

1975

# The Pana Learning Center

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*Eastern Illinois University*

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THE PANA LEARNING CENTER

(TITLE)

BY

Bruce Wieneke

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1975

Y AR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

July 30, 1975-  
DATE

ADVISER

April 25, 1975-  
DATE

DEPARTMENT HEAD

## The Pana Learning Center

This paper is a report on the first eighteen months of operation of The Pana Learning Center (June, 1973 - November, 1974). It is the report of a study done for Field Experience in Administration, Education 602, at Eastern Illinois University.

The writer is the assistant superintendent for Pana Community Unit School District #8, with responsibility for curriculum within the district. Thus, he served as coordinator of efforts in establishing and operating The Pana Learning Center.

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## CHAPTER I: PRELIMINARY PLANNING

### Introduction

The Administration, teachers and Board of Education of Pana Community Unit #8 have long felt a need for various educational programs, which are not now offered as a regular part of the regular program. This need was evidenced by various factors, some of which will be listed later in this paper.

In the summer of 1973, the Pana Learning Center was established by Pana Community Unit District #8 as an alternative school in the district to meet what was considered by the administration, teachers, and Board of Education as one of the top priority unmet needs of the district. This was to provide members of the community who had left school prior to completing their secondary education a chance to work toward and earn a high school diploma. The Pana Learning Center was established primarily for the above mentioned purpose, but has served other functions as well.

### Need For An Alternative School

Pana lies in the southeast corner of Christian County. The Pana Community Unit #8 school district is located in the corners of Christian, Shelby and Montgomery Counties. However, the major portion of the district is in Christian County.

The 1970 census indicated that the population of Christian County was 35,948. It also stated that the number of residents of Christian County over the age of 16 who had less than a complete high school education was 11,722. Pana Unit #8 is only a part of Christian County, but the ratio of residents without a high school education compared to the total population is probably similar to the rest of the county because economic conditions and other factors are similar throughout the county.

The portions of Montgomery and Shelby Counties undoubtedly have a similar ratio because above mentioned factors are similar in these areas also. Thus, from these statistics, it is reasonable to assume that almost one person in three in Pana Unit School District #8 who is over 16 does not have a high school diploma.

Pana Unit #8 has approximately 9,500 residents. By estimate, 6,900 of these are over 16 years old. By using the above mentioned statistics, there are about 2,300 residents of the school district over 16 years old, who have not completed high school. Of this number, approximately 300 are still in school, leaving 2,000 who are no longer in school, but have not graduated from high school for some reason.

Statistics from recent years (since 1971) indicate that the drop-out rate in the local school district has varied from 12-16% for each class. The class size has been approximately 175 to 200. Thus, there have been 20-30 students each year who have dropped out of school before completing high school.

Follow-up studies done at the high school show that many of the students who have recently dropped out still live in the community.

The 1970 census figures and the follow-up studies both show that there is a large number of residents of the district who have not completed high school and that many of these are young people not too many years above high school age.

The mere fact that there is a large number of residents who have not completed high school and are still living in the community does not necessarily mean that these people have a need or a desire for further education. On this point, the administration of Pana Unit #8 assumed that some of these residents did have a need. They also assumed that many of them would have the desire to continue their education if they could do so under what they might consider suitable conditions.

#### Preliminary Planning Procedures

After making these assumptions, the administrators of Pana Unit #8 decided



that the best way to entice the early school leavers back into a situation where they could complete their secondary education was to establish some kind of an alternative school for these individuals.

At this point, which was in the winter of 1972-73, the School Board was given some drop-out statistics and permission was requested by the administration to investigate various types of alternative schools which dealt with drop-out students, work out a tentative program for such a school in Pana, determine a location, find out ways the school could be financed and then make recommendations to the Board in the Spring of 1974. The Board granted permission for this study.

The administrators of Pana Unit #8 who were involved in the early planning of an alternative school were the Superintendent and the Assistant Superintendent from the Central Office, the Principal of Pana Senior High School and the Principal of Pana Junior High School. They decided to include a Senior High guidance counselor in the early planning because of his knowledge of students who had dropped out plus his interest in the program.

The administrators read some of many articles available on drop-outs, and also decided that various places with some alternative schools for drop-out students would be visited. Personnel from the Department of Vocational-Technical Education (DVTE) in Springfield were contacted. They advised the administrators of several good and varied programs in various parts of the State of Illinois.

Three programs especially recommended by DVTE representatives for Pana administrators to visit were programs in Rockford, Rock Island and Carbondale. These three places were recommended because they all three were designed for students who had dropped out before completing high school, they were all financed by state Vocational-Technical Education funds plus other sources, and the three were all very different in their philosophy.



## School Visits

The Pana administrators and the guidance counselor did visit the programs in the three cities mentioned above during the last week of March and the first week of April, 1973. They did find the programs to be quite different in the three centers. Listed below are brief descriptions of each program<sup>1</sup>, with some of the main points as noted by Pana administrators. These are listed because some features of each of these programs were adopted for the Pana program.

### Rockford Storefront School

The Rockford Cooperative Vocational Center started operation in 1970. In the summer of 1970, Rockford School District 205 received \$40,000. from the state to begin a pilot program to help those who had left school. The enrollment the first year was 28 students.

After experimenting with various methods and techniques the first year, they decided that the most successful approach for them to meet the needs of their students was to emphasize individualized study programs in preparation for obtaining a GED diploma (General Equivalency Diploma).

Teachers in the center work as a team. These teachers have academic majors in various areas which cover most of the student's academic needs. Counseling is considered a large and continuing part of their program. The student-teacher relationship is on a very personal one-to-one basis.

They consider the self-image of the student as being a most important factor of his success.

Following are some observations made by Pana administrators concerning the Rockford Storefront School.

1. G. E. D. diploma is the main thrust, with reading and math a big part of the program.

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<sup>1</sup> Information on the three programs described was obtained by Pana Unit #8 Administrators from the administrators of each program.

2. Age 16 - minimum age - no maximum.
3. Student is not structured - he sets his own curriculum and program, his own attendance time, and decides (with counselor) what type of job or goal he wants to head for.
4. Student chooses individual study (in room by himself) or group activities.
5. S. R. A. materials extensively used.
6. Teacher Aide employed to check attendance, answer phone, type, etc.
7. Awareness of the program in Rockford spreads largely by word of mouth.
8. High Schools send names of drop-outs.
9. Enrollment form is brief and confidential. No attempt is made to get the student's school records or past problems.
10. Ninety days are required between the time students drop out of school and can be enrolled in this program.
11. Student is responsible for setting his own curriculum--the staff encourages, sympathizes and listens.
12. The staff may indirectly suggest that the student change his goal and pick a different type of job to guide toward.
13. Students each have a folder. All work is kept in this folder which is kept in a central file.
14. Absence is checked and students called to encourage attendance and let them know they are missed.
15. No restrictions on smoking by students.
16. Common room available to students where games, music, newspapers and reading material are available.

17. The program is entirely open-ended. A student may start at any time of the year and quit at any time.
18. The building is rented. Had to do some work to comply to the fire code.
19. They lose about one-third of all that start.
20. School is open from 8:00 a.m. - 4:00 p.m., but students come at any time. They are encouraged to spend two hours each day.
21. For those students that cannot learn, and cannot pass the G. E. D. exam, the school tries to place in jobs where they can function.

#### Carbondale Operation Rebound

The project at Carbondale is also a Cooperative Vocational Education Program for the early school leaver. By removing students from the traditional school setting and giving them more individual attention, the students have the opportunity to channel their energies in a specific direction of employment.

Here, as in Rockford, much attention is given to helping the student restore his self-image and confidence. They do this by placing the student on a job and giving him some direction and additional training.

In this school students have the opportunity either to complete requirements for a high school diploma or for the equivalent certificate (G. E. D.).

Operation Rebound was funded by state funds in its first few years of operation. Starting with the 1973-74 school year, they planned to fund with (1) Regular Vocational Reimbursement, (2) Adult Education Reimbursement, and (3) State Impact Funding.

Some observations made by Pana Administrators:

1. Program is administrated and supervised by the high school Vocational Director.

2. The Vocational Counselor works with "Operation Rebound" students as needed.
3. Secretarial help is provided through the vocational center.
4. Program is housed in a down-town apartment building in four rooms.
5. There is an advisory committee consisting of five local businessmen and employers.
6. Students are not recruited. The student must select the program.
7. There is a 60 day waiting period from the time a student leaves the regular high school before he can enter "Operation Rebound."
8. Students are in general, between the ages of 16 and 21.
9. Attendance policy--if absent five days in a nine-week period, student is dropped. Cannot return for 60 days.
10. May take some classes in high school vocational center.
11. Hours are regular school days plus evenings.
12. New students are enrolled each nine weeks.
13. Students earn credit slowly or rapidly depending on how fast they complete required work.
14. Thirty six students enrolled in third year with more on waiting list.
15. Student must live in school district.
16. In three years--73% stay in program, 13 have received high school diplomas, four their G. E. D. diploma.

### Rock Island VIP School

The Rock Island Cooperative Vocational program is called the VIP (Vocational Improvement Program) School. In this program classes are highly structured. There are four classes, each with 10 students. Two classes meet for two hours in the morning, and two classes meet for two and one-half hours in the afternoon. Assignments are made by the week and grades given each week.

Students must be out of school for six weeks before being enrolled in this school. There is a long waiting list of students wanting to get in.

Good attendance is stressed. A student who is absent six days automatically fails for the six weeks. A student who is tardy four times automatically fails the six weeks.

This program also is in a rented building in down-town area. The staff consists of one director, two teachers, and two secretaries assigned from the public school business office on their Vo-Tech program.

Observations from Pana administrators on the Rock Island Program are as follows:

1. Students may earn three credits per year plus one credit for any work experience.
2. Basic courses taught are language arts, math and social studies.
3. Six typewriters are available and the teacher comes in twice weekly for one-half to one hour per day for typing instruction.
4. Forty students enrolled--many on waiting list.
5. Independent study and committee work stressed.
6. When a student accepts a full time job, he is automatically dropped.

7. 15% of students have a part-time job.
8. Have graduated 15 students in three years.
9. Newspaper is main textbook--also use SRA and other programmed materials.
10. Receive full state aid on each student.
11. Students help make rules.
12. Students also evaluate teachers.
13. No woman teacher.
14. Students allowed to smoke at all times.

#### Planning Done After School Visits

After visiting the three sites mentioned above as well as similar programs in Elgin and Springfield, the administrators of Pana Unit #8 were still enthused and more determined than ever that an alternative school for early school leavers was needed and would be successful in Pana if properly set up and staffed with the right teachers, director and counselor.

On March 17, 1973, the Pana Unit #8 Board of Education was given a progress report. They encouraged the administrators to continue in their planning for an alternative program.

At this point an article was written for the local newspaper giving some information about the initial plans for an alternative school in Pana. It was closely followed (March 30, 1973) by a letter to recent high school drop-outs inviting them to attend one of two meetings to be held to discuss and plan a program for early school leavers. The meetings were held on April 3. One meeting was held in the morning and one in the evening, so that those people who held jobs could still attend if they desired.

The letter to the former students invited anyone "who feel you might be



interested in earning credits toward a high school diploma" to come in and bring their friends. They were told that their questions and their comments were welcome. They were also asked to help spread the word about the proposed program. Those that were interested but could not attend were asked to phone in and indicate their interest.

At these first meetings with prospective students on April 3, 1973, only a few students did attend each meeting. However, several more did phone. A total of 30 students did indicate their interest in such a program for the summer of 1973.

#### Preliminary Plans For Summer, 1973

Since 30 people did seem interested, the administrators met in early April with a high school guidance counselor that had been selected as a prospective director of the program. At this meeting the following preliminary plans were made:

1. A program unique to Pana Unit #8 would be set up. However, this program would initially use ideas from the various programs visited.
2. The site of the program would be Field School, an elementary school no longer in use. This school was in fair shape and would not require too much expenditure to make it ready for students. It is located in a residential part of town away from all other schools. It has four classrooms, plus two basement rooms that could be used.
3. The program would be planned for the Summer, 1973, only, with the future of the program depending on how things went during the summer.
4. The program would offer: (1) Credit for high school graduation and (2) Review for G. E. D. diploma.
5. The program would be set up so that funds would be eligible from three sources: (1) State Adult Education Program (3-1),



(2) Department of Vocational-Technical Education, and (3) State Aid for students under 21 years old. It was estimated that by using these three sources that the program would require little or no local district funds.

The Pana Unit #8 Board of Education in a regular meeting on April 16, 1973, voted unanimously to establish the Pana Learning Center in the old elementary school for a summer program. They also agreed that a decision would be made during the summer as to whether or not to continue the program for the 1973-74 school year.

#### Planning the Summer Program, 1973

A director and three teachers were selected in early May 1973 for the summer program. The director was to be a teacher-counselor-director. The teachers were all fairly young teachers that could identify with the type of students to be served, had an enthusiasm for this type of program and were willing to devote the time and effort it would take.

The director and one teacher were sent to Rock Island to visit their program. (The director had also visited the Carbondale program.) Information on all other programs visited were also made available to all teachers.

Several meetings were held in early May 1973 that were attended by Pana Unit #8 administrators and the director and teachers for the summer PLC (Pana Learning Center) program. Following are some of the things decided by this group:

1. Philosophy - The PLC-Alternative School will exist to help students who have been early school leavers help themselves. It will provide the student with opportunity to re-evaluate himself and complete requirements for a high school diploma or the equivalency certificate (G. E. D.). The program will be designed to help those students who earnestly want to better their way of life by up-grading their job skills, by exploring

- the world of work, and by acquiring greater academic skills.
2. During the summer, a student would be able to earn two academic credits. One credit could be earned by completing a course of study in one of the following three areas--Communications (Language Arts), Social Concerns (Social Studies), and Consumer Economics. The other credit could be earned through on-the-job training and the successful completion of the study materials related to the world of work.
  3. Students who were approaching the age at which the G. E. D. examination may be taken and/or who were deficient in several units required for graduation could elect to prepare for this examination in lieu of the regular high school diploma.
  4. Summer school would be in session for eight weeks.
  5. Classes would be held from 8:30 a.m. to noon each day (Monday-Friday). The vocational related class would be the first 30 minutes. Evening classes would be held four nights per week (Monday-Thursday) from 5:00 p.m. - 9:00 p.m.
  6. Generally speaking, a student's progress through the program was to be largely his responsibility. A certain amount of work would be required for a credit.
  7. Students would be used to help paint and repair the building where possible so they would feel more responsibility for it.
  8. Major emphasis would be for those who had dropped out of school, but students deficit in credit but still in high school, could attend for make-up work in the summer.

9. A major emphasis would be placed on helping the student to find a job, or continue on one.
10. A relaxed atmosphere would prevail, with no restrictions on smoking, with soft drink and candy machines available in a lounge area.
11. Students would be involved in helping to make any necessary regulations--such as attendance required, possible programs, types of materials, discipline problems, etc.
12. Counseling and guidance would be an important part of the program.
13. The program was to remain flexible, with changes to be made as needed.
14. No tuition or fees would be charged students.
15. Students from other school districts could attend if they were no longer students in that district.

A feature article was run in the local newspaper about the planned summer program on May 10, 1973. (See Appendix B - Pages 31-37.)

## CHAPTER II: THE PROGRAM GETS UNDER WAY

## Funding The Program

The Pana Learning Center is funded from three sources: State Aid, Vo-Tech, and Adult Education funds.

Meetings were held with officials from O. S. P. I. from the various departments listed. The following information was established on three types of funding:

1. State Aid - Students who are under the age of 21 and who have not graduated from high school may be claimed for State Aid. These students are listed in a separate attendance register and accurate records are kept on the actual hours attended. All student's birthdays are listed and these attendance registers are kept for future auditing.

In the summer of 1973 the amount of state aid amounted to \$ .765 per hour of actual attendance. Thus, a student with perfect attendance for the 160 hour summer program could be claimed for a state aid amount of about \$122.00.

2. Vo-Tech Reimbursement - A student of any age can be claimed by the number of credits he is receiving in a Vo-Tech approved program. The Vo-Tech program for PLC is a Co-op program in which the student has a work-related class at the PLC every day and is employed in a work-training program. The reimbursement for one credit in a Co-op program is \$75.00 plus extra reimbursement for disadvantaged students and extra for an initial program. The actual amount received by PLC students in the summer of 1973 was \$85.09 per credit.
3. Adult Education (3-1) - The state program for Adult Education is

designed for adults and for students under 21 who have dropped out of school. Thus all PLC students are included under this reimbursement. The Adult Education reimbursement is based on approved class hours (not student attendance). Reimbursement is at the rate of \$5.25 per class hour of instruction.

In the summer of 1973 the Adult Education reimbursement was at the rate of 81.7% for June and 98% for July and August.

#### The Summer Program, 1973

The 1973 summer program was eight weeks in length. It started June 18 and ended August 13.

Registration was held at the PLC on June 11. It was held in the morning, afternoon and evening so that anyone interested could come in to register or to ask questions. Thirty six people registered for classes at that time.

About this time, PLC received a request from a local Health Care Center for the aged to conduct a basic program for some of their residents. The staff at PLC agreed to do this. The residents of the Health Care Center were bussed to the PLC each afternoon for a one hour session each day.

Four teachers, one acting as director, were employed at the rate of \$5.00 per hour. They each taught a four hour class each morning (M-F) and a four hour class each night (M-Th.). In addition to this, the director was paid for any extra time he put in.

A part-time secretary was employed at \$2.00 per hour, and a district janitor spent a part of his day at the PLC. A phone was installed, power connected, water turned on and the building was cleaned. For a couple of weeks before classes started, prospective students were employed and worked with the director in doing some painting and some cleaning.

When classes started on the first day, June 18, forty seven students were registered. Sixteen were registered for the morning classes; 10 for credit and six for GED review. Twenty one were in the night classes; eight going for credit and 13 in the G. E. D. review. Ten from the Health Care Center were in an afternoon Basic Education Class.

These students in the credit programs ranged in age from 16 to 25. Those in the G. E. D. program were from 17 to 54 years old and the people from the Health Care Center were mostly in their 70's. About half of the students were men.

The ten from the Health Care Center were regular in attendance for the summer. They enjoyed the class as a diversion from their routine.

Of the 37 that started the credit and G. E. D. classes, 10 dropped from the program before the end of the eight weeks. However, during the first few weeks, nine more students did join the program. One of these did not finish. So the total number of credit and G. E. D. students for the summer was 46 students, with 35 of them still in attendance at the end of the summer term.

Students in the credit program earned a total of 10 credits in Language Arts and eight credits in Social Studies. Both credit and G. E. D. students earned a total of 20 Co-op credits. Thus a total of 38 credits were earned plus a good many hours of G. E. D. review.

Four credit students were granted high school diplomas because of credits earned in this summer class. One student in the G. E. D. program took the G. E. D. test and passed it.

Attendance was 76% for all classes for the summer. Best attendance was in the credit courses and poorest attendance was in the G. E. D. review classes, as expected.



The financial report for the summer was encouraging. Receipts totaled \$8,291.84 and expenditures were \$8,981.46. However, expenditures for repair and maintenance of the building could be spread over a larger period of time. The same is true for expenditures for instructional materials and equipment, much of which could be used later. Thus the PLC did actually operate during the summer with very little or no local district money. A summary of finances is included at the end of this paper.

The instructional staff learned as they taught. Some of their original methods and policies were changed. Examples follow:

1. It was decided at the beginning that poor attendance would be a detriment for the credit program, so the teachers and students decided upon the following attendance regulation for credit students: If a student missed more than five times per month (later extended to five times per six-week grading period) they could not gain credit for that month.
2. Students from other school districts could have their credits sent back to their home district, or if they preferred, their records were sent for and evaluated. They could then work for a Pana High School Diploma.
3. A student who received enough credits could get a Pana High School diploma and was eligible to attend graduation exercises the next May.
4. Students in credit classes did not progress as well as expected individually, but needed much group work. This was probably due to (a) these students had little previous experience in being responsible for their own learning, (b) the teachers had little



experience in individualized instruction and (c) it was difficult to obtain materials suited for individualized instruction for this type of student.

5. The evening hours of 5:00 - 9:00 p.m. proved to be too early for many students that were employed during the day. Exceptions to the 5:00 p.m. starting time was made for any student that was too rushed by that schedule. It was decided that if classes continued in the school year, the time for all night classes would be 6:00 - 9:00 p.m.
6. The teachers soon found that one of their major roles was that of counselor. These students wanted and needed people that they could talk to that were interested in them. Rap sessions and group discussions on values and feelings became a valuable part of the program.
7. Teachers found it difficult to choose materials that would hold the interest of these students and still have continuity in various subjects.
8. These students were probably more sensitive than the average high school student to relevancy of instruction and materials. If they did not see the practical value they soon lost interest and quit working.
9. It was decided by students and teachers that a student could choose either to take a letter grade (A, B, C, D, F) or credit or no credit grade in the credit subjects.

#### Planning For The School Year, 1973-1974

In the August school board meeting, a preliminary financial report and other

statistics and observations of the summer program at the PLC was presented to the board.

It was agreed, unanimously, by the board that the PLC should continue to operate for the 1973-74 school year if there were enough students interested in attending.

At the same board meeting, two students, who had been expelled from Pana Senior High School in the Spring of 1973 for excessive absences and repeated infraction of rules, asked to be re-admitted to Pana Senior High School. The Board denied their request, but agreed that they could attend the Pana Learning Center if they desired. Thus, the PLC became a "last chance" school for these two students, as indeed it was for most all of the students in PLC.

Many of the students who attended the PLC during the summer indicated their wish to continue. They agreed to try to recruit some of their friends who had not finished high school to attend.

Pictures of students who earned enough credit for graduation were put in the local paper together with an information article concerning the program.

It was necessary to employ a new part-time teacher to teach the school year morning program because the summer teachers were all employed as regular teachers during the school year. The summer school teachers were all willing to continue at night during the school year but decided to add some part-time teachers because they did not wish to teach every night.

#### School District Program Plan

It was decided by the Pana Unit #8 administrators to make the PLC alternative school a part of the Program Plan for the school district in compliance with Circular Series A, Number 160 of the Office of the Superintendent of Public Instruction.

As a system goal in the Program Plan for Pana Unit #8 it was stated that

"Pana Community Unit #8 will assume a greater responsibility for instruction of citizens of the community who have not completed their work toward a secondary diploma."

The Performance Objectives for this goal stated, "By September of 1976 an effective program will be established via an "informal learning center" for the purpose of helping individuals in the community who are not now in school and who have not attained a high school diploma."

#### Program For The Fall Semester, 1973-1974

The 1973-74 school year program at the Pana Learning Center started with 28 students enrolled. Of this total, three were in a.m. credit classes, five in a.m. G. E. D. review, five in p.m. credit and 15 in G. E. D. review classes.

The morning classes were in session from 8:00 a.m. - 12 noon, five days per week. One teacher was employed for the two classes.

The evening sessions were in session from 6:00 p.m. - 9:00 p.m., Monday through Thursday. Four teachers were employed for these classes. Two taught on Monday and Wednesday and two others on Tuesday and Friday.

The director was a guidance counselor from Pana Senior High School who also served as director of the Co-op work-study program and teacher of the classroom work related program for the Co-op students.

As the first semester progressed, the PLC became better known and more students were allowed to enter. Enrollment increased as follows: September 28, 35 students; October 31, 36 students, and by Christmas, 43 students.

#### Cooperation With The Youth Corps

Shortly after the fall term started in 1973, the PLC was contacted by the local Community Action Agency and asked to cooperate with the Illinois Farmer Union "Youth Corps" program.

The Youth Corps was for people from low income families, from 16 to 21 years old who had dropped out of school before graduation from high school. The youths who participated in the program were paid \$1.60 per hour for a 28 hour week. Of this 28 hours, 6 hours had to be spent in a remedial education program and 22 hours per week the youth had to work for a public or non-profit agency.

The Youth Corps students did their 22 hours per week in working for the City and the public schools, including the PLC.

#### Addition of Another Class

In October of 1973, a new dimension was added to the Pana Learning Center-Alternative School.

Fifteen students from grades 7 and 8 in Pana Junior High School were selected for a Title I class. These students were all several years below reading level for their class and all were in danger of failing all subjects and were potential drop-outs. Test scores indicated that all were capable of doing much better than they had been.

The fifteen students were taken by bus from Junior High to the PLC each afternoon. In the mornings they went to Math, Science and Physical Education. In the afternoon they attended the Title I class at PLC for special instruction in reading and language arts.

A remedial reading teacher and an aide were employed and special materials were purchased for these students.

All expenses for this class were paid with Title I funds.

#### Program For The Spring Semester, 1973-74

Because of the increased enrollment (a total of 48 students) a teacher was added for the morning classes at the start of the second semester.

Also, a new arrangement was made for the evening classes. The evening teachers felt that they could be more effective if they each taught three nights

per week. (Instead of M - W and Tu - Th) By all four teaching each night, the class size was reduced. Approximately 28 students attended the evening sessions, so the student teacher ratio was about 7-1 with the director also giving assistance. Also, some volunteer help was given by other teachers when the need arose.

A total of 68 students were enrolled in credit and G. E. D. review classes during the school year. Of this number, 19 students dropped out before the end of the year.

### Special Class

Another dimension was added to the PLC alternative school in January of 1974.

Three of the Title I students attending the PLC in the afternoon were doing well in the Title I class but poorly in the morning classes at Junior High. These three students, together with three other students of about the same age were put into a special morning class. The three other students had special problems, physical and emotional, so they could not function in a regular class.

This special class met each morning from 8:00 a.m. - noon at the PLC but in a different room from other students. However, they did share the lounge area.

### College Extension

Still another dimension was added to the PLC when an extension class from E. I. U. was scheduled for the PLC in the Spring of 1974.

In the future it is planned that College Extension classes, and Lake Land Community College classes will be scheduled here.

The purpose of scheduling these extension classes is to add status to the building so that it will not just be considered a place for drop-outs.

### Credits Earned

During the school year, the students in the PLC credit programs earned the



following credits: 17½ credits in English, 19 credits in Social Studies, 21 credits in Math, ½ credit in Economics and ½ credit in Accounting. In addition, the credit students together with the G. E. D. review students earned a total of 38 Co-op work-study credits. Thus a total of 96½ credits were earned plus many hours were put in on G. E. D. review.

The credits mentioned above do not include the Title I class, the Special Class, or the College Extension class.

#### Finances, 1973-1974

A financial summary is included at the end of this paper. It shows that receipts for the school year were \$19,687.00 and expenditures \$18,872.33.

There are other expenditures not included such as administrator time, life-safety code work to be done, etc.

However, this does indicate that for the 1973-74 school year, the Pana Learning Center operated with little or no local district expenditures.

This financial statement does not include the Title I class or college extension classes.

#### Graduates

During the 1973-74 school year, eight students earned enough credit to receive their high school diploma. Four students took their G. E. D. exam and passed it.

#### Program For The Summer, 1974

In an eight week summer program, 47 students were enrolled in the Pana Learning Center. Twenty nine of these were enrolled for credit and 18 in the G. E. D. review program. Six of these students dropped out before completing the 8 weeks.

A total of 42 credits were earned during the summer program as follows: 14½ credits in English, 3 in Social Studies, 1 in Math, 3 in Consumer Education

and 20½ credits in the Co-op program.

Four students in the credit program graduated and three received their G. E. D. diploma.

Reimbursement for the summer was approximately equal to expenditures so there was little or no local taxes spent for the program.

#### Program For The First Semester, 1974-1975

At the start of the 1974-75 school year, 41 students were enrolled in the credit and G. E. D. courses. By the end of October this number had increased to 64.

A class of six children of Junior High age with special problems (physical, emotional and academic) was started on a full day basis. These were students that could not function in a normal school setting.

Still another program was added when an 8 week class was started for Public Aid recipients. Twenty adults were enrolled in the class. The primary thrust of this program was consumer education and personal counseling.



## CHAPTER III: RECAPITULATION AND EVALUATION

## Summary

In the first 18 months of operation the Pana Learning Center operated programs in the following areas:

1. Credit classes and G. E. D. review for those who had not received their high school diploma.
2. A one-half day Title I remedial reading and language arts class for Junior High students.
3. A ~~summer~~ basic education program for Health Care Center senior citizens.
4. Special classes for students with problems that could not be handled in regular classes.
5. University and Lake Land College extension classes.
6. A class for Public Aid recipients.

In the first 15 months of operation 124 different people were enrolled at PLC for credit or G. E. D. review. Of this number, 24 earned a high school diploma. Sixteen of these received a regular diploma and eight received a G. E. D. diploma. Approximately 40 of these students were still enrolled and several others plan to return to the PLC at some later date--the next semester or the next summer.

Many students in the program were helped to obtain full time jobs and many others were helped to obtain better jobs.

## Policy

Because of this continued interest in the PLC the needs that it fulfilled and the little expenditure of local district funds, the Board of Education of Pana

Community Unit #8, in June of 1974, decided to continue to operate the Pana Learning Center as a part of their regular program.

A description of the purpose of the Pana Learning Center was also inserted into the Pana Unit #8 Policy Manual. As described in the manual: "This school has developed a curriculum tailored to the development of adults and youth who have not secured a high school diploma and to various types of special and innovative programs. It will also have classes in college and junior college extension courses".

#### Conclusion

The Pana Learning Center serves as an "alternative" school in the Pana Community Unit #8 School District. Its primary function is to serve adults and youth that have left school before obtaining a high school diploma by offering them high school credit courses and G. E. D. review.

It also serves as a center for special classes that cannot be offered in the regular curriculum and for extension courses from Universities and Lake Land College.

The alternative program possibilities of the Pana Learning Center are only limited by the physical capacity of the building in which it is now contained.

APPENDIX A

FINANCIAL REPORTS

Summer - 1973

School Year - 1973-1974

## APPENDIX A - FINANCIAL REPORTS

## PANA LEARNING CENTER

SUMMER 1973

## FINANCIAL SUMMARY

## Receipts:

State aid - for students under 21 yr. old 2,401 hrs. attended X \$ .765	- - - - -	\$ 1,836.77
Vo-Tech. Reimbursement 20 students, all disadvantaged, initial program-	-	2,090.00
Adult Education Reimbursement June - 226 hrs. X 5.25 X 81.7% reimb.	=	969.37
July & Aug. - 660 hrs. X 5.25 X 98% reimb.	= 3,395.70 -	<u>4,365.07</u>
Total Receipts - - - - -	- - - - -	\$ 8,291.84

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## Expenditures:

Salaries - teachers and director -	\$ 4,890.00
Salaries - secr., etc.	199.40
Salaries - for bldg. repair & maint.	1,037.65
Books and materials	1,427.44
Instr. Equip.	252.81
Bldg. repairs and expense	1,085.11
Misc. instr. expense	<u>89.05</u>
Total Expenditures - - - - -	\$ 8,981.46

## PANA LEARNING CENTER

SCHOOL YEAR - 1973-1974

## FINANCIAL SUMMARY

RECEIPTS

State Aid	\$ 5,666.00
Adult Ed.	10,704.00
Vo-Tech.	<u>3,317.00</u>
	\$ 19,687.00

EXPENDITURES

Salaries	\$ 12,960.00
Secretarial	193.60
Custodial	1,658.80
Maintenance	351.32
Utilities	1,856.35
Supplies	1,405.87
Fixed Charges	<u>446.39</u>
	\$ 18,872.33

**APPENDIX B**

**NEWSPAPER ARTICLES**

March 22, 1973

# Unit District 8 Board Will Hear Plan For Schools to Help Dropout Students

31

Superintendent Carrol Lowe proposed a plan to help people in this community who have left school without completing their diploma program at the Monday night meeting of Pana Unit 8 School Board.

His request that the Board meet in an adjourned session so that he might present his plan in detail was granted. The

meeting is scheduled for 7:00 p.m., Tuesday, Mar. 27, in the school office and is open to the public as are all gatherings of the School Board.

His proposal is to establish a "school away from school" for students who would work toward a general education diploma at their own rate, under conditions other than those im-

posed during regular school hours, with teachers who are able to talk with them. He asked the Board to wait at least another month in its decision to sell Field School. That building could be utilized for this program and as a site for adult and teacher education too. However, Lowe points out use of Field School is just a possibility.

He told the Board members he feels the system is doing a good job for college prep students, "but there are a lot of people in this community who do not have high school diplomas. We have 60 some kids who have left school in the last 2 1/2 years." Lowe said he has been doing research through friends of those who have quit school.

State reimbursement from 4 major sources is available, Lowe said, and the program could be operated without additional cost to the local taxpayer.

Assistant Superintendent Bruce Wieneke told the Board he will be visiting in Peoria where a program is in operation similar to that being presented by Superintendent Lowe. He said it is for those on the verge and those who have quit school. Wieneke said Peoria has afternoon classes from 3:00 to 6:00.

Wieneke reported the educational plan required now by the state is being prepared. It will outline what this system will be doing in education this year and for several years ahead. Several will participate in its preparation, including administrators, teachers, students and members of the community. The report is due Sept. 1. Before it is submitted, however, there will be public discussions.

Board Chairman Russell Brunner presided. All members were present plus Superintendent Carrol Lowe, Assistant Superintendent Bruce Wieneke, Senior High

New Members Take Seats 2/19/73

## Pana Learning Center' Program OK'd by Board; Downs President

Pana Unit School Board reorganized Monday evening following Saturday's election and moved right into the business of the District by naming Charles Downs president of the Board, and David Holliday, vice-president and re-electing Dr. H. R. Buchard as secretary.

Downs had served as vice-president of the group. He succeeds Russell Brunner, retiring member and president. The other retiring member is Cecil Beck of Oconee.

New members Jerry Huttes of Pana and James Kuhn of Oconee took seats on the Board at Monday's session.

Both Beck and Brunner expressed their appreciation for the cooperation received during their tenures as Board members. Beck had served 12 years and Brunner 9 years.

Action taken by the newly organized group included approval of an informal education learning program to be conducted in the now abandoned Field School building and which will offer the opportunity to those persons now out of school but who wish to return to obtain a high school diploma the chance to do so.

Approval of the program as it was originally outlined at a previous meeting came after

Superintendent Carrol Lowe presented what he called a modification to the first plan. The new plan would have moved the informal learning center to the Senior High School Building during the summer as a trial operation.

The Board appeared to feel that the original plan as presented was more conducive to the possibility of success with the program and moved that the modification be scrapped and work go ahead on setting up a summer program using the Field School location.

When questioned, Mr. Lowe said he had received some opposition to the program as originally stated. However, the Board expressed the feeling that if the program was to be entered into, it should be done within an atmosphere giving it the most chance for success.

Mr. Lowe assured the Board that the program is totally reimbursable. He repeated this Wednesday while pointing out that funding will come from the Adult Education Department of the Office of Public Instruction; Vocational-Technical Department and from increased state aid which is \$35 per pupil in a summer school program.

(Continued on Page 17)



# Proposal for Education Center

## Heard by Pana Unit Board

Pana Unit Board of Education in a special meeting Tuesday evening in the Unit office heard a proposal by Unit Superintendent Carroll Lowe for an expanded education program within the community which would, among other things, furnish the persons who had severed their ties with the local secondary education program before receiving a high school diploma means to complete this work and also afford post graduate high school and other courses for those adults interested.

The plan, in the sounding stages, was described by Supt. Lowe as something he had been thinking about for "years." The Pana Superintendent pointed to the great strides which have been made in recent years in supplying the educational needs for exceptional children, but said he felt that the area of attempting to do something for those who become disenchanted with the normal school curriculum for various reasons and leave the prep academic community, has not been so emphasized.

Supt. Lowe's proposal to the Board, which is to be further studied, could make use of the now abandoned Field School property. Some thought had been given up to this time to selling the structure and location.

Names used for the learning center type program could be varied, Mr. Lowe pointed out. Material he had researched and distributed to the Board included such names as VIP (Vocational Improvement Program); Store Front School; Student Contract School; VIP Academy; Student Success School—SSS; Early School Leaver Program; Opportunity Adjustment School or Program; Opportunity School; School Away from School; Open Skies School. He pointed out that the possibilities for names are endless.

As to possible programs at the Field location, which it was also indicated has facilities for this type of work and would take only a minimum of preparation, the following were discussed:

Junior and Senior High School students who are 2 grades below level or who are taken from school because of disciplinary, truancy, etc., problems, would be afforded an informal school setting instead of being suspended time after time, or being sent out of various classes. The plan would include the JHS and SHS students program in separate rooms on the top floor of the

Another facet of the school would be credit and GED program for older school leavers or school leavers who have been out of school for 6 weeks or more, no limit, and are without high school diplomas.

Students pursuing work toward completion of a diploma would be on an independent

study schedule and the teacher-counselor furnishes help. Both the facets of the program explained thus far could have a tie up to job placement and the vocational-technical area for reimbursement from the state. Mr. Lowe pointed out.

Another possibility for use of the building to persons of the community could be as an extension center, with university and junior college extension courses being given on the upper floor in the afternoon and into the evening.

In suggesting the Field School for such a program, it was pointed out that the basement area has much additional space. This would be the "lobby" with reading materials, radio and soft drink and candy machines. It could be used for group study and committee work outside the classroom.

Staff requirements would be 2 teachers, one director, one teacher aide. Administrative and custodial duties could be supplemented from within the present Unit organization. Present desks and seating at the school would be used.

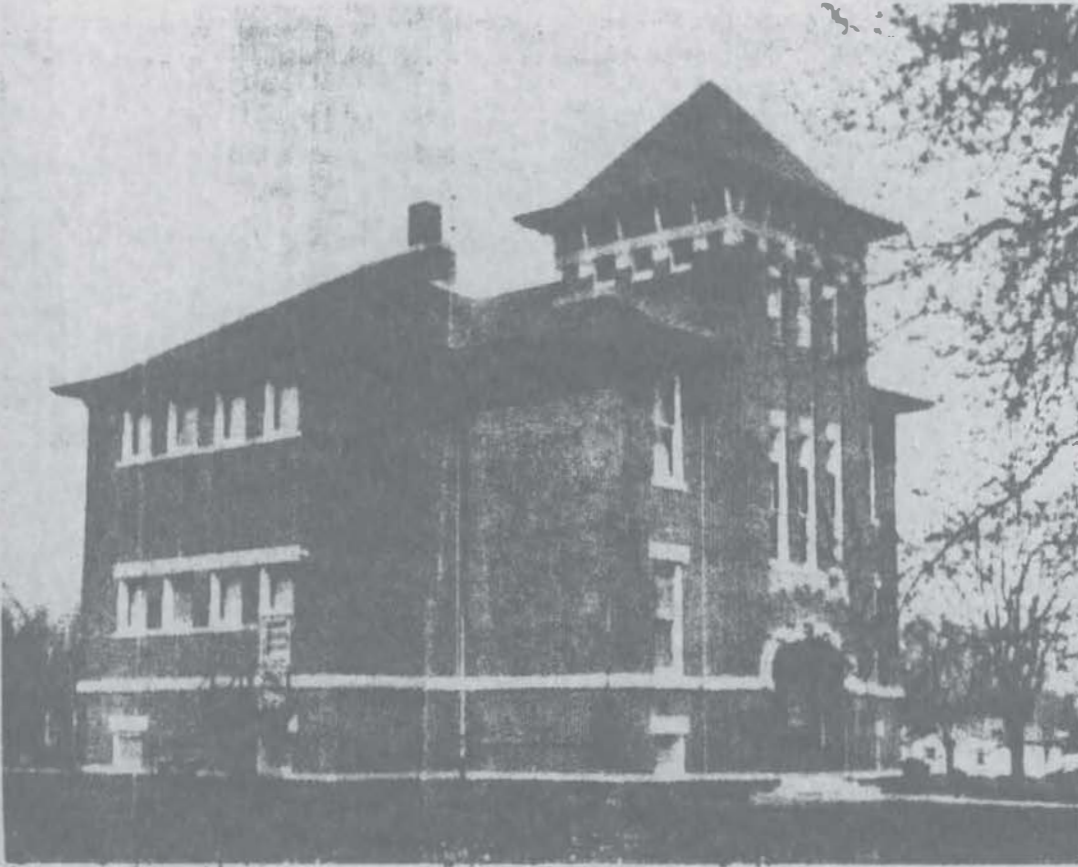
It was pointed out that the program would for the most part be reimbursable through state funds.

In an ad elsewhere in today's newspaper, Supt. Lowe has announced meetings on Saturday, Mar. 31 and Tuesday, Apr. 3, for information sessions for persons continuing work toward obtaining their high school diploma. All age levels are included. The meeting is at 9:00 a.m., Saturday, and at 7:00 p.m., Tuesday. Both are in the Unit's Main street office.

Attendance at the meetings

(Continued on Page 15)

# Pana Learning Center Program Emphasizes Individual Study



## More About -- Learning Center

(Continued from Page 1)

moved from storage status at the Field School and sold. Some were retained, however, for use in the Learning Center and for replacement purposes in other schools of the district. Some surplus furniture has also been secured from the Federal Surplus warehouse in Springfield. Used sofas and chairs will be secured for the lobby and counselling area.

Superintendent Lowe says since this is to be a no cost program, the Unit office would like to make 2 requests to local citizens:

(1) The following equipment is needed: radios, sofa-sectionals, comfortable chairs, floor lamps, coffee tables, bookshelves.

(2) Many persons have a desire or a yearning to secure the diploma which certain events forced them to miss out on. Such persons do not need to feel embarrassed about applying. A number of people in the 40-50 age bracket will be attending and persons who work during the day can attend at night. Call the Unit 8 office for an application blank or if you know someone, who is interested.

In the next few weeks, the News-Palladium will publish a series of articles giving details of various segments of the Pana Learning Center.

A new concept in education will be initiated Monday, June 18, by Pana Unit 8 School District with the Field School to serve as the "learning center."

Philosophy of the program is individual study in an informal setting with the student advancing at his own rate. The most necessary requirement is that the student attend regularly.

Two programs will be held during the 8-week summer term. Emphasis is first being placed on instruction for adults and young adults who would like to finish their high school education.

The second program to be held in summer is make-up work for senior high students to catch up to their grade level so they may graduate rather than drop out of school.

If enough interest is shown this summer the learning center will be continued during the coming school year, according to Superintendent Carrol Lowe. Thirty persons have indicated an interest in attending and it is hoped that the number will double by the beginning of the fall program.

Lyman Schar, guidance counselor at Pana Senior High School, has been named teacher-director. He will be assisted by 2 teachers.

The curriculum will include a classroom work-related course pertaining to job descriptions, applying for a job, holding a job, income tax study, budgeting, personal economics, etc. Students who have a job and whose employer is willing to sign a simple agreement with the school, will be asked to take a 30-minute per day class. The student will receive credit for his work experience and the school will receive reimbursement from the State Vo-Tech program. This pertains to persons under age 21. Persons over 21 may take the classroom phase if they desire.

Also being considered for a later starting date are correspondence or extension courses for persons who want to do post-high school work.

There is no charge to students. Superintendent Lowe says the "Pana Learning Center" is pledged to be financially self-supporting and no local tax monies will be necessary if state governmental agencies fulfill their pledges.

Prospective students will be asked to help prepare the Field School building by painting certain wall areas and distributing furniture. Broken glass is now being replaced in the windows. Old library tables and chairs will be moved over from the former Junior High School library. Each classroom will thus be set up in a classroom.





## END 8 WEEKS OF STUDY

Completing 8 weeks of study at the Pana Learning Center is the group above, residents of Pana Nursing Home. With them in the picture, left to right, Mrs. Zorah McAdam, director of social rehabilitation for the Nursing Home; and Mrs. Marie Bernardi, their instructor.

Around the circle, clock-wise, beginning at the front and center: Mrs. Tillie Rhoades, Elmer Anon, Nancy Kroninger, William Wise, Richard Daly, Albert Milhan, Paul Richter, Mrs. Irene Herriot, Fred Hasslinger, Stella Gillock, Mrs. Rosa Beck.

Two members of the class were not present when the picture was taken, Clinton Good

and Mrs. Genevieve Hughes. Mrs. Hughes is not a resident of the Nursing Home, but joined the group for the summer session.

They attended one hour each afternoon 5 days per week at the beginning, later dropping the number of days to 4 per week. The Learning Center is in the former Field Grade School building.

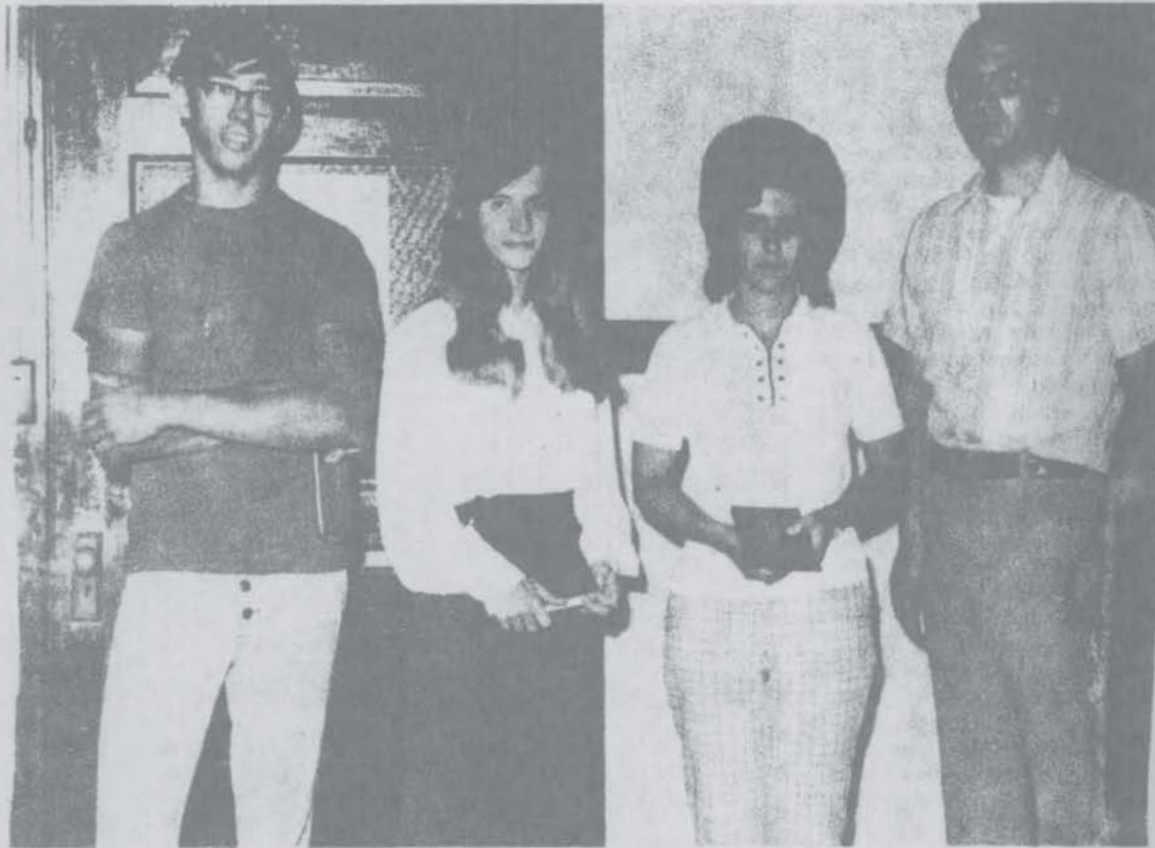
The Learning Center was opened this summer by the Pana Unit School District. Study courses were offered for the General Education Diploma,

regular high school subjects and elementary and secondary adult learning.

The Center will continue during the coming year. Courses to be offered are the first 2 named with the elementary and secondary adult learning classes being replaced by an extension course from Eastern Illinois University for post-graduates.

(Staff Photo)

### DIPLOMAS AWARDED AT PANA LEARNING CENTER



Five students completed 8 weeks study this summer and were first to earn high school diplomas at the new Pana Learning Center. It is operated by Pana Unit 8 in the former Field Grade School, 400 West Orange.

Left to right are: Dave Durbin, Pana; Mrs. Kathy Marston, Tower Hill; Mrs. Janet Jones, Pana; and Lyman Schar, teacher-director of the Learning Center.

In the second photo, Schar is presenting a diploma to Lola



Schar says anyone interested in credit courses should begin within the next week. Credit study can be started at any time. Registration may be done while classes are in session from 8:30 a.m. to 12:30 p.m. weekdays; and from 6:00 to 9:00 p.m. Monday through Thursday at the Learning Center. There are currently 9 students attending morning classes and 21 at night.

Philosophy of the Learning Center is individual study in an informal setting.

(Masako Studio Photo)

Allen of Moweaqua, formerly of Pana.

All had earned credits needed for high school diplomas. Also receiving a general education diploma (GED) was Cathy Wemple of Ohlman who has since moved to Mesa, Ariz.

Besides the GED and credit classes this summer there was also a number of residents from Depaepe-Ashcraft Nursing Home who took a special course.

Classes in progress, beginning the fall term, are those for persons preparing to take the GED examination and for those earning credits needed for a regular high school diploma.





*Pana News*  
10/7/74

## DIPLOMA IS AWARDED

John Pastor, instructor at Pana Learning Center, is shown awarding a high school diploma to Mrs. Debbie Dust of Pana.

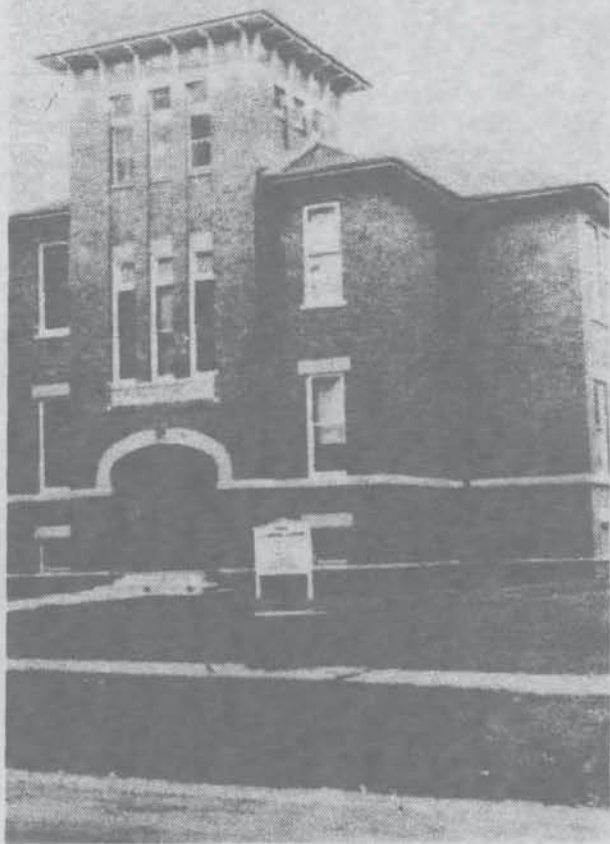
Thursday night at the Pana Learning Center, Debbie worked over a period of 10 years at the Center toward completing credits

toward her graduation, Pastor stated. She is the daughter of Mrs. Irene Fleming of Pana.

Page from school calendar and handbook.

PANA LEARNING CENTER PROGRAM

The Pana Community Unit District No. 8 initiated a very unique school program in June, '73. It is one of a few such programs of its kind in the state. The Learning Center which is located in the building which was formerly Field School and emphasizes instruction for adults and young adults who would like to finish their high school education. Students may pursue a course toward a general education diploma or take standard courses to finish a regular high school diploma. In addition to the GED



1975 MARCH 1975

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
2	3	4	5	6	7 Unit No. 8 Workshop	1 Solo & Ens. Contests (Music) 8
9	10	11 Super Sectional Basketball	12	13	14 (11-15 Class A State (Basketball))	15
16	17 Bd. of Educ. Meeting	18 2:30p.m. Dismissal	19	20	21 End of 3rd Week Period	22
23	24	25 (Possible vacation this week!)	26	27	28 Good Friday	29
30	31					

program and the regular high school diploma. The Learning Center offers a concentrated language arts-reading program with emphasis on reading, spelling, and word usage for junior high age students and for special students who do not fall into the regular special education classification. At the present time, (1974) we now have a federal contract program which will work in cooperation with the Christian County Public Aid Dept. Several extension courses from Eastern Illinois University, Illinois State University, and Lake Land Junior College are offered at the Learning Center.

The programs at the Learning Center are aimed at meeting the following needs:

1. A high school diploma and a feeling of self-worth for frustrated individuals.

2. An attempt to teach junior high age students the basis of reading by using learning development and other special techniques so that they can succeed in other subjects and continue in school instead of dropping out at 16.
3. To work with special problems in a school setting in classes which would normally be homebound because the parent and child seem to succeed better and have a better feeling of self-worth when they can be in a school setting.
4. To work out a system whereby students can work and still move toward educational attainment.
5. To cut down the dropout rate in a standard setting by allowing education to work under a less restrictive environment.

With the many programs in this 6,100 square foot structure, we think this alternative school may have the most varied educational programs of this type going on in the State of Illinois.



APPENDIX C

CO-OP WORK STUDY AGREEMENT

## AGENCIES' AGREEMENTS

## COOPERATIVE OCCUPATIONAL TRAINING PROGRAM AGREEMENT

*Pana Learning Center and Participating Employers*  
In Cooperation with the State Division of Vocational & Tech. Ed.

Trainee Sue Barnes Address 225 West First St., Assumption, Ill.  
 Homeroom \_\_\_\_\_ Advisor Schar Age 17 Date of Birth 1/3/56 Phone 226-4350  
 Business Pana Learning Center Address 400 West Orange St., Pana, Ill.  
 Supervisor Schar Telephone 562-4533  
 Job Title Secretary Rate of Pay \_\_\_\_\_  
 Social Security No. 345-52-1931 Training Began 6/25/73 Training Ended \_\_\_\_\_

WORK ACTIVITIES	TIME	SCHOOL SCHEDULE	HRS.
<u>SECRETARY</u>	<u>1:00pm. - 3:00pm</u> <u>M-F</u>	<u>8:30 AM - 12:00</u> <u>M-F</u>	

Trainee's Responsibility in the Program:

1. The trainee shall abide by the rules, regulations and policies of the employer during his period of training.
2. The trainee shall diligently and faithfully perform the work and duties of his job and school program.
3. The trainee shall not leave his job or school without first discussing the matter with the coordinator.

Employer's Responsibility in the Program:

1. The employer shall provide bona-fide training in the occupation listed.
2. The employer shall not transfer or dismiss the trainee without first discussing the matter with the coordinator.
3. The employment of the trainee shall conform to all Federal, State and local laws and regulations.
4. The employer shall not hire the trainee full-time or part-time if the trainee leaves school for any reason without first discussing the matter with the coordinator.
5. The employer shall be an equal opportunity employer.

School's Responsibility in the Program:

1. The school shall provide instruction to the trainee pertaining to the occupation listed.
2. The school shall issue the trainee credit for each semester of participation on the above, approved training plan.
3. The school shall issue the trainee a vocational certificate of achievement upon mastering the skills, processes, and knowledge indicated in this training plan and upon the recommendation of his employer and coordinator.

## Signatures:

Trainee \_\_\_\_\_

Employer \_\_\_\_\_

Coordinator \_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools

White - Employer's Copy  
 Yellow - School's Copy  
 Blue - Trainee's Copy

APPENDIX D

CO-OP PLACEMENT, SUMMER - 1974

## PANA COMMUNITY UNIT #8

## VOCATIONAL - TECHNICAL EDUCATION

## PANA LEARNING CENTER - CO-OP PROGRAM - SUMMER 1974

<u>STUDENT</u>	<u>JOB AND PLACE OF EMPLOYMENT</u>	<u>M</u>	<u>F</u>	<u>STUDENTS QUALIFYING AS DISADVANTAGED</u>
<u>AGRICULTURE</u>				
Anna Gatons	Range Worker - Brayes Greenhouse		X	X
Ken Gordan	Range Worker - Amling's Greenhouse	X		X
<u>BUSINESS</u>				
Richard Allsop	Cook - Mr. Drumstick	X		X
Phil Banning	Stock Boy - Dairy Lane	X		X
Bill Bryson	Mechanic - Bryson's Garage	X		X
Larry Dickenson	Attendant - Star Service Station	X		X
Janice Griggs	Secretary - New Green Soil Service(T.H.)		X	X
Mary Ann Hinton	Clerk - Bob's Market		X	X
Doug Merritt	Upholsterer - Pana Maid	X		X
<u>INDUSTRIAL</u>				
Russell Dunn	Mechanic - Georgia Pacific (T'ville)	X		X
Darlene Gingrey	Assembler - Borg Warner (Dec.)		X	X
<u>PERSONAL AND PUBLIC SERVICE</u>				
Nina Beeson	Teacher's Aide - Washington School		X	X
Barb Coleman	Teacher's Aide - Washington School		X	X
Melody Denton	Teacher's Aide - Lincoln School		X	X
Steve Domonousky	Asst. Mgr. - Pana Channel Cat Lake	X		X
Daryl Durbin	Teacher's Aide - Lincoln School		X	X
Sherry Durbin	Housekeeper - Anna Mae West		X	X
Connie Nance	Waitress - Dog 'N Suds		X	X

APPENDIX E

ATTENDANCE

Monthly Attendance Report - October, 1973

Attendance Statistics

## PAMA COMMUNITY UNIT 68

## MONTHLY REPORT - PAMA LEARNING CENTER

Month October 1 - 31, 1974

CLASS	Enrollment		Total Number of Students Enrolled		Total Days Enrolled	Total Days Present	Total Days Absent
	Start of Month	End of Month	Under 21	Over 21	(Under 21)	(Under 21)	(Under 21)
A. M. Credit	19	20	19	1	395	331	64
A. M. G.E.D.	7	7	2	5	42	31	11
P. M. Credit	12	15	13	2	182	164	18
P. M. G.E.D.	17	20	4	16	76	48	28
Public Aid	21	17	3	19	50	44	6
TOTAL	76	79	41	43	745	618	127
Special Class	5	6	6	0	124	113½	11½

Number who received H. S. diploma this month. 1Number who received GED diploma this month. 0



## PLC ENROLLMENT

H. S. Credit and G. E. D.

Date	A. M. Credit	A. M. G. E. D.	P. M. Credit	P. M. G. E. D.	Total
6/18/73	9	6	9	12	36
7/ 2/73	8	5	13	15	41
8/10/73	8	3	11	11	33
9/10/73	3	5	5	15	28
9/28/73	8	5	4	18	35
10/31/73	9	5	5	17	36
11/30/73	9	6	10	21	46
12/18/73	10	6	10	17	43
1/18/74	14	7	9	18	48
1/31/74	10	8	10	18	46
2/28/74	11	8	10	17	46
3/29/74	7	7	13	17	44
4/30/74	6	7	11	16	40
5/28/74	7	7	10	7	31
6/10/74	18	4	11	6	39
6/28/74	16	4	13	13	46
7/27/74	13	3	12	11	39
9/ 1/74	16	4	11	10	41
9/30/74	19	6	12	17	54
10/28/74	21	8	15	20	64