HOW CAN EDUCATORS BUILD AND SUSTAIN HIGH QUALITY CAREER AND TECHNICAL PROGRAMS IN AN ECONOMICALLY STRUGGLING RURAL SCHOOL SETTING?

by

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Abstract

As student populations continue to decline in many rural schools, the threat of down sizing and reducing programs is evident. The goal of this project is to assist Career and Technical Educators (CTE) in building and sustaining high quality programs in a small school setting (student populations less than 800). Under the *No Child Left Behind Act*, options for parents to choose other public schools for their children if the current school is in need of improvement or personal preference. My research will also explain the connection between school choice options and course electives. The law also assists in funding some services for children in private schools or charter schools (No Child Left Behind, Choosing a School For Your Child 2009).

Schools, with student populations less than 800, across the state of Wisconsin are under threat of losing their footing to stay financially sustainable and continue to offer a variety of CTE courses. Many vocational teachers struggle to keep their courses looking attractive enough to remain in the educational system.

The purposes of this project will then assist CTE instructors on marketing and sustaining their programs. Through this project we surveyed 10 students from the small school setting to determine the importance of CTE programs for preparing them for life after high school. Their results have weighed towards the importance of CTE programs remaining in the small school atmosphere.

This project used surveys with questions specific to 3 core groups: Students, administrators, and CTE teachers. Each group is in association with a school of less than 800 students K-12. Surveys were given out on a random basis and collected along with informed consent forms that stated voluntary involvement and signatures from all participants and parents when the participant was less than 18 years of age.

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Introduction/Background/Literature Review

The purpose of this project was to investigate the image of Career and Technical programs in K-12 schools that have a student population of less than 800. CTE instructors should be able to explain in detail the importance of their programs within the high school system. They should also be able to explain how CTE curriculum prepares young people for the work force directly out of high school, 2- year programs at the Technical Colleges, and for 4-year colleges. The purpose of this project was to investigate how the public, students, and administrators view CTE programs in schools with a population less than 800 students. The core question to be discovered from this research project is "How can educators build and sustain high quality CTE programs in an economically struggling small rural school setting?"

In 2008-2009 60% of school districts in Wisconsin were affected by declining enrollment (DPI 2007-2009 Biennial Budget Request, 2009). The state Department of Public Instruction recently released its estimates of state aid to schools based on the levels set in the 2009-2011 budget, and a number of northeastern Wisconsin districts are facing double-digit percentage cuts. Many northeastern Wisconsin school districts, most of them rural, are bracing for 15 percent reductions in aid from the state of Wisconsin, which once promised to cover two-thirds of local school costs (DPI 2007-2009 Biennial Budget Request, 2009).

Most of these districts were located in northern and south western Wisconsin and had student populations of 800 or less. School districts determine their rolling enrollment based off of the enrollment of their school on the third Friday in September for the

current and two preceding years. This figure is then compared to previous years average to determine if the district can qualify for additional money exemptions.

Table 1.			
Hypothetical District			
Fiscal Year	Membership	3-Year Average	Hold Harmless-75%
2005-06	800		
2006-07	789		
2007-08	776	788	
2008-09	770	778	777.5

Membership is the number of enrolled students on the third Friday of September for the each specific district. Under current law, Wisconsin has a Hold Harmless 75% declining enrollment exemption. Basically, if your district has declining enrollments it is allowed, for that year only, to count 75 percent of the difference between the 3-year average and the prior 3-year average and multiply that figure by its revenue limit per pupil. This way schools can have a cushion affect in beginning the strategy in budget cuts and restructuring.

If the district enrollment is declining it is allowed for that year only, to count 75% under the Hold Harmless, of the difference between the current 3-year average and the previous average. That figure is then multiplied by the revenue limit per student.
To better understand this take the 2005-2008 membership average by adding the 3 year members and then dividing by 3.

(800+789+776)/3= 788

Take the 2006-2009 average (789+776+770)/3= 778

Subtract the 2006-09 membership average from the 2005-08 average and it shows an average decrease in membership of 10 students.

788 – 778 = 10

Multiply 10 by the Hold Harmless 75% (.75 x 10) = 7.5

Add this to the 2008-09 enrollment (7.5 + 770) = 777.5

Dollar value of current law exemption:

7.5 students x $9,000 (revenue limit per student) = $67,500 in additional revenue limit authority for the 2008-2009 year only.

Over half of the school districts are operating at a student population of less than 1,000 and 40 % operating at a student population of less than 800 in the state of Wisconsin (DPI 2007-2009 Biennial Budget Request, 2009). When a small school projects declinig enrollments, the impact to these districts can be epic. Student academics, educational options, programs, quality teachers, and student activities are all at risk. Many small districts -- especially those with shrinking enrollments -- may close schools, cut after-school activities and merge to survive (Benjamin 2011).

The fact that 60% of schools in Wisconsin experienced some sort of decline in enrollment means that these districts would have to either increase revenue or decrease their spending. How does a school system begin to cut back on spending? Who determines what will need to be done to save the school from financial degredation? What are factors are looked at by schools in determining where they as a school begin to make changes financially? During a time of financial instability how can CTE programs continue to stay in the school systems and be effective and sustainable in education?

Opportunities for CTE programs that currently exist include science and math equivalency for CTE courses in the High School and Supervised Agricultural Experience Programs for agriculture students. CTE programs that take advantage of the math or science equivalency can crosswalk the current curriculum with the math or science standards and receive recognition for students to receive a math or science credit towards High School graduation. This can allow many CTE programs some credibality towards teaching higher education and application of core subject material.

The Supervised Agricultural Experience was designed as a tool to create a link between the classroom and the work place. Students participate in this program and document valuable skills learned through the instruction of the employer or Agriculture Instructor. The SAE program incorporates visits to the workplace by the instructor, this not only builds a community link of education but reinforces the instruction from the classroom to the workplace.

Methods

This research project utilized surveys to begin to unravel the questions about CTE programs in small schools. Three core survey groups were chosen for this project: students, CTE instructors, and administrators. Each core group had the following characteristic of either living, attending, or working in a school district of less than 800 student population.

Consent forms were handed to all individuals stating the voluntary input and potential dangers to their survey results. Special forms for conducting this research in the school system were accepted after clarification by all administrators, in response to having students fill out the surveys. Parental consent forms were signed for all students

giving them the clearance to participate as well as explain the use of the data from the research to the parents or guardians of the students.

Twenty schools in Wisconsin with a student population of less than 800 were chosen for participation in this project. From here I randomly chose 15 schools and sent the CTE departments emails of the consent form and survey. Nine schools replied back with information relevant to this project. Career and Technical instructors were used as a resource for results.

Administrators within a 30 mile radius of Thorp High School were phoned and mailed a survey. The purpose of this project and its interest to Wisconsin Public Schools was discussed and explained in the phone call. Five administrators were called with 4 replying back with survey information.

Students were selected during study halls from Thorp High School. Age, sex, and academic ranking had no input to this group selection. 15 students were handed a copy of the consent form and asked to return it with parental/guardian signatures within 4 days. Upon completion of this, 9 students returned the consent form and took the survey. Surveys contained a list of questions specific to each group that would begin to answer the question of how to sustain a high quality CTE program in a small school.

Student Questions:

1. List the courses that you've taken from the CTE Departments at your school, these include courses from Agriculture, Business, Technology Education, and Family and Consumer Science.

This question was needed to get an idea of the types of courses the students generally took, CTE vs. non CTE. This would give a direction to the emphasis that could be placed on other questions regarding the comparison of CTE programs to non- CTE programs.

2. Rank these courses on a scale of 1 being fairly easy to 10 being very difficult in the terms of work and challenges during the course.
3. Of these courses which is/or was your favorite and why?
4. In your opinion which of the CTE Departments offers you the most useful information that will prepare you for a career or life after high school? Explain specifically what the curriculum taught and how you applied it to your life.
5. In your school if they had to get rid of a department which would least affect the students. (If your school doesn't offer the course, please ignore it)
    a. Band
    b. Chorus
    c. Family and Consumer Science
    d. Agriculture
    e. Technology Education
    f. Business
6. If you were given the option to take an Agriculture course and receive science credit, would you do it. Why would this or wouldn't this be of value to you?

CTE Teachers Copy

1. How secure is your job as compared to a non CTE teacher?
2. How does your administration at your school show support for your program?

3. In what ways could course selection from students be improved at your school?
4. How do you think students make decisions on what courses they will take in High School?

Administrators Copy

1. In your opinion what is the biggest issue facing rural schools with a student population of less than 800? Explain?
2. What are the career needs of the United States for the next 20 years? Explain?
3. If you were forced to create budget cuts of programs, what are two factors that aid you in determining which school programs to cut? Explain?
4. Currently in your district curricular areas of Math, Science, Social Science, Business, Agriculture, Technology Education, Family and Consumer Science, Art or Physical Education, where do you see the most growth and why?
5. What does your district provide to help students on the high school level make decisions about careers and courses to take?
6. Which of the CTE Departments (Business, Agriculture, Technology Education, Family and Consumer Science) do you feel has the strongest backing from the community and why?
7. What are your opinions of students receiving credits in math and science, that can be used for graduation, within a CTE course?

Results

Four administrators from schools that met the requirements of having a student population less than 800 were surveyed. These adminsitrators are faced with some very difficult situations in budget control and also keeping their schools attractive enough to increase the student population and get more revenue. The problem this research paper is trying to solve is how to maintain a sustainable CTE education program in a small school. This research will not only be used by CTE instructors but administrators have also requested the results and findings from these surveys. The first question posed to the administrators was to get an overall consesus on what the biggest issue facing rural schools with small student populations would be and to explain their challenges in dealing with these issues.

All administrators answered similiarly to question one, that finances and student numbers were the biggest issue. "Finances..the more students we have, the more revenue it generates. The more revenue, the more we can offer students" said one administrator. Small school administrators battle with keeping students in the district. Students tend to venture out of the small school setting to seek a more diverse curriculum.

One administrator could give an answer to the the career needs of the United States for the next 20 years. This administrator explained that good teachers would be in high demand for the future. Teachers that have a high level of technological savy would be of a higher value when considering a hire for small schools, because of the multiple duties teachers are required to assist with in a small school atmosphere. A big challenge for a school can be keeping a high quality teacher that fits into a role with many responsibilities at a small school. Often times teachers take a job in a larger school with

fewer responsibilities or extra duties. In the schools surveyed over 50% of the staff has extra duties besides the classroom instruction. These duties range from lunch room duty, study hall monitor, club advisors, coaching, drama, curriculum committee, technology coordinator, dance chaperone, and class advisor.

The biggest questioned posed to administrators was how they begin to make adjustments in spending when budget shortfalls take place. The number one reason for budget decline was student enrollment decreasing at the school. Administrators begin to look at class size in relativity to the school average class size. An example being that every year Spanish 4 is offered, but it only draws 8 students each year, when the average class size in High School courses is 17. The catch with this strategy can be that the class is an advanced standing class and only a select group of students will take it each year, but yet it offeres a great niche in the schools curriculum for attracting students. Also noted by administrators was the content of the course, courses that offer deeply engaging curriculum would be of high priority versus courses that show little value in continuing education. "These are very hard decisions," said Debra Pearson, executive director of the California Small School Districts Association in Sacramento. "This is the time you have to ... make sure it all goes back to enhance student learning -- and cut out everything else (Benjamin, 2011)."

Administrators search for opportunities to share programs and teachers with other districts. Several schools work cooperatively in sharing staff and technology support staff. This has allowed programs in foreign langauge to run in 2 schools participating in the survey. The last resort is to cut or eliminate a program of study at a school. School Administrators report that when a program of study is not attracting students the first

response is to set up a strategy to assist with the program. This includes meeting with the teacher, planning for the future and exploring other programs in the area of study that are having success. Program reductions have been made as each school surveyed had several teachers that worked on a part-time basis, meaning under 100% employed.

Administrators see growth in many different areas of their small school setting. The growth in departments was directly related to the quality of teacher provided in the department. Besides the quality of the teacher helping to fill the classroom seats, the use of the Armed Services Vocational Aptitude Battery or ASVAB test and guidance counselors were used to aid students in making decisions about careers and courses within the high school to take.

Fifty percent of the administrators surveyed claimed that science credit in Agriculture courses is fine as long as the DPI has approved it. However, the other half believe that science credit in the agriculture setting can only work depending on the right teacher. One adminstrator responded "I am in favor of it (science credit). My fear is that if you pass something like this and then a teacher moves on and you are left with a teacher who does not have the background or experience to teach it".

CTE Programs can not survive with out great instructors. Nationally teacher turn over in the first 5 years is 46% (Ingersoll 2008). Currently this information for Wisconsin is unknown. This research includes the results of 5 vocational teacher responses. The first question was "How secure is your job compared to a non- CTE teacher?" Each of the vocational teachers responded very similar. The consesus was that their job security was significantly less than a non- CTE instructor. One of the reasons is that state standardized testing focuses on the core subjects of Math, Science, English, and

Social Studies (Wisconsin Department of Public Instruction). Although these core subjects can and should be taught in the CTE classroom they are stereotyped as being only taught in one capacity. With No Child Left Behind giving ties to your schools funding, (No Child Left Behind. 2009) districts will have to continue to focus on these tests as a major source in revenue but also in attracting future students and parents into the district.

Career and Technical departments that were surveyed responded that administration supports their programs by attending FFA Banquets, supplying a decent budget for agriculture courses, and communicating often with what's happening in the classroom. But as administrators stated from their surveys that numbers in the classroom do make a difference, the question was asked to CTE instructors to explain how students select courses and why they select certain courses. The consesus from 5 CTE instructors was that students will generally follow a career path and make course decisions based off of their pathway. CTE instructors all agreed that many students end up in their course for no other reason than that a student's friend was in it. Scheduling conflicts were noted in all surveys about the importance of scheduling CTE courses away from core classes that have limited times. This creates a big problem in small schools that are trying to increase class sizes to maintain less teachers on the High School level. Offering only one AP English is very valuable to the district but during that hour vocational programs will have a limited number of upper level students.

Whose role is it to fill the classroom seats? The responsibility is put upon the CTE teacher as almost a pass/fail each year. Surveys have proven that 4 out of 5 CTE teachers in this survey feel the stress of trying to prove themselves each year by getting

students to take their courses. All 5 CTE instructors noted the importance of teaching exploratory courses to 7th or 8th grade classes as a means of educating about future vocational courses. The ability to attract the middle school students was vital in providing assistance with freshman course scheduling.

After surveying 9 students the consesus was that if they were able to receive a science credit for taking a CTE course it would increase their chance of enrolling. All 9 students explained that much science is taught in agriculture and much of the learning is just explained in a different way or through different labs. Students today have a much lower attention span because most educational experiences are passive and lack meaning (Middendorf & Kalish, 1996). Also with the increase in technology used by students they are much more critical as to how it's used in the classroom. Students continue to stress the importance of hands-on learning with an inquiry based education. Of the 9 students surveyed they had each taken at least one other CTE course and agreed that the education they had received from that course was applicable and would be useful to them in the future.

Students were asked which of the following departments had the least effect on student learning and student performance; Band, Chorus, Family and Consumer Science, Agriculture, Technology Education, and Business. Three students chose Band, three chose Chorus, and three chose Business.

Students admitted that they enjoy learning and applying their knowledge. Secondly having fun in school was a factor in course selection and importance. Thirdly, students listed easiness of the course for their selection.

Conclusions

After reviewing this data CTE teachers need to strive for excellence and pertinent educational curriculum above all else. Administrators openly admit that class size is the number one factor in reducing programs and making cuts. It's important to understand that these cuts come to the CTE courses first, not the non- CTE programs. Based on the findings from the surveys, CTE Instructors are an extremely valuable resource in any type of school setting. CTE programs have the capability of meeting the needs of students, administrators, and society.

Career and Technical education has an image problem. Career and Technical courses are still stereotyped by students and administrators as non-academic courses. It's clear in the responses from administrators that emphasize the importance of 4 year college preparation as being extremely important for student curriculum.

CTE teachers need to understand this image problem. No longer can a course or should a course be called Dairy Production. Automatically it becomes a farming course, instead this course needs to become Veterinary Medicine or Large Animal Physiology and Morphology, and the content needs to be driven with current day problems and science. CTE Instructors need to actively seek a higher education through CTE association conferences, in-services, and colleges.

This image problem will not be solved in just changing the names of the courses but also in the public relations of the program. In 2005 a good friend of mine was nominated for a Golden Apple Award. This award is given to teachers that surpass the expectations. The news channel entered his classroom to show him working with his

students. On the day the news channel arrived he had the students demonstrating on how to milk a goat.

Milking goats is a valuable asset to our economy and a healthy career. However, when given a spotlight into the CTE program, showing students milking the goat and then determining the milk quality or discussing the benefits for health purposes that it has could have been a better display. If our programs are still focusing on milking goats in attracting the public, then they will become non-existent. Students desire applicable information that will readily help them in their chosen career field. How does the CTE program pull along side of this nation wide trend of testing and competing with other schools? The answer lies in the curriculum that is offered to the students.

By aligning CTE courses with the State Science Standards it has given new life to this CTE area. The movement of more science, technology, engineering, and mathematics (STEM) was evidident from past State Superintendent, Elizabeth Burmaster. Burmaster increased funding for STEM to $1 million, beginning in 2011 (Burmaster, 2008). The money available was used for developing innovative, engaging programs such as new science and mathmatics equivalency courses. She wanted to take these courses and connect them with career and work-based learning opportunities in STEM-related businesses. Current State Superindent, Tony Evers,

> "It comes down to this: CTE opportunities in PK-12 and postsecondary education are helping a great many students find their way to good-paying jobs they enjoy. If all of us—schools, communities, and businesses—keep making CTE a priority, even more will do so tomorrow. That helps our

future graduates, their families, employers, and our communities. And that's what CTE is all about." (Evers, 2012)

CTE programs will become a strong niche in attracting students to the district and become more stable within the education system. As these programs begin to write and show goals about adopting the core subject curriculum of science and math, they can sustain a solid place in the school curriculum.

Supervised Agriculture Experience Program visits are an intragual part of an Agriculture program. Often times going unutilized these SAE visits lay the foundation to building community ties with the CTE program. SAE visits develop the seriousness of an educational relationship between the classroom instructor, the student and the workplace.

CTE programs have the advantage of playing a big part in school lunch programs. With the push to provide locally grown foods into the school system, CTE programs can join this amazing effort and take education to the next level by having students apply knowledge to grow and feed the school. This niche is seen from school administrators as a win-win from the stand point of attracting open enrollment students and providing a healthy choice for students.

CTE programs need to stay on the merge with core curriculum of Math, Science, English and Social Studies. Instructors need to advocate to be on review committees of the State Standardized Testing, Curriculum Steering Committees, 20 year planning committees and more. Joining forces in the CTE classroom on education can also benefit the image of CTE programs. As teachers from different departments work together to

reinforce math, science, social studies and english in the CTE classroom the need for CTE programs will continue to rise.

CTE teachers need to build their own stability in the community by making public the science and technology that is in their classroom. Continued pursuit in public relations and professionalism are key elements to not just surviving but sustaining. CTE relationships within the school and community have an effect on image and how the program is viewed by students, public, and administrators. It is the CTE Instructors job to show recognition of student projects and course achievements. As the CTE Department Head at Thorp High School, I set a goal for each CTE Department to publicize their curriculum to the school board and local paper once a month.

Communicating effectively with guidance counselors about the program offerings and having them become an advocate for CTE programs are key elements in sustainability. CTE Instructor should never assume that the guidance counselor understands their course curricula. Meeting with the guidance counselor and setting up a time to discuss the courses and demonstrating the links in which core curriculum is tied directly to the CTE Program are crucial.

CTE programs play a major role in educating and preparing young people for a successful career. Is the CTE Instructor the only teacher that knows this? CTE teachers need to be proactive in their approach to sustaining their programs. They need to set the standard high in curriculum requirements, apply knowledge, incorporate the core subject material, and advocate in the community. By planning ahead and aligning curriculum from the CTE programs to core subject areas and getting the Department of Public Instruction approval, CTE teachers can sustain CTE programs in the small school setting.

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Appendix A- Surveys

Administrators Survey

1. **In your opinion what is the biggest issue facing rural schools with a student population of less than 800? Explain?**

2. **What are the career needs of the United States for the next 20 years? Explain?**

3. **If you were forced to create budget cuts of programs, what are two factors that aid you in determining which school programs to cut? Explain?**

4. **Currently in your district curricular areas of Math, Science, Social Science, Business, Agriculture, Technology Education, Family and Consumer, Art or Physical Education, where do you see the most growth and why?**

5. **What does your district provide to help students on the high school level make decisions about careers and courses to take?**

6. **Which of the Career and Technical Departments (Business, Agriculture, Technology Education, Family and Consumer) do you feel has the strongest backing from the community and why?**

7. **What are your opinions of students receiving credits in math and science, that can be used for graduation, within a Career and Technical course?**

Students Survey

1. **List the courses that you've taken from the Career and Technical Education Departments at your school, these include courses from Agriculture, Business, Technology Education, Family and Consumer)**

2. **Rank these courses on a scale of 1 being fairly easy to 10 being very difficult in the terms of work and challenges during the course.**

3. **Of these courses which is/or was favorite and why?**

4. **In your opinion which of the Career and Technical Departments offers you the most useful information that will prepare you for a career or life after high school? Explain what the information is.**

5. **In your school if they had to get rid of a department which would least affect the students. (If your school doesn't offer the course, please ignore it)**

a. **Band**
b. **Chorus**
c. **Family and Consumer**
d. **Agriculture**
e. **Technology Education**
f. **Business**

7. **If you were given the option to take a agriculture course and receive science credit, would you do it.**

Career and Technical Teachers Survey

1. **How secure is your job as compared to a non Career and Technical teacher?**

2. **How does your administration at your school show support for your program?**

3. **In what ways could course selection from students be improved at your school?**

4. **How do you think students make decisions on what courses they will take in High School?**

Appendix B

Subject Consent Form for Participation of Human Subjects in Research
University of Wisconsin-River Falls

PLEASE DO NOT PUT YOUR NAME ANYWHERE ON THIS SURVEY. There is no need to identify yourself.

You are being asked to complete this survey to help researchers better understand how to build and sustain high quality vocational programs in an economically struggling small rural school setting. Many of the questions ask about your personal perceptions of the vocational education and it's relationship to student education and preparation for life. Please be as honest with us as possible and answer all questions to the best of your knowledge. You should be able to complete the questionnaire in about 25 minutes.

Once the study is completed, a summary of the results will be made available to you upon request only.

Your participation in this survey is entirely voluntary. By completing this survey you are giving your consent to be involved in the research. If any point you decide that you do not want to complete the questionnaire, please return it and inform the administrator.

Please feel free to ask any questions you may have of the person who is giving you this survey, especially if there is a word or phrase you do not understand. Feel free to write in the margins if you feel you need room to express or explain an answer in more detail.

Thank you for your cooperation and the time that you have put into the project.

If you should have concerns about your treatment as a participant in this study, please call or write:

Wm. E. Campbell, Director, Grants and Research, UW-River Falls
104 North Hall, River Falls, WI 54022 Telephone: 715/425-3195

This research project has been approved by the UW-River Falls Institutional Reviw Board for the Protection of Human Subjects, protocol # _____.

Again, **please do not put your name anywhere on this survey.**

Thank you,
Mr. Glen Schraufnagel

Upon completion of the survey please find the self addressed envelope and mail the results back by May 8th, 2009.

Appendix C

Parental Subject Consent Form for Participation of Human Subjects in Research
University of Wisconsin-River Falls

Thursday, May 21, 2009

Dear Parent or Guardian,

As an Agriculture Education Teacher, I am continually enhancing my education so that I may enhance my students' education and sustain a productive agriculture education program . I am currently a student at the University of Wisconsin at River Falls working toward a Master's degree in Agriculture Education. As part of my course work, I am required to complete an Action Research project relating to Agriculture Education. The topic for my research is "How can educators build and sustain high quality vocational programs in an economically struggling small rural school setting?"

I am asking your permission to have your child be part of this project. Your permission to have your child participate is voluntary and no involvement is required on your part. I plan to ask students questions via a written survey. There will be ***no*** extra work on the part of the student. Student participation in the interview portion of the research will be strictly voluntary. I will not ask them to post their name or any other type of identification on the survey.

If you agree to have your child participate in this project, please complete the attached permission form and have your child return it to me. If you wish to do so, you may remove your child from the project at any time. There is no penalty or loss of benefit to your child by choosing not to participate.

If you have any questions or concerns, please feel free to call me at 669-7202 or email me at gschraufnagel@thorp.k12.wi.us

Thank you for your time and consideration.

Sincerely,
Glen Schraufnagel

Permission for Participation

I give my permission for my student to participate in an Action Research Project conducted by Glen Schraufnagel as part of his course work at the University of Wisconsin at River Falls during the spring of 2009. I understand that I may have access to all reports and records compiled during the process. I also understand I may remove my child from participation in the project at any time at no penalty or loss of benefit to my child.

Signature of Parent or Gaurdian_____

Relation to Student_____

Student's Name _____

Student Signature

_____

Date _____