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ABSTRACT The possibility was explored of greater cooperation between the New York State Employment Service and the secondary schools and 2-year colleges of New York in the production and dissemination of improved occupational information for students and counselors. To compile data on present practices and opinions of counselors and administrators, responses were obtained from 740 elementary and high school counselors, 52 2-year college counselors, 44 high school administrators, and 26 administrators in 2-year colleges. The responses indicated that counselors felt less well prepared in occupational information than in other aspects of their work, and that both counselors and administrators valued highly the kinds of information which the Employment Service could supply. As a result of this study, a pilot project will be undertaken in Nassau and Suffolk Counties in 1967-68. A list of 212 local occupations has been prepared with the help of Employment Service occupational analysis. Guides on these occupations will be prepared and distributed to secondary schools and 2-year colleges as a part of the pilot project. A summary report is available as VT 005 799. (CH)			

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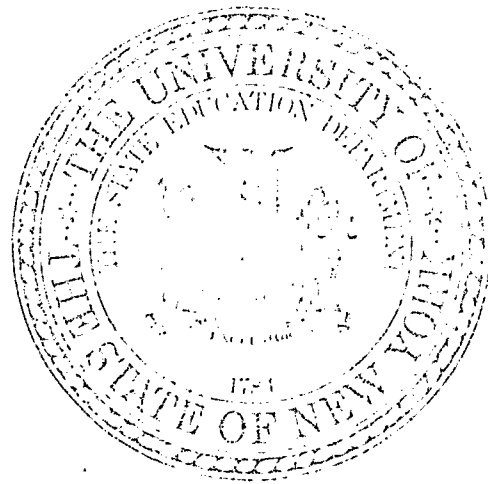
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A FEASIBILITY STUDY TO INVESTIGATE THE STRUCTURE AND
OPERATION OF A MODEL OCCUPATIONAL INFORMATION
DISSEMINATION UNIT WHICH WOULD OPERATE BETWEEN THE
NEW YORK STATE EMPLOYMENT SERVICE AND THE
NEW YORK STATE EDUCATION DEPARTMENT

JUNE 1967



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A FEASIBILITY STUDY TO INVESTIGATE THE STRUCTURE AND OPERATION OF
A MODEL OCCUPATIONAL INFORMATION DISSEMINATION UNIT WHICH WOULD
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THE NEW YORK STATE EDUCATION DEPARTMENT

Project No. 6-3019
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George S. DuBato

June 1967

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The University of the State of New York
The State Education Department
Bureau of Occupational Education Research

FOREWORD

The Occupational Information Dissemination Study was inaugurated in September 1966 and was researched during the academic year 1966-67. The Study was prompted in large measure by a joint Task Force of the New York State Department of Labor and the New York State Education Department. In order to gather the data, a geographic distribution of questionnaires was disseminated throughout New York State to a sample of two-year college deans, occupational education administrators, guidance counselors and directors, vocational guidance counselors, and pupil personnel directors. The results of the questionnaires stimulated the formulation and adaptation of over 200 occupational briefs that can be used by students and counselors at the local level.

The major purpose of the feasibility study was to investigate the need for establishing an occupational information dissemination unit that would directly assist counselors and occupational educators by translating, synthesizing, and adapting the increasing array of occupational information for use in secondary schools and two-year colleges.

The research findings as reported by the respondents proved that occupational briefs were first in use rank and first in usefulness rank. The second phase of this study will, therefore, evaluate the occupational briefs in use by counselors and students in local educational agencies during academic year 1967-68. Anyone desiring the full report of this study, can obtain a loan copy by writing to the Bureau of Occupational Education Research, New York State Education Department, Albany, New York 12224.



Carl E. Wedekind
Director, Division of Research
New York State Education Department

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PREFACE

Occupational information has always been considered an important function of guidance and counseling. Too often, however, this function has been neglected because of the inadequate preparation of counselors or because of the pressure of other duties.

As an example of the long recognized need for providing occupational information as part of the counseling function, Bingham (1) wrote in 1934:

It is not a function of counseling to decide for what calling a youth shall prepare. That is his own responsibility and right. It is the counselor's responsibility to place at the young man's disposal the best information available, including the most reliable estimates of future opportunities it is possible to assemble.

The timeliness of the information function in guidance was emphasized by Hoyt (2) in 1964 when he stated:

The time is here for a re-dedication to the information function in guidance. Because information has been shown as not sufficient for meeting the counseling and guidance needs of students, does not mean that it is not necessary. Because students... are apt to change occupations more than once in their adult life, does not mean that there is no need for them to make some specific occupational plans now...

The need of young people for valid information about jobs in arriving at appropriate choices was stressed recently by Heinz (3), who said:

To arrive at appropriate choices, young people need valid information about jobs, job functions, job opportunities and changing job requirements and how to relate this information to their own interests, abilities, and level of educational attainment. Up to date and accurate occupational and other manpower information is essential to wise vocational decisions.

Just what is occupational information? An examination of the literature shows the following kinds of occupational information: nature of job duties; common job titles; typical employers; working conditions; usual employer requirements; usual entry wages and hours; promotional and job ladder possibilities; recommended school courses; aptitudes, interests, and hobbies that may be particularly helpful; how jobs are typically obtained; related occupations and transfer possibilities; growth prospects; psycho-social aspects of specific occupations; training and other requirements; worker trait characteristics; work environment; costs of training, etc. Sometimes occupational information is categorized into the following three broad types: (1) job descriptions, (2) job outlook, and (3) job requirements.

According to Hopke (4), some workers in guidance and personnel have been prophesying the disappearance of occupational literature in its present form by 1980, if not earlier. Hopke refuses, however, to write an epitaph for occupational literature in its present form. He predicts that "...instead of disappearing, it seems possible that larger quantities of information will be needed and produced." He, also, predicts that "...there will be changes in its content, form, reading level, and quality which will make this type of resource material much more suitable for use by counselors, students, parents, and adults in making decisions on vocational choices during the decades ahead."

Some of the significant changes predicted by Hopke are:

1. There will be more demand for occupational information which is geared to the needs of occupations for women, to the culturally disadvantaged, and to minority groups.
2. There will be a better balance between information for these groups and that which at present emphasizes male occupations and the professional, technical, and white collar groups.
3. Instead of being written mainly at reading and interest levels suitable for college students, printed information designed for different levels from the elementary grades through college will be readily available.

4. More use will be made of occupational literature in all levels of the curricular programs as well as in individual counseling.
5. Data processing and audio-visual equipment will make possible push-button storage, dissemination and retrieval of information from learning centers for individual or group use in one school, in a system of schools, or on a nation-wide hookup.
6. There will be a better balance of psycho-social and economic information as more research is completed and reported.
7. There will be increased efforts of an interdisciplinary nature to bring the results of related research to bear on the production of occupational materials.
8. With fewer working hours and days, with delayed entrance of young people into the world of work, and with earlier retirement combined with greater longevity, there will be a need for more information on the world of "non-work." Hobbies, leisure-time activities, part-time and volunteer work, armed services information, and educational opportunities will receive increasing attention.
9. Occupational information will be kept current by more frequent revisions.
10. The demands for more local materials will be met by an increased production of information by states for the entire state and areas within the state.
11. Because of the rapid changes in technology, there will be an increased emphasis in the literature on families of jobs or occupations by industries as opposed to the present stress on individual occupations.
12. There will be more information on local and area training opportunities for students as well as adults who have dropped out of high school or wish to continue their education beyond high school.

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CHAPTER I

INTRODUCTION

The Problem

The importance of current vocational information is underscored by the wave of technological, social, and economic changes in American society during the last 20 years. The 1965 revision of the Dictionary of Occupational Titles identifies 21,741 jobs of which 6,432 are new to the D.O.T. since the 1949 edition. There are now twice as many jobs in the classification structure for professional, technical, and managerial occupations as in the previous edition. Wolfbein (5) writes of seven major changes affecting manpower in the United States: (1) the changing length of working life, (2) the changing compositions of the labor force, (3) the changing industrial structure, (4) the changing occupational standings, (5) the changing geography of American industry, (6) the changing productivity of the American worker, and (7) the changing educational and training prerequisites for employment.

In recognition of the need for up-to-date occupational information, Federal, State, and local government agencies are issuing an increasing number of publications for educators and students about trends and developments which have implications for career decisions. The Counselor's Guide to Occupational and Other Manpower Information: An Annotated Bibliography of Selected Government Publications cites hundreds of government manpower publications, a number of which should be on every counselor's reference bookshelf because they are basic sources of comprehensive, practical, and up-to-date information. The study was concerned with a mounting array of evidence that much of this basic information remains "on the counselor's bookshelf" and is not being utilized by the school counselor in the counseling and vocational guidance of students, or by regional occupational educators in program planning and implementation.

New York State Commissioner of Education, Dr. James E. Allen, Jr. (6) in a policy statement dated December 2, 1957, writes that a sound guidance program should include certain elements among which are:

Informational Services - to provide and encourage the use by pupils of up to date information about educational and occupational opportunities, requirements and trends; military service obligations and opportunities; and agencies and groups which may be helpful to the pupil in planning, choosing and progressing."

Counseling - to help the pupil, starting as early as possible, in identifying and understanding his problems and to assist him in using available information about himself and his environment in problem solving and planning."

Guidance literature and research indicates, however, that school counselors are experiencing difficulty with these functions, and are not adequately providing and using pertinent occupational information in their work with students.

Kenneth Hoyt, Past-President of the American Personnel and Guidance Association, (2), feels that the emphasis on the information function in guidance has declined since 1938, and recommends a re-dedication to it. Robert Hoppock of New York University also bemoans the lack of attention currently being given to the dissemination of occupational information in the schools. Hoppock, in an address to the Virginia Education Association, said, "The visible results of giving educational and occupational information to students are not always impressive, but we do have some evidence from carefully controlled experiments that high school courses in occupations improve performance both in college and in employment. It seems obvious that a student can not choose a college or a career that he has never heard of."

A 1963 doctoral study by Frank C. Mayer (7) at Columbia University investigated the role-perceptions of secondary school counselors in New York State and found a significant concern among counselors for the lack of attention that is being given to the vocational guidance and placement of students.

Nearly three out of four boys change career plans after graduating from high school, according to one report of Project TALENT (8), a continuing study supported by the U. S. Office of Education. Based on data from 48,000 eleventh grade students surveyed in 1960 and a year after graduation, it was concluded that boys are not prepared to face career choices. Consequently, they suffer frustration, failure, and waste of time and effort.

James W. Altman, Director of the Institute for Performance Technology, American Institutes for Research, recently reported in a speech at the University of Pittsburgh on a comprehensive evaluation that was made of the educational program for a suburban school system in the Northeast. This system was superior on a number of indices, including a high ratio of counselors to students. Yet, when 1960 graduates were asked five years after graduation to indicate things they wished had been more helpful to them, more than a third wished the school had provided more information about occupations, more information relating interests and preferences to careers, and more assistance in choosing a career.

A fairly recent study by Kuntz and Jetton (9) reported in the Personnel and Guidance Journal, February 1959, determined the extent of use of 52 sources of occupational information and the counselors' evaluation of these sources in the four states of Texas, Missouri, Arkansas, and Oklahoma. The authors concluded, among other things, that counselors "should work cooperatively with school administrators to endeavor to provide adequate budgeting allocations for the purpose of appropriate occupational materials... and that counselors tend to employ occupational information materials which they consider most useful. However, many other less valid bases such as availability, inexpensiveness, and prestige are... used all too frequently in the choice of occupational materials."

The Vocational Education Act of 1963 requires the state employment services and the state vocational education systems to develop agreements for mutual cooperation. These agreements provide, among other things, that the occupational information materials developed in the public employment system be made available to the state vocational education systems, and that special surveys may be undertaken where available information does not meet the needs of the education agencies. The employment services and vocational education agencies in many states are currently working together for the development of programs to provide the additional job market information necessary for vocational education planning.

It was proposed in the spring of 1966 that an initial study be carried out, under the direction of the Bureau of Occupational Education Research of the New York State Education Department, that would lead to the development of a long-range plan for a permanent occupational information dissemination unit in the Bureau of Guidance in cooperation with the Division of Employment of the New York State Department of Labor.

A writing team consisting of a city director of guidance, two vocational counselors, and the Chief of the Bureau of Guidance, designed a proposal to be submitted to the United States Office of Education as part of the Bureau of Occupational Education Research request for continued research funding. This proposal was titled "A Feasibility Study on the Structure and Operation of a Model Occupational Information Dissemination Unit that would Operate Between the New York State Education Department and the Department of Labor," and was approved as part of the Bureau's activities. Federal funds under Section 4(c) of the Federal Vocational Education Act of 1963 supported the project from December 1, 1966 until the completion of its first stage on August 31, 1967.

The Bureau secured the services of George S. DuBato who was Assistant Director of Pupil Personnel Services in the Public Schools of Roslyn, New York, chairman of the Section on Group Methods of Presenting Occupational Information of the National Vocational Guidance Association, president of the Academy of Teachers of Occupations, and instructor in Counselor Education at New York University and Queens College, the City University of New York. Although some preliminary meetings were held with a summer institute for vocational counselors at the State College at Oswego, the project began its initial phases of research and investigation on September 1, 1966. The project was supported through a state allocation of Federal Vocational Education Act funds under Section 4(a) "state purposes" from the starting date until the end of November.

The Purpose

In this pilot study the investigator attempted to develop a basis for the establishment of a model demonstration occupational information dissemination unit to operate between the New York State Employment Service and the New York State Education Department for school and two-year college guidance personnel and State and local occupational educators. The specific objectives established for this study were:

1. To determine the occupational information needs of guidance counselors, other educators, and students in secondary schools and two-year colleges.
2. To determine what occupational information resources are presently available to guidance counselors, other educators, and students.
3. To determine what must be done to improve the occupational information available and in what format this information should be prepared, filed, retrieved, and disseminated in order to make it more useful.

Expected contributions to education included (1) the structuring of a working relationship in occupational information dissemination between the New York State Department of Labor and the New York State Education Department, (2) the expediting of the flow of occupational materials from the Labor Department to guidance counselors, occupational education personnel, and students, (3) the determination of the role of a model occupational information dissemination unit in occupational education program development.

It was thought that this feasibility study could serve as a pilot project for other states since the basic materials and publications, such as the Occupational Outlook Handbook, the Dictionary of Occupational Titles, Job Guide for Young Workers, etc., are available and applicable to the national population.

It was recognized also, that as area programs of vocational education emerged in all states, there would be regional instructional differences in programs made necessary by local employment needs. Therefore, this feasibility study might serve to provide direction to other state occupational education instruction programs for the modification of their local instructional programs to meet local employment shortages as well as state and national employment needs. It was conceived that the study might also have bearing on the new priority of training under the Manpower Development Training Act as mentioned in the attachment to the (C.L. 4136) letter from the U.S.O.E., Assistant Commissioner for Vocational Technical Education, dated April 26, 1966. This letter indicates that future state programs of Manpower Training, which show some focus on regional rather than national manpower needs, should be justified by pertinent occupational and employment information.

CHAPTER II

DESCRIPTION OF ACTIVITIES

The study included interviewing, surveying through questionnaires, observing State and Federal offices to evaluate and determine available resources, reviewing the literature on student occupational information needs, and examining related research projects on occupational information.

Basic Assumptions

At the outset, certain basic assumptions were made that the investigation was intended to test. Cooperating with the principal investigator in developing these assumptions were: representatives of the New York State Bureau of Guidance and the New York State Division of Employment, area directors of vocational education, student personnel officers of two-year colleges, and Professor Robert Hoppock of New York University. These assumptions were:

1. Occupational information is important in the individual's occupational or career choices.
2. The individual's occupational information needs vary with many factors, such as: age, grade level, decision points, and self-concept.
3. Students who leave secondary school or two-year college generally do not make their initial occupational or career choices based on reliable or realistic occupational information.
4. Counselors in secondary schools and two-year colleges are generally less proficient in the knowledge or use and occupational information than in other counselor competencies.
5. Counselor educators and teacher educators have a special need for adequate sources of occupational information, especially with regard to national, regional, and local supply and demand projections.

6. Occupational educators face a dilemma in the demands placed upon them:
(a) to prepare students with the requisite skills for specific occupations without the need for extensive further on-the-job training or apprenticeship; and (b) to prepare students with the requisite skills and educational base for a variety of occupations or cluster of jobs, so as to allow for flexibility in a changing job market.
7. Occupational educators and administrators will continue to spend millions of dollars and make many decisions in establishing occupational courses in the coming years. There is needed a greatly increased effort to improve and expand knowledge of the demand and supply of the labor market.
8. The interests of students, based on their incomplete knowledge of either their own potential or immediate or future job opportunities, should not be the sole factor in establishing vocational or technical programs.
9. Occupational information literature is generally not prepared in the vocabulary, style, format, and content to be of maximum benefit to students in secondary schools or two-year colleges.
10. Occupational information literature is inadequately disseminated to or used by guidance counselors or curriculum planners.
11. Guidance counselors generally do not know where to go for firsthand sources of occupational information.
12. Occupational literature is generally not stored or filed in a manner or place that makes for effective retrieval and use by students, guidance counselors, vocational education administrators, or employment service people.

13. Vocational adjustment is a developmental process in the lifetime of an individual affected by his personality, self-concept, and social background.
14. Major elements in an individual's career or occupational decision-making are his interests, abilities, needs, values, previous experiences or lack of experiences, and knowledge of occupations. While information about occupations is by no means the only important factor, it is indispensable.
15. There is no theory in vocational guidance on which everyone agrees.
16. An increasing number of girls in school today will have three careers in their lifetime: (1) a job before marriage, (2) marriage and raising a family, and (3) a job after the children have grown. This concept has not been satisfactorily recognized in counseling practices in our schools today.
17. Occupational literature generally does not reflect the importance of planning for three careers that many boys in school today will have in their lifetime: (1) a job before going into the armed service, (2) a job or career in the armed service, and (3) a job or career after leaving the armed service.

Occupational Information Uses

Closely related to the development of the basic assumptions was the identification of five principal uses of occupational information for the purposes of this study. As far as could be determined, no other research project has attempted to research both the occupational education planning and career guidance aspects of occupational information. The five principal uses for occupational information investigated were:

1. Career guidance and occupational or career decision-making.
2. Education planning.
3. Curriculum development.
4. Purchase of equipment.
5. Public relations.

Timetable

Early in September 1966, the following timetable was established for the investigation:

1966-1967

- Sept.-Mar. - Survey of occupational information materials available to guidance counselors, vocational educators, and students.
- Sept.-Mar. - Survey of recent research and field visits related to the objectives of this study.
- Sept.-Mar. - Meetings and conferences with national and State Education Department and Department of Labor officials to explore the need and feasibility of establishing a model occupational information dissemination unit for New York State.
- Oct.-Feb. - Questionnaire survey of guidance counselors in New York State on the nature and extent of the use of occupational information in the guidance and counseling of students.
- Dec.-Feb. - Questionnaire survey of occupational education administrators in New York State on the nature and extent of the use of occupational information in the establishment of particular occupational education programs or courses.
- As needed - Consultations with nationally known experts in vocational education and guidance.

1967

- April -- Consultations with key personnel in the New York State Education Department and the Department of Labor to discuss and explore appropriate means of implementing research findings into an action program.
- Mar.-June - Written report summarizing survey findings and recommending appropriate action.

Procedure

The five principal steps taken in the conduct of this study were:

(1) Review of related literature and other national research projects dealing with the occupational information needs of students, (2) Meetings and conferences in New York State and in Washington, D. C., (3) Questionnaire survey of counselors and administrators of New York State public schools and two-year colleges, (4) Treatment of questionnaire survey data, and (5) Analysis of findings and conclusions, development of recommendations for implementation, and writing of reports necessary for the dissemination of results.

Review of Related Research Projects

All of the research projects and activities that were investigated were concerned with developing more satisfactory methods of using occupational information in career guidance. Those found to be most pertinent to the objectives of our Study were: (1) "Exploratory Study of Information Processing Procedures and Computer-Based Technology in Vocational Counseling", Principal Investigator, James F. Cogswell, System Development Corporation; (2) "Project TALENT", Principal Investigators, John C. Flanagan and William W. Cooley, University of Pittsburgh and American Institutes for Research; (3) "Information System for Vocational Decisions" (ISVD), Principal Investigator, David V. Tiedeman, Harvard University; (4) "Communication in Guidance", Principal Investigator, Ann M. Martin, University of Pittsburgh; (5) "Computer Assisted Occupational Guidance" (CAOG), Principal Investigator, Joseph T. Impellitteri, Pennsylvania State University; (6) "Vocational Problem-Solving Experiences for Stimulating Career Exploration and Interest", Principal Investigator, John D. Krumboltz, Stanford University; (7) "Vocational Orientation Systems" (VOS), Principal Investigator, Frank J. Minor, IBM, Consultants, Donald E. Super and Roger A. Myers, Teachers College, Columbia University;

(8) "Regional Career Information Center" (CIC), Directors, Edwin A. Whitfield and Richard Hoover, San Diego County Department of Education; (9) "Simulated Games for Vocational Counseling", Sarane S. Boocock, Johns Hopkins University.

The chief objectives in the development of computerized systems for vocational guidance appear to be: (a) to free the counselor from having to keep up with the increasing volume of occupational information, and (b) to enable the counselor and student to test self-concept against the realities of job demands.

Major problems in the development of computer programs can be classified into four main areas: (1) Technologies, (2) Strategies for Acceptance, (3) Counseling Procedures, (4) Content.

Still unanswered is the vital question of what the function of computers should be in the vocational guidance process. The question has been resolved into two parts: (1) Should the computers provide information? or, (2) Should the computers try to restructure behavior and to motivate individuals based on a learning process built into the machines?

Martin, Krumboltz, and Boocock are concerned with using information to motivate students to consider realistic career choices. Impellitteri, Super, Tiedeman, and Cogswell are concerned with utilizing computer storage and information retrieval systems to assist the counselor with the information function of guidance and counseling.

The development of motivational techniques to enhance self-concept, broaden perspectives, and raise aspirations, and the development of computerized systems of information storage and retrieval to relieve the counselor of much of the information function in guidance must be considered in any long-range comprehensive plan for occupational information dissemination.

This study recognizes the need, however, to concentrate also on developing more realistic and up to date sources of occupational information as well as on better methods of disseminating this information to students.

Only one project was discovered that had objectives which closely paralleled those that were established for this study. This was The Career Information Center of San Diego. This Center had conducted research among counselors and students on the type of occupational information that would best serve their needs for educational and vocational planning and career decision-making. A model system was developed which, it was hoped, would overcome some of the traditional criticisms of occupational literature. Pierson, Hoover and Whitfield wrote (12):

The specific criticisms upon which we focused were: lack of authenticity and realism; information that was not current and specific to the local labor market; and the difficulty in filing and retrieving the data.

Designing the format for presenting occupational information was the first step in developing the Career Information Center. The vehicle finally selected was the microfilm aperture card, which was chosen because it is inexpensive, can be easily updated and filed, and can be utilized directly by students and counselors at the school site as well as at the Center itself.

In addition, it was possible to key punch into the card, parameters pertinent to the specific occupation, including such items as minimum aptitude levels, sex restrictions, minimum educational level, special licenses required, and local training opportunities.

The main body of information for each occupation in the San Diego system was prepared in a standardized format suitable for conversion into microfilm form and contained in two occupational briefs. Each brief in its unconverted form consisted of four 8½ x 11 inch pages.

Meetings and Conferences

A major aspect of the study was the investigation of the feasibility of carrying out the mandate of the Vocational Education Act of 1963 that the state employment services and the state vocational education systems develop agreements for mutual cooperation. In addition to participating in the work of the New York State Task Force of the Education Department and Department of Labor, the principal investigator made several trips to Washington, D. C. to meet with the following representatives of the United States Department of Labor and the United States Office of Education:

1. Carl A. Heinz, Chief, Division of Placement Methods, Bureau of Labor Statistics, United States Department of Labor
2. Norman McGough, Chief, Branch of Counseling and Testing Services, United States Employment Service
3. Emil Bie, Chief, Division of Employment Office Relations, United States Employment Service
4. Sol Schwerdloff, Chief, Division of Manpower and Occupational Outlook, Bureau of Labor Statistics, United States Department of Labor
5. Bernard Yabroff, Assistant Director, Division of Adult and Vocational Research, United States Office of Education
6. Harold J. Reed, Chief, Occupations and Career Guidance Section, United States Office of Education
7. Leon Lewis, Chief of Occupational Analysts, United States Department of Labor
8. Ben Eckerson, Chief, Occupational Dictionary and Classification Section, United States Department of Labor
9. Ago Ambre, Chief, Information Services, Bureau of Labor Statistics, United States Department of Labor
10. Maxine Stewart, Editor, "Occupational Outlook Quarterly," Bureau of Labor Statistics, United States Department of Labor
11. Russell Flanders, Chief, Professional and Specialized Personnel Services, Bureau of Labor Statistics, United States Department of Labor

Development of Questionnaires

Three separate questionnaires were developed for this study. They were:

1. Secondary School Counselor's Questionnaire (See Appendix A)
2. Two-Year College Counselor's Questionnaire (See Appendix B)
3. Occupational Education Administrator's Questionnaire (See Appendix C)

The initial and final drafts of each questionnaire were prepared by the principal investigator, bearing in mind the objectives and basic assumptions underlying the study.

Assistance and suggestions for arriving at the final version of the questionnaires were provided by the following: the New York State Bureau of Guidance, the Bureau of Statistical Services, the Division of Electronic Data Processing, the Office of Occupational Education Supervision, New York State area directors of vocational education, student personnel officers of two-year colleges, and Professor Robert Hoppock of New York University.

A field test of the first questionnaire was made with the Monroe County Counselors' Association. Revisions based on the experience of the field test were incorporated into the subsequent and final versions of the questionnaires.

Administration of the Questionnaires

The method of administering the questionnaires varied with the group for which each was designed.

The secondary school counselor's questionnaires, with one major exception, were administered in person by the principal investigator or by members of the New York State Bureau of Guidance at meetings of guidance counselor associations held throughout New York State. While more time-consuming than a direct mailing, this method was adopted as a more reliable way of obtaining the quality of response that was sought.

In Nassau and Suffolk Counties, owing to the difficulty of contacting the large number of counselors at a group meeting, questionnaires were mailed to approximately 750 secondary school counselors. Of these, 280, or 37 per cent, returned their questionnaires completed.

As a result of the sampling method adopted, every section of New York State will be represented in the findings and conclusions of the questionnaire survey.

The two-year college counselor's questionnaires were mailed to the Dean of Students of each of the thirty-four public two-year colleges in New York State. A cover letter, signed by the Chief of the Bureau of Occupational Education Research and the University Dean for Two-Year Colleges, was included with each mailing of four questionnaires explaining the purpose of the study and requesting that the questionnaires be completed by the staff members who devote more than fifty per cent of their time to guidance and counseling with students.

The occupational education administrator's questionnaires were distributed in three ways: (a) Thirty-two area vocational education directors met in Albany on January 20th, 1967, to listen to an explanation of the study and to complete the questionnaire on the spot, (b) The presidents of each of the thirty-four public two-year colleges were requested, in a cover letter sent by the Office of The University Dean for Two-Year Colleges, to have the questionnaire completed by the one person at each college responsible for policy decisions on occupational education planning, (c) Principals of each of the state's vocational-technical or comprehensive high schools (exclusive of area vocational schools) were asked to complete the questionnaire which was mailed to them with an explanatory cover letter signed by the Assistant Commissioner of the Office of Occupational Education.

Treatment of Questionnaire Survey Data

The first step in the processing of the completed questionnaires was to

establish a six-digit identification number for each return, beginning with 000001, in order to be able to use the General Electric software package (Forms Program). Every item on the questionnaires was checked by hand to prepare the replies for coding and keypunching. The questionnaires were then sent to the Bureau of Statistical Services for coding and to the Division of Electronic Data Processing for keypunching and tabulation. The coding process consisted of assigning one-digit code numbers to each response. The data were then keypunched on standard eighty-column cards and reproduced on tape for processing by the GE 235 computer. The resultant information was treated statistically by the use of the Chi Square test and the Spearman rank correlation to determine the degree of significance of difference.

CHAPTER III

RESULTS

Part I

Secondary School Guidance Counselor Survey

The questionnaire was designed primarily for secondary school guidance counselors (See Appendix A); but to obtain as wide a coverage as possible, elementary school counselors and guidance administrators were also encouraged to complete it. There was no restriction on the number of respondents from any single school. The questionnaires were administered in person at specially scheduled meetings to members of regional guidance counselor associations throughout New York State, with the exception of members from Long Island, to whom the questionnaires were mailed.

Of the 802 questionnaires returned, 740 were used. The remainder were voided because replies were incomplete, instructions were not followed, or pages were missing. In New York State there were 530 elementary and 4,301 secondary school counselors.

Tabulations of the responses, and related comments, appear below.

For the reporting of responses, percentages were rounded off to the nearest whole number, thus may not total 100 per cent in all cases.

A. SCHOOL SETTING, STUDENT BODY, AND COUNSELING RESPONSIBILITY

1. The grade levels of the schools represented were:

<u>Grade Level</u>	<u>N</u>	<u>%</u>
K - 6	13	2
7 - 12	141	19
7 - 8	30	4
7 - 9	124	17
9 - 12	140	19
10 - 12	195	26
Other	90	12
No Response	<u>7</u>	<u>1</u>
Total	740	--

2. The approximate student enrollments for the schools reported were:

<u>Enrollment</u>	<u>N</u>	<u>%</u>
- 250	15	2
250 - 499	72	10
500 - 999	231	31
1000 -1499	220	30
1500 -2499	156	21
2500 +	20	3
No Response	<u>26</u>	<u>4</u>
Total	740	--

Median Enrollment: 1088 (N= 714)

3. The types of areas represented by the respondents encompassed all major areas of the State as follows:

<u>Type of Area</u>	<u>N</u>	<u>%</u>
Urban	68	9
Suburban	338	45
Rural	131	18
Urban-Suburban	50	7
Urban-Rural	52	7
Suburban-Rural	90	12
No Response	<u>11</u>	<u>1</u>
Total	740	--

As can be seen, the largest number of respondents, 338, were from suburban areas, with the next largest, 131, from rural areas, and suburban-rural areas,

90. New York City was not included in the areas surveyed.

4. The job titles held by respondents were:

<u>Job Title</u>	<u>N</u>	<u>%</u>
Guidance Counselor	505	68
Vocational Guidance Counselor	25	3
Teacher Counselor	8	1
Administrator Counselor	8	1
Guidance Director	148	20
Pupil Personnel Director	20	3
Dean	1	Less than 1
Other	8	1
No Response	<u>17</u>	<u>2</u>
Total	740	--

The title of "Guidance Counselor" was held by the largest number of respondents--505, or 68 per cent. Only three per cent, or 25, respondents held

the title of "Vocational Guidance Counselor," an unexpectedly low number in view of the increasing emphasis on vocational guidance in public secondary schools owing to the Federal Vocational Education Act.

Additional titles not listed on the questionnaire were reported by eight respondents. They were: Work-Study Program Coordinator, School-to-Employment Coordinator, Guidance and Placement Coordinator, Guidance Representative, and Guidance and Curriculum Coordinator. Job titles listed on the questionnaire which were not checked by any of the respondents were: Teacher of Occupations, Supervisor of Occupational Information, and Assistant Dean.

5. The counseling levels of the respondents were as follows:

<u>Counseling Level</u>	<u>N</u>	<u>%</u>
Elementary - K - 6	15	2
Secondary - 7 - 12	626	85
Elementary-Secondary- K - 12	51	7
No Response	<u>48</u>	<u>6</u>
Total	740	--

6. The number of pupils assigned to each respondent (counseling load) was distributed as follows:

<u>Counseling Load</u>	<u>N</u>	<u>%</u>
- 200	61	8
200 - 249	57	8
250 - 299	108	15
300 - 349	161	22
350 - 399	109	15
400 - 449	84	11
450 - 499	44	6
500 - 599	30	4
600 +	26	4
No Response	<u>60</u>	<u>8</u>
Total	740	--

Median Load: 335:1

The average number of students assigned to counselors who completed this questionnaire is probably somewhat higher than the median of 335 reported by all the respondents because some of the respondents were guidance administrators

who usually carry a lighter counseling load than full-time guidance counselors.

With this understanding, the median pupil-counselor ratio of 335:1 reported by the 680 respondents to this question compares fairly well with the average of 387:1 reported by 3,555 counselors in a national occupational information survey conducted this year by the University of Wisconsin.

7. 456 respondents estimated that of their June 1967 graduates,
 - 36% would enter four-year college
 - 18% would enter two-year college or nursing school
 - 10% would enter non-degree granting institutions
 - 21% would enter civilian employment
 - 9% would enter the armed forces
 - 6% would enter places unknown

The above data may be compared with the following data extracted from the Secondary School Reports for the 1965-1966 school year by the New York State Education Department, Division of Research: 94 per cent of the public secondary schools in New York State reported that, of their June 1966 graduates,

- 33% entered four-year college
- 18% entered two-year college
- 7% entered non-degree granting institutions

8. Fifty-eight respondents reported having an assigned responsibility for counseling only students who did not intend to enter a two-year or four-year college. The fact that, in answer to the question about job titles, only 25 respondents checked "vocational guidance counselor," points up an interesting discrepancy. What may account for it is a reluctance on the part of school administrators to assign a special title to school guidance counselors, even though they recognize the importance of counselors to serve the special needs of non-college-bound students.

B. RATING BY RESPONDENTS OF THEIR FORMAL PREPARATION IN OCCUPATIONAL INFORMATION

Rating	Formal Preparation in Occupational Information		Formal Preparation in Other Counselor Competencies	
	N	%	N	%
Poor	66	9	12	2
Fair	305	41	93	13
Good	292	39	414	56
Excellent	72	10	211	29
No Response	5	Less than 1	10	1
Total	740	--	740	--

A Chi Square was used to compare the respondents' rating of their formal preparation in occupational information with their formal preparation in other counselor competencies. A Chi Square of 239.7, which was significant well beyond the .01 level, indicates that respondents rated their formal preparation significantly lower in occupational information than in other counselor competencies.

Fifty per cent of the respondents reported their occupational information preparation as "poor" to "fair" as compared to 15% who so reported their preparation in other counselor competencies. Forty-nine per cent of the respondents rated their occupational information preparation as "good" to "excellent" as compared to eighty-five per cent who so reported their preparation in other counselor competencies.

C. RECENTNESS OF COURSES TAKEN BY RESPONDENTS IN OCCUPATIONAL INFORMATION

Fewer respondents took courses in the past five years in occupational information than in other counselor competencies; 369 (50%) of the respondents reported taking a course in occupational information in the past five years as compared to the 511 (69%) who reported taking a guidance and counseling course other than in occupational information during the same period.

In viewing this difference it must be remembered that counselors are required to take only two courses in occupational information toward their permanent certification.

D. RATING BY RESPONDENTS OF THEIR PRESENT KNOWLEDGE OF OCCUPATIONAL INFORMATION AS RELATED TO THE NEEDS OF THEIR STUDENTS

Rating	Present Knowledge of Occupational Information		Present Knowledge of Guidance Information Other than Occupational Information	
	N	%	N	%
Poor	40	5	6	Less than 1
Fair	303	41	93	13
Good	321	43	501	68
Excellent	68	9	133	18
No Response	8	1	7	1
Total	740	--	740	--

A Chi Square test was used to compare the respondents' rating of their present knowledge of occupational information with their present knowledge of other guidance information. A Chi Square of 196.8, which was significant well beyond the .01 level, indicates that respondents rated their present knowledge of occupational information significantly lower than other guidance information.

Forty-six per cent of the respondents rated their present knowledge of occupational information as "poor" to "fair" as compared to 14 per cent who so rated their present knowledge of other guidance information. Fifty-two per cent of the respondents rated their present knowledge of occupational information as "good" to "excellent" as compared to 86 per cent who so rated their present knowledge of other guidance information.

E. RATING BY RESPONDENTS OF USEFULNESS OF OCCUPATIONAL INFORMATION LITERATURE AVAILABLE IN THEIR SCHOOLS

Rating	Usefulness of Occupational Literature in Individual Counseling		Usefulness of Occupational Literature in Group Counseling	
	N	%	N	%
Useless	10	1	27	4
Not Very Useful	54	7	122	16
Somewhat Useful	411	56	400	54
Very Useful	261	35	175	23
No Response	4	Less than 1	16	2
Total	740	--	740	--

In general, respondents reported that available occupational literature was slightly more useful for individual counseling than for group guidance.

F. EXTENT OF USE OF OCCUPATIONAL INFORMATION COMPARED WITH EXTENT TO WHICH RESPONDENTS WOULD LIKE TO USE OCCUPATIONAL INFORMATION

Rating	IN INDIVIDUAL COUNSELING			
	Actual Use of Occupational Information		Would <u>Like</u> to Use Occupational Information	
	N	%	N	%
Never	5	Less than 1	2	Less than 1
Seldom	61	8	12	2
Occasionally	351	47	243	33
Frequently	319	43	476	64
No Response	4	Less than 1	7	1
Total	740	--	740	--

Rating	IN GROUP GUIDANCE			
	Actual Use of Occupational Information		Would <u>Like</u> to Use Occupational Information	
	N	%	N	%
Never	54	7	5	Less than 1
Seldom	165	22	25	3
Occasionally	327	44	272	34
Frequently	175	24	428	58
No Response	19	3	10	1
Total	740	--	740	--

319 (43%) of the respondents use occupational information frequently in individual counseling as against 476 (64%) who would like to.

175 (24%) of the respondents use occupational information frequently in group guidance as against 428 (58%) who would like to.

G. FACILITIES REPORTED FOR STORAGE AND DISPLAY OF OCCUPATIONAL INFORMATION

LITERATURE AND POSTERS

1. Where filing cabinets were located:

<u>Location</u>	<u>N</u>	<u>%</u>
Library	366	49
Guidance Office	588	79
Guidance Counselor's Office	333	45
Conference Room	140	19
None	8	2
Other	44	6

Since respondents were instructed to check all appropriate items on this question, the responses show that many schools had filing cabinets in more than one location.

Forty-four respondents reported the following additional locations of filing cabinets for occupational literature: Classrooms, Industrial Arts Shops, Home Economics Room, Home Room, Instructional Materials Center, Guidance Storage Room, Guidance Reference Room, Work Coordinator's Office, Occupational and Educational Research Center, Student Research Center, Study Hall, Guidance Resource Area, Teachers' Room.

The most common locations were: the Guidance Office, the Library, the Counselor's Office, and the Guidance Conference Room. Less common but very promising locations for occupational information literature filing cabinets were: the Student Research Room, the Guidance Resource Area, the Instructional Materials Center, and the Occupational and Educational Research Center. Schools wishing to improve their programs of occupational information dissemination might well investigate these locations for filing occupational information literature.

2. Responses to the question "Does your school use an occupational literature filing plan?" were:

<u>Answer</u>	<u>N</u>	<u>%</u>
Yes	670	91
No	56	8
No Response	<u>14</u>	<u>2</u>
Total	740	--

The fact that 91 per cent of the respondents reported that they used an occupational literature filing plan in their schools is encouraging. Unfortunately, the questionnaire was not designed to reveal whether the counselors were familiar with their schools' filing plans or how often they used it with students.

3. Type of occupational literature filing plans used:

<u>Type</u>	<u>N</u>	<u>%</u>
Commercial	380	51
Homemade	71	10
Both	225	30
No Response	<u>64</u>	<u>9</u>
Total	740	--

In the original field test of the questionnaire, it was asked which commercial plans were used; but this part of the question was discarded as ambiguous when an examination of the completed questionnaires revealed that many respondents were checking all of the commercial plans listed.

4. Special occupational information bulletin boards and display racks for pamphlets and periodicals:

	<u>Number of Respondents</u>	<u>Average per Respondent</u>
Bulletin Boards	740	2.23
Display Racks	740	1.67

5. Location of special occupational information bulletin boards:

<u>Location</u>	<u>N</u>	<u>%</u>
Library	121	16
Guidance Office or Waiting Room	473	64
Guidance Counselor's Office(s)	138	19
Guidance Conference Room In Corridor(s)	65	9
Other	399	54
	52	7

Since respondents were asked to check all appropriate items, many checked more than one.

Other locations for special occupational information bulletin boards reported by 52 respondents were: Classrooms, Study Hall, Cafeteria, Industrial Arts Shops, Business Offices, Vocational Room, Lunch Room, Occupational Library, Guidance-Resource Area, and Student Research Room.

6. Location of occupational information display racks for pamphlets and periodicals:

<u>Location</u>	<u>N</u>	<u>%</u>
Library	152	21
Corridor(s)	47	6
Guidance Office or Waiting Room	541	73
General Office	14	2
Other	32	4

Since respondents were asked to check all appropriate items, many checked more than one.

Other locations for display racks reported by 32 respondents were essentially the same as for the special bulletin boards.

H. WHO IS RESPONSIBLE FOR OBTAINING OCCUPATIONAL INFORMATION MATERIALS?

	<u>N</u>	<u>%</u>
Pupil Personnel Director	109	15
Guidance Director	346	47
Librarian	149	20
Guidance Chairman and Librarian	70	9
Principal	22	3
All of the Guidance Counselors	379	51
Vocational Guidance Counselors	60	8
Supervisor of Occupational Information	13	2
Department Chairman other than Guidance Director	26	4
Responsibility not Specifically Assigned	90	12
Other	26	4

Since respondents were asked to check all appropriate items, many checked more than one.

Other persons responsible for obtaining occupational information materials reported by twenty-six respondents were: One Counselor, Student Council, Work-Study Coordinator, Counselor Assistant, Vocational Education Teacher, Guidance Secretary, and Teachers.

It is obvious from these responses that no common policy exists on the responsibility for obtaining occupational information materials. The most frequently reported practices were to have the guidance director or all the guidance counselors of a school responsible for obtaining the materials.

Thirteen respondents named a supervisor of occupational information in answer to this question, despite the fact that, according to a previous item, no respondent held this title. It might be worthwhile to investigate the identity and functions of these supervisors.

Sixty respondents indicated that a single vocational guidance counselor was assigned the responsibility for obtaining occupational information materials. Since only 25 respondents had claimed to hold that title, one wonders whether the respondents were using the title loosely in answering this question. It is possible that the convergence of vocational guidance responsibilities on a single staff member is a more widespread occurrence than the titles indicate.

I. AMOUNT BUDGETED THIS YEAR FOR OCCUPATIONAL INFORMATION MATERIALS

<u>Range</u>	<u>N</u>
Less than \$100	151
More than 800	<u>245</u>
Total	396

Median: \$341

The median of \$341 reported by 396 respondents seems higher than opinion of present practice would indicate. It was not expected that as many as 245 respondents would report the expenditure of more than \$800 for occupational information materials. In the University of Wisconsin occupational information survey conducted this year, 3,555 counselors reported what appears to be a more realistic average of \$178 as available for purchasing occupational literature yearly.

J. COMPARISON OF RATING OF FORMAL PREPARATION IN OCCUPATIONAL INFORMATION OF THOSE RESPONDENTS HOLDING THE TITLE OF GUIDANCE COUNSELOR WITH THOSE HOLDING THE TITLE OF VOCATIONAL GUIDANCE COUNSELOR

	N	Formal Preparation in Occupational Information									
		Poor		Fair		Good		Excellent		No Response	
		N	%	N	%	N	%	N	%	N	%
Guidance Counselor	505	43	9	203	40	207	41	50	10	2	Less than 1
Vocational Guidance Counselor	25	3	12	10	40	8	32	4	16	-	-
Total	530	46	9	213	40	215	41	54	10	2	Less than 1

A Chi Square of 0.0094 indicates that there was no significant difference in the rating of the formal preparation in occupational information by "general guidance counselors" compared with "vocational guidance counselors".

K. COMPARISON OF RATING OF PRESENT KNOWLEDGE OF OCCUPATIONAL INFORMATION OF THOSE RESPONDENTS HOLDING THE TITLE OF GUIDANCE COUNSELOR WITH THOSE HOLDING THE TITLE OF VOCATIONAL GUIDANCE COUNSELOR

	N	Present Knowledge of Occupational Information									
		Poor		Fair		Good		Excellent		No Response	
		N	%	N	%	N	%	N	%	N	%
Guidance Counselor	505	31	6	211	42	217	43	43	9	3	Less than 1
Vocational Guidance Counselor	25	2	8	5	20	10	40	8	32	-	-
Total	530	33	6	216	41	227	43	51	10	3	Less than 1

A Chi Square of 3.13, which was not significant beyond the .05 level, indicates that there was no significant difference in the rating of the present knowledge of occupational information of "general guidance counselors" compared with "vocational guidance counselors".

L. COMPARISON OF USE OF OCCUPATIONAL INFORMATION OF RESPONDENTS HOLDING THE TITLE OF GUIDANCE COUNSELOR WITH THOSE HOLDING THE TITLE OF VOCATIONAL GUIDANCE COUNSELOR

Sixty per cent of the "vocational guidance counselors" reported using occupational information frequently in individual counseling with their students as compared to 37 per cent of the "guidance counselors". Fifty-two per cent of the "vocational guidance counselors", but only 20 per cent of "guidance counselors", reported using occupational information frequently in group guidance with their students.

M. RANKING OF USE AND USEFULNESS OF MEDIA FOR DISSEMINATING OCCUPATIONAL INFORMATION

MEDIA	N	Use Rank	Have Not Used* %	Usefulness Rank
Occupational Briefs or Pamphlets (private and commercial)	726	1	2.20	1
Posters (private and commercial)	714	2	3.78	14
Occupational Outlook Briefs or Pamphlets (gov't.)	728	3	4.04	3
Books, Periodicals (private and commercial)	709	4	4.80	13
Bulletin Boards	721	5	4.99	10
Books, Periodicals (gov't.)	701	6	8.42	18
Posters (gov't.)	704	7	16.05	20
Displays or Exhibits	701	8	22.97	12
Filmstrips	719	9	23.09	6
School or Guidance Mimeographed Materials, Newsletters, or Handbook	708	10	26.41	5
Motion Pictures	709	11	31.88	11
Assemblies	707	12	38.19	16
Periodic group conference on careers	694	13	38.47	4
Annual Career Day	698	14	42.26	7
Plant Tours	695	15	42.30	2
Records	702	16	42.74	17
Shorter Units on Occupations	698	17	45.84	8
School Newspaper	695	18	46.19	21
Tapes	706	19	47.73	19
Career Clubs	697	20	59.54	9
Semester or year courses on occupations	689	21	71.12	15

*2.2% of 726 respondents have not used private and commercial briefs or pamphlets.

A diligent search of the literature was made to determine the most widely used media for disseminating occupational information. Twenty-one different media were listed in the questionnaire. None of the respondents reported media which they used in addition to those on the check list.

Respondents were asked to rate the 21 media on a check list which employed the following columns: "Have Not Used", "Useless", "Not Very Useful", "Somewhat Useful", and "Very Useful". Numerical values of 1, 2, 3, and 4, were given to the respective "Usefulness" ratings. That is, media that were checked "Useless" were assigned a value of 1 and those rated as "Very Useful" were given a value of 4. A weighted average was computed from the "Usefulness" columns 1, 2, 3, and 4. From this the rank order of "Usefulness" was determined. From the "Have Not Used" column, the rank "Use" of the media was computed. That is, the rank use of a particular item was high if it was rarely or infrequently checked in the "Have Not Used" column.

A Spearman rank order coefficient of correlation between "Use" and "Usefulness" was computed. The obtained rho was 0.24. A t Test was used to test the null hypothesis that rho equals zero. The resulting t value of 1.08 indicated that there was no significant relationship between "Use" and "Usefulness".

Occupational briefs and pamphlets were ranked highest in use and usefulness, with government publications ranked slightly lower than private and commercial publications. In the study previously referred to (9) reported in 1959 by Kuntz and Jetton, occupational pamphlets ranked first in usefulness.

Concerning occupational briefs and pamphlets, Super (13) states that they "tend to follow outlines developed a generation ago and modified little since then". Kuntz and Jetton state (9) "In the light of this statement, either a more judicious use of occupational pamphlets should be made, or else current revisions of such materials are in order".

Group career conferences and plant tours ranked low in use but high in usefulness.

N. RANKING OF USE AND USEFULNESS OF SOURCES OF OCCUPATIONAL INFORMATION

SOURCES	N	Use Rank	Have Not Used* %	Usefulness Rank
Occupational Outlook Handbook (Dept. of Labor)	719	1	4.73	1
Chronicle Guidance Occupational Briefs	729	2	5.49	2
Dictionary of Occupational Titles (Dept. of Labor)	715	3	7.41	17
N.Y. Life Insurance Company Booklets on Individual Careers	717	4	11.30	8
Armed Forces Occupational Handbooks	715	5	12.45	9
S.R.A. Occupational Briefs, Pamphlets, Reprints	718	6	12.67	3
Materials from Professional Sources	681	7	18.80	12
Occupational Outlook Briefs (Dept. of Labor)	705	8	19.86	6
Occupational Outlook Handbook Report Series (Dept. of Labor)	695	9	24.60	4
New York State Bureau of Guidance	673	10	26.45	15
Occupational Outlook Quarterly (Dept. of Labor)	697	11	30.85	21
New York State Employment Service	698	12	31.09	5
Materials from Trade, Industrial, and Business Sources	691	13	33.28	23
Telephone Contacts	695	14	33.81	11
Employers (Other than alumni)	700	15	35.28	18
Follow-up of Former Students	699	16	35.76	14
Occupational Outlook Quarterly Reports (Dept. of Labor)	684	17	39.62	28
Plant Tours	703	18	40.97	7
Health Careers Guidebook (Dept. of Labor)	699	19	42.35	16

*4.7% of 719 respondents have not used the Occupational Outlook Handbook.

SOURCES	N	Use Rank	Have Not Used %	Usefulness Rank
Employees (Other than alumni)	692	20	42.48	26
U.S. Civil Service Commission booklets	685	21	43.94	36
Vocational Guidance Quarterly	690	22	44.20	31
B'nai B'rith Vocational Materials	703	23	44.24	10
Careers (Largo, Florida) Briefs, Pamphlets, Reprints	707	24	44.70	13
Occupational Outlook Wall Charts (Dept. of Labor)	702	25	45.44	32
Alumni	693	26	46.90	38
Materials from Management Sources	687	27	49.49	39
Changing Times Reprints	704	28	50.43	19
Handbook on Women Workers (Dept. of Labor)	701	29	52.64	43
Monthly Labor Review (Dept. of Labor)	694	30	55.62	49
Future Jobs for High School Girls (Dept. of Labor)	697	31	59.68	29
Other Placement Offices	655	32	60.61	27
Community Occupational Survey	691	33	61.36	20
Mademoiselle College and Career Reprints	703	34	62.16	34
Materials from Labor Union Sources	693	35	62.34	45
Occupational Guides (Dept. of Labor)	683	36	63.25	35
Pratt Institute Career Briefs	697	37	67.00	22
The Institute for Research Careers Research Monographs	697	38	70.01	30
Job Guide for Demand Occupations (Dept. of Labor)	690	39	72.17	33
Career Guide for Demand Occupations (Dept. of Labor)	685	40	72.26	37

SOURCES	N	Use Rank	Have Not Used %	Usefulness Rank
Simmons College Vocational Guidance Series for Young Women	691	41	73.95	25
Area Skill Surveys (Dept. of Labor)	669	42	74.29	48
The Employment Service Review (Dept. of Labor)	683	43	75.11	44
Local Labor Union Officers	681	44	75.18	50
Personnel Services Occupational Abstracts	687	45	75.69	24
Training Needs Surveys (Dept. of Labor)	682	46	76.10	42
Veteran's Administration Career Pamphlets	682	47	80.50	41
Sextant Series for Exploring Your Future	691	48	83.36	47
Boston University Career Monographs	689	49	84.03	40
Children's Press "I Want To Be" Series	687	50	89.08	46
Julian Messner Career Romances for Young Moderns	687	51	91.27	51

The list of sources of occupational information was selected from Kuntz and Jetton (9), Baer and Roeber (14), and Forrester (15). Fourteen respondents listed additional sources of occupational information, such as: "Highlights", Teacher Contacts, Ninth Grade Social Studies Units, and Guidance Associates Films.

Respondents were asked to rate the 51 sources on a check list which employed the following columns: "Have Not Used", "Useless", "Not Very Useful", "Somewhat Useful", and "Very Useful". Numerical values of 1, 2, 3, and 4, were given to the respective "Usefulness" ratings. That is, media that were checked "Useless" were assigned a value of 1 and those rated as "Very Useful" were given a value of 4. A weighted average was computed from the "Usefulness" columns 1, 2, 3, and 4. From this the rank order of "Usefulness" was determined. From the "Have Not Used" column, the rank "Use" of the media was computed. That is, rank use of a particular item was high if it was rarely or infrequently checked in the "Have Not Used" column.

A Spearman rank order coefficient of correlation between "Use" and "Usefulness" was computed. The obtained rho was 0.82. A t Test was used to test the null hypothesis that rho equals zero. The resulting t value of 9.99 was significant beyond the 1 per cent level. Thus, it appears that the respondents tend to use materials which they value most highly.

Highest in use and usefulness were the Occupational Outlook Handbook and the Chronicle Guidance Occupational Briefs.

O. RATING OF IMPORTANCE OF CONSIDERATIONS FOR THE DEVELOPMENT OF OCCUPATIONAL INFORMATION MATERIALS

CONSIDERATIONS	N	RANK
Information on specific preparation requirements for getting the entry job	714	1
Language, style, and format of materials to take more into account the age and maturity level of students as well as their self-concept, personality development, needs, and values	710	2
Information on chances of obtaining a job in the local area after meeting entry requirements	714	3
Liberal use of concrete true-to-life examples to illustrate concepts	711	4
Information on personal requirements for getting the entry job	714	5
What workers like and dislike about their jobs	714	6
More emphasis in occupational information literature on the concept that many girls in school today will have three careers: a job; marriage and family raising; a job after the children have grown	709	7
More emphasis in occupational information literature on the opportunities for women in occupations outside the realm of the traditional women's occupations	710	8
Information on the economic returns of the occupation (beginning earnings, salary increases, peak earnings, lifetime earning potential, etc.)	714	9
More emphasis in occupational information literature on career aspects of work and on the concept of vocational adjustments as a lifetime process, rather than on the concept of a single occupational choice in the lifetime of an individual	706	10

CONSIDERATIONS	N	RANK
Accurate local and regional <u>projections</u> of present and future labor market needs	706	11
Emphasis in job information <u>descriptions</u> on job clusters, or career fields, rather than on specific occupations	711	12
Regional and local follow-up studies of occupations held by dropouts and last year's graduates of high schools and two-year colleges	702	13
Frequent reports of statewide, regional, and local surveys of <u>entry</u> occupations needs	701	14
More pictures	703	15
Information about psychological environment on the job	700	16
Limited use of technical terms	705	17
More emphasis in job descriptions on the satisfactions to be derived from unpaid work as well as paid work	692	18
More recognition in job descriptions of the concept that some people do not look to their jobs as a source of satisfaction	698	19
More frequent bibliographies on sources of occupational information literature	703	20
Fewer statistics, charts, graphs	788	21

This item was added to the questionnaire in order to try to determine what factors were considered important in the development of occupational information materials.

Respondents were asked to rate the 21 considerations on a check list which employed the following columns: "Unimportant", "Important", "Very Important". Numerical values of 1, 2, and 3 were given to the respective ratings. That is, considerations that were checked "Unimportant" were assigned a value of 1, and those rated as "Very Important" were given a value of 3. A weighted average was computed. From this the rank order of importance was determined.

Respondents rated as most important: information on preparation requirements for obtaining the entry job; language, style, and format of materials that take into account the age and maturity level of students; chances of obtaining a job in the local area; and liberal use of concrete true-to-life examples to illustrate concepts.

Also rated important was more emphasis on occupational information for women.

Respondents did not seem to mind the use of statistics, charts, graphs, or technical terms.

Other considerations added by 15 respondents as important were:

1. Information for elementary education should recognize vocational choice is on fantasy level and in most cases is a result of parental identification.
2. More information on the sociological aspects of careers.
3. Concept of self-satisfaction rather than financial reward in one's job.
4. Information for students of low ability and potential.
5. Regional distribution centers for dissemination of occupational information.
6. More good literature on the non-professional level, particularly technical and service areas.
7. More emphasis on junior high school information.
8. Occupational information is too general; need for more specific information.
9. More occupational information suitable for lower elementary school.

P. COMPARISON OF NEW YORK STATE EDUCATION DEPARTMENT INTRA-STATE SURVEY WITH UNIVERSITY OF WISCONSIN NATIONAL SURVEY OF USE AND EVALUATION OF OCCUPATIONAL INFORMATION MATERIALS

During 1966, the Center for Studies in Vocational and Technical Education of the University of Wisconsin conducted a national survey on the use and evaluation of occupational information. The principal investigator was Philip A. Perrone. Questionnaires were mailed to all the known secondary schools in the fifty states.

Results of this national study when compared to the one conducted in New York State and reported here appear below.

1. Number of counselor questionnaires completed:

	<u>N</u>
New York State Survey	740
National Survey	3,555

2. Pupil-counselor ratio of respondents:

Median: New York State Survey	335:1
Average: National Survey	387:1

3. Graduates entered:

	<u>New York State Survey</u>	<u>National Survey</u>
	<u>%</u>	<u>%</u>
Four-year or two-year college	54	42
Vocational technical or trade schools	10	12
Civilian employment	21	30
Armed forces	9	8
Other	<u>6</u>	<u>8</u>
	100	100

4. Ranking of use of sources of occupational information:

Rank	New York State Survey	Rank	National Survey
1.	Occupational Outlook Handbook	1.	Occupational Outlook Handbook
2.	Occupational briefs and pamphlets	2.	Occupational briefs and pamphlets
3.	Dictionary of Occupational Titles	3.	Information kits
4.	New York Life Insurance Company Booklets on Individual Careers	4.	Dictionary of Occupational Titles

Part II

Two-Year College Counselor Survey

The questionnaire was designed specifically for two-year college counselors (See Appendix B). Four copies were mailed to the deans of each of the 34 public two-year colleges in New York State, with the request that they be completed by personnel who spend more than 50 per cent of their time in professional guidance and counseling services. A total of 52 questionnaires were returned from 21 (62%) of the two-year colleges.

Tabulations of the responses and related comments appear below.

A. SCHOOL SETTING, STUDENT BODY, AND COUNSELING RESPONSIBILITY

1. The median student enrollment for the schools reported was:

N: 21
Median Enrollment: 1867

2. The types of areas represented by the respondents encompassed all major areas of the State as follows:

<u>Type of Area</u>	<u>N</u>	<u>%</u>
Urban	21	40
Suburban	7	13
Rural	7	13
Urban-Suburban	1	2
Urban-Rural	12	23
Suburban - Rural	4	8
No Response	<u>0</u>	<u>0</u>
Total	52	--

As can be seen, the largest number of respondents, 21, were from urban areas, with the next largest, 12, from urban-rural areas.

3. The major job titles held by respondents were: Counselor, Dean of Students, Director of Counseling and Testing, Associate Dean of Students, Director of Admissions and Registrar, Assistant Director of Student Personnel, Chairman of Placement, Director of Student Activities, Director of Housing, Director of Financial Aid and Placement, Director of Admissions and Records, and Counselor-Psychologist.

4. The student-counselor ratio (counselor load) was reported as follows:

N: 52
Median load: 539:1

5. 44 respondents estimated that of their June 1966 graduates,

45% entered four-year college
36% entered civilian employment
8% entered the armed forces
12% entered places unknown

B. RATING BY RESPONDENTS OF THEIR FORMAL PREPARATION IN OCCUPATIONAL INFORMATION

Rating	Formal Preparation in Occupational Information		Formal Preparation in Other Counselor Competencies	
	N	%	N	%
Poor	8	15	2	4
Fair	14	27	3	6
Good	16	31	23	44
Excellent	12	23	22	42
No Response	2	4	2	4
Total	52	--	52	--

A Chi Square test was used to compare the respondents' rating of their formal preparation in occupational information with their formal preparation in other counselor competencies. A Chi Square of 14.90, which was significant beyond the .01 level, indicates that respondents rated their formal preparation significantly lower in occupational information than in other counselor competencies.

C. RECENTNESS OF COURSES TAKEN BY RESPONDENTS IN OCCUPATIONAL INFORMATION

	<u>N</u>	<u>%</u>
Respondents who took a course in occupational information in the past five years	19	37
Respondents who took a course in guidance and counseling other than in occupational information in the past five years	<u>33</u>	<u>63</u>
* * *	52	--
Respondents who have <u>never</u> taken a course in occupational information	13	25

Fewer counselors took courses in the past five years in occupational information than in other counseling competencies. 19 (25%) reported that they have never taken a course in occupational information.

D. RATING BY RESPONDENTS OF THEIR PRESENT KNOWLEDGE OF OCCUPATIONAL INFORMATION AS RELATED TO THE NEEDS OF THEIR STUDENTS

Rating	Present Knowledge of Occupational Information		Present Knowledge of Guidance Information Other than Occupational Information	
	N	%	N	%
Poor	5	10	1	2
Fair	16	31	11	21
Good	21	40	25	48
Excellent	10	19	15	29
No Response	0	0	0	0
Total	52	--	52	--

A Chi Square of 3.80, which was not significant beyond the .05 level, indicates that there was no significant difference in the rating by respondents of their present knowledge of occupational information compared with their rating of their present knowledge of other counselor competencies.

E. RATING BY RESPONDENTS OF THE USEFULNESS OF OCCUPATIONAL LITERATURE AVAILABLE IN THEIR COLLEGES

Rating	Usefulness of Occupational Literature in Individual Counseling		Usefulness of Occupational Literature in Group Guidance	
	N	%	N	%
Useless	1	2	2	4
Not Very Useful	6	12	12	23
Somewhat Useful	26	50	24	46
Very Useful	19	37	10	19
No Response	0	0	4	8
Total	52	--	52	--

In general, respondents reported that available occupational literature was slightly more useful for individual counseling than for group guidance.

F. EXTENT OF USE OF OCCUPATIONAL INFORMATION COMPARED WITH EXTENT TO WHICH RESPONDENTS WOULD LIKE TO USE OCCUPATIONAL INFORMATION

Rating	IN INDIVIDUAL COUNSELING			
	Actual Use of Occupational Information		Would <u>Like</u> to Use Occupational Information	
	N	%	N	%
Never	0	0	0	0
Seldom	5	10	1	2
Occasionally	21	40	15	29
Frequently	25	48	34	65
No Response	1	2	2	4
Total	52	--	52	--

Rating	IN GROUP GUIDANCE			
	Actual Use of Occupational Information		Would <u>Like</u> to Use Occupational Information	
	N	%	N	%
Never	10	19	1	2
Seldom	13	25	1	2
Occasionally	21	40	22	42
Frequently	7	13	25	48
No Response	1	2	3	8
Total	52	--	52	--

Slightly more respondents (94%) would like to use occupational information occasionally or frequently in individual counseling compared to those (88%) who actually do.

Substantially more respondents (90%) would like to use occupational information "occasionally" or "frequently" in group guidance compared to those (53%) who actually do. Only four per cent of the respondents would like to use occupational information in group guidance "never" or "seldom" compared to 44% who actually do.

G. FACILITIES REPORTED FOR STORAGE AND DISPLAY OF OCCUPATIONAL INFORMATION
LITERATURE AND POSTERS

1. Where filing cabinets were located:

<u>Location</u>	<u>N</u>	<u>%</u>
Library	23	44
Waiting Room	30	58
Counselor's Office	29	56
Placement Office	24	46
None	3	6
Other	5	10

Since respondents were instructed to check all appropriate items on this question, the responses show that many schools had filing cabinets in more than one location.

Five respondents reported the following additional locations: Student Personnel Office and Department Offices or Classrooms.

2. Responses to the question "Does your school use an occupational literature filing plan?" were:

<u>Answer</u>	<u>N</u>	<u>%</u>
Yes	45	87
No	7	13
No Response	0	0
Total	52	--

The fact that 87 per cent of the respondents reported that they used an occupational literature filing plan in their colleges is encouraging. Unfortunately, the questionnaire was not designed to reveal whether the counselors were familiar with their college's filing plan or how often they used it with their students.

3. Type of occupational literature filing plans used:

<u>Type</u>	<u>N</u>	<u>%</u>
Commercial	22	42
Homemade	10	19
Both	13	25
No Response	7	13
Total	52	--

4. Special occupational information bulletin boards and display racks for pamphlets and periodicals:

	<u>N</u>	<u>Average per Respondent</u>
Bulletin Boards	52	3.67
Display Racks	52	2.21

Considering the median enrollment of the 21 schools reporting, 1867, and the campus-type arrangement of two-year college buildings, the above seems to be an inadequate provision for special occupational information bulletin boards and display racks.

5. Location of special occupational information bulletin boards:

<u>Location</u>	<u>N</u>	<u>%</u>
Library	7	13
Waiting Room	9	17
Counselor's Office	9	17
Placement Office	14	27
Corridor(s)	35	67
None	5	10
Other	8	15

Other locations reported by eight respondents were: Department Offices, Student Activity Center, Student Lounge, and Throughout Campus.

6. Location of occupational information display racks for pamphlets and periodicals:

<u>Location</u>	<u>N</u>	<u>%</u>
Library	9	17
Corridor	8	15
Waiting Room	27	52
Placement Office	11	21
Other	5	10
None	2	4

Other locations reported by five respondents were: Department Offices, Student Activity Center, Work-Study Office, and Counseling Reference Room.

H. WHO IS RESPONSIBLE FOR OBTAINING OCCUPATIONAL INFORMATION MATERIALS?

	<u>N</u>	<u>%</u>
Student Personnel Director	14	27
Director of Counseling	20	38
Librarian	9	17
Director of Counseling <u>and</u> Librarian	2	4
All the Counselors	21	40
Vocational Guidance Counselor	7	13
Supervisor of Occupational Information	1	2
Department Chairman other than Director of Counseling	5	10
Responsibility Not Specifically Assigned	9	17
Other	6	12

Since respondents were asked to check all appropriate items, many checked more than one.

Other persons responsible for obtaining occupational materials reported by six respondents were: Director of Placement, Counseling Psychologist, One Counselor, and Chairman of Technical Departments.

It is obvious from these responses that no common policy exists on the responsibility for obtaining occupational information materials for two-year colleges. The most common practice is for either the director of counseling or all the counselors to share the responsibility.

I. AMOUNT BUDGETED THIS YEAR FOR OCCUPATIONAL INFORMATION MATERIALS

<u>Range</u>	<u>N</u>
Less than \$100	5
100 - 199	6
200 - 299	4
300 - 399	1
400 - 499	2
500 - 599	0
600 - 699	4
700 - 799	2
More than 800	<u>28</u>
	52

3

Median: More than \$800

The reported median of more than \$800 appears higher than would be expected.

J. RANKING OF USE AND USEFULNESS OF MEDIA FOR DISSEMINATING OCCUPATIONAL INFORMATION

MEDIA	N	Use Rank	Have Not Used* %	Usefulness Rank
Occupational briefs or pamphlets (private and commercial)	51	1	0.0	7
Occupational outlook briefs or pamphlets (gov't.)	51	2	2.0	6
Books, periodicals (private and commercial)	50	3	4.0	12
Books, periodicals (gov't.)	50	4	6.0	16
Bulletin boards	49	5	8.2	8
College catalogs, pamphlets, newsletters, or handbooks	50	6	12.0	2
Posters (private and commercial)	49	7	24.5	17
Posters (gov't.)	49	8	30.6	21
Displays or exhibits	50	9	44.0	9
College newspaper	50	10	48.0	20
Career clubs	50	11	60.0	4
Periodic group conference on careers	51	12	62.7	3
Plant tours	51	13	64.7	1
Filmstrips	49	14	67.3	13
Assemblies or convocations	50	15	70.0	5
Motion pictures	50	16	72.0	14
Annual career day	49	17	73.5	10
Shorter units on occupations	50	18	84.0	11
Semester or year courses on occupations	51	19	84.3	15
Tapes	49	20	85.7	18.5
Records	49	21	85.7	18.5

* 0.0% of 51 respondents have not used private and commercial briefs or pamphlets.

Respondents were asked to rate the 21 media on a check list which employed the following columns: "Have Not Used", "Useless", "Not Very Useful", "Somewhat Useful", and "Very Useful". Numerical values of 1, 2, 3, and 4, were given to the respective "Usefulness" ratings. That is, media that were checked "Useless" were assigned a value of 1 and those rated as "Very Useful" were given a value of 4. A weighted average was computed from the "Usefulness" columns 1, 2, 3, and 4. From this the rank order of "Usefulness" was determined. From the "Have Not Used" column, the rank "Use" of the media was computed. That is, the use rank of a particular item was high if it was rarely or infrequently checked in the "Have Not Used" column.

A Spearman rank order coefficient of correlation between "Use" and "Usefulness" was computed. The obtained rho was 0.24. A t Test was used to test the null hypothesis that rho equals zero. The resulting t value of 1.07 indicated that there was no significant relationship between "Use" and "Usefulness".

Two-year college counselors rank the first five media for use the same as secondary school counselors. But the college counselors rank occupational briefs 7 and 6 in usefulness as compared to the 1 and 3 rank given by school counselors. College counselors rank for usefulness, Plant Tours as 1, College Catalogs, Pamphlets, Newsletters, or Handbooks as 2, and Periodic Group Conferences as 3.

As in the secondary school counselor's survey, posters rank high in use and low in usefulness.

K. RANKING OF USE AND USEFULNESS OF SOURCES FOR DISSEMINATING OCCUPATIONAL INFORMATION

SOURCES	N	Use Rank	Have Not Used* %	Usefulness Rank
Dictionary of Occupational Titles (Dept. of Labor)	49	1	2.0	11
Occupational Outlook Handbook (Dept. of Labor)	49	2	4.1	1
S.R.A. Occupational Briefs, Pamphlets, Reprints	49	3	8.2	15
Materials from Professional Sources	47	4	14.9	19.5
Chronicle Guidance Occupational Briefs	50	5	20.0	13.5
New York State Employment Service	49	6	22.4	8
N.Y. Life Insurance Company Booklets on Individual Careers	49	7	24.5	22
Employers (Other than alumni)	50	8	26.0	6
Occupational Outlook Briefs (Dept. of Labor)	46	9.5	26.1	3
Follow-up of Former Students	46	9.5	26.1	5
U.S. Civil Service Commission Booklets	48	11.5	27.1	32
Occupational Outlook Handbook Report Series (Dept. of Labor)	48	11.5	27.1	4
Telephone Contacts	50	13	32.0	9
Materials from Trade, Industrial, and Business Sources	48	14	35.4	16
Occupational Outlook Quarterly (Dept. of Labor)	47	15	36.2	7
Armed Forces Occupational Handbook	49	16	40.8	35
B'nai B'rith Vocational Materials	48	17	41.7	13.5
Occupational Outlook Quarterly Reports (Dept. of Labor)	47	18	42.6	12
Vocational Guidance Quarterly	47	19	44.7	32

* 2.0% of 49 respondents have not used the Dictionary of Occupational Titles.

SOURCES	N	Use Rank	Have Not Used %	Usefulness Rank
Careers (Largo, Florida) Briefs, Pamphlets, Reprints	46	20	45.7	19.5
Changing Times Reprints	47	21	46.8	23
Health Careers Guidebook (Dept. of Labor)	48	22	48.0	19.5
Other Placement Offices	47	23	48.9	28
Employees (Other than alumni)	44	24	50.0	29
New York State Bureau of Guidance	47	25	53.2	25
Materials from Management Sources	46	26	54.3	27
The Institute for Research Careers Research Monographs	48	27	58.3	39
Community Occupational Survey	48	28	58.3	2
Occupational Guides (Dept. of Labor)	48	29	58.3	36
Mademoiselle College and Career Reprints	47	30	61.7	41
Alumni	48	31	62.5	10
Plant Tours	51	32	62.7	17
Occupational Outlook Wall Charts (Dept. of Labor)	47	33	66.0	32
Handbook on Women Workers (Dept. of Labor)	47	34	66.0	26
The Employment Service Review (Dept. of Labor)	47	35	66.0	37
Monthly Labor Review (Dept. of Labor)	40	36	67.4	40
Materials from Labor Union Sources	47	37	70.2	46
Career Guide for Demand Occupations (Dept. of Labor)	47	38	76.6	38
Job Guide for Demand Occupations (Dept. of Labor)	47	39	78.7	32

SOURCES	N	Use Rank	Have Not Used %	Usefulness Rank
Veteran's Administration Career Pamphlets	48	40	79.2	42.5
Personnel Services Occupational Abstracts	49	41	79.6	19.5
Area Skill Surveys (Dept. of Labor)	48	42	83.3	49
Simmons College Vocational Guidance Series for Young Women	47	43	85.1	24
Sextant Series for Exploring Your Future	46	44	87.0	44.5
Local Labor Union Officers	47	45	89.4	42.5
Future Jobs for High School Girls (Dept. of Labor)	48	46.5	89.6	47
Training Needs Surveys - MT-1's (Dept. of Labor)	48	46.5	89.6	50
Boston University Career Monographs	46	48	91.3	48
Julian Messner Career Romances for Young Moderns	46	49	93.5	44.5
Children's Press "I Want To Be" Series	47	50	91.5	51
Pratt Institute Career Briefs	48	51	91.7	32

Respondents were asked to rate the 51 sources on a check list which employed the following columns: "Have Not Used", "Useless", "Not Very Useful", "Somewhat Useful", and "Very Useful". Numerical values of 1, 2, 3, and 4, were given to the respective "Usefulness" ratings. That is, media that were checked "Useless" were assigned a value of 1 and those rated as "Very Useful" were given a value of 4. A weighted average was computed from the "Usefulness" columns 1, 2, 3, and 4. From this the rank order of "Usefulness" was determined. From the "Have Not Used" column, the rank "Use" of the media was computed. That is, use rank of a particular item was high if it was rarely or infrequently checked in the "Have Not Used" column.

A Spearman rank order coefficient of correlation between "Use" and "Usefulness" was computed. The obtained rho was 0.76. A t Test was used to test the null hypothesis that rho equals zero. The resulting t value of 8.30 was significant beyond the 1 per cent level. Thus, it appears that respondents tend to use materials which they value most highly.

Commercial occupational briefs rank high in use (3) but relatively low in usefulness (15). The Dictionary of Occupational Titles ranks 1 in use and 11 in usefulness.

As with the secondary school counselors, college counselors rank the Occupational Outlook Handbook both high in use, 2, and high in usefulness, 1.

The community occupational survey is ranked 2 in usefulness and 28 in use by two-year college counselors as compared to the rank of 20 in usefulness and 33 in use given by secondary school counselors. Alumni rank 10 in usefulness and 31 in use by two-year college counselors.

Other sources of occupational information added by 12 respondents were: plant tours by professors; State University of New York Summary Bulletin; and County Civil Service Bulletins.

L. RATING OF IMPORTANCE OF CONSIDERATIONS FOR THE DEVELOPMENT OF OCCUPATIONAL INFORMATION MATERIALS

CONSIDERATIONS	N	RANK
Language, style, and format of materials to take more into account the age and maturity level of students as well as their self-concept, personality development, needs and values	50	1
Information on chances of obtaining a job in the local area after meeting entry requirements	49	2
Information on the economic returns of the occupation (beginning earnings, salary increases, peak earnings, lifetime earning potential, etc.) for <u>given skill levels</u>	50	4
Information on <u>specific</u> preparation requirements for getting the entry job	50	4
Information on <u>personal</u> requirements for getting the entry job	49	5
Frequent reports of statewide, regional, and <u>local</u> surveys of entry occupational needs	49	6
More emphasis in occupational information literature on career aspects of work and on the concept of vocational adjustments as a lifetime process, rather than on the concept of a single occupational choice in the lifetime of an individual	50	7.5
Regional and <u>local</u> follow-up studies of occupations held by dropouts and last year's graduates of high schools and two-year colleges	50	7.5
More emphasis in occupational information literature on the opportunities for women in occupations outside the realm of the traditional women's occupations	43	10
Liberal use of concrete true-to-life examples to illustrate concepts	49	10

CONSIDERATIONS	N	RANK
Accurate local and regional <u>projections</u> of present and future labor market needs	49	10
Information on <u>general</u> preparation requirements for getting the entry job	50	12
Emphasis in job information <u>descriptions</u> on job clusters, or career fields, rather than on specific occupations	50	13
What workers like and dislike about their jobs	48	14
Information about psychological environment on the job	50	15
More emphasis in occupational information literature on the concept that many girls in school today will have three careers: a job; marriage and family raising; a job after the children have grown	49	16
More frequent bibliographies on sources of occupational information literature	48	17
More recognition in job descriptions of the concept that some people do not look to their jobs as a source of satisfaction	50	18
More emphasis in job descriptions on the satisfactions to be derived from unpaid work as well as paid work	49	19
More illustrations	49	20
Limited use of technical terms	50	21
Statistics, charts, graphs	50	22

Respondents were asked to rate the 21 considerations for the development of occupational information materials on a check list which employed the following columns: "Unimportant", "Important", and "Very Important". Numerical values of 1, 2, and 3 were given to the respective ratings. That is, considerations that were checked "Unimportant" were assigned a value of 1, and those rated as "Very Important" were given a value of 3. A weighted average was computed. From this the rank order of importance was determined.

Respondents rate as most important: language, style, and format of materials that take into account the age and maturity level of students; information on chances of obtaining a job in the local area; information on the economic returns of the occupation; information on specific preparation requirements for getting the entry job; information on personal requirements for getting the entry job; and frequent reports of statewide, regional, and local surveys of entry occupational needs.

Other considerations added by 8 respondents were: "Stress the factors concerning the trend of changing from one occupation or career field to another during a person's working lifetime"; "Emphasize the ability to live with change"; "Point out that definite vocational commitment at junior or senior high school is not desired".

Part III

Occupational Education Administrators' Survey

The questionnaire was designed for occupational education administrators in secondary schools and two-year colleges. A total of 44 questionnaires were returned from a possible total of approximately 128 New York State secondary school administrators. The questionnaires were administered in person to New York State area vocational directors in attendance a special meeting held in Albany. They were mailed to principals of vocational-technical high schools and comprehensive high schools. A total of 26 questionnaires were returned by two-year college administrators. They were mailed to the president of each the 34 New York State public two-year colleges with a cover letter requesting that they be completed by the administrator at each college who has the primary responsibility for occupational program development.

Tabulations of the responses of both secondary school and two-year college administrators, and related comments, appear below.

A. SCHOOL SETTING, STUDENT BODY, AND COUNSELING RESPONSIBILITY

1. The median enrollment for the schools reported was:

N: 70
Median Enrollment: 1280

2. The types of areas of the reporting schools were as follows:

<u>Type of Area</u>	<u>N</u>	<u>%</u>
Urban	28	40
Suburban	13	19
Rural	10	14
Urban-Suburban	8	11
Urban-Rural	8	11
Suburban-Rural	2	3
No Response	<u>1</u>	<u>1</u>
Total	70	--

3. The job titles held by respondents were:

<u>Job Title</u>	<u>N</u>	<u>%</u>
Principal	16	23
Vocational Education Director	6	9
Area Vocational Education Director	12	17
MDT Project Director	0	0
Dean	9	13
Assistant Dean	5	7
Department Chairman	2	3
Division Chairman	3	4
Other	<u>17</u>	<u>24</u>
	70	--

Additional titles not listed in the questionnaire reported by 17 respondents were: President, Registrar, Assistant to the President.

4. 51 respondents estimated that of their June 1966 graduating class (High School) or second year class (Two-Year College),

- 24% entered four-year college
- 7% entered two-year college
- 5% entered a non-degree granting institution
- 8% entered formal apprenticeship
- 41% entered civilian employment
- 10% entered the armed forces
- 6% entered places unknown

36% of the high school graduates and second year two-year college students continued their education upon the completion of their studies.

B. RANKING OF USE AND USEFULNESS OF MEDIA FOR DISSEMINATING INFORMATION TO SCHOOLS AND THE GENERAL PUBLIC ABOUT OCCUPATIONAL EDUCATION OPPORTUNITIES

MEDIA	N	Use Rank	Have Not Used* %	Usefulness Rank
Local newspaper	66	1	1.5	6
High school visitations	65	2	3.1	2
School or college pamphlets, catalogs, newsletters, or handbooks	64	3	3.1	4
Occupational briefs or pamphlets	62	4.5	8.1	12
Displays or exhibits	62	4.5	8.1	8
Scheduled day visitations to your school of students, parents, and teachers	65	6	9.2	1
Assemblies or convocations	63	7	14.3	5
Professional conferences	60	8	15.0	10.5
Local radio and TV	61	9	16.4	7
Scheduled evening visitations to your school of students, parents, and teachers	65	10	18.5	3
College days or nights	64	11	20.3	10.5
Posters	68	12	26.5	13
Charts and graphs	58	13	31.0	17
School newspaper	62	14	32.3	14
Pictographs	63	15	38.1	16
Filmstrips	61	16	41.0	9
Motion pictures	63	17	52.4	15

*1.5% of 66 respondents have not used the local newspaper.

The method for computing "Use" and "Usefulness" ranks was the same as previously reported for secondary school and two-year college questionnaires.

A Spearman rank order coefficient of correlation between "Use" and "Usefulness" was computed. The obtained rho was 0.69. A t Test was used to test the null hypothesis that rho equals zero. The resulting t value of 3.68 was significant beyond the .01 level. Thus, it appears that respondents tend to use media which they value most highly.

Respondents rate local newspaper 1 in use and 6 in usefulness and visitations to their school 6 in use and 1 in usefulness. Visitations to feeder high schools rank 2 in use and 2 in usefulness.

Occupational briefs and pamphlets rank 4.5 in use and 12 in usefulness.

C. RANKING OF USE AND USEFULNESS OF SOURCES OF OCCUPATIONAL INFORMATION FOR DETERMINING OCCUPATIONAL EDUCATION PROGRAMS

SOURCES	N	Use Rank	Have Not Used* %	Usefulness Rank
Published Materials from other Trade, Industrial, and Business Sources	65	1	4.6	24
Dictionary of Occupational Titles	69	2	5.8	18
Materials from Professional Sources	67	3	5.9	14
Occupational Outlook Handbook	70	4	8.6	5
New York State Employment Service	69	5	8.6	9
Employers (other than alumni) Including Employers of Recent Graduates and Dropouts	67	6	8.9	1
Follow-Up of Former Students	65	7	9.2	3.5
Plant Tours	64	8	10.9	11
Telephone Contacts (to Employers, Occupational Analysts, and Other Sources of Occupational Information)	67	9	11.9	3.5
Community Occupational Survey	63	10	15.9	6
Employees (other than alumni)	63	11	17.5	21
Occupational Curriculum Advisory Committee (such as, Trade Advisory Committee)	65	12	18.5	2
Research Studies	68	13	22.1	10
Alumni	62	14	22.6	19
Occupational Outlook Handbook Report Series (Dept. of Labor)	69	15	23.2	13
Armed Forces Training Manuals	64	16.5	25.0	47
Office of Occupational Education (State Education Department)	64	16.5	25.0	16

* 4.6% of 65 respondents have not used published materials from other trade, industrial, and business sources.

SOURCES	N	Use Rank	Have Not Used %	Usefulness Rank
Occupational Briefs (private and commercial)	70	18	25.7	12
Occupational Outlook Briefs (Dept. of Labor)	68	19	26.5	17
Local Occupational Demand Projections	64	20	26.6	7
Pilot or Experimental Programs	62	21	27.4	8
U. S. Civil Service Commission Booklets	68	22	29.4	34
Equipment Salesmen	63	23	30.2	49
Other Placement Offices	64	23	29.7	30.5
Published Materials from Chambers of Commerce	67	24	29.9	46
Occupational Outlook Quarterly Reports (Dept. of Labor)	67	25	35.8	41
Occupational Outlook Quarterly (Dept. of Labor)	68	26.5	36.8	27
Health Careers Guidebook (Dept. of Labor)	68	26.5	36.8	20
Local or Regional Occupational Guides	64	28	37.5	26
Bureau of Guidance (State Education Department)	66	29	37.9	42
Local Labor Union Officers	64	30	39.1	38
Vocational Guidance Quarterly	66	31	40.9	25
New York State Occupational Guides	64	32	43.8	23
Bureau of Apprenticeship Training (State Dept. of Labor)	64	33	46.9	43
Published Materials from Labor Union Sources	66	34	47.0	35
Occupational Outlook Wall Charts (Dept. of Labor)	68	35	47.0	39

SOURCES	N	Use Rank	Have Not Used %	Usefulness Rank
Occupational Guides (Dept. of Labor)	64	36	50.0	30.5
Handbook on Women Workers (Dept. of Labor)	66	37	51.5	40
Bureau of Apprenticeship Training (U.S. Dept. of Labor)	62	38	51.6	37
Monthly Labor Review (Dept. of Labor)	67	39	52.2	45
Training Needs Survey (MT-1) (Dept. of Labor)	66	40	53.0	29
Future Jobs for High School Girls (Dept. of Labor)	67	41	55.2	32
Area Skill Surveys (Dept. of Labor)	66	42	60.6	44
Business Fact Book (Dept. of Commerce)	65	43	61.5	28
The Employment Service Review (Dept. of Labor)	64	44	65.6	36
Career Guide for Demand Occupations (Dept. of Labor)	64	45	67.2	15
MT-102 (Dropouts)	64	46	68.8	48
MT-101 (Characteristics of Trainees)	63	47.5	71.4	50
Job Guide for Demand Occupations (Dept. of Labor)	63	47.5	71.4	22
MT-103 (Follow-up)	65	49	73.8	33

Additional sources of occupational information listed by 20 respondents were: Area Guidance Counselors, Colleges (engineering and technical), Encyclopedia of Careers, MDT Memoranda, New York City Board of Education Planning Bureau, Ohio State Curriculum Laboratory, Other Area Directors, Trade Teachers, Other State Education Department Curriculum Guides, United States Department of Labor Research Bulletins, State University of New York, National Trade Shows, United States Office of Education Program Series, Visits to Other Colleges.

The method used for computing "Use" and "Usefulness" ranks was the same as previously reported for secondary school and two-year college counselor questionnaires.

A Spearman rank order coefficient of correlation between "Use" and "Usefulness" was computed. The obtained rho was 0.66. A t Test was used to test the null hypothesis that rho equals zero. The resulting t value of 6.09 was significant beyond the .01 level. Thus, it appears that respondents tend to use sources of occupational information which they value most highly.

D. RANKING OF USEFULNESS OF SOURCES OF OCCUPATIONAL INFORMATION IN CURRICULUM DEVELOPMENT AND IN THE PURCHASE OF EQUIPMENT FOR OCCUPATIONAL EDUCATION PROGRAMS (N= 39)

1. Curriculum Development (first six listed)

SOURCE	Rank
Occupational Curriculum Advisory Committee	1
Employers (Other than alumni)	2
Occupational Outlook Handbook	3
Materials from Professional Sources	4
Telephone Contacts	5
Published Materials from Trade, Industrial, and Business Sources	6

2. Purchase of Equipment (first six listed)

SOURCE	Rank
Equipment Salesmen	1
Employers (Other than alumni)	2
Occupational Curriculum Advisory Committee	3
Published Materials from Trade, Industrial, and Business Sources	4
Plant Tours	5
Materials from Professional Sources	6

E. RANKING OF IMPORTANCE OF CONSIDERATIONS FOR THE DEVELOPMENT OF OCCUPATIONAL INFORMATION MATERIALS

CONSIDERATIONS	N	RANK
Information on <u>specific</u> preparation requirements for obtaining the entry job	66	1
Accurate local and regional <u>projections</u> of present and future labor market needs	67	2
Information on chances of obtaining a job in the local area after meeting entry requirements	65	3
Information on the economic returns of the occupation (beginning earnings, salary increases, peak earnings, lifetime earning potential, etc.) for <u>given skill levels</u>	68	4
Liberal use of concrete true-to-life examples to illustrate concepts	65	5
Frequent reports of statewide, regional, and local surveys of <u>entry</u> occupational needs	67	6
Information on <u>personal</u> requirements for getting the entry job	66	7
Information on <u>general</u> preparation requirements for getting an entry job	66	8
Regional and local follow-up studies of occupations held by dropouts and last year's graduates of high schools and two-year colleges	68	9
More emphasis in occupational information literature on career aspects of work and on the concept of vocational adjustments as a lifetime process, rather than on the concept of a single occupational choice in the lifetime of an individual	66	10
More emphasis in occupational information literature on the opportunities for women in occupations outside the realm of the traditional women's occupations	63	11

CONSIDERATIONS	N	RANK
More emphasis in occupational information literature on the concept that many girls in school today will have three careers: a job; marriage and family raising; a job after the children have grown	62	12
Emphasis in job information <u>descriptions</u> on job clusters, or career fields, rather than on specific occupations	65	13
What workers like and dislike about their jobs	67	14
More illustrations	61	15
More frequent bibliographies on sources of occupational information literature	67	16
Information about psychological environment on the job	66	17
Statistics, charts, graphs	67	18
Limited use of technical terms	64	19

The method for computing the importance of considerations for the development of occupational information materials was the same as previously reported for secondary school and two-year college questionnaires.

Occupational education administrators rank the first six considerations in order of importance as follows: (1) specific preparation requirements, (2) local and regional projections, (3) chances of obtaining a job in the local area, (4) economic returns for given skill levels, (5) concrete true-to-life examples, and (6) frequent reports of entry occupational needs.

CHAPTER IV

DISCUSSION

Part I

Secondary School Counselor Survey

It has been predicted that by 1970 public school facilities for occupational education will be available to all secondary school students in New York State. The findings of this study indicate that the majority of secondary school students (64%) will not be entering four-year degree granting institutions. These students have to make earlier occupational choices to take advantage of the opportunities that will be made increasingly available to them. Thus, school counselors more than ever before need adequate occupational information to assist the majority of their students.

The fact that counselors rate their formal preparation in, and knowledge of, occupational information as less adequate than other counselor competencies has implications for the State Education Department and for counselor education institutions. Perhaps certification requirements for counselors can be reexamined as well as the content of counselor education courses. Of special significance, also, was the finding of this study that there was no significant difference in either the formal preparation or present knowledge of occupational information of vocational guidance counselors compared with other guidance counselors.

Schools have often been accused of being more accessible to management than to labor. The counselors in this study appear to turn to management for occupational information more frequently than they turn to labor. In frequency of use as sources, employers rank 15, employees rank 20, materials from management sources rank 27, materials from labor union sources rank 35, and local labor union officers rank 44.

When young people go to look for work, they apply to employers more frequently than they apply to unions. It is therefore not surprising that counselors also should turn more frequently to employers, but it may be unfortunate. Students need to know where the vacancies are, what is required to get a job, and what the jobs pay. Employers are a logical source of such information. But students need also to know what the workers like and dislike about their jobs, and whether the experiences of the employers confirm or contradict what the employers say on any aspect of the job.

If students are to be given an accurate and a balanced picture of what jobs are really like, counselors must give equal attention to both management and labor as sources of information. No matter how truthful each may try to be, they do see the same thing from different angles.

Although the New York State Employment Service ranks 5 in usefulness as a source of occupational information, it ranks 12 in actual use. In contrast, the New York Life Insurance Company booklets are rated lower in usefulness but higher in use than the New York State Employment Service. The explanation may reflect the greater accessibility of the New York Life Insurance Company booklets and the more aggressive distribution policy of their publisher. If a way can be found to make the New York State Employment Service information more readily accessible to counselors, one may hope thereby to improve the quality of the information made available to students.

The Job Guide for Demand Occupations and the Career Guide for Demand Occupations, both published by the Department of Labor, rank 39 and 40 in frequency of use. Yet these are excellent publications, welcomed and used by counselors who are familiar with them. Again accessibility may be the key. The Department of Labor makes these publications readily available on request. The problem is to find some way to make more counselors aware of them.

Follow-up of former students ranks 16 in use and 14 in usefulness, despite the fact that the best way of anticipating the kinds of jobs students will get is to learn what kinds of jobs their recent predecessors were able to get in the open competition of the employment market. Again one is faced with the problem of the accessibility of the information. Many New York State high schools follow up their college preparatory students and proudly report the colleges to which they have been admitted. Fewer schools are equally industrious in following up and reporting on the entry jobs obtained by their graduates and dropouts. Efforts by the investigator in this project to find and to use follow-up data proved frustrating. Few studies were to be found, and these were sometimes not comparable. There is real need for more and better follow-up data, compiled from a broader base and made much more accessible to counselors, students, parents, teachers, and school administrators. Perhaps it is time to think about making such studies on a county or a state wide basis. If effective vocational counseling is to be done with high school students who plan to enter two-year colleges, similar follow-up studies of these students are needed after they have completed their formal education and have found their entry jobs.

Alumni rank 26 in use and 38 in usefulness, which suggests that counselors may be neglecting one of their best sources of up to date, local occupational information. Recent alumni, brought back to the school for group conferences with senior students, frequently surprise both students and counselors with the realities of their jobs.

Plant tours rank 7 in usefulness and 18 in use. A student needs to see, hear, feel and smell the kind of environment in which he will spend seven or eight hours a day. Only then can he realize what he will be getting into when he goes to work. Plant tours frequently lead some students to quick and positive rejections of previously uninformed choices. Tours confirm the convictions of others, and

open the eyes of the undecided to opportunities which they never knew existed. A plant tour is one of the few ways in which a student with a positive fixation on an ill-considered choice can be persuaded to look at other opportunities. Can anything be done to increase the number of plant tours offered to students?

Could one counselor be assigned to arrange one plant tour each week, to be conducted after school in the afternoon, and open to all students and teachers who wish to participate?

The Occupational Outlook Handbook ranks 1 in both use and usefulness among the 51 sources of occupational information. The Handbook is a bound volume of occupational briefs published every two years by the United States Department of Labor. It is widely publicized, inexpensive, and easy to obtain and use.

The Dictionary of Occupational Titles ranks 3 in use and 17 in usefulness. Since this finding is similar to the Kuntz and Jetton study (9) it may be that counselors are still not receiving adequate instruction in the use of this publication.

Occupational briefs and pamphlets rank highest in both use and usefulness among the 21 media listed for disseminating occupational information. Private and commercial briefs and pamphlets rank 1 in both use and usefulness. Government briefs and pamphlets rank 3 in both use and usefulness. It may be inferred that counselors place such a high rating on this medium because of its availability, its relative inexpensiveness, and its convenience.

Posters rank 2 in use among the 21 media and 14 in usefulness. It may be inferred that counselors use posters because of their availability, relative inexpensiveness, and convenience -- and because they have bulletin boards on which they are expected to post visual materials.

Part II

Two-Year College Counselor Survey

It is sometimes assumed that two-year college students have already made occupational commitments and hence do not need assistance in occupational or career decision-making. The finding of this study that 45% of two-year college second year students in 1966 entered four-year college suggests that this may not be so for a substantial number.

Two-year college counselors, like secondary school counselors, rate their formal preparation in occupational information as less adequate than in other counselor competencies. 19 two-year college counselors (25%) report that they have never had a course in occupational information. This suggests that requirements for two-year college counselors may be reexamined as well as the content of counselor education courses. In addition, investigation may well be made into the possibility of establishing in-service occupational education courses for two-year college counselors.

In general, the two-year college counselors tend to value and use the same occupational information media and sources as do the secondary school counselors. One notable difference is in the rating given to the community occupational survey. Two-year college counselors rank this source 28 in use and 2 in usefulness. Secondary school counselors rank this source 33 in use and 20 in usefulness.

Other notable differences in the rating of sources by two-year college counselors were: (1) Alumni rank 31 in use and 10 in usefulness, and (2) Follow-up of former students rank 9.5 in use and 5 in usefulness. The ratings given to these sources by secondary school counselors were: (1) Alumni rank 26 in use and 38 in usefulness, and (2) Follow-up of former students rank 16 in use and 14 in usefulness.

All of this suggests that two-year college counselors find more useful than do secondary school counselors direct sources of occupational information such as the local survey and personal contacts with former students. Can a way be found to enable all counselors to make wider use of these excellent sources of occupational information?

Like the secondary school counselors, the two-year college counselors appear to turn to management for occupational information more frequently than they turn to labor. In frequency of use as sources, employers rank 8, employers rank 24, materials from management sources rank 26, materials from labor union sources rank 37, and local labor union officers rank 45.

Of the four media ranked highest in usefulness, three are ranked tenth or lower in use. These three are plant tours, periodic group conferences on careers, and career clubs. One wonders why these preferred media are not used more frequently. Are there obstacles which could be overcome? Do the counselors not have time for these activities? If so, who controls the distribution of the counselor's time? Can his time be redistributed so that he can more frequently put first things first?

The Career Guide for Demand Occupations and the Job Guide for Demand Occupations are two excellent publications of the Department of Labor. They rank 38 and 39 in use, 38 and 32 in usefulness. Why? Is some revision of content desirable to meet the needs of two-year college students and their counselors? Or are too few counselors sufficiently familiar with these materials? The Department of Labor is one of the best sources of information about occupations in which there is active demand for more workers. If we are to improve the occupational information which counselors present to students, we must find some more effective way to package and distribute the information which the Department of Labor already collects and processes.

Part III

Occupational Education Administrators' Survey

In commenting on the questionnaire for vocational education administrators, one respondent wrote: "This is a very difficult type of format for this area. Most of the questions can not be accurately answered. And, the relevance of the questions are only dimly appreciated". While there may be validity to this remark, it is felt that a considerable amount of potentially useful information was obtained through this questionnaire.

The finding that 36% of the high school graduates and second year two-year college students continued their education adds strength to the argument that many occupational education students in high school and two-year college do not cease going to school upon the completion of their studies.

The large number of sources added by respondents to the extensive list in the questionnaire and the wide divergence in the ratings of "Use" and "Usefulness" suggest that vocational education administrators do not follow any special pattern in utilizing information for establishing programs.

Published materials from trade, industrial, and business sources rank 1 in use and 24 in usefulness. The Dictionary of Occupational Titles ranks 2 in use and 18 in usefulness. Materials from professional sources rank 3 in use and 14 in usefulness. The Occupational Outlook Handbook ranks a consistent 4 in use and 5 in usefulness.

On the other hand, employers other than alumni rank 1 in usefulness and 6 in actual use. Occupational curriculum advisory committees rank 2 in usefulness and 12 in actual use. Follow-up of former students ranks 3.5 in usefulness and 7 in use while telephone contacts rank 3.5 in usefulness and 9 in use.

Surprisingly low are the rankings given to training needs surveys (MT-1's) of the Department of Labor: 40 in use and 23 in usefulness. And the area skills surveys of the Department of Labor: 42 in use and 44 in usefulness.

Among considerations for the development of occupational information materials "Information of chances of obtaining a job in the local area after meeting entry requirements" ranks 3 among 19 considerations. The best possible source of that information is the experience of former students when they went to look for a job "after meeting entry requirements". Yet "Regional and local follow-up studies of occupations held by dropouts and last year's graduates of high schools and two-year colleges" ranks 9 among the same 19 considerations. Too frequently the rosy predictions of employment opportunities are based upon the opinions of employers, teachers, and school administrators. Too seldom are these rosy predictions checked against the experiences of our school and college alumni.

The remaining findings of this phase of the study should be examined in the context of the findings of a pilot project being conducted in the Utica Labor Market Area by the New York State Labor Department, under the direction of Lou Schisa. The title of this pilot project is "Development of Labor Market Information for Purposes of Planning Vocational Education Needs". This project grew out of the work of the Task Force of the New York State Education Department and the Department of Labor which was organized to explore better methods of cooperation between both departments. The objectives of the Utica area project are: (1) to determine whether adequate information is already available for establishing occupational education programs, (2) to determine what, if any, additional information is needed, and (3) to determine whether the New York State Department of Labor can provide any additional information needed by occupational education administrators to establish programs. The emphasis of the project is on (1) economic data and (2) whether education should be provided in specific occupations. This pilot project will not undertake the determination of what information may be needed to decide on the skills that may be desired in the future (skill projections).

The information on current employment opportunities is available to the Utica area study from:

1. Area training needs surveys.
2. Data on unfilled job openings in Employment Service Offices.
3. Job vacancy surveys in New York SMSA, Rochester Area, and Buffalo.
4. Occupational Outlook Handbook.
5. Business and Defense Service-Administration publication, United States Industrial Outlook.

Analysis of the data will be undertaken and a summary prepared which will be identified as the findings and interpretation of the New York State Division of Employment regarding occupations for which there are reasonable prospects of employment in the Utica Area which may be suitable for vocational training. The summary will include, where appropriate, in agreement with vocational education authorities, the job content and performance requirements of occupations for which additional vocational training needs may be indicated. The summary report will be made available to the State vocational education authorities for their review and evaluation as to its usefulness in developing their "Projected Program of Activities".

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The ultimate objective of the study was to determine the feasibility of establishing a model occupational information dissemination unit that would operate between the New York State Education Department and the Department of Labor. The three specific objectives were as follows:

1. To determine the occupational information needs of students, counselors, and other educators in secondary schools and two-year colleges.
2. To determine what occupational information resources were available to students, counselors, and other educators in secondary schools and two-year colleges.
3. To determine what must be done to improve the occupational information available to students, counselors, and other educators, and to determine in what format this information should be prepared, filed, retrieved, and disseminated in order to make it more useful.

Some of the basic assumptions that the investigation attempted to test were as follows:

1. Counselors in secondary schools and two-year colleges are generally less proficient in the knowledge or use of occupational information than in other counselor competencies.
2. Occupational information literature is generally not prepared in the vocabulary, style, format, and content to be of maximum benefit to students in secondary schools or two-year colleges.
3. Occupational information literature is inadequately disseminated to or used by guidance counselors or curriculum planners.

4. Occupational educators and administrators will continue to spend millions of dollars and make many decisions in establishing occupational courses in the coming years. There is needed a greatly increased effort to improve and expand knowledge of the demand and supply of the labor market.

The finding that counselors on all levels rate their formal preparation in occupational information less adequate than in other counselor competencies has implications for counselor education institutions, the New York State Bureau of Guidance, and two-year college administrators.

Additional study is needed on the type of occupational information required by administrators to establish occupational education programs, and decide on curriculum and the purchase of equipment.

From the beginning, there was unanimous agreement between the Education Department and the Department of Labor on the desire to establish a joint program of occupational information preparation and dissemination that would better serve schools, colleges, and the Employment Service. After many months of meetings and negotiations, a cooperative agreement was finally established. There were many differences and problems that had to be resolved. It was agreed that the New York State Department of Labor would write in 1967-1968 approximately 200 occupational guides for secondary schools and two-year colleges in the Nassau-Suffolk County area under a contractual arrangement with the Board of Cooperative Educational Services of the Sole Supervisory District of Nassau County. The occupational guides were to be paid for out of federal funds allotted to the New York State Office of Occupational Education Supervision and were to meet specifications established by the BOCES vocational guidance consultant in Nassau County and the New York State Bureau of Guidance in Albany.

The format established for the occupational guides (See Appendix D) was patterned after the successful VIEW scripts prepared by the Career Information Center of the San Diego County Department of Education under a grant from the Federal Vocational Education Act of 1963. Specific new features to be incorporated in the New York State occupational guide format were determined by the findings of the questionnaire survey of New York State counselors and occupational education administrators.

A method had to be developed for the selection of the occupational titles for which guides would be written to meet the special occupational information needs of counselors and students in secondary schools and two-year colleges of Nassau and Suffolk Counties. For a description of the selection process, see appendix E.

Secondary school counselors rank occupational briefs and pamphlets 1 in use and 1 in usefulness among 21 media listed in the questionnaire. They rank the Occupational Outlook Handbook also 1 in use and 1 in usefulness among the 51 sources listed in the questionnaire.

Two-year college counselors rank occupational briefs 1 in use and 7 in usefulness among 21 media listed in the questionnaire. They rank the Occupational Outlook Handbook 2 in use and 1 in usefulness among the 51 sources listed in the questionnaire.

The Occupational Outlook Handbook is in reality a bound volume of occupational briefs, published every two years by the United States Department of Labor.

Secondary school counselors and two-year college counselors rank high in importance the following considerations for the development of occupational information materials: information on specific preparation requirements for getting the entry job; language, style, and format to take more into account the age and maturity level of students; information on choices of obtaining a job in the local

area; information on the economic returns of the occupation for given skill levels; information on personal requirements for getting the entry job; and frequent reports of statewide, regional, and local surveys of entry occupational needs.

Existing occupational information literature materials do not meet these requirements. Attempts will be made to include these considerations in the occupational guides to be prepared for the projected Nassau-Suffolk County area occupational information dissemination pilot project for 1967-1968.

This pilot project will be sponsored by the Board of Cooperative Educational Services, Sole Supervisory District of Nassau County under an allocation of local assistance funds for research and development. These funds will be made available under section 4(a) of the Federal Vocational Education Act of 1963 by the Office of Occupational Education, State Education Department, Robert Seckendorf, Assistant Commissioner. The principal investigator will be George S. DuBato, who was also the principal investigator for this feasibility study. Participating in the project will be nine high schools and three two-year colleges. The high schools will be paired by type and by student population. For example: there will be three academic high schools with a fairly large percentage of non-college-bound students; three comprehensive high schools; and three vocational high schools.

The principal investigator will be in effect the coordinator for the dissemination of the new occupational guides to be written by the New York State Department of Labor for the Nassau-Suffolk County area. Counselors in the participating schools will receive orientation in the use of occupational information with students. Cooperating with the principal investigator in the orientation process will be representatives from the New York State Bureau of Guidance.

Evaluation of the use of the new occupational guides will be conducted throughout the year with the assistance of the Division of Evaluation of the New York State Education Department. Plans for the evaluation being considered are similar to those

conducted by the Career Information Center of the San Diego County Department of Education for their microfilm aperture card occupational guides. Besides other evaluation techniques, students may be asked to complete a "before" and "after" questionnaire on the use of occupational guides. Later in the year the principal investigator may hold separate group meetings with students and counselors who have used the new occupational guides to discuss their effectiveness in occupational and career planning and decision-making. A written report on the findings of the evaluation will be submitted to the State Education Department by June 30, 1968, and it is anticipated that a Department report will be forthcoming in the fall of that year.

CHAPTER VI

SUMMARY

The purpose of the project was to determine the feasibility of establishing greater cooperation between the New York State Employment Service and the secondary schools and two-year colleges of New York State in the production and dissemination of improved occupational information for students and counselors.

To compile data on the present practice and opinions of counselors and administrators questionnaire responses were obtained from 740 elementary and high school counselors, 52 two-year college counselors, 44 high school administrators, and 26 administrators in two-year colleges.

The responses indicated that the counselors felt less well prepared in occupational information than in other aspects of their work; that both counselors and administrators valued highly the kinds of information which the Employment Service could supply, especially on local employment opportunities in demand occupations.

As an outgrowth of this study a pilot project will be undertaken in Nassau and Suffolk Counties in 1967-1968. A list of 212 local occupations has been prepared with the help of Employment Service occupational analysts. Guides on these occupations will be prepared, published, and distributed to secondary schools and two-year colleges as a part of the pilot project.

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APPENDIX A

**OCCUPATIONAL INFORMATION UTILIZATION SURVEY
GUIDANCE COUNSELOR'S QUESTIONNAIRE**

The University of the State of New York
The State Education Department
Bureau of Guidance
Albany, New York 12224

Fall 1966

Dear Sir:

The New York State Education Department is investigating the need for establishing an occupational information dissemination unit that would directly assist counselors and occupational educators by translating, synthesizing, and adapting the increasing array of occupational information for use in schools and two-year colleges.

The attached questionnaire is a part of this feasibility study. Your cooperation in completing this form will help us to establish the need for this type of service.

There will be no need to identify yourself on the questionnaire.

Thank you for your assistance.

Sincerely,

James W. Moore
Chief
Bureau of Guidance

Alan G. Robertson
Chief
Bureau of Occupational Education Research

George S. DuBato
Principal Investigator

Empty rectangular box for notes.

OCCUPATIONAL INFORMATION UTILIZATION SURVEY

GUIDANCE COUNSELOR'S QUESTIONNAIRE

PART I. YOUR SCHOOL, COMMUNITY, AND JOB CHARACTERISTICS

A. The school in which you serve: *

1. Name _____

2. Legal name of school district, if applicable _____

3. Number and street of school _____

4. City or village _____

5. County _____

B. Grade organization, or level, of your school where you function. * (Check one)

1. Grades K - 6. 1. _____

2. Grades 7 - 12 2. _____

3. Grades 7 & 8. 3. _____

4. Grades 7 - 9. 4. _____

5. Grades 9 - 12 5. _____

6. Grades 10 - 12. 6. _____

7. Two-year college. 7. _____

8. Other. 8. _____

Specify, i.e., grades _____ through _____

C. If your school is a senior high school, indicate type of school. (Check one)

1. Vocational - technical 1. _____

2. Academic 2. _____

3. Comprehensive (offers, in addition to college-preparatory sequences, major sequences in 5 or more vocational-technical programs in any combination of the following areas: Agriculture, Business, Distributive, Trade and Industrial, Technical, Health, or Home Economics). . 3. _____

* If you are assigned to more than one school, answer for the school in which you spend more than 50% of your time.

D. Estimate your approximate student enrollment this year:

- 1. Approximate number of male students. / / / /
- 2. Approximate number of female students. / / / /
- 3. Approximate total enrollment. / / / /

E. Type of area in which your school is located. (Check one)

- 1. Urban. 1.
- 2. Suburban 2.
- 3. Rural. 3.
- 4. Urban-suburban 4.
- 5. Urban-rural. 5.
- 6. Suburban-rural 6.

F. Your job title. (Check one)

- 1. Guidance counselor 1.
- 2. Vocational guidance counselor. 2.
- 3. Teacher-counselor. 3.
- 4. Grade advisor. 4.
- 5. Administrator-counselor. 5.
- 6. Guidance director or chairman. 6.
- 7. Pupil personnel director or chairman 7.
- 8. Dean. 8.
- 9. Assistant dean. 9.
- 0. Teacher of occupations. 0.
- X. Supervisor of occupational information X.
- Y. Other. Y.

Specify _____

G. Your guidance counseling responsibility:

1. Grade level(s) you counsel:

a. Lowest grade / / /

b. Highest grade / / /

2. Your counseling load (number of pupils assigned to you) / / / /

H. If your school is a senior high school or two-year college, please estimate the approximate per cent of your present SENIOR CLASS which will enter:

1. Four-year college _____ %

2. Two-year college or nursing school _____ %

3. Post-secondary vocational, technical, trade, or business school _____ %

4. Civilian employment _____ %

5. Armed forces _____ %

6. Other _____ %

Specify _____

I. If your school is an academic or comprehensive senior high school, indicate who is responsible for counseling those students who do not intend to enter a two-year or four-year college. (Check one)

1. Responsibility is shared by all the guidance counselors 1. _____

2. Responsibility is assigned to a special counselor (or counselors) 2. _____

J. Are you responsible for counseling ONLY the non-college bound students in your school? 1. Yes _____

2. No _____

PART II. COUNSELOR PREPARATION AND THE USE OF OCCUPATIONAL INFORMATION (GENERAL.)

A. How would you rate the quality of the formal preparation which you received in the area of occupational information for your present position? (Check one)

1. Poor 1. _____

2. Fair 2. _____

3. Good 3. _____

4. Excellent 4. _____

B. How would you rate the quality of the formal preparation which you received in guidance counselor competencies other than occupational information? (Check one)

- 1. Poor. 1. _____
- 2. Fair. 2. _____
- 3. Good. 3. _____
- 4. Excellent 4. _____

C. In what year did you last take a course in occupational information?. (year) 19 _____

D. In what year did you last take a guidance and counseling course other than occupational information? (year) 19 _____

E. How would you rate your present knowledge of occupational information as related to the needs of your students? (Check one)

- 1. Poor. 1. _____
- 2. Fair. 2. _____
- 3. Good. 3. _____
- 4. Excellent 4. _____

F. How would you rate your present knowledge of guidance information (such as tests and measurements) other than occupational information as related to the needs of your students? (Check one)

- 1. Poor. 1. _____
- 2. Fair. 2. _____
- 3. Good. 3. _____
- 4. Excellent 4. _____

G. How would you describe the occupational information literature available to you in your school for use in individual counseling or group guidance?
(Check one in each group)

NOTE: The term "group guidance" in this questionnaire means any and all guidance counselor contacts with more than one student at a time for such purposes as, special group conferences on careers, semester (or year) courses or shorter units on occupations and careers, informal discussions about occupations in the counselor's office, corridor, lunchroom, or library, etc.

1. In Individual Counseling

- a. Useless. 1. _____
- b. Not very useful. 2. _____
- c. Somewhat useful. 3. _____
- d. Very useful. 4. _____

2. In Group Guidance

- a. Useless. 1. _____
- b. Not very useful. 2. _____
- c. Somewhat useful. 3. _____
- d. Very useful. 4. _____

H. To what extent do you use occupational information with your students?
(Check one in each group)

1. In Individual Counseling

- a. Never. 1. _____
- b. Seldom 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

2. In Group Guidance

- a. Never. 1. _____
- b. Seldom 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

1. To what extent would you like to use occupational information with your students?
(Check one in each group)

1. In Individual Counseling

- a. Never. 1. _____
- b. Seldom 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

2. In Group Guidance

- a. Never. 1. _____
- b. Seldom 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

What facilities, if any, are available in your school for the storage and display of occupational information literature and posters?

1. Filing cabinets:

a. Where located? (Check appropriate items)

- (1) Library. _____
- (2) Guidance office or waiting room. _____
- (3) Guidance counselor's office(s) _____
- (4) Guidance conference room _____
- (5) None _____
- (6) Other. _____

Specify _____

b. Does your school use an occupational literature filing plan? . . 1. Yes _____
2. No _____

c. If above answer is YES, check if plan is

- (1) Commercial (SRA, Chronicle, etc.). _____
- (2) Homemade _____
- (3) Both _____

2. Special occupational information bulletin boards:

a. How many? / / /

b. Where located? (Check appropriate items)

- (1) Library _____
- (2) Guidance office or waiting room _____
- (3) Guidance counselor's office(s). _____
- (4) Guidance conference room. _____
- (5) In corridor(s). _____
- (6) Other _____

Specify _____

3. Occupational information display racks for pamphlets and periodicals:

a. How many? / / /

b. Where located? (Check appropriate items)

- (1) Library _____
- (2) Corridor(s) _____
- (3) Guidance office or waiting room _____
- (4) General office. _____
- (5) Other _____

Specify _____

K. Who is responsible in your school for obtaining occupational information materials?
(Check appropriate items)

- 1. The pupil personnel director _____
- 2. The guidance director. _____
- 3. The librarian. _____
- 4. The guidance chairman and librarian. _____
- 5. The principal. _____
- 6. All the guidance counselors. _____
- 7. The vocational guidance counselor. _____
- 8. The supervisor of occupational information _____
- 9. Department chairman other than guidance director _____
- 0. Responsibility not specifically assigned _____
- X. Other _____

Specify _____

1. Approximately how much money is budgeted in your school this year for occupational information materials?

1. Total amount. \$ 1111
(Dollars)

PART III. USE OF OCCUPATIONAL INFORMATION (SPECIFIC)

A. Rate the usefulness of the following MEDIA for disseminating occupational information to your students. (Check one column for each item)

MEDIA	Have Not Used 0	Useless 1	Not Very Useful 2	Somewhat Useful 3	Very Useful 4
1. Occupational briefs or pamphlets (private and commercial)					
2. Books, periodicals (private and commercial)					
3. Posters (private and commercial)					
4. Occupational outlook briefs or pamphlets (gov't)					
5. Books, periodicals (gov't)					
6. Posters (gov't)					
7. School newspaper					
8. School or guidance mimeographed materials, newsletters, or handbook					
9. Motion pictures					
10. Filmstrips					
11. Tapes					
12. Records					
13. Annual career day					
14. Periodic group conference on careers					
15. Bulletin boards					
16. Displays or exhibits					
17. Semester or year courses on occupations					
18. Shorter units on occupations					
19. Plant tours					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
MEDIA	0	1	2	3	4
20. Career clubs					
21. Assemblies Other:					
22.					
23.					
24.					
25.					

B. Rate the usefulness of the following SOURCES of occupational information in career guidance. (Check one column for each item)

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES	0	1	2	3	4
1. Chronicle Guidance Occupational Briefs					
2. S.R.A. Occupational Briefs, Pamphlets, Reprints					
3. B'nai B'rith Vocational Materials					
4. Careers (Largo, Florida) Briefs, Pamphlets, Reprints					
5. Mademoiselle College and Career Reprints					
6. Sextant Series for Exploring Your Future					
7. Boston University Career Monographs					
8. Changing Times Reprints					
9. Children's Press "I Want To Be" Series					
10. The Institute for Research Careers Research Monographs					
11. Julian Messner Career Romances for Young Moderns					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES	0	1	2	3	4
12. N.Y. Life Insurance Company Booklets on Individual Careers					
13. Personnel Services Occupational Abstracts					
14. Pratt Institute Career Briefs					
15. Simmons College Vocational Guidance Series for Young Women					
16. U.S. Civil Service Commission booklets					
17. Dictionary of Occupational Titles (Dept. of Labor)					
18. Occupational Outlook Handbook (Dept. of Labor)					
19. Occupational Outlook Handbook Report Series (Dept. of Labor)					
20. Occupational Outlook Briefs (Dept. of Labor)					
21. Occupational Outlook Wall Charts (Dept. of Labor)					
22. Occupational Outlook Quarterly (Dept. of Labor)					
23. Occupational Outlook Quarterly Reports (Dept. of Labor)					
24. Handbook on Women Workers (Dept. of Labor)					
25. Future Jobs for High School Girls (Dept. of Labor)					
26. Health Careers Guidebook (Dept. of Labor)					
27. Monthly Labor Review (Dept. of Labor)					
28. Career Guide for Demand Occupations (Dept. of Labor)					
29. Job Guide for Demand Occupations (Dept. of Labor)					

SOURCES	Have Not Used 0	Useless 1	Not Very Useful 2	Somewhat Useful 3	Very Useful 4
30. Area Skill Surveys (Dept. of Labor)					
31. Training Needs Surveys (Dept. of Labor)					
32. Occupational Guides (Dept. of Labor)					
33. The Employment Service Review (Dept. of Labor)					
34. Veteran's Administration Career Pamphlets					
35. Vocational Guidance Quarterly					
36. Materials from Professional Sources					
37. Armed Forces Occupational Handbooks					
38. Alumni					
39. Employers (Other than alumni)					
40. Employees (Other than alumni)					
41. Materials from Labor Union Sources					
42. Materials from Management Sources					
43. Materials from Trade, Industrial, and Business Sources					
44. Follow-up of Former Students					
45. Telephone Contacts					
46. Plant Tours					
47. Community Occupational Survey					
48. Local Labor Union Officers					
49. NYSES					
50. Other Placement Offices					
51. New York State Bureau of Guidance Other:					
52.					
53.					
54.					
55.					

C. Rate the importance of the following considerations for the development of occupational information materials and services for use in career guidance with your students. (Check one column for each item)

CONSIDERATIONS	Unimportant 1	Important 2	Very Important 3
1. Limited use of technical terms			
2. Liberal use of concrete true-to-life examples to illustrate concepts			
3. More pictures			
4. Frequent reports of statewide, regional, and local surveys of <u>entry</u> occupational needs			
5. Regional and local follow-up studies of occupations held by dropouts and last year's graduates of high schools and two-year colleges			
6. Language, style, and format of materials to take more into account the age and maturity level of students as well as their self-concept, personality development, needs, and values			
7. Fewer statistics, charts, graphs			
8. Accurate local and regional <u>projections</u> of present and future labor market needs			
9. Information about psychological environment on the job			
10. What workers like and dislike about their jobs			
11. More frequent bibliographies on sources of occupational information literature			
12. Information on personal requirements for getting the entry job			
13. Information on preparation requirements for getting the entry job			
14. Information on chances of obtaining a job in the local area after meeting entry requirements			

CONSIDERATIONS	Unimportant 1	Important 2	Very Important 3
15. Information on the economic returns of the occupation (beginning earnings, salary increases, peak earnings, lifetime earning potential, etc.)			
16. Emphasis in job information <u>descriptions</u> on job clusters, or career fields, rather than on specific occupations			
17. More emphasis in occupational information literature on career aspects of work and on the concept of vocational adjustments as a lifetime process, rather than on the concept of a single occupational choice in the lifetime of an individual			
18. More recognition in job descriptions of the concept that some people do not look to their jobs as a source of satisfaction			
19. More emphasis in job descriptions on the satisfactions to be derived from unpaid work as well as paid work			
20. More emphasis in occupational information literature on the concept that many girls in school today will have three careers: a job; marriage and family raising; a job after the children have grown			
21. More emphasis in occupational information literature on the opportunities for women in occupations outside the realm of the traditional women's occupations.			
Other suggestions: 22.			
23.			
24.			
25.			

D. From the list of sources of occupational information in item III B, pages 9-11, including those that you may have added, please indicate those that you use most frequently and briefly state how you use them.

Use Most Often
(By item and page number)

How Used

(Individual counseling, group guidance, career day, course or unit on occupations, etc.)

1. _____

2. _____

3. _____

4. _____

E. From the list of occupational information publications in item III B, pages 9-11, please indicate those with which you are familiar, but which you do not use. Briefly state why they are not used. (Some factors might be: obsolescence, national picture only, not written for guidance counselors or students, readability, format, vocabulary, too long, etc.)

Familiar Publication
(By item and page number)

Why Not Used

1. _____

2. _____

3. _____

4. _____

(For additional comments, use reverse side.)

APPENDIX B

OCCUPATIONAL INFORMATION UTILIZATION SURVEY
TWO-YEAR COLLEGE COUNSELOR'S QUESTIONNAIRE*

*Full time professional counselors who spend more than fifty per cent of their time in guidance and counseling services with students.

The University of the State of New York
The State Education Department
Bureau of Occupational Education Research
Albany, New York 12224

Fall 1966

Dear Sir:

The New York State Education Department is investigating the need for establishing an occupational information dissemination unit that would directly assist counselors and occupational educators by translating, synthesizing, and adapting the increasing array of occupational information for use in schools and two-year colleges.

The attached questionnaire is a part of this feasibility study. Your cooperation in completing this form will help us to establish the need for this type of service.

This questionnaire is to be completed by two-year college personnel who are currently engaged more than fifty per cent of their time in professional guidance and counseling services with students. This questionnaire is being sent to you with the approval of the Office of the University Dean for Two-Year Colleges, State University of New York, and the Division of Higher Education. It includes revisions that resulted from suggestions by persons from the administrative staffs of four two-year colleges, including the areas of Student Personnel Service and Admissions.

Enclosed is a self-addressed envelope for returning the completed questionnaires. Once the questionnaires have been analyzed, a copy of the reports that result will be forwarded to all persons and institutions cooperating with the project.

There will be no need to identify yourself on the questionnaire.

Thank you for your assistance.

Sincerely,

Sebastian V. Martorana
University Dean for Two-Year Colleges
State University of New York

Alan G. Robertson
Chief
Bureau of Occupational Education Research

George S. DuBato
Principal Investigator

OCCUPATIONAL INFORMATION UTILIZATION SURVEY

TWO-YEAR COLLEGE COUNSELOR'S QUESTIONNAIRE*

*Full time professional counselors who spend more than fifty per cent of their time in guidance and counseling services with students.

PART I. YOUR COLLEGE, COMMUNITY, AND JOB CHARACTERISTICS

A. The college in which you serve:

- 1. Name of college _____
- 2. Address of college _____

- 3. City or village _____
- 4. County _____

B. Estimate your approximate student enrollment this year:

- 1. Approximate number of male students / / / / /
- 2. Approximate number of female students / / / / /
- 3. Approximate total enrollment / / / / /

C. Type of area in which your college is located. (Check one)

- 1. Urban 1. _____
- 2. Suburban 2. _____
- 3. Rural 3. _____
- 4. Urban-suburban 4. _____
- 5. Urban-rural 5. _____
- 6. Suburban-rural 6. _____

D. Your job title _____

Student-counselor ratio at your college

If you can, estimate the approximate per cent of your last year's graduating class which entered:

- 1. Four-year college _____%
- 2. Civilian employment _____%
- 3. Armed forces _____%
- 4. Unknown _____%
- 5. Other _____%

Specify _____

PART II. COUNSELOR PREPARATION AND THE USE OF OCCUPATIONAL INFORMATION (GENERAL)

How would you rate the quality of the formal course preparation which you received in the area of occupational information for your present position? (Check one)

- 1. Poor 1. _____
- 2. Fair 2. _____
- 3. Good 3. _____
- 4. Excellent. 4. _____

How would you rate the quality of the formal course preparation which you received in counselor competencies other than occupational information? (Check one)

- 1. Poor 1. _____
- 2. Fair 2. _____
- 3. Good 3. _____
- 4. Excellent 4. _____

In what year did you last take a course in occupational information? (Leave blank if you haven't had one) (year) 19 _____

In what year did you last take a guidance and counseling course other than in occupational information? (year) 19 _____

E. How would you rate your present knowledge of occupational information as related to the needs of your students? (Check one)

- 1. Poor 1. _____
- 2. Fair 2. _____
- 3. Good 3. _____
- 4. Excellent. 4. _____

F. How would you rate your present knowledge of guidance information (such as tests and measurements) other than occupational information as related to the needs of your students? (Check one)

- 1. Poor 1. _____
- 2. Fair 2. _____
- 3. Good 3. _____
- 4. Excellent 4. _____

G. How would you describe the occupational information literature available to you in your college for use in individual counseling or group guidance? (Check one in each group)

NOTE: The term "group guidance" in this questionnaire means any and all counselor contacts with more than one student at a time for such purposes as, special group conferences on careers, semester (or year) courses or shorter units on occupations and careers, informal discussions about occupations in the counselor's office, corridor, lunchroom, or library, etc.

1. In Individual Counseling

- a. Useless 1. _____
- b. Not very useful 2. _____
- c. Somewhat useful 3. _____
- d. Very useful 4. _____

2. In Group Guidance

- a. Useless 1. _____
- b. Not very useful 2. _____
- c. Somewhat useful 3. _____
- d. Very useful 4. _____

H. To what extent do you use occupational information with your students?
(Check one in each group)

1. In Individual Counseling

- a. Never 1. _____
- b. Seldom 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

2. In Group Guidance

- a. Never 1. _____
- b. Seldom 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

I. To what extent would you like to use occupational information with your students?
(Check one in each group)

1. In Individual Counseling

- a. Never 1. _____
- b. Seldom 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

2. In Group Guidance

- a. Never 1. _____
- b. Seldom 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

J. What facilities, if any, are available in your college for the storage and display of occupational information literature and posters?

1. Filing cabinets:

a. Where located? (Check appropriate items)

- (1) Library _____
- (2) Waiting room (counseling center) _____
- (3) Counselor's office(s) _____
- (4) Placement office _____
- (5) None _____
- (6) Other _____

Specify _____

b. Does your college use an occupational literature filing plan? . . 1. Yes _____

2. No _____

c. If above answer is YES, check if plan is

- (1) Commercial (SRA, Chronicle, etc.) _____
- (2) Homemade _____
- (3) Both _____

2. Special occupational information bulletin boards (devoted regularly to display of occupational and career information)

a. How many? / / / / /

b. Where located? (Check appropriate items)

- (1) Library _____
- (2) Waiting room (counseling center) _____
- (3) Counselor's office(s) _____
- (4) Placement office _____
- (5) In corridor(s) _____
- (6) None _____
- (7) Other _____

Specify _____

3. Occupational information display racks for pamphlets and periodicals:

a. How many? / / / / /

b. Where located? (Check appropriate items)

- (1) Library _____
- (2) Corridor(s) _____
- (3) Waiting room (counseling center) _____
- (4) Placement office _____
- (5) None _____
- (6) Other _____

Specify _____

K. Who is responsible in your college for obtaining occupational information materials?
(Check appropriate items)

- 1. The student personnel director _____
- 2. The director of counseling _____
- 3. The librarian _____
- 4. The director of counseling and librarian _____
- 5. All the counselors _____
- 6. The vocational guidance counselor _____
- 7. The supervisor of occupational information _____
- 8. Department chairmen other than director of counseling _____
- 9. Responsibility not specifically assigned _____
- 10. Other _____

Specify _____

L. Approximately how much money is budgeted in your college this year for occupational information materials?

- 1. Total amount \$ / / / / /
(Dollars)

PART III. USE OF OCCUPATIONAL INFORMATION (SPECIFIC)

A. Rate the usefulness of the following MEDIA for disseminating occupational information to your students. (Check one column for each item)

MEDIA	Have Not Used 0	Useless 1	Not Very Useful 2	Somewhat Useful 3	Very Useful 4
1. Occupational briefs or pamphlets (private and commercial)					
2. Books, periodicals (private and commercial)					
3. Posters (private and commercial)					
4. Occupational outlook briefs or pamphlets (gov't.)					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
MEDIA	0	1	2	3	4
5. Books, periodicals (gov't.)					
6. Posters (gov't.)					
7. College newspaper					
8. College catalogs, pamphlets, newsletters, or handbooks					
9. Motion pictures					
10. Filmstrips					
11. Tapes					
12. Records					
13. Annual career day					
14. Periodic group conference on careers					
15. Bulletin boards					
16. Displays or exhibits					
17. Semester or year courses on occupations					
18. Shorter units on occupations					
19. Plant tours					
20. Career clubs					
21. Assemblies or convocations					
Other:					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
MEDIA	0	1	2	3	4
22.					
23.					
24.					
25.					

B. Rate the usefulness of the following SOURCES of occupational information in career guidance. (Check one column for each item)

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES	0	1	2	3	4
1. Chronicle Guidance Occupational Briefs					
2. S.R.A. Occupational Briefs, Pamphlets, Reprints					
3. B'nai B'rith Vocational Materials					
4. Careers (Largo, Florida) Briefs, Pamphlets, Reprints					
5. Mademoiselle College and Career Reprints					
6. Sextant Series for Exploring Your Future					
7. Boston University Career Monographs					
8. Changing Times Reprints					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES	0	1	2	3	4
9. Children's Press "I Want To Be" Series					
10. The Institute for Research Careers Research Monographs					
11. Julian Messner Career Romances for Young Moderns					
12. N. Y. Life Insurance Company Booklets on Individual Careers					
13. Personnel Services Occupational Abstracts					
14. Pratt Institute Career Briefs					
15. Simmons College Vocational Guidance Series for Young Women					
16. U. S. Civil Service Commission booklets					
17. Dictionary of Occupational Titles (Dept. of Labor)					
18. Occupational Outlook Handbook (Dept. of Labor)					
19. Occupational Outlook Handbook Report Series (Dept. of Labor)					
20. Occupational Outlook Briefs (Dept. of Labor)					
21. Occupational Outlook Wall Charts (Dept. of Labor)					
22. Occupational Outlook Quarterly (Dept. of Labor)					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES	0	1	2	3	4
23. Occupational Outlook Quarterly Reports (Dept. of Labor)					
24. Handbook on Women Workers (Dept. of Labor)					
25. Future Jobs for High School Girls (Dept. of Labor)					
26. Health Careers Guidebook (Dept. of Labor)					
27. Monthly Labor Review (Dept. of Labor)					
28. Career Guide for Demand Occupations (Dept. of Labor)					
29. Job Guide for Demand Occupations (Dept. of Labor)					
30. Area Skill Surveys (Dept. of Labor)					
31. Training Needs Surveys - MT-1's (Dept. of Labor)					
32. Occupational Guides (Dept. of Labor)					
33. The Employment Service Review (Dept. of Labor)					
34. Veteran's Administration Career Pamphlets					
35. Vocational Guidance Quarterly					
36. Materials from Professional Sources					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES					
37. Armed Forces Occupational Handbooks					
38. Alumni					
39. Employers (Other than alumni)					
40. Employees (Other than alumni)					
41. Materials from Labor Union Sources					
42. Materials from Management Sources					
43. Materials from Trade, Industrial, and Business Sources					
44. Follow-up of Former Students					
Telephone Contacts					
46. Plant Tours					
47. Community Occupational Survey					
48. Local Labor Union Officers					
49. New York State Employment Service					
50. Other Placement Offices					
51. New York State Bureau of Guidance					
Other:					
52.					
53.					
55.					

C. Rate the importance of the following considerations for the development of occupational information materials and services for use in career guidance with your students. (Check one column for each item)

	Unimportant	Important	Very Important
CONSIDERATIONS	1	2	3
1. Limited use of technical terms			
2. Liberal use of concrete true-to-life examples to illustrate concepts			
3. More illustrations			
4. Frequent reports of statewide, regional, and local surveys of <u>entry</u> occupational needs			
5. Regional and local follow-up studies of occupations held by dropouts and last year's graduates of high schools and two-year colleges			
6. Language, style, and format of materials to take more into account the age and maturity level of students as well as their self-concept, personality development, needs and values			
7. Statistics, charts, graphs			
8. Accurate local and regional <u>projections</u> of present and future labor market needs			
9. Information about psychological environment on the job			
10. What workers like and dislike about their jobs			
11. More frequent bibliographies on sources of occupational information literature			
12. Information on <u>personal</u> requirements for getting the entry job			
13. Information on <u>general</u> preparation requirements for getting the entry job			
14. Information on <u>specific</u> preparation requirements for getting the entry job			

	Unimportant	Important	Very Important
CONSIDERATIONS			
15. Information on chances of obtaining a job in the local area after meeting entry requirements			
16. Information on the economic returns of the occupation (beginning earnings, salary increases, peak earnings, lifetime earning potential, etc.)for <u>given skill levels</u>			
17. Emphasis in job information <u>descriptions</u> on job clusters, or career fields, rather than on specific occupations			
18. More emphasis in occupational information literature on career aspects of work and on the concept of vocational adjustments as a lifetime process, rather than on the concept of a single occupational choice in the lifetime of an individual			
19. More recognition in job descriptions of the concept that some people do not look to their jobs as a source of satisfaction			
20. More emphasis in job descriptions on the satisfactions to be derived from unpaid work as well as paid work			
21. More emphasis in occupational information literature on the concept that many girls in school today will have three careers: a job; marriage and family raising; a job after the children have grown			
22. More emphasis in occupational information literature on the opportunities for women in occupations outside the realm of the traditional women's occupations			
Other suggestions:			
23.			
24.			
25.			
26.			

D. From the list of sources of occupational information in item III B, pages 8-11, including those that you may have added, please indicate those that you use most frequently and briefly state how you use them.

<u>Use Most Often</u> (By item and page number)	<u>How Used</u>	<u>(Individual counseling, group guidance, career day, course or unit on occupations, etc.)</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____

E. From the list of occupational information publications in item III B, pages 8-11, please indicate those with which you are familiar, but which you do not use. Briefly state why they are not used. (Some factors might be: obsolescence, national picture only, not written for guidance counselors or students, readability, format, vocabulary, too long, etc.)

<u>Familiar Publication</u> (By item and page number)	<u>Why Not Used</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

APPENDIX C

OCCUPATIONAL INFORMATION UTILIZATION SURVEY
OCCUPATIONAL EDUCATION ADMINISTRATOR'S QUESTIONNAIRE

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Occupational Education Research
Albany, New York 12224

Fall 1966

Dear Sir:

The New York State Education Department is investigating the need for establishing an occupational information dissemination unit that would directly assist counselors and occupational educators by translating, synthesizing, and adapting the increasing array of occupational information for use in schools and two-year colleges.

The attached questionnaire is a part of this feasibility study. Your cooperation in completing this form will help us to establish the need for this type of service.

For convenience in administration and scoring, the questionnaire was designed to be used by administrators both from secondary schools and two-year colleges. It was developed with the approval and assistance of the Office of Occupational Education, the Office of the University Dean of Two-Year Colleges, the Division of Higher Education, and the Office of Manpower Development in the Department of Labor. Five area vocational education directors and four two-year college administrators actually assisted in drawing up the questionnaire at two separate full-day work shop sessions.

There will be no need to identify yourself on this questionnaire.

Thank you for your assistance.

Sincerely,

Robert S. Seckendorf
Assistant Commissioner
Office of Occupational Education

Sebastian V. Martorana
University Dean
Two-Year Colleges

Alan G. Robertson
Chief
Bureau of Occupational Education Research

George S. DuBato
Principal Investigator

The University of the State of New York
The State Education Department
Bureau of Occupational Education Research
Albany, New York 12224

Fall 1966

Dear Sir:

The New York State Education Department is investigating the need for establishing an occupational information dissemination unit that would directly assist counselors and occupational educators by translating, synthesizing, and adapting the increasing array of occupational information for use in schools and two-year colleges.

The attached questionnaire is a part of this feasibility study. Your cooperation in completing this form will help us to establish the need for this type of service.

This questionnaire is to be completed by the two-year college administrator who has the primary responsibility for occupational education program development for his institution. This questionnaire is being sent to you with the approval of the Office of the University Dean for Two-Year Colleges, State University of New York, and the Division of Higher Education. It includes revisions that resulted from suggestions by persons from the administrative staffs of four two-year colleges, including the areas of Student Personnel Service and Admissions.

Enclosed is a self-addressed envelope for returning the completed questionnaire. Once the questionnaires have been analyzed, a copy of the reports that result will be forwarded to all persons and institutions cooperating with the project.

There will be no need to identify yourself on this questionnaire.

Thank you for your assistance.

Sincerely,

Sebastian V. Martorana
University Dean for Two-Year Colleges
State University of New York

Alan G. Robertson
Chief
Bureau of Occupational Education Research

George S. DuBato
Principal Investigator

attachment

Two empty rectangular boxes stacked vertically.

OCCUPATIONAL INFORMATION UTILIZATION SURVEY
OCCUPATIONAL EDUCATION ADMINISTRATOR'S QUESTIONNAIRE

For

- * Vocational - technical school principals or directors
- * Area vocational education directors
- * Comprehensive high school principals
- * Academic deans and other two-year college administrators in charge of occupational education programs

NOTE: For the purposes of this questionnaire, the terms "occupational" and "vocational" are interchangeable. Either term refers to any course of study conducted as part of a program designed to fit individuals for gainful employment as workers or technicians in recognized occupations not requiring a baccalaureate degree. This will include any program designed to fit individuals for gainful employment in agricultural, distributive, health, home economics, office, trade and technical occupations and any program which may be assisted by federal funds under the Vocational Education Act of 1963 and supplementary vocational education acts.

PART I. YOUR SCHOOL OR COLLEGE, COMMUNITY, AND JOB CHARACTERISTICS

A. Your school (or area occupational education center(s)):

1. Name of school or college _____
2. Legal name of school district, if applicable _____

3. Number and street of school or college _____
4. City or village _____
5. County _____

B. If your school is a senior high school, indicate type of school. (Check one)

1. Vocational - technical 1. _____
2. Comprehensive (offers, in addition to college-preparatory sequences, major sequences in 5 or more vocational-technical programs in any combination of the following areas: Agriculture, Distribution, Office, Trade and Industrial, Technical, Health, or Home Economics 2. _____

C. Estimate the approximate student enrollment this year in the school that you are reporting:

- 1. Approximate number of male students / / / /
- 2. Approximate number of female students / / / /
- 3. Approximate total enrollment. / / / /

D. Type of area in which your school or college is located. (Check one)

- 1. Urban 1.
- 2. Suburban. 2.
- 3. Rural 3.
- 4. Urban-suburban. 4.
- 5. Urban-rural 5.
- 6. Suburban-rural. 6.

E. Your job title. (Check one)

- 1. Principal 1.
- 2. Vocational education director 2.
- 3. Area vocational education director. 3.
- 4. MDT Project Director. 4.
- 5. Dean. 5.
- 6. Assistant dean. 6.
- 7. Department chairman 7.
- 8. Division chairman 8.
- 9. Other 9.

Specify _____

F. Estimate the approximate per cent of your last year's graduating class (High School) or second year class (Two-Year College) which entered: (Respond only to those categories which apply to your school or college)

- 1. Four-year college or professional school _____%
- 2. Two-year college or nursing school. _____%
- 3. Post-secondary vocational, technical, trade, or business school. . _____%
- 4. Formal apprenticeship training and employment. _____%
- 5. Civilian employment (other than apprenticeship training. _____%
- 6. Armed forces. _____%
- 7. Other _____%

Specify _____

G. TWO-YEAR COLLEGES ONLY: Estimate the per cent of your last year's students who were enrolled in less than degree-granting programs and who entered:

- 1. Four-year college or professional school. _____%
- 2. Two-year college or nursing school. _____%
- 3. Post-secondary vocational, technical, trade, or business school . . _____%
- 4. OJT (formal on-the-job training). _____%
- 5. Formal apprenticeship training and employment _____%
- 6. Civilian employment (no OJT or apprenticeship training) _____%
- 7. Armed forces _____%
- 8. Other _____%

Specify _____

PART II. USE OF OCCUPATIONAL INFORMATION IN ADMINISTERING AN OCCUPATIONAL EDUCATION PROGRAM

Rate the usefulness of the following SOURCES of occupational information for determining which occupational education programs to offer in your school or college. (Check one column for each item)

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES	0	1	2	3	4
1. Occupational Briefs (private and commercial)					
2. U. S. Civil Service Commission Booklets					
3. Dictionary of Occupational Titles (Dept. of Labor)					
4. Occupational Outlook Handbook (Dept. of Labor)					
5. Occupational Outlook Handbook Report Series (Dept. of Labor)					
6. Occupational Outlook Briefs (Dept. of Labor)					
7. Occupational Outlook Wall Charts (Dept. of Labor)					
8. Occupational Outlook Quarterly (Dept. of Labor)					
9. Occupational Outlook Quarterly Reports (Dept. of Labor)					
10. Handbook on Women Workers (Dept. of Labor)					
11. Future Jobs for High School Girls (Dept. of Labor)					
12. Health Careers Guidebook (Dept. of Labor)					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES	0	1	2	3	4
13. Monthly Labor Review (Dept. of Labor)					
14. Career Guide for Demand Occu- pations (Dept. of Labor)					
15. Job Guide for Demand Occupations (Dept. of Labor)					
16. Area Skill Surveys (Dept. of Labor)					
17. Training Needs Survey (MT-1) (Dept. of Labor)					
18. Occupational Guides (Dept. of Labor)					
19. The Employment Service Review (Dept. of Labor)					
20. Vocational Guidance Quarterly					
21. Materials from Professional Sources					
22. Armed Forces Training Manuals					
23. Alumni					
24. Employers (other than alumni), Including Employers of Recent Graduates and Dropouts					
25. Employees (other than alumni)					
26. Published Materials from Chambers of Commerce					

		Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES		0	1	2	3	4
27.	Published Materials from Labor Union Sources					
28.	Published Materials from other Trade, Industrial, and Business Sources					
29.	Follow-up of Former Students					
30.	Telephone Contacts (to Employers, Occupational Analysts, and Other Sources of Occupational Information)					
31.	Plant Tours					
32.	Community Occupational Survey					
33.	Local Labor Union Officers					
34.	New York State Employment Service					
35.	Other Placement Offices					
36.	Bureau of Guidance (State Education Department)					
37.	Office of Occupational Education (State Education Department)					
38.	Bureau of Apprenticeship Training (State Dept. of Labor)					
39.	Bureau of Apprenticeship Training (U. S. Dept. of Labor)					
40.	MT-101 (Characteristics of Trainees)					
41.	MT-102 (Dropouts)					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
SOURCES	0	1	2	3	4
42. MT-103 (Follow-up)					
43. Business Fact Book (Dept. of Commerce)					
44. Local Occupational Demand Projections					
45. Occupational Curriculum Advisory Committee (such as, Trade Advisory Committee)					
46. New York State Occupational Guides					
47. Local or Regional Occupational Guides					
48. Equipment Salesmen					
49. Research Studies					
50. Pilot or Experimental Programs					
Other:					
51.					
52.					
53.					
54.					
55.					

B. From the list of SOURCES of occupational information in item II A, pages 4-7, including those that you may have added, please indicate those that you use most frequently and briefly state how you use them in establishing occupational education training programs.

Use Most Often
(By item and page number)

How Used

1. _____

2. _____

3. _____

4. _____

C. From the list of occupational information publications in item II A, pages 4-7, please indicate those with which you are familiar, but which you do not use in establishing occupational education programs. Briefly state why they are not used. (Some factors might be: obsolescence, national picture only, not written for occupational education administrators, readability, format, vocabulary, too long, etc.)

Familiar Publication
(By item and page number)

Why Not Used

1. _____

2. _____

3. _____

4. _____

For additional comments, use last page. Check here _____

D. Go back again to item II A, pages 4-7, SOURCES of occupational information:

1. CIRCLE the NUMBERS of those items that you find particularly helpful in curriculum development.
2. Place an X through the NUMBERS of those items that you find particularly helpful in the purchase of equipment for occupational education programs.

E. Indicate any additional sources of occupational information NOT listed in item II A, pages 4-7 and check those that you might find helpful in curriculum development and/or in the purchase of equipment for occupational education programs.

ADDITIONAL SOURCES (Not listed in II A)	USEFUL FOR	
	Curriculum Development (Check one)	Purchase of Equipment (or both)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

F. Rate the usefulness of the following MEDIA for disseminating information to schools and the general public about the occupational education opportunities available in your school or college. (Check one column for each item)

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
MEDIA	0	1	2	3	4
1. Posters					
2. Pictographs					
3. School newspaper					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
MEDIA	0	1	2	3	4
4. School or college pamphlets, catalogs, newsletters, or handbooks					
5. Local newspaper					
6. Local radio and TV					
7. Motion pictures					
8. Filmstrips					
9. Displays or exhibits					
10. Assemblies or convocations					
11. Scheduled day visitations to your school of students, parents, and teachers					
12. Scheduled evening visitations to your school of students, parents, and teachers					
13. Charts and graphs					
14. Occupational briefs or pamphlets					
15. College Days or Nights					
16. Professional conferences					
17. High school visitations					
18. Other:					
19.					
20.					

G. Administrators need occupational information for various purposes, such as:
 (1) Program planning; (2) Curriculum development; (3) Purchase of equipment;
 (4) Public relations; (5) Guidance of students. Rate the importance to you
 of the following considerations for the development of occupational information
 materials that you might use in the course of your duties. (Check one column
for each item)

	Unimportant	Important	Very Important
CONSIDERATIONS	1	2	3
1. Limited use of technical terms			
2. Liberal use of concrete true-to-life examples to illustrate concepts			
3. More illustrations			
4. Frequent reports of statewide, regional, and local surveys of entry occupational needs			
5. Regional and local follow-up studies of occupations held by dropouts and last year's graduates of high schools and two-year colleges			
6. Statistics, charts, graphs			
7. Accurate local and regional <u>projections</u> of present and future labor market needs			
8. Information about psychological environment on the job			
9. What workers like and dislike about their jobs			
10. More frequent bibliographies on sources of occupational information literature			
11. Information on <u>personal</u> requirements for getting the entry job			
12. Information on <u>general</u> preparation requirements for getting an entry job			
13. Information on <u>specific</u> preparation requirements for obtaining the entry job			
14. Information on chances of obtaining a job in the local area after meeting entry requirements			
15. Information on the economic returns of the occupation (beginning earnings, salary increases, peak earnings, lifetime earning potential, etc.) for given skill levels			

CONSIDERATIONS	Unimportant	Important	Very Important
	1	2	3
16. Emphasis in job information <u>descriptions</u> on job clusters, or career fields, rather than on specific occupations			
17. More emphasis in occupational information literature on career aspects of work and on the concept of vocational adjustments as a lifetime process, rather than on the concept of a single occupational choice in the lifetime of an individual			
18. More emphasis in occupational information literature on the concept that many girls in school today will have three careers: a job; marriage and family raising; a job after the children have grown			
19. More emphasis in occupational information literature on the opportunities for women in occupations outside the realm of the traditional women's occupations			
Other suggestions:			
20.			
21.			
22.			
23.			
24.			
25.			

H. Identify those occupational areas in which there appears to be A LACK of occupational information on which to base sound judgment for establishing occupational education programs.

Occupational Program Area

Type of Information Needed

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

I. Identify those occupational areas in which there appears to be ADEQUATE occupational information on which to base sound judgment for establishing occupational education programs.

Occupational Program Area

Type of Information Available

1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

For additional comments, use last page. Check here _____

OPTIONAL

PART III. USE OF OCCUPATIONAL INFORMATION IN CAREER GUIDANCE

NOTE: This section has been included at the request of a committee of Area Directors of Vocational Education. Their reasoning was that "...sometimes administrators are required to wear the hat of a guidance counselor or plan a guidance program for their school."

If you would like to record your personal opinion about the need and use of occupational information for CAREER GUIDANCE, complete part III. If not, turn in your questionnaire as soon as you have completed Parts I and II.

- A. Rate the usefulness of the following MEDIA for disseminating occupational information to the students in your school or college. (Check one column for each item)

MEDIA	Have Not Used 0	Useless 1	Not Very Useful 2	Somewhat Useful 3	Very Useful 4
1. Occupational briefs or pamphlets (private and commercial)					
2. Books, periodicals (private and commercial)					
3. Posters (private and commercial)					
4. Occupational Outlook briefs or pamphlets (govt.)					
5. Books, periodicals (govt.)					
6. Posters (govt.)					
7. School newspaper					
8. School or college pamphlets, catalogs, newsletters, or handbooks					
9. Motion pictures					
10. Filmstrips					
11. Tapes					

	Have Not Used	Useless	Not Very Useful	Somewhat Useful	Very Useful
MEDIA	0	1	2	3	4
12. Records					
13. Annual career day					
14. Periodic group conference on careers					
15. Bulletin boards					
16. Displays or exhibits					
17. Semester or year courses on occupa- tions					
18. Shorter units on occupations					
19. Plant tours					
20. Career clubs					
21. Assemblies or convocations					
Other:					
22.					
23.					
24.					
25.					

B. How would you describe the occupational information literature available to students and counselors in your school for use in individual or group guidance? (Check one in each group)

NOTE: The term "group guidance" in this questionnaire means any and all guidance counselor contacts with more than one student at a time for such purposes as, special group conferences on careers, semester (or year) courses or shorter units on occupations and careers, informal discussions about occupations in the counselor's office, corridor, lunchroom, or library, etc.

1. In Individual Counseling

- a. Useless 1. _____
- b. Not very useful 2. _____
- c. Somewhat useful 3. _____
- d. Very Useful 4. _____

2. In Group Guidance

- a. Useless 1. _____
- b. Not very useful 2. _____
- c. Somewhat useful 3. _____
- d. Very useful 4. _____

C. To what extent do your counselors use occupational information with their students? (Check one in each group)

1. In Individual Counseling

- a. Never 1. _____
- b. Seldom. 2. _____
- c. Occasionally. 3. _____
- d. Frequently 4. _____

2. In Group Guidance

- a. Never 1. _____
- b. Seldom. 2. _____
- c. Occasionally. 3. _____
- d. Frequently 4. _____

D. To what extent would you like your counselors to use occupational information with their students? (Check one in each group)

1. In Individual Counseling

- a. Never 1. _____
- b. Seldom. 2. _____
- c. Occasionally. 3. _____
- d. Frequently 4. _____

2. In Group Guidance

- a. Never 1. _____
- b. Seldom. 2. _____
- c. Occasionally 3. _____
- d. Frequently 4. _____

E. Approximately how much money is budgeted in your school this year for occupational information materials?

1. Total amount. \$ / / / /

PART IV. ADDITIONAL COMMENTS

(Where appropriate, refer to item and page number)

Item and page number

Comments

APPENDIX D
SAMPLE OCCUPATIONAL INFORMATION GUIDE



AUTOMOBILE MECHANIC



DOT Code: 620.281

Suffix Code: .014

Region: Nassau-Suffolk

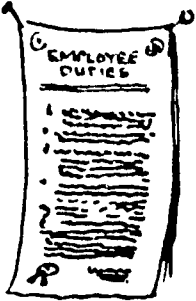
Date: September, 1967

JOB DUTIES

IF YOU WERE AN AUTOMOBILE MECHANIC, you would perform tasks to prevent car trouble, find out the cause of breakdowns, and repair cars and trucks, using both hand and power tools.

YOUR DUTIES MIGHT BE TO

- o Question customer about the performance of the vehicle
- o Drive vehicle to test operation of motor, transmission, steering gear, and brakes
- o Plan work procedure, using charts, manuals, and experience
- o Remove part of automobile to be repaired using various hand and power tools
- o Conduct tests on engine and other parts, using special testing instruments
- o Overhaul, repair, or replace worn or faulty parts
- o Oil or grease moving parts
- o Make necessary adjustments to parts
- o Test repairs to see that automobile has been restored to proper working order
- o Write up work record and costs and fill out customer's bill



WORK ENVIRONMENT

YOU MAY

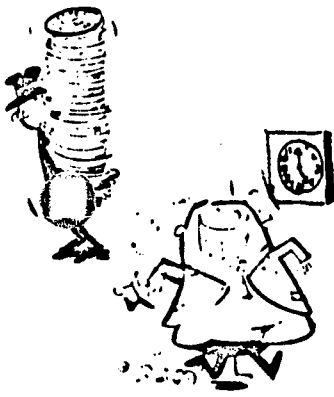
- o Work both inside and outside
- o Work up to 6 days a week, including nights, weekends, and holidays in all kinds of weather and extremes of temperature
- o Work with greasy tools and parts in a place smelling of engine fumes



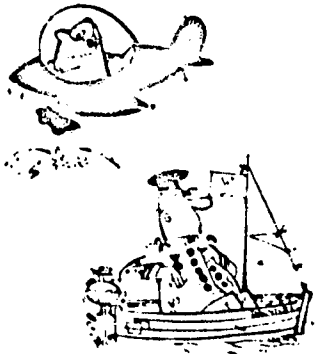
EARNINGS AND HOURS

AREA	STARTING PAY RANGE	MOST WORKERS EARN WEEKLY	HIGHEST EARNINGS	HOURS PER WEEK
NEW YORK CITY	New Car Dealers \$100+	New Car Dealers \$140+	2 - 3 Years	40+
NASSAU-SUFFOLK	New Car Dealers \$100+	New Car Dealers \$130 - 150	2 - 3 Years	40
NEW YORK CITY	Service Stations \$80 - 100	Service Stations \$130*	2 - 3 Years	40 - 54
NASSAU-SUFFOLK	Service Stations \$80 - 125	Service Stations \$125*	2 - 3 Years	40 - 54

*Service station mechanics generally work on a salary, plus commission.



FRINGE BENEFITS

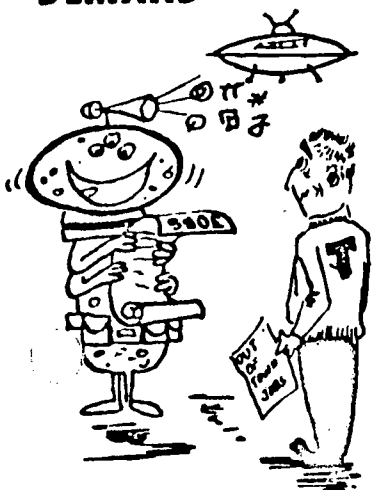


YOU MAY ALSO RECEIVE

- o Paid holidays and vacations
- o Life and health insurance
- o Retirement plans
- o Uniforms and cost of laundering

NOTE: Above are available depending on employer and length of employment. New car dealers generally offer more fringe benefits than service stations.

FUTURE DEMAND



NATIONAL Employment of automobile mechanics is expected to increase by many thousands, primarily because of an anticipated increase of more than one-fourth in the number of automobiles during the next 10 years. Increases in population, new families, consumer purchasing power, and multicar ownership are all expected to contribute to the projected increase in the number of automobiles. Deaths and retirements alone are expected to provide about 10,000 job openings each year.

NASSAU-SUFFOLK In Nassau and Suffolk Counties the job openings annually are expected to exceed the number of qualified automobile mechanics available. Competent mechanics will be in great demand.

ADVANCEMENT OPPORTUNITIES



EXPERIENCED WORKERS MAY ADVANCE TO

- o Transmission specialist
- o Ignition specialist
- o Repair shop foreman
- o Service manager
- o Owners of repair shops or gasoline service stations

DISADVANTAGES



DISADVANTAGES REPORTED BY WORKERS

- o Hours may be irregular
- o Work is dirty
- o Exposure to bad weather and temperature extremes
- o Minor cuts and bruises are common

APTITUDES



YOU SHOULD BE ABLE TO

- o Use judgment in planning your work and in selecting the proper tools for the job
- o Use basic mathematics
- o Move fingers and hands rapidly and accurately
- o Work with small and large objects accurately
- o Accurately use eyes, hands, and feet together

INTERESTS AND TEMPERAMENTS



YOU SHOULD

- o Be able to perform a variety of tasks which may involve frequent change
- o Be willing to make judgments based on sounds of engine, and then plan work required
- o Be tactful with customers
- o Like doing mechanical work
- o Be interested in the construction and operation of automobiles
- o Enjoy working to attain a smoothly running vehicle

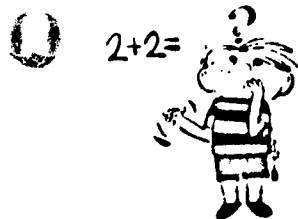
PHYSICAL REQUIREMENTS



YOU MUST MEET THE FOLLOWING PHYSICAL REQUIREMENTS

- o Have no skin allergies
- o Be able to walk, bend, stoop, stand, and lie on your back
- o Be able to lift, push, and pull automobile parts and tools
- o Be able to handle and finger small tools and parts
- o Have accurate vision and hearing (normal or corrected)
- o Be able to lift heavy objects
- o Be able to move parts of your body in cramped areas

EDUCATION AND OTHER REQUIREMENTS



YOU WILL BE REQUIRED TO

- o Speak, read, and write English well enough to absorb instructions and understand manuals, and to complete inspection forms and shop records
- o Complete 2-4 years of occupational education, on-the-job training, or apprenticeship
- o Have, or be willing to obtain, a New York State driver's license
- o Be able to drive both a manual and automatic shift vehicle
- o Be willing to purchase your own tools costing a hundred dollars or more as you progress

HELPFUL HIGH SCHOOL COURSES ARE

- o Basic mathematics
- o Physical education
- o English
- o Automobile mechanics
- o Machine shop
- o Sheet metal
- o Welding
- o Physics

LOCATION OF JOBS



JOBS ARE LOCATED IN

- o Service stations
- o Repair garages
- o New car dealer garages
- o Industrial firms
- o Bus companies
- o Taxi companies
- o Trucking companies
- o Government agencies

SCHOOLS



PUBLIC HIGH SCHOOLS: Ask your counselor about the public high school courses available to you.

PRIVATE SCHOOLS: Day, evening, and weekend courses are available at Brooklyn YMCA Trade School; Delehanty Automotive Mechanics School, Long Island City; Roberts Technical and Trade School, New York City; and Voorhees Technical Institute, New York City.

TWO-YEAR COLLEGES: Ask your counselor to show you the college catalog for day or evening courses.

SEE YOUR COUNSELOR FOR SPECIFIC INFORMATION

COSTS OF EDUCATION AND ENTRY



Tuition and transportation costs in public secondary schools are paid by the local school districts.

Private school tuition costs usually range from \$500 to \$900.

See your counselor about evening refresher or new skills courses.

Automobile mechanics, as they progress, are expected to purchase some of their own tools at a cost of approximately \$100 or more.

RELATED OCCUPATIONS



OCCUPATIONS WHICH HAVE RELATED DUTIES AND REQUIREMENTS ARE

Automobile Maintenance		Motorcycle Repairman	620.28
Equipment Serviceman	620.281	Tractor Mechanic	620.28
Bus Inspector	620.281	Fire Fighting Equipment Specialist	620.38
Construction Equipment Mechanic	620.281	Aircraft and Engine Mechanic	621.28
Crane Inspector	620.281	Motorboat Mechanic	623.28
Engineering Equipment Mechanic	620.281	Farm Equipment Mechanic	624.28
Mechanical Maintenance	620.281	Diesel Mechanic	625.28

SEE YOUR COUNSELOR FOR ADDITIONAL INFORMATION OR ASSISTANCE

APPENDIX E

METHOD OF SELECTION OF OCCUPATIONAL TITLES FOR
OCCUPATIONAL GUIDES TO BE USED IN NASSAU AND SUFFOLK COUNTIES

METHOD OF SELECTION OF OCCUPATIONAL TITLES FOR
OCCUPATIONAL GUIDES TO BE USED IN NASSAU AND SUFFOLK COUNTIES

Occupational guides will be written in 1967-68 by the New York State Department of Labor for Nassau and Suffolk Counties in a contractual arrangement with the Board of Cooperative Educational Services, Sole Supervisory District of Nassau County. The purpose of the guides is to provide up to date national, state, and local information for counselors and students in secondary schools and two-year colleges as an aid in occupational and career choices and decisions.

The following overlapping criteria were employed as a basis for the selection of occupational titles for which there was a special need in Nassau and Suffolk:

1. Shortage or heavy demand occupations.
2. Occupations in which there has been considerable activity in the experience of Employment Service interviewers and counselors.
3. Occupations in which youth have expressed interest for at least one of the following reasons:
 - a. Employment trend is upward.
 - b. Jobs are available to entry workers without prior work experience or specific skills, whether or not upgrading potential exists.
 - c. Upgrading potentials are predicted.
4. Occupations for which education has been provided in Nassau and Suffolk Counties by secondary schools, two-year colleges, and Manpower Development Training Centers.
5. Most common entry occupations for graduates of secondary schools and two-year colleges.

The selection was accomplished through the cooperative efforts of a vocational guidance consultant from the New York State Education Department and several occupational analysts from the New York State Department of Labor. Constantly kept in mind were the occupational information needs of counselors and students in the local area. The following steps were employed in the selection process:

Step One: New York State Employment Service occupational analysts representing the seven districts of the State were asked to submit occupational titles for which they had the "most urgent need" for additional information. From their requests, a priority list of 263 titles was established. An examination of this list revealed many job titles that were not applicable to or needed in Nassau and Suffolk Counties. These were rejected. Some of those rejected were: Millman, Envelope Machine Set-Up Man, Knitter Mechanic, Photostat Operator, Locksmith, Offset Stripper, Ticket Agent, and Roofer Helper.

Step Two: A memorandum was sent to the Office of Occupational Education Supervision and the Office of Manpower Development Training of the New York State Education Department and to the Deans of the two-year colleges in Nassau and Suffolk Counties. The memorandum included a request for a listing of the occupational education offerings in vocational high schools, MDT schools, and two-year colleges. The assumption in making this request was that occupational education offerings were determined according to the needs of business, trade, and industry for trained workers in specific occupational areas.

From the lists and the college catalogs that were received, occupational offerings were translated into specific job titles according to the Dictionary of Occupational Titles. The resulting occupational titles were examined according to criteria 1, 2, 3, and 5 stated above. Those that met the requirements were added to the titles remaining on the priority list described in Step One above.

Step Three: As a further check of local occupational information needs, the chief occupational analyst of the Long Island District Office of the New York State Employment Service made a survey of local employment interviewers and counselors. He asked them to list the occupational titles for which they felt a need for additional information. The resulting list of 71 occupational titles was examined according to the criteria of shortage, demand, activity, interest, and entry in the local area. Those that met the criteria, and were not already included in the list developed through Step One and Step Two, were added to the list.

Step Four: A report called The Plan, released in January 1967 by the Vocational Education and Extension Board of Nassau County, listed all occupational education offerings in Nassau County public secondary schools. A report called Design for Occupational Education, released in March 1967 by the Board of Cooperative Educational Services, Second District of Suffolk County, listed all occupational education offerings in Suffolk County public secondary schools. As in Step Two, public secondary school occupational education offerings in Nassau and Suffolk were translated into D.O.T. job titles. Those job titles that met the above stated criteria and which were not already included, were added to the list of selected job titles for Nassau and Suffolk Counties.

Step Five: A considerable number of students enrolled in secondary school and two-year college occupational programs eventually go on to four-year colleges to pursue professional careers. For this reason, a selected list of professional job titles was added to the list of occupational briefs which may be prepared for Nassau and Suffolk Counties. A future determination will be made as to which, if any, of these professional titles will actually be written. Because of the greater mobility of professional workers, they might not have a special need for local information. It was felt that perhaps the occupational information literature needs for professional careers might be adequately met by available commercial, private, and government briefs, pamphlets, and books.

Step Six: A total of 212 occupational titles was selected. Each title was placed on a 5 x 8 card with the appropriate D.O.T. six-digit code number. It was intended to place additional information on these cards, such as related occupations and a coded symbol to indicate which criteria were met by the specific occupational title listed on the 5 x 8 card.

Step Seven: Two tentative lists were established for the selected occupational titles. In the first list the titles were arranged alphabetically. In the second list the titles were grouped according to job categories.

It was expected that during the six-month period when the occupational briefs were being written, additional titles would be added, while some already listed might be deleted. The deciding factor was to be the experience and judgment of the vocational guidance consultant in charge of the project, the occupational analysts responsible for writing the occupational briefs, and the counselors and students in local schools and colleges.

While the selection of the occupational titles was a time-consuming task, the grouping of the titles was the more difficult. It had been decided to group the titles in order to encourage counselors and students to investigate job families and occupational clusters rather than individual occupations.

The grouping arrangements considered for the selected occupational titles for Nassau and Suffolk were those that had been established in the following publications: (1) The Dictionary of Occupational Titles, 3rd Edition; (2) The Occupational Outlook Handbook, 1966-1967 Edition; (3) The Plan, A Projection of Occupational Education in Nassau County; and (4) Design for Occupational Education, Projections on Implementation Plans for an Area (Suffolk) Occupational Program.

The Occupational Outlook Handbook grouping was rejected because its groups were too few and too broad. The Dictionary of Occupational Titles grouping was rejected because of the fact that counselors and students were unfamiliar with them.

The grouping plan finally adopted was an adaptation of the grouping in The Plan (Nassau County) and Design for Occupational Education (Suffolk County) because of the feeling that they might make more sense to counselors and students in the schools and two-year colleges of Nassau and Suffolk.

List One: Alphabetical List of Selected Occupational Titles for Nassau and Suffolk Counties

<u>Occupational Title</u>	<u>D.O.T. Code</u>	<u>Occupational Title</u>	<u>D.O.T. Code</u>
Accountant	160.188	Claim Adjuster	241.168
Actor	150.048	Cleaner & Presser	369.732
Administrative Assistant	169.168	Clerk, General	209.588
Advertising Assistant	164.068	Clerk-Typist	209.388
Advertising Lay-Out Man	141.081	Clothes Designer	142.031
Aeronautical Engineer	002.081	Commercial Designer	142.051
Agricultural Aid	421.384	Community Organization	
Agricultural-Commodity Grader	168.287	Worker	195.168
Air Conditioning Engineer	007.081	Computer-Peripheral-	
Air Conditioning Mechanic,		Equipment Operator	213.382
Commercial	637.281	Construction-Equipment	
Aircraft & Engine Mechanic	621.281	Mechanic	620.884
Airplane Pilot Commercial	196.283	Cook, Short-Order	314.381
Airplane Stewardess	352.878	Cosmetologist	332.271
Air Traffic Control Coordinator	193.168	Credit Clerk I	249.368
Air Traffic Control Specialist,		Customs Inspector	168.168
Tower	193.168	Dairy Technologist	040.081
Architect	001.081	Dairy Tester	469.381
Artificial Inseminator	467.384	Dancer	151.048
Artist (wallpaper)	141.281	Dental Assistant	079.378
Auto Body Repairman	807.381	Dental Hygienist	078.368
Automobile Mechanic	620.281	Dentist	072.103
Automobile Repair Service		Detailer	017.281
Salesman	620.281	Diesel Mechanic	625.281
Automobile Service Station		Dietitian	077.168
Attendant	915.867	Digital Computer Operator	213.382
Baker	526.781	Dispatcher	912.168
Barber	330.371	Display Designer	142.051
Barn Boss	419.131	Draftsman, Architectural	001.281
Biochemistry Technician	078.281	Draftsman Civil	005.281
Biological Photographer	143.382	Draftsman, Electronic	003.281
Biologist	041.081	Draftsman, Mechanical	007.281
Biological Aid	049.384	Drill Press Operator,	
Bookkeeper I	210.388	Production	606.782
Bookkeeping Machine Operator I	215.388	Economist	050.088
Bricklayer	861.381	Electrical Engineer	003.081
Building Inspector	168.168	Electrician	824.281
Buyer II	162.158	Electrician Airplane	828.281
Camera Repairman	714.281	Electrician Radio	823.281
Carpenter	860.381	Electrical Appliance	
Case Aid	195.208	Serviceman	827.281
Case Worker	195.108	Electromechanical Technician	710.281
Cashier - Checker	299.468	Electronics Assembler	726.781
Chef	313.131	Electronics Mechanic	828.281
Chemical Laboratory Technician	022.281	Electronics Technician	003.181
Chemist, Analytical	022.081	Engineering Assistant,	
Chicken Breeder	412.181	Mechanical Equipment	007.181
Civil Engineer	005.081	Engineering Equipment	
		Mechanic	620.281

<u>Occupational Title</u>	<u>D.O.T. Code</u>	<u>Occupational Title</u>	<u>D.O.T. Code</u>
Equipment-Service Supervisor	912.137	Nurse Aid	355.878
Estimator	219.388	Nurse, General Duty	075.378
Exterminator	389.884	Nurse, Licensed Practical	079.378
Faculty Member, College or University	090.228	Nurseryman	406.168
Farm-Equipment Mechanic	624.281	Nursery School Attendant	359.878
Farmer, Dairy	411.181	Nursery Worker	406.887
Fire Protection Engineer	012.188	Office-Machine Serviceman	633.281
Floral Designer	142.081	Offset Pressman	651.782
Food Service Supervisor	319.138	Oil-Burner Installation and Servicemen	362.281
Forester	040.081	Optician, Dispensing	713.251
Gasoline-Engine Repairman	625.281	Ornamental-Metal Worker	619.280
General Practitioner	070.108	Painter, Construction	840.781
Geologist	024.081	Patrolman (Government Service)	375.268
Greenskeeper I	407.137	Pest Control Representative, Structural	299.287
Home Attendant	354.878	Pharmacist	074.181
Horticulturist	040.081	Photographer, Commercial	143.062
Hydraulic Tester	621.281	Photographer, Lithographic	972.382
Illustrator	141.081	Physicist	023.081
Industrial Engineering Technician	012.288	Plumber	862.381
Inhalation Therapist	079.368	Poultry Technician	412.387
Inspector, Processed Food	168.287	Poultryman, Technical Advisor	429.228
Instrument Repairmen I	710.281	Production Clerk II	221.388
Key Punch Operator	213.582	Programmer, Business	020.188
Laboratory Chief(Photography)	976.131	Programmer, Detail	219.388
Laboratory Tester I	029.181	Programmer, Engineering and Scientific	020.188
Landscape Gardener	407.181	Punch Press Operator I	615.782
Lawyer	110.103	Purchasing Agent	162.153
Legal Secretary	201.368	Radiologic Technologist	078.368
Librarian	100.168	Receptionist	237.368
Lineman	821.381	Recreation Leader	195.228
Literary Writer	130.088	Recreation-Supervisor	187.118
Loan Officer	186.288	Refrigeration Mechanic	637.281
Machinist I	600.280	Reporter	132.268
Mail Carrier	233.388	Sales Clerk	290.473
Maintenance Manager, Factory or Mill	899.281	Salesman, Dairy Supplies	277.358
Maintenance Man, Building	899.381	Salesman Driver	292.358
Manager, Department	299.138	Salesman, Farm & Garden Equipment & Supplies	277.358
Material Lister	229.388	Salesman, General	289.358
Mathematician	020.088	Salesman, Insurance	250.258
Meat Cutter	316.884	Salesperson, Photographic Supplies & Equipment	285.358
Mechanical Engineer	007.081	Screw Machine Set-Up Operator, Production	604.782
Mechanical-Engineering Technician	007.181	Secretary	201.368
Medical Laboratory Assistant	078.381	Security Officer	189.168
Medical Secretary	201.368	Sheet Metal Worker	804.281
Medical Technician	078.381	Shipping & Receiving Clerk	222.387
Metallurgist, Assistant	011.281		
Model	297.868		
Musician, Instrument	152.048		

<u>Occupational Title</u>	<u>D.O.T. Code</u>
Silk-Screen Cutter	979.381
Sewing Machine Operator, Regular Equipment	787.782
Stationary Engineer	950.782
Statistical Clerk	216.388
Stenographer	202.388
Stenotypist General	202.388
Stock Clerk	223.387
Stock Supervisor	223.138
Supervisor, Building II	187.168
Superintendent, Construction	182.168
Surgical Technician	079.378
Surveyor	018.188
Tabulating-Machine Operator	213.782
Teacher, Elementary School	092.228
Teacher, Nursery School	359.878
Teacher, Secondary School	091.228
Technical-Maintenance Man	714.281
Telephone Operator	235.862
Television Service and Repairman	720.281
Teller (bank)	212.368
Tool & Die Maker	601.280
Tool Programmer, Numerical Control	007.187
Traffic Rate Clerk	912.388
Traffic Technician	199.288
Transferer I	972.381
Transmitter Operator	957.282
Transportation Agent	912.368
Truck Driver, Heavy	905.883
Vending Machine Representative	639.381
Veterinarian	073.108
Welder, Combination	812.884
Woodworking Machine Operator	669.782
Writer, Technical Publications	139.288

List Two: Selected Occupational Titles Grouped According to Job Categories

1. AGRICULTURAL AND RELATED OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Agricultural Aide	421.384	Greenskeeper I	407.137
Agricultural-Commodity Grader	168.287	Landscape Gardener	407.181
Artificial Inseminator	467.384	Nurseryman	406.168
Barn Boss	419.131	Nursery Worker	406.887
Chicken Breeder	412.181	Poultry Technician	412.387
Dairy Technologist	040.081	Poultryman, Technical Advisor	429.228
Dairy Tester	469.381	Salesman, Dairy Supplies	277.358
Farmer, Dairy	411.181	Salesman, Farm & Garden Equipment & Supplies	277.358
Farm-Equipment Mechanic	624.281		

2. ART OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Advertising Lay-Out Man	141.081	Display Designer	142.051
Artist (Wallpaper)	141.281	Floral Designer	142.081
Biological Photographer	143.382	Illustrator	141.081
Clothes Designer	142.081	Photographer, Commercial	143.062
Commercial Designer	142.051		

3. CLERICAL OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Bookkeeper I	210.388	Medical Secretary	201.368
Bookkeeping Machine Operator I	215.388	Production Clerk II	221.388
Cashier-Checker	299.468	Programmer, Detail	219.388
Claim Adjuster	241.168	Receptionist	237.368
Clerk, General	209.588	Sales Clerk	290.478
Clerk-Typist	209.388	Secretary	201.368
Computer-Peripheral-Equipment Operator	213.382	Shipping & Receiving Clerk	222.387
Credit Clerk I	249.368	Statistical Clerk	216.388
Digital Computer Operator	213.382	Stenographer	202.388
Estimator	219.388	Stenotype General	202.388
Key Punch Operator	213.582	Stock Clerk	223.387
Legal Secretary	201.368	Stock Supervisor	223.138
Mail Carrier	233.388	Tabulating-Machine Operator	213.782
Material Lister	229.388	Telephone Operator	235.862
		Teller (Bank)	212.368

4. DISTRIBUTIVE OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Buyer II	162.153	Salesman Driver	292.358
Manager, Department Model	299.138	Salesman, General	289.358
	297.863	Salesman Insurance	250.258
Pest Control Representative Structural	299.287	Salesperson, Photographic Supplies & Equipment	285.358

5. HEALTH OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Dental Assistant	079.373	Nurse Aid	355.878
Dental Hygienist	178.368	Nurse, General Duty	075.378
Inhalation Therapist	079.368	Nurse, Licensed Practical	079.378
Medical Laboratory Assistant	073.331	Radiologic Technologist	078.368
Medical Technician	078.381	Surgical Technician	079.378

6. SERVICE OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Airplane Stewardess	352.873	Exterminator	389.834
Barber	330.371	Food Service Supervisor	319.138
Chef	313.131	Home Attendant	354.878
Cleaner & Presser	359.782	Meat Cutter	316.884
Cook, Short Order	314.331	Nursery School Attendant	359.378
Cosmetologist	332.271	Patrolman (Government Service)	375.268

7. TECHNICAL AND RELATED OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Airplane Pilot Commercial	196.283	Electromechanical Technician	710.281
Air Traffic Control Coordinator	193.168	Electronics Technician	003.181
Air-Traffic-Control Specialist, Tower	193.168	Engineering Assistant, Mechanical Equipment	007.181
Biochemistry Technologist	078.281	Fire Protection Engineer	012.188
Chemical Laboratory Tech. Detailer	022.281	Industrial Engineering Technician	012.288
Draftsman, Architectural	017.281	Laboratory Tester I	029.181
Draftsman, Civil	001.281	Mechanical-Engineering Technician	007.181
Draftsman, Electronic	005.281	Metallurgist, Assistant	011.281
Draftsman, Mechanical	003.281	Surveyor	018.188
	007.281	Traffic Technician	199.288

8. TRADE AND INDUSTRIAL OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Air Conditioning Mechanic, Commercial	637.281	Lineman	821.381
Aircraft & Engine Mechanic	621.281	Machinist I	600.280
Auto Body Repairman	807.381	Maintenance Man, Factory or Mill	899.281
Automobile Mechanic	620.281	Maintenance, Man, Bldg.	899.381
Automobile Repair Service Salesman	620.281	Office-Machine Serviceman	633.281
Baker	526.781	Offset Press Man	651.782
Bricklayer	861.381	Oil Burner-Installation- and Servicemen	862.281
Camera Repairman	714.281	Optician, Dispensing	713.251
Carpenter	860.381	Ornamental-Metal Worker	619.280
Construction-Equipment Mechanic	620.884	Painter, Construction	840.781
Diesel Mechanic	625.281	Plumber	862.381
Drill Press Operator, Production	606.782	Punch Press Operator I	615.782
Electrician	824.281	Refrigeration Mechanic	637.281
Electrician Airplane	828.231	Screw Machine Set-Up Operator, Production	604.782
Electrician Radio	823.281	Sheet Metal Worker	804.281
Electrical Appliance Serviceman	827.281	Sewing Machine Operator, Regular Equipment	787.782
Electronics Assembler	726.781	Technical-Maintenance Man	714.281
Electronics Mechanic	828.281	Television Service and Repairman	720.281
Engineering Equipment Mechanic	620.281	Tool & Die Maker	601.280
Gasoline-Engine Repairman	625.281	Vending Machine Represen- tative	639.381
Hydraulic Tester	621.231	Welder, Combination	812.884
Instrument Repairmen I	710.281	Woodworking Machine Opera.	669.782

9. PROFESSIONAL, MANAGERIAL, AND RELATED OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Accountant	160.138	Economist	050.088
Actor	150.043	Electrical Engineer	003.081
Administrative Assistant	169.168	Faculty Member, College or University	090.228
Advertising Assistant	164.068	Forester	040.081
Aeronautical Engineer	002.081	General Practitioner	070.108
Air Conditioning Engineer	007.081	Geologist	024.081
Architect	001.081	Horticulturist	040.081
Biologist	041.081	Inspector, Processed Food	168.287
Biological Aid	049.384	Lawyer	110.108
Building Inspector	168.168	Librarian	100.168
Case Aid	195.208	Literary Writer	130.088
Case Worker	195.108	Loan Officer	186.288
Chemist, Analytical	022.081	Mathematician	020.088
Civil Engineer	005.081	Mechanical Engineer	007.081
Community Organization Worker	195.168	Musician, Instrument	152.048
Customs Inspector	168.168	Pharmacist	074.181
Dancer	151.048	Physicist	023.081
Dentist	072.108	Programmer, Business	020.188
Dietitian	077.168	Programmer, Engineering & Scientific	020.188

9. PROFESSIONAL, MANAGERIAL, AND RELATED OCCUPATIONS: (CONT.)

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Purchasing Agent	162.158	Teacher, Elementary School	092.228
Recreation Leader	195.228	Teacher, Nursery School	359.878
Recreation Supervisor	187.118	Teacher, Secondary School	091.228
Reporter	132.268	Technical Writer, Electronic-	
Security Officer	189.168	Service Publications	139.288
Supervisor, Building II	187.168	Tool Programmer, Numerical	
Superintendent, Constr.	182.168	Control	007.187
		Veterinarian	073.108
		Writer, Technical Publi-	
		cations	139.288

10. MISCELLANEOUS OCCUPATIONS:

<u>Title</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>
Truck Driver, Heavy	905.883	Silk-Screen Cutter	979.381
Transportation Agent	912.368	Photographer, Lithographic	972.382
Transmitter Operator	957.282	Laboratory Chief	
Transferer I	972.381	Photography	976.131
Traffic Rate Clerk	912.388	Equipment-Service	
Stationary Engineer	950.782	Supervisor	912.137
		Dispatcher	912.168
		Automobile Service Station	
		Attendant	915.867