr>
<tr>
<td>%</td>
<td>(12.8)</td>
</tr>
<tr>
<td>$\chi^2 = 16.687$, DF = 21, p = .73, Cont. Coeff. = .191</td>
<td></td>
</tr>
<tr>
<td>Video/Cassettes</td>
<td>31</td>
</tr>
<tr>
<td>%</td>
<td>(12.0)</td>
</tr>
<tr>
<td>$\chi^2 = 12.239$, DF = 21, p = .93, Cont. Coeff. = .213</td>
<td></td>
</tr>
<tr>
<td>Brochures</td>
<td>61</td>
</tr>
<tr>
<td>%</td>
<td>(14.1)</td>
</tr>
<tr>
<td>$\chi^2 = 14.636$, DF = 21, p = .841, Cont. Coeff. = .181</td>
<td></td>
</tr>
<tr>
<td>Public Service Announcement</td>
<td>70</td>
</tr>
<tr>
<td>%</td>
<td>(12.9)</td>
</tr>
<tr>
<td>$\chi^2 = 22.218$, DF = 21, p = .39, Cont. Coeff. = .198</td>
<td></td>
</tr>
</tbody>
</table>
Table 9

Participation in SCHEV Activities by Mother's Education

<table>
<thead>
<tr>
<th>SCHEV Activities</th>
<th>Grade School</th>
<th>Attended High School</th>
<th>Completed High School</th>
<th>2-Year College</th>
<th>4-Year College</th>
<th>Graduate School</th>
<th>Don't Know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Information Workshop</td>
<td>31 (6.8)</td>
<td>159 (35.0)</td>
<td>127 (28.0)</td>
<td>55 (12.1)</td>
<td>51 (11.2)</td>
<td>20 (4.4)</td>
<td>11 (2.4)</td>
<td>454 (100)</td>
</tr>
<tr>
<td>Video/Cassettes</td>
<td>23 (8.7)</td>
<td>83 (31.2)</td>
<td>83 (31.2)</td>
<td>28 (10.5)</td>
<td>32 (12.0)</td>
<td>8 (3.0)</td>
<td>9 (3.4)</td>
<td>266 (100)</td>
</tr>
<tr>
<td>Brochures</td>
<td>36 (8.0)</td>
<td>149 (33.3)</td>
<td>127 (28.4)</td>
<td>50 (11.2)</td>
<td>54 (12.1)</td>
<td>13 (2.9)</td>
<td>18 (4.0)</td>
<td>447 (100)</td>
</tr>
<tr>
<td>Public Service Announcements</td>
<td>49 (8.8)</td>
<td>186 (33.5)</td>
<td>156 (28.1)</td>
<td>60 (10.8)</td>
<td>70 (12.6)</td>
<td>18 (3.2)</td>
<td>17 (3.1)</td>
<td>544 (100)</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 28.34, \text{ DF} = 21, p = .131, \text{ Cont. Coeff.} = .242 \]

\[ \chi^2 = 22.579, \text{ DF} = 21, p = .367, \text{ Cont. Coeff.} = .280 \]

\[ \chi^2 = 25.412, \text{ DF} = 21, p = .230, \text{ Cont. Coeff.} = .232 \]

\[ \chi^2 = 17.699, \text{ DF} = 21, p = .668, \text{ Cont. Coeff.} = .176 \]
Entrance Examination Board. They reported a median income for black married families of $13,266, and for black single families of $7,510. Overall the median income of black families has declined and now represents only 55% of the median income of white families (College Entrance Examination Board, 1985).

High School Program of Study

Almost 35% of the male and female respondents were enrolled in a college preparatory program of study. Over 40% of all respondents were enrolled in a vocational program, with slightly more females (42.4%) than males (37.6%) opting for this particular program of study (Table 11).

Class Rank

Over half of the respondents (57.4%) rank in the top half of their class, but only 18.1% ranked in the top quarter. Categorically, a higher percentage of those students aspiring to high school only (55.2%) or two-year college (48.4%) ranked in the third quarter of their high school class. Conversely, among students aspiring to a four-year college or graduate school, 64% and 74% respectively, ranked in the top half of their class (Table 12).
Table 10

Socio Economic Status By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>Social Economic Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under 8000</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------</td>
</tr>
<tr>
<td>High School Only</td>
<td>20 (20.4%)</td>
</tr>
<tr>
<td>Two-Year College</td>
<td>56 (15.6%)</td>
</tr>
<tr>
<td>Four-Year College</td>
<td>72 (15.4%)</td>
</tr>
<tr>
<td>Graduate School</td>
<td>22 (13.2%)</td>
</tr>
<tr>
<td>Total</td>
<td>170 (15.5%)</td>
</tr>
</tbody>
</table>

χ² = 47.266, DF = 12, p = .00, Cont. Coeff. = .204
Table 11
Respondents High School Program of Study By Gender

<table>
<thead>
<tr>
<th>High School Program</th>
<th>General</th>
<th>College Preparatory</th>
<th>Vocational</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>131</td>
<td>162</td>
<td>177</td>
<td>470</td>
</tr>
<tr>
<td>%</td>
<td>(27.9)</td>
<td>(34.5)</td>
<td>(37.6)</td>
<td>(100)</td>
</tr>
<tr>
<td>Female</td>
<td>152</td>
<td>227</td>
<td>279</td>
<td>658</td>
</tr>
<tr>
<td>%</td>
<td>(23.1)</td>
<td>(34.5)</td>
<td>(42.4)</td>
<td>(100)</td>
</tr>
<tr>
<td>Total</td>
<td>283</td>
<td>389</td>
<td>456</td>
<td>1128</td>
</tr>
<tr>
<td>(%)</td>
<td>(25.1)</td>
<td>(34.5)</td>
<td>(40.4)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

χ² = 93.835, DF = 7, p = .00
Table 12

Class Rank of Respondents By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>Highest Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Lower Quarter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Only (%)</td>
<td>11 (11.5)</td>
<td>25 (26.0)</td>
<td>53 (55.2)</td>
<td>7 (7.3)</td>
<td>96 (100)</td>
</tr>
<tr>
<td>Two-Year College (%)</td>
<td>20 (5.7)</td>
<td>135 (38.7)</td>
<td>169 (48.4)</td>
<td>25 (7.2)</td>
<td>349 (100)</td>
</tr>
<tr>
<td>Four-Year College (%)</td>
<td>100 (21.5)</td>
<td>203 (43.7)</td>
<td>145 (31.2)</td>
<td>17 (3.7)</td>
<td>465 (100)</td>
</tr>
<tr>
<td>Graduate School (%)</td>
<td>64 (37.9)</td>
<td>61 (36.1)</td>
<td>36 (21.3)</td>
<td>8 (4.7)</td>
<td>169 (100)</td>
</tr>
<tr>
<td>Total (%)</td>
<td>195 (18.1)</td>
<td>424 (39.3)</td>
<td>403 (37.3)</td>
<td>57 (5.3)</td>
<td>1079 (100)</td>
</tr>
</tbody>
</table>

$\chi^2 = 119$, DF = 9, p = .00
Summary

The respondents to the survey of Virginia's Black high school seniors can be described as majority (58%) females from families with an average income of between $8,000 and $24,000 annually. Almost 70% would be first generation college students. The largest percent (40%) are enrolled in a vocational program of study and rank in the second and third quarter of their class.

Findings

The data collected were analyzed using Statistical Package for the Social Sciences (SPSS-X) and Statistical Analysis System (SAS). Cross-tabulations were applied using the independent variables of parents, guidance counselors, teachers, peers, siblings, other adults, better information workshops, videotapes/cassettes, brochures, and public service announcements by the dependent variable, educational aspirations (question 16), to provide answers to the research questions.
Research Question 1

The first research question was, what was the perceived influence of parents, guidance counselors, teachers, peers, siblings, and other adults on the educational aspirations of black high school seniors in Virginia? To determine the perceived influence of these variables, respondents were asked to answer a designated question on each variable from "very influential" to "not influential". The responses obtained were then cross-tabulated with educational aspirations which ranged from "two-year college" to "graduate school".

Parents

There was a significant relationship between educational aspirations of the respondents and the perceived influence of parents in making educational decisions. A high percentage of those students planning to continue their education after high school found their parents to be influential in their educational aspirations. Over three-fourths of the students with higher educational aspirations felt their parents were influential including two-year (81%), four-year (85%), and graduate school (78%), respectively (Table 13).
Table 13

**Influence of Parents By Educational Aspirations**

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(%)</td>
<td>153</td>
<td>148</td>
<td>31</td>
<td>40</td>
<td>372</td>
</tr>
<tr>
<td></td>
<td>(41.1)</td>
<td>(39.8)</td>
<td>(8.3)</td>
<td>(10.8)</td>
<td></td>
</tr>
<tr>
<td>Four-Year College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(%)</td>
<td>244</td>
<td>157</td>
<td>40</td>
<td>29</td>
<td>470</td>
</tr>
<tr>
<td></td>
<td>(51.9)</td>
<td>(33.4)</td>
<td>(8.5)</td>
<td>(6.2)</td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(%)</td>
<td>88</td>
<td>46</td>
<td>19</td>
<td>18</td>
<td>171</td>
</tr>
<tr>
<td></td>
<td>(51.5)</td>
<td>(26.9)</td>
<td>(11.1)</td>
<td>(10.5)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>485</td>
<td>351</td>
<td>90</td>
<td>87</td>
<td>1013</td>
</tr>
<tr>
<td>(%)</td>
<td>(47.9)</td>
<td>(34.6)</td>
<td>(8.9)</td>
<td>(8.6)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

$\chi^2 = 18.735$, DF = 6, p = .005, Cont. Coeff. = .135

**VI** = Very Influential  
**I** = Influential  
**NTI** = Not Too Influential  
**NI** = Not Influential
Guidance Counselors

As with parents, there was a significant relationship between educational aspirations and perceived influence of guidance counselors. The role of the guidance counselor was perceived as very influential or influential by 65% of four-year and two-year college aspirants. Among graduate students, 54% of the respondents perceived the guidance counselor as influential (Table 14).

Teachers

The researcher also found there was a significant relationship between students' educational aspirations and perceived influence of teachers. The perceived influence of teachers was somewhat evenly dispersed between very influential, influential, not too influential, and not influential for both the two-year and four-year college aspirants. For students aspiring to graduate school, approximately 53% reported their teacher as very influential or influential. There was a distinct difference between these two categories with 33% reporting influential and 20% very influential (Table 15).

Peers

The perceived influence of peers reported in Table 16, reflected a similar pattern found in the other variables. The
Table 14

Influence of Other Adults By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
<td>(%)</td>
<td></td>
</tr>
<tr>
<td>Two-Year College</td>
<td>111</td>
<td>131</td>
<td>47</td>
<td>77</td>
<td>366</td>
</tr>
<tr>
<td>(%)</td>
<td>(30.3)</td>
<td>(35.8)</td>
<td>(12.8)</td>
<td>(21.1)</td>
<td></td>
</tr>
<tr>
<td>Four-Year College</td>
<td>143</td>
<td>149</td>
<td>79</td>
<td>90</td>
<td>461</td>
</tr>
<tr>
<td>(%)</td>
<td>(31.0)</td>
<td>(32.3)</td>
<td>(17.1)</td>
<td>(19.5)</td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td>56</td>
<td>58</td>
<td>2</td>
<td>34</td>
<td>168</td>
</tr>
<tr>
<td>(%)</td>
<td>(33.3)</td>
<td>(34.5)</td>
<td>(11.9)</td>
<td>(20.2)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>310</td>
<td>338</td>
<td>146</td>
<td>201</td>
<td>995</td>
</tr>
<tr>
<td>(%)</td>
<td>(31.2)</td>
<td>(34.0)</td>
<td>(14.7)</td>
<td>(20.2)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

\( \chi^2 = 20.034, \text{ DF } = 6, \text{ p } = .003 \)

VI = Very Influential
I = Influential
NTI = Not Too Influential
NI = Not Influential
Table 15

Influence of Teachers By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College</td>
<td>105</td>
<td>105</td>
<td>62</td>
<td>95</td>
<td>367</td>
</tr>
<tr>
<td>(%)</td>
<td>(28.6)</td>
<td>(28.6)</td>
<td>(16.9)</td>
<td>(25.9)</td>
<td></td>
</tr>
<tr>
<td>Four-Year College</td>
<td>110</td>
<td>127</td>
<td>109</td>
<td>120</td>
<td>466</td>
</tr>
<tr>
<td>(%)</td>
<td>(23.6)</td>
<td>(27.3)</td>
<td>(23.4)</td>
<td>(25.8)</td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td>33</td>
<td>57</td>
<td>31</td>
<td>48</td>
<td>169</td>
</tr>
<tr>
<td>(%)</td>
<td>(19.5)</td>
<td>(33.7)</td>
<td>(18.3)</td>
<td>(28.4)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>289</td>
<td>202</td>
<td>263</td>
<td>1002</td>
</tr>
<tr>
<td>(%)</td>
<td>(24.8)</td>
<td>(28.8)</td>
<td>(20.2)</td>
<td>(26.2)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

$\chi^2 = 11.125$, DF = 6, $p = .009$, Cont. Coeff. = .105

VI = Very Influential
I = Influential
NTI = Not Too Influential
NI = Not Influential
Table 16

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI (%)</th>
<th>I (%)</th>
<th>NTI (%)</th>
<th>NI (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College</td>
<td>62 (17.0)</td>
<td>138 (37.8)</td>
<td>76 (20.8)</td>
<td>89 (24.4)</td>
<td>365</td>
</tr>
<tr>
<td>Four-Year College</td>
<td>122 (26.2)</td>
<td>163 (35.1)</td>
<td>97 (20.9)</td>
<td>83 (17.9)</td>
<td>465</td>
</tr>
<tr>
<td>Graduate School</td>
<td>49 (29.0)</td>
<td>48 (28.4)</td>
<td>36 (21.3)</td>
<td>36 (21.3)</td>
<td>169</td>
</tr>
<tr>
<td>Total</td>
<td>233 (23.2)</td>
<td>349 (34.9)</td>
<td>209 (20.9)</td>
<td>208 (20.8)</td>
<td>999</td>
</tr>
</tbody>
</table>

$x^2 = 17.466$, DF = 6, p = .008, Cont. Coeff. = .131

VI = Very Influential
I = Influential
NTI = Not Too Influential
NI = Not Influential
significant difference appears to be the magnitude of the influence. For students aspiring to a two-year college, 55% reported that their peers were very influential (17%) or influential (38%) compared to 61% of four-year college aspirants; very influential (26%) and influential (35%), and 57% of graduate school aspirants; very influential (29%) and influential (28%).

**Siblings**

There was not a significant relationship between educational aspirations and influence of siblings. However, 52% of two-year college aspirants, 50% of four-year college aspirants and 44% of graduate school aspirants reported siblings as influential (Table 17).

**Other Adults**

Categorically, other adults have a significantly greater influence among students aspiring to graduate school (68%) and two-year college (66%) with four-year college (63%) being the other most frequently influenced area (Table 18). Other adults were second only to parents in perceived influence by the respondents.
Table 17

Influence of Sibling(s) By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College</td>
<td>81</td>
<td>107</td>
<td>64</td>
<td>111</td>
<td>363</td>
</tr>
<tr>
<td>(%)</td>
<td>(22.3)</td>
<td>(29.5)</td>
<td>(17.6)</td>
<td>(30.6)</td>
<td></td>
</tr>
<tr>
<td>Four-Year College</td>
<td>106</td>
<td>130</td>
<td>84</td>
<td>146</td>
<td>466</td>
</tr>
<tr>
<td>(%)</td>
<td>(22.8)</td>
<td>(27.9)</td>
<td>(18.0)</td>
<td>(31.3)</td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td>38</td>
<td>38</td>
<td>22</td>
<td>72</td>
<td>170</td>
</tr>
<tr>
<td>(%)</td>
<td>(22.4)</td>
<td>(22.4)</td>
<td>(12.9)</td>
<td>(42.4)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>225</td>
<td>275</td>
<td>170</td>
<td>329</td>
<td>999</td>
</tr>
<tr>
<td>(%)</td>
<td>(22.5)</td>
<td>(27.5)</td>
<td>(17.1)</td>
<td>(32.9)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

\( \chi^2 = 9.77, \text{ DF} = 6, p = .135, \text{ Cont. Coeff.} = .098 \)

VI = Very Influential
I = Influential
NTI = Not Too Influential
NI = Not Influential
Table 18

Influence of Other Adults By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College</td>
<td>111 (30.3)</td>
<td>131 (35.8)</td>
<td>47 (12.8)</td>
<td>77 (21.1)</td>
<td>366</td>
</tr>
<tr>
<td>Four-Year College</td>
<td>143 (31.0)</td>
<td>149 (32.3)</td>
<td>79 (17.1)</td>
<td>90 (19.5)</td>
<td>461</td>
</tr>
<tr>
<td>Graduate School</td>
<td>56 (33.3)</td>
<td>58 (34.5)</td>
<td>20 (11.9)</td>
<td>34 (20.2)</td>
<td>168</td>
</tr>
<tr>
<td>Total</td>
<td>310 (31.2)</td>
<td>338 (34.0)</td>
<td>146 (14.7)</td>
<td>201 (20.2)</td>
<td>995</td>
</tr>
</tbody>
</table>

$\chi^2 = 20.034$, DF = 6, $p = .003$, Cont. Coeff. = .140

VI = Very Influential
I = Influential
NTI = Not Too Influential
NI = Not Influential
Overall, regardless of student aspirations, the pattern of influence was similar; that is all students rated parents as most influential and siblings as least influential. Eighty-three percent of the students surveyed perceived their parents to be influential on their educational aspirations. Sixty-five percent perceived other adults to be influential and 63% perceived their guidance counselor to be influential. Respondents also were influenced by their peers (58%), teachers (54%), and siblings (50%).

Respondents reported taking several actions as a result of the influences of parents, guidance counselors, teachers, friends, and other adults. They included the following: enrolling in college preparatory courses (25%), making application to take the PSAT/SAT (47%), sending off for materials from various colleges (54%), visiting a college or attending a college night program (27%), discussing college with others (57%), and applying for financial aid (37%).

Research Question 2

What was the perceived influence of the following State Council of Higher Education information programs on the educational aspirations of black high school students in
Virginia: (a) Better information workshops, (b) Brochures, (c) Videotapes/cassettes, and (d) Public service announcements.

Better Information Workshops

Thirty-eight percent of the respondents reported participating in a Better Information Workshop. There was a significant relationship between the perceived influence of the Better Information Workshops and the educational aspirations of the participants. Two-thirds (67-76%) of college bound students rated the Better Information Workshops as influential (Table 19).

Brochures

Thirty-seven percent of the respondents reported reading the brochures. Of those, 63% reported that the brochures were influential or very influential. However, there was not a significant relationship between students' educational aspirations and perceived influence of the brochures (Table 20).
Table 19

Influence of Better Information Workshops
By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College (%)</td>
<td>53</td>
<td>67</td>
<td>24</td>
<td>22</td>
<td>166</td>
</tr>
<tr>
<td>Four-Year College (%)</td>
<td>78</td>
<td>82</td>
<td>26</td>
<td>25</td>
<td>211</td>
</tr>
<tr>
<td>Graduate School (%)</td>
<td>23</td>
<td>22</td>
<td>9</td>
<td>13</td>
<td>67</td>
</tr>
<tr>
<td>Total (%)</td>
<td>154</td>
<td>168</td>
<td>59</td>
<td>58</td>
<td>439</td>
</tr>
</tbody>
</table>

$\chi^2 = 16.836$, DF = 6, p = .010, Cont. Coeff. = .129

VI = Very Influential
I = Influential
NTI = Not Too Influential
NI = Not Influential
Table 20

Influence of Brochures By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College (%)</td>
<td>56 (32.0)</td>
<td>60 (34.3)</td>
<td>34 (19.4)</td>
<td>25 (14.3)</td>
<td>175 (100)</td>
</tr>
<tr>
<td>Four-Year College (%)</td>
<td>48 (23.5)</td>
<td>76 (37.3)</td>
<td>41 (20.1)</td>
<td>39 (19.1)</td>
<td>204 (100)</td>
</tr>
<tr>
<td>Graduate School (%)</td>
<td>11 (21.6)</td>
<td>21 (41.2)</td>
<td>8 (15.7)</td>
<td>11 (21.6)</td>
<td>51 (100)</td>
</tr>
<tr>
<td>Total (%)</td>
<td>115 (26.8)</td>
<td>157 (36.5)</td>
<td>83 (19.3)</td>
<td>75 (17.4)</td>
<td>430 (100)</td>
</tr>
</tbody>
</table>

χ² = 5.919, DF = 6, p = .432, Cont. Coeff. = .117

VI = Very Influential
I = Influential
NTI = Not Too Influential
NI = Not Influential
Table 21

Influence of Videotape/Cassettes By Educational Aspirations

<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College (%)</td>
<td>12 (10.9)</td>
<td>33 (30.0)</td>
<td>36 (32.7)</td>
<td>29 (26.4)</td>
<td>110</td>
</tr>
<tr>
<td>Four-Year College (%)</td>
<td>8 (7.0)</td>
<td>37 (32.5)</td>
<td>29 (25.4)</td>
<td>40 (35.1)</td>
<td>114</td>
</tr>
<tr>
<td>Graduate School (%)</td>
<td>4 (14.3)</td>
<td>9 (32.1)</td>
<td>4 (14.3)</td>
<td>11 (39.3)</td>
<td>28</td>
</tr>
<tr>
<td>Total (%)</td>
<td>24 (9.5)</td>
<td>79 (31.3)</td>
<td>69 (27.4)</td>
<td>80 (31.8)</td>
<td>252</td>
</tr>
</tbody>
</table>

\[ x^2 = 6.719, \text{ Df} = 6, p = .348, \text{ Cont. Coeff.} = .161 \]

\( \text{VI} = \) Very Influential
\( \text{I} = \) Influential
\( \text{NTI} = \) Not Too Influential
\( \text{NI} = \) Not Influential
Videotapes/Cassettes

There was no significant relationship between student aspirations and perceived influence of the videotapes/cassettes. Only 21% of the students actually viewed the videotapes/cassettes, and fewer than half (40.8%) of the viewers reported them as influential (Table 21).

Public Service Announcements

Approximately (47%) of the respondents reported viewing the public service announcements. Although there was no significant relationship between educational aspirations and perceived influence of the public service announcements, a pattern emerged that the greater the perceived influence, the lower the educational aspirations (Table 22).

Summary of Perceived Influence of SCHEV Activities

Thirty-eight percent of the respondents reported participating in the Better Information Workshops. Of those participants, over two-third perceived the workshops as being influential in their educational aspirations. As a result of participation, respondents reported discussing college with
<table>
<thead>
<tr>
<th>Student Aspirations</th>
<th>VI</th>
<th>I</th>
<th>NTI</th>
<th>NI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year College</td>
<td>29</td>
<td>55</td>
<td>48</td>
<td>65</td>
<td>197</td>
</tr>
<tr>
<td>(%</td>
<td>(14.7)</td>
<td>(27.9)</td>
<td>(24.4)</td>
<td>(33.0)</td>
<td></td>
</tr>
<tr>
<td>Four-Year College</td>
<td>34</td>
<td>63</td>
<td>63</td>
<td>97</td>
<td>257</td>
</tr>
<tr>
<td>(%)</td>
<td>(13.2)</td>
<td>(24.5)</td>
<td>(24.5)</td>
<td>(37.7)</td>
<td></td>
</tr>
<tr>
<td>Graduate School</td>
<td>13</td>
<td>14</td>
<td>14</td>
<td>44</td>
<td>85</td>
</tr>
<tr>
<td>(%)</td>
<td>(15.3)</td>
<td>(16.5)</td>
<td>(16.5)</td>
<td>(51.7)</td>
<td></td>
</tr>
<tr>
<td>Total (%)</td>
<td>76</td>
<td>132</td>
<td>125</td>
<td>206</td>
<td>539</td>
</tr>
<tr>
<td></td>
<td>(14.1)</td>
<td>(24.5)</td>
<td>(23.2)</td>
<td>(38.2)</td>
<td>(100)</td>
</tr>
</tbody>
</table>

\[ x^2 = 10.925, \text{DF} = 6, p = .091, \text{Cont. Coeff.} = .141 \]

VI = Very Influential
I = Influential
NTI = Not Too Influential
NI = Not Influential
parents (19%), sending off for materials from colleges (18%), making application to take the PSAT/SAT (16%), and applying for financial aid (13%). Only thirty-one percent took no action.

The brochures *About High School* and *After High School* were read by 37% of the respondents. Sixty-three percent of the readers perceived them to be influential in their educational aspirations. Discussing college with parents, counselor, teacher (18%) and sending off for materials from colleges (16%) were the two most frequent actions taken as a consequence of reading the brochures, however, 34% took no action.

Only 21% of the respondents reported viewing either the videotape "It's Your Choice" or the slide presentation "The Door is Open". Forty percent of the viewers of the videotape/slide presentation found them as being influential in educational aspirations. The most frequent action taken was discussing college with parents, counselor, teacher (10%), sending off for materials from colleges (8%), and making application to take the SAT (6%). Forty-two percent of the participants took no action as a result of viewing the audio-visual materials.
Forty-seven percent of the respondents reported seeing the public service announcement featuring Ralph Sampson discussing the importance of pursuing a college education. The public service announcement was perceived to be influential on educational aspirations by 39% of the viewers. Discussing college with parents (12%) and requesting information from colleges (12%) were the most frequent actions taken. However, 50% of those that viewed the public service announcement took no action.

The participants perceived the better information workshops to be the most influential of the SCHEV activities. Although a larger percentage of the respondents reported viewing the Sampson public service announcement, it was perceived as being the least influential. Overall participation in all the SCHEV activities was over 37% with the exception of the videotape/cassette.
CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The present and future enrollment of black students in higher education is an area that has received a tremendous amount of attention. The American Council on Education (1986), reported that although the graduation rate for black high school seniors had increased by 29%, the proportion of those graduates who entered college declined by 11%. In Virginia, the college going rate of black students stands at 30.6%, which is almost 20 percentage points below the 51.3% for white high school graduates. For black students, there appears to be a fundamental lack of information regarding the benefits of preparing for college.

The problem which was examined in this study was what perceived influence does a systematic program, focusing on providing college information, have on the educational aspirations of black high school students in Virginia. To provide a detailed analysis of the problem posed, two research questions were examined.

This research study was designed to investigate the influence of selected interventions on the educational
aspirations of black high school students in Virginia. Higher education officials increasingly are concerned about the decline in enrollment of black students in higher education and have a strong desire to find intervention programs that serve to encourage students to continue their education beyond high school. The results of this study should provide information on how black students in Virginia perceived selected interventions with regard to influencing their educational aspirations.

A review of the literature revealed limited empirical research on students perceptions of information intervention activities for black students. McNair and Brown (1983) contended that unless Black students acquire the necessary information and skills to continue into higher education, educational aspirations tended to be lowered with career opportunities subsequently compromised. Therefore, intervention activities that focused on information to black students provided the conduit for yielding information that might influence the decisions of black students.

Subjects in this sample were 1151 black high school seniors in Virginia from school districts with black enrollment of 25% or more. Fifty-eight percent of the participants were female and 42% male.

Survey research was the procedure used to obtain data because it provided information on the perceptions black high
school seniors had of the influences on their educational aspirations. Information on the research questions presented in chapter one were provided through a 40 item questionnaire originally designed by the Department of Education. Modifications were made to the instrument to obtain similar data, per the Department of Education, and additional information about participation in the State Council of Higher Education programs.

With letters of endorsement from the Director of the State Council of Higher Education and the Superintendent of Public Instruction, the survey instrument was distributed to six school districts in Virginia. Guidance counselors and teachers assisted in administering the survey to the sample. The data collected on the 1151 subjects represented 78% of the surveys that were distributed to the guidance counselors.

The Statistical Analysis System (SAS) and the Statistical Package for the Social Sciences were used to obtain the frequencies, percentages, means, and cross-tabulations. In analyzing the data presented via the research questions, chi square was used with a probability level of .05. The respondents to the survey of Virginia's black high school seniors were majority female (58%) from families with an income of between $8,000 and $24,000 annually. Almost 70% would be first generation college students. Approximately 35% were enrolled in a college
preparatory program of study and the majority ranked in the second and third quarter of their class. With regard to each research question, the following summaries are provided.

Research Question #1

What was the perceived influence of parents, guidance counselors, teachers, peers, siblings, and other adults on the educational aspirations of black high school seniors in Virginia?

The findings revealed that there was a significant relationship between the educational aspirations of the respondents and the perceived influence of parents, guidance counselors, teachers, peers, and other adults. Parents were perceived by the respondents as having the most influence on their educational aspirations, while siblings were perceived as having the least influence for the three categories of two year college, four year college, and graduate school. Guidance counselors and other adults were frequently mentioned interchangeably as second and third for the three categories of educational aspirations.
Research Question #2

What was the perceived influence of the following State Council of Higher Education information programs on the educational aspirations of black high school students in Virginia: (a) Better information workshops, b) Brochures, (c) Videotapes/cassettes, and (d) Public service announcements. on the educational aspirations of black high school students in Virginia who participated in these programs. Categorically, the participation rate of the respondents in each of the SCHEV activities were Better information workshops (38%), Brochures (37%), Videotapes/cassettes (21%), and Public service announcements (47%). There was a significant relationship between participants' educational aspirations and the perceived influence of the Better Information Workshops, with over two-thirds perceiving them as influential or very influential in decisions regarding their educational aspirations.

For the brochures, videotapes/cassettes, and public service announcements, there was not a significant relationship between participants educational aspirations and the perceived influence of each of these activities.
Discussion

The focus of this study was on the perceived influences on the educational aspirations of black high school seniors in Virginia. Eighty-three percent of the students surveyed perceived their parents to be influential on their educational aspirations followed by other adults at 65%, and guidance counselors at 63%. These findings are consistent with those of Hollister (1969) which suggest that the educational expectations of significant others are extremely important. Respondents also were influenced by their peers (58%), and teachers (53%).

These findings are also comparable to the current literature on educational aspirations of white students (Carnegie Foundation, 1986). However, the findings run somewhat counter to the current literature on black students that emphasizes the primary role of the guidance counselor with parents relegated to a secondary position (College Entrance Examination Board, 1986).

Simpson (1962), Kandel and Lesser (1969), Hauser (1972), Williams (1972), and College Entrance Examination Board (1986) consistently over time reported the strong influence of parents with their studies targeting white students.

Picou and Walker (1972), Bordua (1960), and Sewell, Haller, and Ohlendorf (1970) discussed the importance of
significant others such as parents, guidance counselors, and teachers on educational aspirations. Missing in the literature, is the importance of significant other adults on educational aspirations of minority students. The fact that over 65% of the respondents reported that other adults were influential with regard to their educational aspirations suggest that this is an area that warrants additional study.

Peer or friend influence plays a significant role in the decisions of young adolescents according to Picou and Carter (1976), Newcomb (1969), McDill and Coleman (1965), and Herriott (1963). The findings of this study would support their research as almost 58% of the respondents reported their peers as being influential in their educational aspirations.

Thirty-eight percent of the respondents reported participating in the Better Information Workshops. Of those participants, 73% perceived the workshops as being influential in their educational aspirations. The findings of this study would support those of Astin (1982) who found that special guidance and career education programs are paramount for black students. However, the finding is somewhat disappointing given the availability of career information delivery systems in Virginia.
The brochures were read by 37% of the respondents. Sixty-three percent of the readers perceived them to be influential in their educational aspirations.

Only 21% of the respondents reported viewing either the videotape "It's Your Choice" or the slide presentation "The Door is Open". Forty-one percent of the viewers of the videotape/slide presentation found them influential on their educational aspirations.

Forty-seven percent of the respondents reported seeing the public service announcements featuring Ralph Sampson discussing the importance of pursuing a college education. The PSA was perceived to be influential on educational aspirations by 39% of the viewers.

Hoppock (1969), Healy (1982), Norris, Hatch, Engelkes, and Winborn (1979) all found that the effective sources of educational information were inclusive of books, pamphlets, catalogs, and audio-visual aids. Talbutt (1982) not only supports this synopsis, but reiterates the importance of the information being current, accurate, and written at the reading level of the targeted audience.

The literature supports the findings regarding the perceived influence of the SCHEV activities. Fleming (1984) acknowledges the need to meet the basic information deficiencies of black students as being essential in any efforts to address future aspirations. Morris (1979) and
Astin (1982) indicate that lack of knowledge about higher education had a more pronounced influence on minority students. The activity that appeared to have addressed part of the information deficiency was the Better Information Workshops.

The participants perceived the Better Information Workshops to be the most influential of the SCHEV activities. Although a larger percentage of the respondents reported participating in the public service announcement, it was perceive as being the least influential. Overall participation in all the SCHEV activities was less than 40%. Given the current career information delivery systems available in Virginia, the readership of the brochures, participation in the better information workshops, and viewers of the videotapes/cassettes and public services announcements appear to be comparably low. Bourne (1982), Dudley (1982), McDaniel (1982), and Snipes (1982), all found that career information delivery systems such as Virginia View, System of Interactive Guidance and Information (SIGI), and a statewide toll-free career information hot line, all serve as effective modes of reaching students with information regarding their career options.
Conclusions

As a result of the analysis of the data collected for this study, the following conclusions were presented regarding the influences on educational aspirations of black high school seniors in Virginia.

1. It was concluded that among black high school students in Virginia, parents were viewed as most influential in decisions regarding their educational aspirations. Other adults and guidance counselors are the two other most frequently mentioned individuals of influence.

2. In each of the categories of parents, guidance counselors, teachers, peers, and other adults, the greater the perceived influence, the higher the aspirations.

3. The results of this study revealed that among the State Council of Higher Education information activities, the Better Information Workshops were influential in the educational aspirations of less than 40% of black high school seniors. The brochures, videotapes/cassettes, and public service announcements, although perceived as influential, were not significant in the educational aspirations of the participants in this study. The
present one shot approach that characterized the Better Information Workshops appear to be reaching over a third of the black high school students; however, their actual influence on educational aspirations is still questionable.

Recommendations

1. Students indicated that their parents, other adults, and guidance counselors were the most influential in their educational aspirations. The State Council of Higher Education may want to target these three constituencies for additional efforts to provide information to students. Important in this group is the role of other adults. Additional research should be conducted to identify who the other adults were and to understand the quantity and quality of their influence.

2. The State Council of Higher Education should take the lead from the success of the Upward Bound model and its own Summer Graduate Program for Minority Virginians to institute a statewide summer Minority Introduction to Academics (MITA) that would be hosted by higher education institutions across Virginia. The two to six week programs could focus on developing academic and social
skills, and promoting higher education in Virginia. The captive audience approach for an extended period of time would serve to reinforce the need for higher education while reducing the distractions that may be characteristic of the present information delivery system. An orientation for parents should also be included as a part of the summer institute to capitalize on their influence on the students.

3. For the brochures, videotapes/cassettes, and public service announcements, SCHEV may want to reexamine the way these items are disseminated and the content of each. The public service announcements reached a broader audience, while the videotapes/cassettes were viewed by only 21% of the respondents. Use of a modification of the present Career Delivery Systems in Virginia, particularly the statewide toll-free career information hot line that has generated over 20,000 inquiries regarding information on career opportunities, would serve to reach additional numbers of households. A toll-free hot line that included a component on higher education institutions in Virginia and their curriculum and co-curriculum offerings could be extremely valuable.

4. Public Service Announcements reached a broad viewing audience with almost 47% of the respondents
participating. The State Council of Higher Education should use the PSA format, with a visible celebrity, as a vehicle for advertising higher education in Virginia and in promoting other successful career information delivery systems available to students, parents, and members of the community.

5. The State Council of Higher Education and the Department of Education should develop partnerships with industry to reflect the relationship of early career information with higher education and the world of work. Examples of these efforts can be seen in the Virginia Polytechnic Institute and State University's Alliance for Increasing Minority Success (AIMS), Project Pipeline, and Tomorrow's Teachers, all partnerships created with secondary education, higher education, and industry support and corroboration.

6. This study should be duplicated in other states that have implemented information intervention activities to determine if the results of those interventions are comparable with results in Virginia.
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Hauser, R. M. (1972). Disaggregating a social psychological model of attainment. *Social Science Research, 1*, 159-188.


Jencks, C. (1972). The effects of desegregation on student achievement, some new evidence from the equality of

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References


References


References


References


This survey will provide information useful in helping students make educational and vocational plans and decisions. It also will help in the development of better educational programs for all students in Virginia's public schools.

You have been given a questionnaire and an answer sheet. Please read each question carefully, and then MARK YOUR RESPONSE ON THE ANSWER SHEET. If you make a mistake, be sure to erase your error completely. In addition, there are several response choices which require you to fill in the blank. Please answer those on the questionnaire. Individual responses to this questionnaire will be confidential.

Thank you for your help and cooperation.

1. Sex
   A. Male
   B. Female

2. Ethnic/Racial group
   A. American Indian or Alaskan Native
   B. Asian or Pacific Islander
   C. Black, not of Hispanic (Spanish) origin
   D. Hispanic (Spanish)
   E. White, not of Hispanic (Spanish) origin

3. How much education would you like to have? MARK ONLY ONE.
   A. Graduate from high school only
   B. Go to a vocational, technical, trade or business school
   C. Go to community or junior college
   D. Go to a four-year college or university
   E. Go to a graduate or professional school after college

4. What level of education did your parents, step-parents, or guardian obtain? MARK ONLY ONE in each column.
   (1) Father, Step-Father, Male Guardian
   (2) Mother, Step-Mother, Female Guardian
Completed 7 grades or fewer: A
Attended high school: B
Completed high school: C
Attended a vocational, technical, trade, or business school: D
Attended a community or junior college: E
Attended a four-year college or university: F
Attended a graduate or professional school: G
I do not know: H

5. Which of the fourteen categories listed below best describes the present or last occupation of (1) your father, step-father, or male guardian? (2) your mother, step-mother, or female guardian? Mark only one in each column that applies. Mark in column (3) the category that best represents the kind of work you would like to do. Mark only one.

<table>
<thead>
<tr>
<th>(1) Father, Step-father, or Male Guardian</th>
<th>(2) Mother, Step-mother, or Female Guardian</th>
<th>(3) Myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLERICAL, such as bank teller bookkeeper, secretary, typist mail carrier, ticket agent</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>CRAFTSMAN, such as baker, automobile mechanic, painter</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>FARMER, FARM MANAGEMENT</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>HOMEMAKER</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>LABORER, such as construction worker, sanitary worker</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>MANAGER, ADMINISTRATOR, such as sales manager, school administrator</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>MILITARY</td>
<td>G</td>
<td>G</td>
</tr>
<tr>
<td>OPERATIVE, such as meat cutter, bus or truck driver</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>PROFESSIONAL, such as accountant, artist, clergyman</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>
dentist, engineer, physician, teacher, lawyer

PROPRIETOR OR OWNER
such as owner of a small business, contractor

PROTECTIVE SERVICE
such as detective, policeman, fireman

SALES, such as salesman, sales clerk, insurance agent, real estate broker

SERVICE, such as barber, beautician, practical nurse, janitor, waiter

TECHNICAL, such as draftsman, medical or dental technician, computer programming

6. If you plan to continue your education or training after high school, which of the following have you selected? MARK ONLY ONE.

A. A vocational, technical, trade, or business school
B. A private junior college
C. A public community college
D. A private four-year college or university
E. A public four-year college or university
F. I do not plan to continue my education or training after high school

7. In each of the following subject areas, how would you rate the instruction you have received this year? MARK ONE FOR EACH SUBJECT.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Very Good</th>
<th>Fairly Good</th>
<th>Fairly Poor</th>
<th>Very Poor</th>
<th>Did Not Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>(1) A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Mathematics</td>
<td>(2) A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Science</td>
<td>(3) A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Social Studies</td>
<td>(4) A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Vocational</td>
<td>(5) A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Art</td>
<td>(6) A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Music</td>
<td>(7) A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>
8. In each of the following subject areas, what grades have you earned this year? MARK ONE FOR EACH SUBJECT.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mostly A's &amp; B's</th>
<th>Mostly B's &amp; C's</th>
<th>Mostly C's &amp; D's</th>
<th>Mostly D's &amp; Below</th>
<th>Did Not Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
<tr>
<td>Mathematics</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
<tr>
<td>Science</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
<tr>
<td>Social Studies</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
<tr>
<td>Vocational</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
<tr>
<td>Art</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
<tr>
<td>Music</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
<td>(5) E</td>
</tr>
</tbody>
</table>

9. Do you feel you needed additional instruction in:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills?</td>
<td>(1) A</td>
<td>(2) B</td>
</tr>
<tr>
<td>Writing skills?</td>
<td>(3) A</td>
<td>(4) B</td>
</tr>
<tr>
<td>Mathematics skills?</td>
<td>(5) A</td>
<td>(6) B</td>
</tr>
<tr>
<td>Speaking skills?</td>
<td>(7) A</td>
<td>(8) B</td>
</tr>
<tr>
<td>Manual skills?</td>
<td>(9) A</td>
<td>(10) B</td>
</tr>
<tr>
<td>Physical/Athletic skills?</td>
<td>(11) A</td>
<td>(12) B</td>
</tr>
</tbody>
</table>

10. If you have decided to attend college or vocational/technical school next year, to what extent did each of the following influence your decision?

<table>
<thead>
<tr>
<th>Influence</th>
<th>Very Influential</th>
<th>Somewhat Influential</th>
<th>Not too Influential</th>
<th>Not Influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>(1) A</td>
<td>(2) B</td>
<td>(3) C</td>
<td>(4) D</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>(5) A</td>
<td>(6) B</td>
<td>(7) C</td>
<td>(8) D</td>
</tr>
<tr>
<td>Teacher</td>
<td>(9) A</td>
<td>(10) B</td>
<td>(11) C</td>
<td>(12) D</td>
</tr>
<tr>
<td>Friends (Other Students)</td>
<td>(13) A</td>
<td>(14) B</td>
<td>(15) C</td>
<td>(16) D</td>
</tr>
<tr>
<td>Brother/Sister</td>
<td>(17) A</td>
<td>(18) B</td>
<td>(19) C</td>
<td>(20) D</td>
</tr>
<tr>
<td>Other Adults</td>
<td>(21) A</td>
<td>(22) B</td>
<td>(23) C</td>
<td>(24) D</td>
</tr>
</tbody>
</table>

11. If you have decided to attend college or vocational/technical school next year, to what extent did each of the following influence your decision? Each of the following activities focused on information about career opportunities and preparation for college.
12. If you have decided to attend college or vocational/technical school next year, to what extent did each of the following influence your decision?

<table>
<thead>
<tr>
<th>Influential</th>
<th>Somewhat Influential</th>
<th>Not too Influential</th>
<th>Not Influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Better Information Workshop (Discussed college opportunities) (1) A B C D

Video Cassettes: "It's Your Choice" (with the Larry Bland Choir) & "The Door Is Open" (2) A B C D

Publications: "About High School" (3) A B C D "After High School" (4) A B C D

13. Which of the actions related to preparation for college, did you take as a result of the influences of parents, guidance counselors, teachers, friends, relatives, and other adults? MARK ALL THAT APPLY

A. Enrolled in college preparatory courses
B. Made application to take the PSAT/SAT
C. Sent off for materials from various colleges
D. Visited Colleges/attended a college night program
E. Discussed college with others
F. Applied for Financial Assistance

14. During this year, have you worked for pay after school or on weekends? MARK ONLY ONE.

A. No, I have not worked after school or on weekends
B. Yes, I worked between 1 and 20 hours per week
C. Yes, I worked over 20 hours per week
15. How much education do your parents want you to have? MARK ONLY ONE.

A. Graduate from high school only  
B. Go to a vocational, technical, trade, or business school  
C. Go to a community or junior college  
D. Go to a four-year college or university  
E. Go to a graduate or professional school after college

16. How much education do you think you will actually get? MARK ONLY ONE.

A. Graduate from high school only  
B. Go to a vocational, technical, trade, or business school  
C. Go to a community or junior college  
D. Go to a four-year college or university  
E. Go to a graduate or professional school after college

17. How helpful were your school's counseling services in assisting you in overcoming academic weaknesses, and introducing you to different opportunities that fit your interest and abilities. MARK ONLY ONE.

A. Very helpful  
B. Somewhat helpful  
C. Not too helpful  
D. Not helpful  
E. Did not used the counseling services

18. How well do you like school? MARK ONLY ONE.

A. Very well  
B. Fairly well  
C. A little  
D. Do not like

19. How important is it to you to be popular in school? MARK ONLY ONE.

A. Very important  
B. Important  
C. Unimportant

20. During this school year, have you participated in any of the following activities? MARK ALL THAT APPLY.

A. Sports or sports related activities (athletic teams, cheerleading, letterman's club, etc.)  
B. School subject matter clubs (science, history, language, debating clubs, etc.)  
C. Student government  
D. Vocational organizations (FBLA, DECA, VICA, FHA, FFA, VIASA, etc.)
E. School newspaper, magazine, or annual
F. Fine arts (painting, sculpture, music, drama, dance, etc.)

21. Where do you plan to be next year? MARK ONLY ONE.
   A. In a college, school, or training program in Virginia
   B. In a college, school, or training program outside Virginia
   C. In a full-time job in Virginia
   D. In a full-time job outside Virginia
   E. Other or undecided

22. Where do you expect to make your home? MARK ONLY ONE.
   A. Almost certainly in Virginia
   B. Probably in Virginia
   C. Almost certainly outside Virginia
   D. Probably outside Virginia
   E. I do not know

23. Have you decided what you plan to do immediately after high school? MARK ONLY ONE.
   A. No, I have not yet decided
   B. Yes, just this year
   C. Yes, in the 11th grade
   D. Yes, in the 10th grade
   E. Yes, before the 10th grade

24. Which one of the following areas interest you the most if you plan to continue your education after high school? MARK ONLY ONE.
   A. AGRICULTURE AND NATURAL RESOURCES, such as Animal Science, Dairy Science, Forestry.
   B. ARCHITECTURE AND ENVIRONMENTAL DESIGN, such as Landscape Design, Urban Architecture.
   C. FOREIGN STUDIES, such as Eastern Asian Studies, Russian and Slavic Studies
   D. BIOLOGICAL SCIENCES, such as Anatomy, Marine Biology
   E. BUSINESS AND MANAGEMENT, such as Accounting, Sales, Finance
   F. COMMUNICATIONS, such as Journalism, Radio/TV Broadcasting
   G. COMPUTER AND INFORMATION SCIENCE, such as Data Processing Computer Programming
   H. EDUCATION, such as Elementary Education, Health Education
I. ENGINEERING, such as Mechanical Engineering, Nuclear Engineering

J. FINE AND APPLIED ARTS, such as Dramatic Arts, Photography, Fashion Design

K. FOREIGN LANGUAGES, such as French, German

L. HEALTH PROFESSIONS, such as Nursing, Dentistry, Pharmacy

M. HOME ECONOMICS, such as Clothing and Textiles, Consumer Economics, and Home Management, Foods and Nutrition

N. LAW, such as Lawyer, Judge

O. LETTERS, such as English Literature, Speech, Debate, Linguistics, Creative Writing

P. LIBRARY SCIENCE

Q. MATHEMATICS, such as Statistics, Applied Mathematics

R. PHYSICAL SCIENCE, such as Chemistry, Geology, Oceanography

S. PSYCHOLOGY, such as Psychology for Counseling, Experimental Psychology

T. PUBLIC AFFAIRS AND SERVICES, such as Social Worker, Law Enforcement and Corrections

U. SOCIAL SCIENCES, such as History, Political Science and Government, Economics

V. THEOLOGY, such as Minister, Religious Education

W. AN AREA OTHER THAN THE ABOVE

25. Which of the following best describes your present high school program? MARK ONLY ONE.

A. General program
B. Academic or college preparatory program
C. Agricultural Education program
D. Business or office program
E. Marketing and Distributive Education program
F. Health Occupations program
G. Home Economics Education program
H. Trade or Industrial Education program

26. If you plan to continue your education or training after high school, from which of the following sources do you expect to get
most of the money to pay for college or vocational training?
MARK ONLY ONE.

A. Parents
B. Saving or earnings
C. Private scholarships or grants
D. State or Federal scholarships or grants
E. Loans
F. I do not know
G. I do not plan to continue my education or training after high school

27. What is your best estimate of your parent's income?

A. Under $8,000
B. $8,001-$15,999
C. $16,000-$23,999
D. $24,000-$31,999
E. Over $32,000

28. Have you received information about college financial aid opportunities?
A. Yes
B. No

29. If answer to 28 is yes, what was the source of this information?
A. Better Information Workshop
B. Guidance Counselor
C. College admissions/financial aid personnel
D. Virginia VIEW
E. Teacher
   If Other, specify______________________________

30. Please mark your rank in your class.
A. Highest quarter
B. Second quarter
C. Third quarter
D. Lowest quarter

If you took the CEEB Scholastic Aptitude Test (SAT), please write your Verbal and Mathematics scores in the appropriate boxes and mark the appropriate circles below the numbers.

Please answer the following questions related to College Information Activities:

31. If you participated in (and remembered) a Better Information
workshop that included discussion of preparation for college and career opportunities, how influential was it in helping you decide your present high school program and educational aspirations? MARK ONLY ONE

A. Did participate—very influential
B. Did participate—somewhat influential
C. Did participate—not too influential
D. Did participate—not influential
E. Did not participate or do not remember

32. If you participated in a Better Information Workshop and it was influential, what specific actions did you take as a result? MARK ALL THAT APPLY

A. Discussed college with Parents/Counselor/Teachers
B. Enrolled in a college preparatory courses
C. Made application to take the PSAT/SAT test.
D. Sent off for materials from various colleges
E. Other action to prepare for entrance to college
F. Applied for Financial Aid
G. Took no action

33. If you read the brochures published by the Department of Education entitled "About High School" and/or "After High School, how influential were they in helping you decide about your present high school program and educational aspirations? MARK ONLY ONE.

A. Yes—Very influential
B. Yes—Somewhat influential
C. Yes—Not too influential
D. Yes—Not influential
E. No—Not familiar with the brochures

34. If you reviewed either brochure, what actions did you take? MARK ALL THAT APPLY.

A. Discussed college with Parents/Counselor/Teachers
B. Enrolled in a college preparatory courses
C. Made application to take the SAT test.
D. Sent off for materials from various colleges
E. Other action to prepare for entrance to college
F. Applied for Financial Aid
G. Took no action

35. Have you viewed either the videotape or slide presentation entitled "It's Your Choice" and "The Door Is Open"? If you have viewed either, how influential were they in helping you decide about your present high school program and educational aspirations?
MARK ONLY ONE.

A. Yes—Very influential
B. Yes—Somewhat influential
C. Yes—Not too influential
D. Yes—Not influential
E. No—Not familiar with the videotapes/slide presentation

36. If you viewed the videotape or slide presentation, what action did you take? MARK ALL THAT APPLY.

A. Discussed college with Parents/Counselor/Teachers
B. Enrolled in a college preparatory courses
C. Made application to take the SAT test.
D. Sent off for materials from various colleges
E. Other action to prepare for entrance to college
F. Applied for Financial Aid
G. Took no action

37. Have you seen the television commercial featuring Ralph Sampson discussing the importance of pursuing a college education? If you have seen the commercial, how influential was it in helping you decide about your present high school program and educational aspirations? MARK ONLY ONE.

A. Yes—Very influential
B. Yes—Somewhat influential
C. Yes—Not too influential
D. Yes—Not influential
E. No—Have not seen the commercial

38. If you indicated the television commercial was influential, what action did you take? MARK ALL THAT APPLY.

A. Discussed college with Parents/Counselor/Teachers
B. Enrolled in a college preparatory courses
C. Made application to take the SAT test.
D. Sent off for materials from various colleges
E. Other action to prepare for entrance to college
F. Applied for Financial Aid
G. Took no action

39. Have you used Virginia VIEW? If you have, how influential was it in helping you decide about your present high school program and educational aspirations? MARK ONLY ONE.

A. Yes—Very influential
B. Yes—Somewhat influential
C. Yes—Not too influential
D. Yes—Not influential
E. No—Have not used Virginia View
40. If you indicated that Virginia View was influential, what action did you take? MARK ALL THAT APPLY.
   A. Discussed college with Parents/Counselor/Teachers
   B. Enrolled in a college preparatory courses
   C. Made application to take the SAT test.
   D. Sent off for materials from various colleges
   E. Other action to prepare for entrance to college
   F. Applied for Financial Aid
   G. Took no action

   . If you plan to attend a college, or training school, please list the name of the college or training school_______

   . If you plan to go to work after graduating from high school, please list where you intend to work or list your probable job title_________________

Please make any other comments about your plans to go on to college next year in the space provided below. We are especially interested in who or what influenced your decisions_____________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you very much for your contributions in completing this questionnaire!
APPENDIX B

LETTER TO STATE SUPERINTENDENT FROM RESEARCHER
April 1986

Mr. William Burkholder
Deputy Superintendent for Administration,
Assessment, & Field Services
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

Dear Mr. Burkholder

Per our recent meeting, this letter is to formally request the support of the Department of Education in conducting a study of Virginia's high school seniors. The purpose of this study is to obtain valuable information that may be used in the development of policy by the Department of Education and the State Council of Higher Education.

As you are probably aware, the Virginia public system of higher education has implemented a plan to desegregate its institutions. The "Virginia Plan", as it is commonly referenced, is Virginia's response to a request by the Office of Civil Rights that requires the development of strategies to eliminate segregation in higher education in Virginia. The plan stresses the importance of developing strong working relationships between higher education and secondary education. Through the use of the senior survey, this study would provide valuable updated information that is needed if Virginia is to continue to improve its desegregation efforts.

Since 1982, the Virginia Department of Education and the State Council of Higher Education have increased their efforts to provide information about collegiate opportunities to secondary and middle school students. These activities have included the development of a series of comprehensive information booklets, videotapes, public service announcements, Better Information Workshops, guidance counselor workshops, and increased dissemination of financial aid information. This study would provide an opportunity to assess the progress of these activities, especially as they relate to black students. Some of the questions which the study would seek to answer include; what percentage of Virginia's seniors who plan to continue on to college are enrolled in a college preparatory program? What are the plans and educational aspirations of Virginia's seniors? What percentage of Virginia's seniors plan to continue on to college? Who or what has been most influential in the educational aspirations of Virginia's seniors? How do Virginia's seniors feel about the counseling they receive in high school? These questions are not exhaustive. However, they do provide an example of the type of information that
will be of value to both the Department of Education and the State Council of Higher Education.

The support requested from the Department of Education includes:
1) endorse the project and seek support and cooperation of individual school systems, and
2) distribute and collect the survey instruments from the school systems. The principals and guidance counselors will have the ultimate responsibility of assuring the completion of the survey by the students. The study will not include the entire senior class, but a sample of approximately 2,000. The cost to the Department of Education is limited mostly to in-kind services of collecting the data. The cost to duplicate and disseminate the survey instrument will be incurred by the State Council of Higher Education, providing proposal is approved.

As previously mentioned, Virginia is being monitored in its efforts to implement the "Virginia Plan" for higher education. A cooperative effort between the Department of Education and the State Council of Higher Education in a study of this nature, would be a positive step toward solving the desegregation problem in Virginia, while continuing to strengthen the educational partnership between secondary and higher education.

Thank you. If you have questions please feel free to contact me at

Sincerely,

Calvin D. Jamison
Higher Education Intern
President, VACBC

cc:  Dr. S. John Davis  Dr. James McLean
     Dr. Gordon Davies  Dr. Don Ayers
     Dr. Don Finley
April 23, 1986

Dr. Shirl E. Gilbert, II
Superintendent of Petersburg City Schools
141 E. Wythe Street
Petersburg, VA 23803

Dear Dr. Gilbert:

I am writing to request your assistance in supporting a research study of Virginia's 1986 Black high school seniors. The Department and the Council of Higher Education are very interested in obtaining additional information about Virginia's black high school seniors. We also are interested in assessing the impact of special other-race recruiting activities that have been introduced in recent years.

The study will be conducted by Mr. Calvin Jamison. Mr. Jamison is a graduate student at Virginia Tech and an intern with the Council of Higher Education. He will be forwarding questionnaires to selected school divisions. Additionally, he will be visiting several schools within your division. Please make a special effort to cooperate in the completion of the questionnaire. We think the study will contribute to the improvement of educational programs and to increased educational opportunities for many of our students.

I heartily endorse the study, and extend my thanks to you for assisting in its completion. If you have questions about the study, please feel free to contact Mr. Jamison or Dr. James McLean of the Council of Higher Education.

Sincerely,

S. John Davis
Superintendent of Public Instruction

cc: Gordon K. Davies
April 23, 1986

Mr. J. Grady Martin
Superintendent of Brunswick County Schools
P. O. Box 309
Lawrenceville, VA 23868

Dear Mr. Martin:

The State Council of Higher Education and the Department of Education are supporting a research study of Virginia's 1986 Black high school seniors. The study will obtain important information about the 1986 Black high school seniors and also evaluate the special other-race recruiting activities which the Council and the Department of Education have implemented over the past six years. We think the study will be of great value to both the Council and the Department.

I write to request your assistance in the implementation of the research study which will be conducted by Mr. Calvin Jamison. Mr. Jamison is a graduate student at Virginia Tech and an intern with the Council of Higher Education. As outlined in a separate letter from State Superintendent of Public Instruction, S. John Davis, selected high schools in your school division will be forwarded questionnaires within the next few weeks. Along with Dr. Davis, I request your cooperation and assistance in the completion of these questionnaires.

Thank you for your help toward the successful implementation of this project. If you have questions about it, please feel free to contact Mr. Jamison at or Dr. James McLean of the Council staff at

Sincerely,

Gordon K. Davies
Director, SCHEV

cc Dr. S. John Davis
APPENDIX E

LETTER TO GUIDANCE COUNSELORS FROM RESEARCHER
Office of the President

April 23, 1986

Mr. Walter W. Massie
Guidance Counselor
Martinsville High School
Commonwealth Blvd
Martinsville, VA 24112

Dear Mr. Massie:

The Department of Education and State Council of Higher Education are conducting a study of Virginia's 1986 Black high school seniors. Enclosed is a survey which we would like for you to administer to your high school seniors. Dr. S. John Davis (Department of Education) and Dr. Gordon K Davies (SCHEV) have solicited the support of your Superintendent, requesting that you be contacted about participating in this project.

The Department and SCHEV are interested in obtaining information related to the educational plans of the seniors. In addition, we are also interested in evaluating several educational activities that have been implemented over the past several years. Completion of the questionnaire should take approximately 15 minutes.

Your cooperation in the implementation of this study is greatly appreciated. The information obtained from this study should assist the Department and SCHEV in evaluating the educational programs for Black students in Virginia.

Please collect the completed forms and return them in the enclosed self-addressed envelop. Where necessary, we will be contacting you regarding other arrangements for returning the materials.

Thank you for your help toward the successful implementation of this project. If you have questions about it, please feel free to contact me at Dr. Don Ayers, the Department of Education at or Dr. James McLean of the SCHEV staff at .

Sincerely,

Calvin D. Jamison
SCHEV Intern
Office of the President
Virginia Tech
The Door is Open

Slide Presentation for Council of Higher Education: Aimed at parents of junior high school students. Objective - to suggest their children take the harder college preparatory courses.
A child grows... much like all natural things grow. The form he takes as a mature adult depends on the forces which influence him...or her...throughout childhood.

While schools and churches and other organizations have a large effect on how the child grows... By far the most important influence is... You.

For your child will share your values, your environment... And, to a large extent... Your dreams.

*

Your child has reached an age when there must be a decision: Should he or she prepare to go to college? And, again, the most important factor in that decision... is You.

To prepare for college your child must be encouraged to meet the challenges. ...For your child will be required to take a language! Biology and Chemistry and Physics... instead of the more general science courses. Algebra, Geometry, and Trigonometry... instead of the more basic arithmetic courses. Also, tougher courses in English, History... And even some courses that are on the college level... in high school.

*
The work will be harder... The homework will take longer... And, yes, the frustration will be greater.

But, like so many things you have to work for in this life... The result is worth the effort.

*

College opens so many doors. It opens the door to all the classic professions: law, Medicine, Architecture, Teaching, Even professional... sports... and the military.

And the college experience, itself, is rewarding. It will broaden your child's horizons and give her memories she will cherish the rest of her life.

*

But the doors which college opens... are not there if the door to college is closed.

*
Here is what you can do to help your child open that door... to decide to take the harder courses and to succeed in them.

First, talk it over with your child. Find out how he or she feels about it. Obviously, eighth grade children now they have a decision to make this year. And, if your child isn't sure whether or not to go to college... point this out: If your child takes college preparatory courses... and then decides not to go to college... At least she has the choice. If she doesn't take the college preparatory courses... and then decides she wants to go to college... She simply won't be prepared for it. And... she won't have a choice.

*

We have found to our surprise, that many children are, even at this age, extremely aware of the fact that college costs money. They may feel that going to college places a severe burden on you. or, they may feel that it's just out of the question. Well... it isn't out of the question.

*
Secretary of the Virginia Department of Education:

Dr. Casteen

The goal of our student aid program is clear: to make certain that no child who works hard and works well to prepare for college... be denied the change to go to college because of a lack of funds. I am happy to report that, today, we are succeeding in meeting this goal. In each of Virginia's colleges from the largest... to the smallest there are students who Thought they could not afford the education they are receiving.

This year, we are investing over $43 million dollars in our student assistance program... providing help to over 47,000 young men and women. We also feel that we are investing in something equally important: The future of Virginia. If your child prepares to go to college... we are prepared to do all we can to make certain your child gets that chance.

*  

Students taking college preparatory courses need practical help from you... as well as emotional help from you. He or she will need a quiet place where he or she can concentrate... and study. Perhaps there ought to be a set time for homework... so that both you and the child can plan on it. And, when he needs help you can give... give it when you can. Have you ever thought of it this way? You're his teacher, too.
The Reverend Jesse Jackson

(we will, I think, take whatever Mr. Jackson wishes to give us, here). But some of the questions we will ask him are these: "How can parents help their children prepare for college?" "How can the child, itself, help himself - or herself - prepare?" "Why should they?"

***

You may also wish to find out more about your child's school. This is especially easy to do. Twice a year there will be a parent visitation day when you can meet with your child's teachers... to monitor your child's progress...and to solve any problems there might be. Or, you can simply make an appointment to visit your child's teacher. But by far the best thing you can do is join with other concerned parents... in organizations such as the PTA.

PTA Head

(a few words on what it is, how to join, and how they should)

College

In the history of our state...never has this chance been so available to so many young people. Chances...that their parents may not have had. Chances that You may not have had.

For more information on how you can help your child join the two percent of the human race which graduates from college...Make an appointment to visit his guidance counselor...Read this brochure and
then decide... To help your child decide to prepare for life by preparing him for college.

*

Your child is formed by the forces which influence him or her.

By far the most important force... is You.
It's Your Choice

Videotape Script for ten minute program for The Virginia Department of Education and The Council of Higher Education. Objective: seventh and eighth grade minority students take college preparatory courses.
taps the podium with his wand a few times and in a dramatic way, with flair... and suddenly... all the musicians and singers hit it.

"This is it...make no mistake... ... This is it..."

The effect of this should be almost shocking. To go from repeated requests for silence and courtesy to a sudden mass of sound... to go from seriousness and frowns... to performance and smiles... in other words... to burst into song.

(Which would be re-lyrized to say challenging things about going to college... and having to make the decision on their own. The Volunteer Choice, is singing to and for the students who have come on this field trip). (so that the theme "This is it" means that this is decision time. Now. In the 8th Grade. This is it.)

*  

As the song is finished...

Mr. Bland

Everybody take a break! We'll try it... again in ten minutes.

Mr. Bland now turns his attention to his... guests. He walks over... exchanges pleasantries with their teacher... and then addresses them... not formally... but sort of person to person.

Everybody's who's going to college... raise their hands.
A door opens, a child sticks his head through it and, placing his fingers to his lips tells us to...

Shhh.

We have to be quiet, for some reason.

The reason is...we have come, on a field trip with an eighth grade class...to a recording session. In a single file the children walk into the studio and take their seats. While this is happening...there are the sounds of - and sights of - persons getting ready to sing. Little things... someone tunes his guitar...the pianist is, too. The singers are reading their charts... This...while the children...in an obvious effort to be polite...continue to

Shhh.

each other. They want to be on their best behavior.

What are they doing?
Child #2

Larry Bland and the volunteer choir...are making a movie about...college.

VIDEO

When they are all seated in their metal chairs (or perched along the stage) the conductor of this Choir...Larry Bland...will look them over...sternly...but kindly. Then, he turned to the ensemble.

Mr. Bland inspects the show of hands approvingly...except three of the children...do not raise their hands.

AUDIO

Very good. Very, very good. But I see that...not everybody

VIDEO

Looks provocatively at the three...

AUDIO

is going.

VIDEO

Picks out a boy and asks:

AUDIO

What about you?

*

VIDEO

This child, a boy, is a bit embarrassed about being singled out and put on stage.
First Child

Its too hard. I'm having trouble with arithmetic. How am I gonna do Algebra?

VIDEO

the boy says...Algebra...like he might say "Climb Everest." Mr. Bland considers this...then he calls over one of the lead singers:

AUDIO

Mr. Bland

"Janet. We have a young man here who says college courses are too hard."

VIDEO

Janet comes over and joins them without missing a beat...

AUDIO

Janet

"That's exactly what I thought. And guess what?

First Child

What?

Janet (Smiling)

It was hard.

VIDEO

the boy...sensing agreement...gives us an "I told you so" look. But... it disappears.
But it wasn't too hard. The idea of taking...chemistry, or physics, scared me to death. But when I actually did it...guess what?

First Child

What?

Janet

I found out I could do it. And...if I can do it... You can do it.

First Child

I can?

Janet

You're not afraid to work, are you?

First Child

No.

Janet

Then you can do it. Besides, if you take college courses...you'll get all sorts of help. Everyone you'll meet in high school wants to see you make it. All you have to do is meet them half way.

VIDEO

Now, Mr. Bland goes to the second child, a girl, and asks:

AUDIO

At this point, we gather in front of a TV set...Mr. Bland nods to the girl to turn it on...she does...and the first thing we hear is a blast of the theme music: This Is It

And while that music is playing we are showing the components of the college experience...for the the TV set has taken us to the campus of Virginia Union College...where...in a three minute segment...all aspects are revealed. We take the students into labs, onto the practice field...to

151
a campus dance... We take them into a dorm... and for a walk... We take them to the music department, to the school of business... In other words... over the theme music... we showcase the college experience for these young people. And it ends:

**AUDIO**

**Mr. Bland**

That's what college is like. What do you think, now?

**Second Child**

I like it. Looks good to me.

**VIDEO**

Again, Mr. Bland talks to the group:

**AUDIO**

**Mr. Bland**

How many of you want to be doctors or nurses? (some hands)
How many want to be pilots? (one hand)
Lawyers? Accountants? How many of you want to go to work for a TV station... radio station? How many want to be actors? Or writers?
To be any of those things... it helps to go to college. To be a professional you have to go.

**Child**

(points to engineer) - How about him? Did he go to college?

**Engineer**

You bet I did. Even the jobs you didn't have to go to college for... are becoming more complex.

**Child**

(looking at the control board.) It doesn't look simple.

**Engineer**
It isn't!!!

VIDEO

Mr. Bland finds someone who doesn't necessarily agree. A boy.

AUDIO

Mr. Bland

What do you want to be?

VIDEO

the question is answered for him...by the girl sitting next to him

Girl

All he wants to do is play ball.

Bland

Is that right?

Boy

Sure is.

Bland

Come on over here...let's hear what Ralph has to say about that.

Boy

Ralph?

VIDEO

They go to the video monitor to view what Mr. Sampson has been able to record for us. It will be something along these lines:

AUDIO
Did you know that most players in the Major Leagues went to college? and Pro Football Players, too? And...of course...those of us who play roundball learn how to do it in college...

Nothing is more important in life...than being prepared for life. College does that. Because...the professional life of the athlete is so short...usually it's just a few years. And when those years are up...that college education is something to be grateful for.

Boy

Got it.

Sampson

See you later, Larry.

VIDEO

(At this point, a small segment on Sampson...headlines that say: Sampson Turns Down Multimillion Dollar Pact to Stay in College... then, some film highlights of his life on court... and on campus at UVA.

Sampson exits...to nice whispers.

AUDIO

That leaves...just you.

VIDEO

(to the fourth child who didn't raise his hand)

AUDIO
Why don't you want to go to college?

VIDEO

But the child is a bit embarrassed to disclose his reason... he mumbles his answer.

AUDIO

What, didn't hear you.

VIDEO

At this point the boy speaks it right out:

AUDIO

Fourth Child

We don't have the money. I've got to work when I get out of High School. If I get out of high school.

VIDEO

At this point... Mr. Bland smiles... broadly, perhaps, at the child with the financial problem.

AUDIO

Mr. Bland

Some of us are rich in money. But some of us are rich in other things. You're like that. And, I was too. But... there is money available... the time has long past when money stopped us from growing.

VIDEO

At this point a man enters the studio and walks over to the children and Mr. Bland.

AUDIO

Isn't that right, Governor?
Robb

Yes. If you work...and if you have the desire...there is money available for college. Today...right now...there are forty-seven thousand students...students at every college and university in Virginia... receiving financial aid. This year...it's forty-three million dollars. It's always been true. A mind is a terrible thing to waste. And we can't afford to waste them... any more.

VIDEO

Boy takes it in:

AUDIO

Boy

Forty-three million dollars?

Robb

Ok. Now how many of you are going to prepare for college?

VIDEO

It's unanimous.

AUDIO

Thought so.

VIDEO

Again, he taps the podium. Again...

This Is It.
Educational Opportunities in Virginia Publications

Copies of the published brochures referenced in this documented can be obtained by contacting the Public Information Office, Virginia Department of Education, P.O. Box 6Q Richmond, VA 23216
The vita has been removed from the scanned document
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