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ABSTRACT

The five projects presented in this report illustrate different approaches to vocational guidance. An occupational survey of St. Lawrence County was undertaken to determine the curriculum needs of the vocational centers. Secondary objectives were to determine employment needs and opportunities and to provide improved occupational information, placement, and public relations, (2) The establishment of District Vocational Guidance Centers provided a broad-based model program of information and guidance services, (3) While enrolled in an inservice course which integrated career information and counseling techniques, counselors developed a curriculum guide designed to help students make a smooth transition from school to work and to develop a realistic understanding of their role in life, (4) The Rochester Career Guidance Project developed an electronic counseling system to enable students to learn how to make effective plans and decisions, (5) A model vocational guidance program featured group guidance sessions for occupations and careers in grades 7 and 9, and job placement with supportive counseling in grades 11 and 12. A followup study is included for graduates of two area vocational centers, classes of 1963-1966. (CH)

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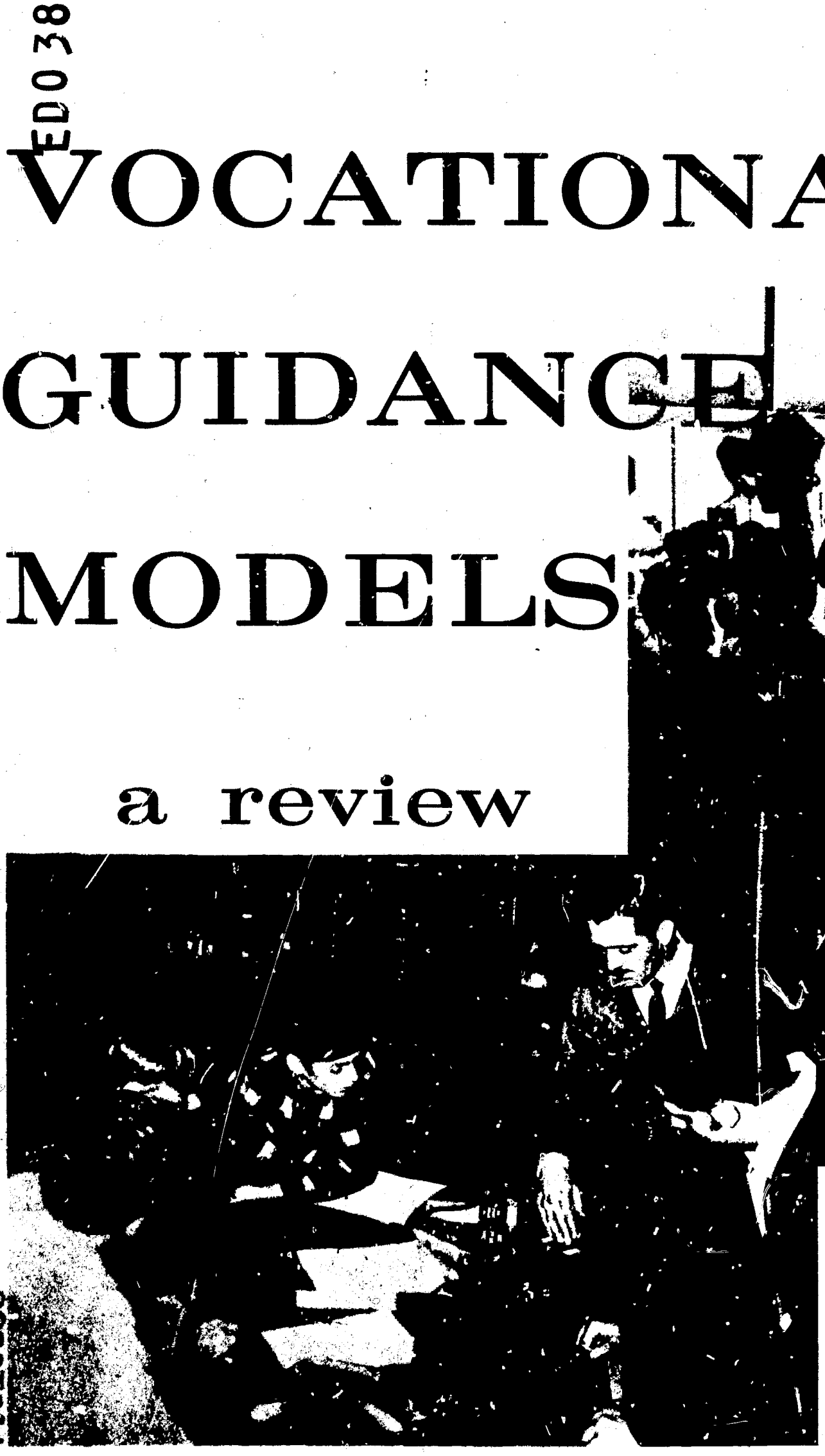
VOCATIONAL GUIDANCE MODELS

a review



THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF GUIDANCE/ALBANY, NEW YORK 12224

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FOREWORD

The Bureau of Guidance believes that the administration of Vocational Education Act funds for the extension and improvement of guidance in occupational education, must be accompanied by an element of accountability. This Review demonstrates the outcomes of five vocational guidance models coordinated by the Bureau of Guidance in cooperation with local school districts and the Division of Occupational Education Supervision of the Department.

The description of each model was prepared by the official cited. Burton Thelander, Supervisor of the Bureau of Guidance, was the editor.

THE PROJECTS AND THEIR RESPONSIBLE OFFICIALS

Occupational Survey of St. Lawrence County
Mr. Merle Maxson

Vocational Guidance Centers
and
Business and Industry Tours for Disadvantaged Youth
Mrs. Daisy Shaw

Introduction to Careers
Mrs. Ann McDonald

Career Guidance Project
Mr. John McGuire

Career Guidance for Students in Vocational, Technical, and Business Education
Mr. John Randolph

Status Study of Occupational Education Graduates
Mr. Thomas Smolinski

OCCUPATIONAL SURVEY OF ST. LAWRENCE COUNTY

by

Mr. Merle Maxson

Our project, "Employer to Employer Survey and Research Study of Employment Opportunities in the North Country," was sponsored and administered locally by BOCES boards one and two in St. Lawrence County, was started in July 1967.

Some background on St. Lawrence County, affectionately referred to as the north country, is in order. We have two area vocational centers, AOC, The Seaway Area Technical Center in Norwood and the Southwestern Area Vocational Center in Heuvelton, New York. Thirteen different vocational courses are taught. At the present time, approximately 16 percent of the students in grades 10, 11, and 12 are enrolled from the 18 participating home schools, nine in each center. This percentage is low because the two largest centers of population, Ogdensburg and Massena, have not yet entered the program. Ogdensburg will enter next year and Massena may also become involved so the percentage will rise. St. Lawrence County is the largest county in area. Much of it is remote with little business and little industry. The population that is projected for 1968 is 118,000, and it has an annual growth rate of about 1 percent. The population is almost static. This would convey the idea that the employment problem or the unemployment problem in St. Lawrence County is about double the national average, somewhere in the vicinity of 9 percent. Industry is basically non-farming. There are only 14,000 people in St. Lawrence County involved in agriculture; the rest are in other occupations. Ogdensburg has the two largest industrial centers ranging from 12,000 to 17,000 people in population. Potsdam and Canton are the next two largest communities and they are both college towns with two colleges in each town; Gouverneau is the other large population area with basically mining and construction. This area is also the second largest recipient of welfare in the State of New York.

We found that in the past, approximately 50 percent of our high school graduates do not leave the north country. They simply prefer to live in this area and, therefore, we have to make special efforts to place these young people in the area. Industry and employment are limited. Alcoa, Reynolds, and Chevrolet companies are located in Massena. Diamond National and Shade Roller are located in Ogdensburg. Others in the area are Jones and Lockland Steel and Newton Falls Paper, but these are the large ones and they are limited. We have to take advantage of every single bit of employment that we have and to this extent we have to talk to the big man, the little man, and the in-between man. This area survey is not just talking with Alcoa, Reynolds, and

Chevy. It is talking with Joe Smith the grocer, John Jones the bartender, and the owner of the local tavern to find out what he is doing, and who he is employing. Therefore, another problem develops here and this is curriculum planning which is one of the key factors coming out of this study. We must be very careful. We can go very, very wrong in the north country. We have got to rifle in and know exactly the particular employment areas that are needed. In other words, we may have half a dozen interior decorators in the north country but we can't establish programs for a half a dozen people -- this is the problem.

We took the first month in this project for setting up the operational procedures and the next 10 months to collect the information. The project has since been funded for a second year, to be completed this coming July. We simply didn't have time to complete it the first year. The first year our actual travels, which was a door-to-door survey, took us approximately 16,000 miles; we met with 924 different firms employing about 20,765 people. These were the major industries. We took the largest firms first, and covered the entire county. This year we are going back to take in the smaller industries. In other words, we tried to hit the largest amount of employment potential we could in the beginning.

What were the objectives that we were trying to accomplish with this survey?

Objective #1 was to determine the employment needs and opportunities in the north country. This can only be done by going to the "horses mouth."

Secondly, to provide valid occupational information for counseling vocational students, both for the vocational counselors in the area centers and for the counselors in the home school. We are not really sure how successful we have been in this area. I don't think this vocational information has been used as much as it could be used; hopefully, we will be doing better.

Thirdly, and most important, to determine the curriculum needs of the vocational centers. What directions are we going to be going? Are we teaching or training too much in auto mechanics or too much in cosmetology and not enough in food service? These are the kinds of things we are going to try to find out. Should we establish a licensed practical nursing program, and so forth?

Fourthly, to provide the best possible placement for vocational students and to try to place the best student in the best possible job that he or she can get in our area.

The fifth objective, which wasn't an objective originally, but has turned out to be one of the most valuable aspects of the program, is to develop and advance public relations. You cannot believe the number

of people that haven't any idea of what an Area Occupational Center is. They may drive by it every day; they may vote on the bond issues, but they don't know what it is. These are not just the small employers; these are major personnel people with our larger firms. They confuse us with Manpower, Neighborhood Youth, and VICP. This is a problem with so many programs going on -- there is great confusion.

How did we go about setting this up? The first thing we did was to go to the telephone directory and the employment offices which were very helpful. They got all the names and addresses of the industry and businesses in our county. From this we went to particular people in the towns and sat down with local bankers and principals of high schools who have been there for years and determined exactly who were the people we should contact. It is very helpful to go in and ask for a specific name rather than getting the run-around. With this in mind, we then mailed out an introductory letter explaining the project to employers. Near the end of the letter was an afterthought that mentioned that we would like to ask some questions to pick up the occupational information we were looking for. The letter emphasized that the employer would benefit from this by having better trained potential employees.

As the project developed there have been regular monthly planning sessions. Mr. Thelander, BOCES Superintendents, directors of the vocational centers, vocational counselors and myself met to discuss the program. Are we doing what should be done?

About 200 letters went out during the first mailing and another 200 to the particular area we were interested in. During the personal interview we sat down and talked with the employer to determine what his employment needs were at that particular time and to collect occupational information such as: how many people did he employ; what skills were required; what were his hiring procedures; what weaknesses has he found in his employees over the past, and so forth. From the report you will see more detailed information. We transcribed this on to a 5" by 8" sensitized form and, when this is completed, we will have a complete occupational information file on every employer in St. Lawrence County. We know we have to keep at this and keep it up-dated. As the survey continues, more and more job openings are located for our graduates. This is another fringe benefit. They are listed, sent out to the vocational counselors in each vocational center and to the employment offices. After these people get job opening locations they are sent to all the schools in the area and vocational centers in the other counties. They receive just the list of jobs available. We don't tell them where they are because we want to control the number and quality of students or potential employees who apply for the job. Employers get quite upset when 100 people apply for a job in 1 day. Following this, for example, we come back with a dozen employers who have job openings. One of three things is done -- we send a resume' and a graduate out to apply for the job; or we send a letter from the vocational center in that area from that counselor to the employer telling him although we do train in this

particular area, we do not have anyone available and we will contact him in the spring; or we send a letter saying we are sorry we don't have people trained in this area but we have sent this information on to the local schools and young high school graduates interested in this type of an occupation, without special training, may be interested and may be applying for the job. This is to followup and let the employer know we are doing something on this and to leave the channel open. It is also a way to establish communication between the employer and the vocational counselor in the center.

Quarterly reports are written and sent to all the schools, counselors, and State personnel, telling of our progress.

What are some of the results from this project. First of all, we have organized all of our occupational information into the Dictionary of Occupational Titles scheme. This is the best way to incorporate everything into occupational classifications for filing. From this we are going to know the key employers in our county. If a business is family owned and operated, there is little or nothing we can do for them. But we will know the needs and idiosyncrasies of the other. Much better relationships have been developed with the New York State Employment Service. I would admonish all of you here who are involved, no matter what it takes to develop better relationship with the employment office, it is worth it. They can be extremely helpful to you. We have had more success with one than with the other. But the point is we are still working on the other employment service. They are extremely helpful, so work at this even though it may be difficult at times.

Skills and attitudes -- this is something else we are looking for. What is it that the employer is looking for and what is he getting in his young people? Basically, he is looking for a person who can read and write and handle sixth grade arithmetic. He is looking for a person who is dependable, who has good work habits, and has a desire to work. He is looking for a person who has initiative, who can see a job, and do it without constant supervision. This is especially true of small employers and those who can't afford supervision. He is not getting these things in his employees and this is where our direction has to be. The typical reply of the employer is, "I don't care if he is trained, you send me a kid with a good attitude, good work habits, who is dependable, and he will be a success." Our study shows that attitude is the most crippling factor we have run into in the north country. Regardless of the amount of training offered, it is not going to do any good unless we get to the root problem of attitude.

The study also indicated some curriculum changes were needed. Adult Education is going to become very important. Our conservation program is questionable. We don't have employment opportunities for the type of training we are giving in conservation. The licensed practical nursing homes in the north country, is going to become a necessity at the new vocational centers that are under construction. For two reasons we have made a specific recommendation that all graduates of our vocational centers be

given a course in small business management. First, they may be running their own business sometime; but secondly, and even more important, they will have more sympathy and more empathy with the employer. It will also enable the students to better understand the problems the employer labors under and to know why the employer is angry when they don't show up to work on time and what this means to them. In addition, they should know that just because they are making $2. an hour, the employer has to pay a great deal more than this for their services. These are the kinds of things that our graduates must understand and that is why we think a small business management course is extremely important to our people on the job.

The vocational teacher is the key to placement. The employer wants to talk to the teachers.

As for specific recommendations; a study council on attitude should be established involving college, high school, junior high school, elementary educators, counselors, administrators, clergymen from the area, small and large businessmen, and farmers. The reason we mention farmers is that it is surprising how many employers want to hire farm people; so we come to the conclusion that there must be something in the farm environment that tends to foster a better attitude towards employment. This had not yet been done. There has been some action taken on it but we intend to follow this up even further. This has to be an ongoing process. We are hopeful, and recommend, that additional VICP people be added to cover all high schools in the area so they can take over this survey to keep it updated in the summertime during their off months. We feel we have a local responsibility. The Federal and State governments have helped us with this project and now we have to continue with it. We recommended that a 2-year math requirement be established as a pre-requisite for all machine trade training; basically because industry will not allow people into their apprenticeship program without 2 years of high school math. Again, this is under study. We also recommended that the occupational exploration units that used to be taught and are still being taught in some high schools be reestablished or continued. This is extremely important in our opinion. Furthermore, better public relations with the employers and our public is extremely critical and we think recent bond votes and so forth attest to this. We were listening to a speaker this morning who pointed out the great emphasis and impact of advertising. I think we should do a great deal more of it.

VOCATIONAL GUIDANCE CENTERS
AND
BUSINESS AND INDUSTRY TOURS FOR
DISADVANTAGED YOUTH
by
Mrs. Daisy Shaw

During the past 3 years, the support given to new projects in vocational guidance by the Division of Occupational Education and the New York State Bureau of Guidance has made possible the development of far-reaching programs in career guidance for intermediate and secondary school students in selected districts.

Leaders in the field of vocational education have long recognized the need for improved guidance to help students choose their courses of study wisely when they move from intermediate or junior high schools to high schools. The very diversity of the curricular offerings in the New York City high schools has added to the complexity of the problem. These offerings include academic, commercial, general, and specialized studies in 90 academic high schools, and a total of 90 separate trades for boys and 40 for girls in 28 vocational high schools.

In 1967 the New York City Board of Education committed itself to the future development of the comprehensive high school, which would offer academic and occupational training to students under the same roof. In the comprehensive high school, students may defer decisions about course of study until the 11th grade. At the present time, however, and in the foreseeable future, students must still make choices that will significantly affect their future careers when they are only 13 or 14 years old. Obviously they require expert guidance to help them make these choices; and, just as obviously, our counselors, working with caseloads of 1,000 or more, have been unable to provide the type of occupational guidance program which is so urgently needed.

Our major program in vocational guidance the development of two District Vocational Guidance Centers, one in George Westinghouse Vocational High School in District 13 (Brooklyn) and the other in Woodrow Wilson Vocational High School in District 28 (Queens), from September 1966 to June 1968. Each center was staffed by three counselors and a secretary; the entire project was administered by Mrs. Jeanne Tenenbaum, coordinator. The goals of the project were to develop a model that would lead to an effective vocational guidance program in the two districts concerned and, hopefully, would then be replicated in other districts. In order to accomplish this objective, the staff of the Vocational Guidance Centers provided the following services:

1. A broad-based program of articulation in eight feeder schools which included activities for pupils in the

intermediate and junior high schools as well as a demonstration program and the provision of occupational materials to the counselors in the two districts.

2. Individual and group guidance for ninth year pupils in the two vocational high schools, to help them make wise decisions regarding their future vocational training.

3. Establishment of a materials resource center at the two vocational high schools for use by counselors, students, parents, and community representatives.

4. Publication of a manual of comprehensive sequential occupational information for counselors and pupils in all city schools. This manual includes detailed information about 60 different occupational areas as well as an extensive list of audiovisual aides keyed to the occupations that make up the handbook.

Among the materials designed by the project staff were: Occupational Interest Check Lists for Boys and for Girls, Occupational Information Sheets for Students and Counselors, and Occupational Job Kits. A prominent feature of the articulation program was the series of occupational small-group discussions which were demonstrated by the Center counselors to the feeder schools.

Detailed descriptions of the numerous activities carried on by the project staff may be found in the Annual Report of the Vocational Guidance Centers, 1966-67, and in the Final Report of 1967-68. In addition to the individual and group counseling, the roster of services included: career conferences, trips to vocational schools and to business and industry, tutorial service rendered by college volunteers, parental and community activities, and an audiovisual program. Throughout the program, close liaison and cooperation was maintained with teachers, supervisors, and administrators in vocational education.

Analysis of a number of evaluative studies made by the staff, including attitude questionnaires and open-ended, unsigned evaluation sheets, would seem to indicate that the project reached deep into the hearts and minds of those students who were involved. The Final Report 1967-68 contains 30 pages devoted to these special studies. Rather than attempt to summarize them, I will quote a few lines under "General Comments" (page 57):

> As one reads these quotations from the students' evaluation sheets, what stands out is the meaningful relationship the students have obviously had with the staff counselors. The help that the students obtained from the staff members is repeated again and again in such terms as "A place to get help", "They have done mostly everything", "Means a lot to me", "Helped me to learn about jobs" "Good place to come when you have problems and questions", "I am sorry to see it go."

For 1968-69, two additional though smaller projects are planned: Project VOC (Occupational Orientation and Articulation in Feeder Junior High Schools and Intermediate Schools in Districts of Selected Vocational High Schools), and Project BOAT (Better Occupational Awareness and Training). The former will seek to disseminate learnings, skills, techniques, methods, and materials developed during the Vocational Guidance Centers project and to develop a cadre of counselors in the feeder schools to carry forward the approaches developed in the demonstration program. Increased parental and community involvement will be sought in the three districts involved. One counselor will be assigned to George Westinghouse Vocational High School, one to Woodrow Wilson Vocational High School, and one to Samuel Gompers High School in the South Bronx. The latter project (BOAT) will employ one coordinator, one additional counselor, two educational aides (paraprofessionals) and a secretary. This project will also borrow many of the techniques developed at the Vocational Guidance Center, but will give increased attention to the needs of the disadvantaged to work with parents and the community, and to inservice staff training. Partial funding for these two projects, which are offshoots of the Vocational Guidance Centers project, was obtained from the New York State Bureau of Guidance.

Another project which was supported through Vocational Education Act funds was Project BITE (Business and Industry Tours for Education), which was in operation from September 1967 to June 1968 and has been approved for continuance during 1968-69. This proposal was developed by a counselor, Mr. Carroll Fowler, who enlisted the help of three community leaders. The major emphasis is on a program of vocational orientation which includes tours and visits to business and industry for seventh and eighth grade pupils in two junior high schools in District 6 (Harlem). Tape recordings of interviews with business leaders and photographs of students involved in the tours are special features of this program, which also includes pupils in the tours sharing information with others in the school, group guidance classes, assembly programs, and other activities. An educational assistant is also employed.

We are exceedingly grateful to the Division of Occupational Education and to the State Bureau of Guidance for having made it possible for us to initiate these pilot programs. As we continue to work in this field, we become ever more convinced that vocational guidance should be made available to all pupils, not only in the upper grades of the intermediate or junior high school, but starting in kindergarten. What is needed is a sequential, developmental program that will make all pupils aware of the wealth of career information that is available and will enable them to relate this information to their own strengths.

INTRODUCTION TO CAREERS

by

Mrs. Ann McDonald

One of the important purposes of education is to provide our youth with adequate learning and activities which will benefit them in their preparation for the world of work.

When federal funds were made available for projects in the area of career guidance, the Yonkers Public Schools submitted proposals for two projects. Approval was granted for an inservice course for counselors (VIS-701) and a pilot program in curriculum (VIS-702).

During the school year 1966-67 both projects were begun. The inservice course integrated career information with counseling techniques. Much of the knowledge gained in this course was applied in the development of a new course of study entitled "Introduction To Careers."

A team of six counselors and a consultant were employed to develop a curriculum guide for the course. It is designed to help students make a smooth transition from school to work, and to develop a realistic understanding of one's role in life.

Indications are that in forthcoming years greater numbers of boys and girls will be graduating from high school, and ultimately seeking employment in business and industry. Most of these young people have not been exposed to work experience. They have very little insight regarding opportunities available to them, as well as the requirements and responsibilities certain occupations will demand from them. In fact, with the unprecedented advances of technology, many occupations which were common and in demand only a short time ago, have already been eliminated or are in the process of being eliminated from the labor market. Many new job opportunities calling for higher levels of education and specialization have evolved. The problem which arises then, is to meet the challenge of change by altering educational patterns to meet the labor demands of the future.

The objectives of the course are

1. To acquire a better understanding of oneself.
2. To acquire an understanding of the transitional phase of life which adolescents are experiencing.
3. To acquire an understanding of the importance, significance, and implications of interpersonal relationships.
4. To acquire an understanding and appreciation for civic responsibilities.
5. To acquire a more thorough understanding and appreciation of school.

6. To acquire an understanding of the importance to develop and to participate actively in wholesome leisure time activities.
7. To learn of the educational opportunities available, and to grasp these opportunities if and when possible.
8. To acquire substantial knowledge regarding the various aspects of the world of occupations.
9. To develop skills necessary for job selection and job application.
10. To develop the ability to be analytical and realistic when involved in decision making regarding one's life.

In June 1967 the curriculum guide was completed and later submitted to the New York State Education Department, Bureau of Guidance for review. A fully certified counselor was assigned to introduce the course in September 1967.

Locally, it was decided that this course would be offered as an elective in the ninth grade of a junior high school and in grades 10 through 12 in a senior high school.

At Hawthorne Junior High School "Introduction to Careers" was first publicized and discussed at class meetings, then in group sessions in home rooms, and finally during individual student-counselor conferences. Parents were also informed of the essence of the course which is to provide activities and experiences for the students which will assist them in avoiding the dangers of false starts, drifting, and frustrations.

While the course was developed with the "General Student" in mind, enrollment was not closed to a few academic students who could profit from this unusual opportunity. Counselors screened carefully to include the students who might find a program of five academic subjects too heavy, and for whom it would be advisable to postpone a foreign language until grade 10. Thus, by participation in "Introduction to Careers" such students might become more self-confident and articulate. At the end of the year, results showed that this reasoning was correct.

At the senior high school level the course was recommended for students who were unsure of the direction in which they were headed beyond high school. For most who enrolled there was a definite need to develop a better self-image.

The course was structured for a school year with 170 class sessions. Time allotments were suggested for each unit. However, flexibility of time, geared to the needs of the group, was possible. Field trips, guest speakers, and the use of audiovisual information are important elements in the course.

"Introduction to Careers" is composed of three areas, "Who Am I?," "Where Am I Going?," and "How Do I Get There?."

Following a period of introduction and orientation, section one "Who Am I?" includes such subheadings as personality development, the nature of adolescence, getting along with others, social relationships and communication, and citizenship responsibility.

Section two, "Where Am I Going?" includes the nature of school, leisure time activities, planning an education, and the world of work.

The final section "How Do I Get There?" includes job preparation, job analysis, job application, the interview, and steps in securing working papers.

Each chapter in the curriculum guide includes a statement of purpose, specific objectives, and suggested activities. Elaboration and creativity are encouraged. Of equal importance is the personality, dedication, and enthusiasm of the counselor responsible for teaching the course. In him, rests the responsibility for the success of the venture.

The use of the curriculum guide should be an "on-going" process. As new materials are discovered they should be added for reference. Additional activities should also be listed. Possibilities for improvement and creativity are endless. Evaluation is essential but somewhat difficult to measure in concrete terms.

As a result of 1 year's experience, the counselor-coordinator submitted a report including specific unique activities and projects which highlighted the program.

First of all, unlike most classes, this was conducted on an informal basis. Students were encouraged to participate in the discussion of topics related to the unit. While the curriculum guide was used extensively, in no way did it limit the areas of possibility. Rather, it facilitated changes in direction and emphasis.

The beginning of the course dealt with personality and understanding of self. Students were encouraged to think about themselves and apply the theory discussed in class to practical situations created by role-playing. Nonparticipatns observed and commented. At times the entire class was involved in a learning situation without realizing they were participating. This was evident during discussions concerning anxiety, fear, frustration, and phobias. Newspaper articles and personal examples were used to demonstrate reactions to these tendencies. At the conclusion of the topic a timed frustration-tolerance test was administered to the group. The teacher recorded observations made during the test. When it was corrected by the students they were able to compare their ability to cope with frustration with the ratings of an adult population. Each student gained an increased awareness of emotions as related to others and to himself.

Following this, the class moved to some of the more mechanical aspects of occupational information including using the Dictionary of Occupational Titles, writing letters of application, and using the resume.

In connection with this topic a "Job Bulletin Board" was established. Students selected specific "Want Ads" and responded as applicants. In other situations they acted as employers and responded to the (student) applicants. Again role-playing was used in addition to the letter writing and completion of actual applications obtained from various sources.

Required monthly reports encouraged students to express themselves in a variety of ways and on varied topics. A list of topics was supplied by the instructor but could be extended to include other areas with prior approval. Media included book reports, interview situations, bulletin board displays, posters, student polls, etc. Class time was reserved for individual research and "problem-solving" as necessary. The completed reports were shared with the entire group.

In the area of communication, advances were made through the cooperation of the New York Telephone Company via their education consultant. A tele-trainer unit consisting of two working telephones and a switchboard were provided. This afforded innumerable possibilities for verbalization and telephone etiquette as well as business experience.

In preparation for field trips to industries, the counselor spent considerable time making contacts as well as helping certain firms develop meaningful programs for the students. As a result of the time and effort devoted to this activity, well organized tours will now be available to other schools and community groups. As part of their class work the students developed an occupation study guide which was used in reporting on their visits.

Guest speakers were requested to highlight various aspects of the curriculum. For example, a personnel manager was asked to discuss the way in which he evaluates an application and an interview situation.

In an effort to evaluate the course on an objective basis, a questionnaire contained in the study-guide was administered in September 1967 and again in June 1968. The purpose of this was to allow for attitude changes and increased personal awareness, as well as to determine the type and extent of specific knowledge gained as a result of participation in the course.

The counselor has compiled a statistical summary of the results in each of the three pilot groups. In addition, he has added to the curriculum guide a break-down of the questions by classifying them under the four headings of personal data, fact, personality, and attitude and opinion. This will be a useful instrument for future teachers of the course.

In addition to the questionnaire, a self-concept scale was administered to the group in September 1967 and June 1968. Members of the class also evaluated each other. It is interesting to note that each student's self-perceptions more accurately matched those made of him by his classmates, at the end of the year, rather than those at the beginning. A complete report of this activity is included in the counselor's summary.

Parents, teachers, counselors, and school administrators have expressed enthusiasm for, and a belief in the need for this type of instruction. Budget restrictions do not permit its extension into other schools at this time. However, the guide is currently being used by many counselors in weekly group guidance sessions conducted after the regular school day. These group guidance sessions, along with visits to industries are components of an inservice activity for which counselors will receive two local credits. This credit may be applied toward salary increase.

While mention of the counselor and the part he plays in teaching this course was made in an earlier part of this report, it should be given special emphasis. Not every counselor or every teacher could conduct such a program. It requires boundless energy, initiative, tact, and a sincere desire to give to students a belief in themselves and their ability to become contributing members of society.

CAREER GUIDANCE PROJECT
by
Mr. John McGuire

This project is an outgrowth of a previous project entitled "An Automated Developmental Counseling System" which was then changed to a multimedium support system for educational and career planning. The name of the project has since been changed to Rochester Career Guidance Project. It was originated and developed as a joint effort of the Vocational Education Department and the Guidance Department of the Rochester City School District, Eastman Kodak Company, and the New York State Employment Service. Its stated purpose was to develop an electronic counseling system which would accomplish guidance and counseling objectives, e.g., to enable students to learn how to make effective plans and decisions. This project was funded by the New York State Education Department's Bureau of Guidance and Bureau of Occupational Education Research. Technical assistance was supplied by the Eastman Kodak Company and supporting personnel by the New York State Employment Service. Administration, planning, housing, and other expenses were assumed by the City School District. The initial year was viewed as a planning year, but financial considerations necessitated the addition of an educational goal; a working demonstration by September 1968. By June 1968, original funding sources had disappeared. Though many efforts were made to the Office of Education in Washington, by June 30, 1968 all funding was lost.

In late July and early August of 1968, the project was resurrected through the combined effort of the Vocational Education Department of the Rochester City School District and the Bureau of Occupational Education in Albany.

By November 30, 1968 through the combined efforts of Eastman Kodak Company, New York State Employment Service, the appropriate departments of the Rochester City School District, and the funding sources in Albany, a working model of the Rochester Career Guidance Project will be being tested in the new Frederick Douglass Junior High School. This working model will include a computer terminal, a pacer unit which is an audiovisual presentation equipment, and a microfilm file which contains occupational briefs of over 400 different occupational titles. The first part of the project was a planning phase to observe current guidance practices, survey other related projects, and to reformulate immediate and long range project plans. The project has moved from the development of a computer-based counseling system to a multimedium support system for educational and career planning. This system will be made available, in schools and agencies, to students, counselors, teachers, and others concerned with guidance. The system will use the cataloging and logical processes of a computer but will not be computer depended. There is also concern for systems development at another

level; a systems approach to guidance which defines the procedure for making guidance more effective.

Analysis of the Problem

Guidance personnel are being given increasing responsibility for the career development of students but are handicapped by current information handling practices, the nature of the information itself, and the failure of schools to provide sufficient student involvement in educational and career planning. Each of these limitations is discussed below:

Information Handling in Guidance

Guidance offices in schools receive large volumes of information about people, education, and work. It is totally unrealistic to rely upon the counselor to gather, sort, validate, and transmit these materials covering thousands of occupations. The task is not only impossible, but often ill-suited to the counselor's nature and training.

In recent years, counselor education programs have given increasing importance to career-development theory and placed less value on training in "information." While this change in emphasis may prove valuable in the long run, there is little to indicate that substantial progress has been made in information processing techniques for guidance. The state of the art of indexing, storage, retrieval, display, and dissemination of career-relevant data has changed little over the past few decades despite a great infusion of money and personnel into guidance.

Information processing specialists have long recognized that the most critical aspect of information handling is indexing. In school guidance, the most common types of indexing have been the commercial filing system for occupational briefs and an alphabetic arrangement of college catalogs. The most important index, however, has been the counselor himself. Under this system, the student visits the counselor, asks questions, and receives answers or suggestions of materials to read. Frequently, however, the plan of information seeking is fragmented; that is, the system fails to "lead" the inquirer by providing multiple information sources including written materials, audiovisuals, people, and institutions. The effectiveness of this system from an information perspective is totally dependent upon the counselor's capacity to process and catalog each bit of data which is available or potentially available to the user.

Information must be stored in an accessible manner and be easily retrievable. In some schools, education, training, and occupational materials, are kept in locked files or in counselor's offices. Storage practices indicate subscription to a faulty assumption; that all students are motivated to seek career-related information.

Display of career information is largely verbal and dependent upon reading skills. This problem is discussed later in detail, and is simply mentioned here.

Present methods for disseminating information fall short in two different ways. First, if data is widely disseminated, it is often done so without regard to individual differences and need. Secondly, when working with individuals, the counselor often gives information according to his perception of the inquirer's need. A proper information system should be non-verbalized and allow the inquirer to perform the limiting functions. The system should have the capability of violating the expectancies of the user by expanding his horizons rather than limiting them. Failure of guidance to utilize recent advances in system procedures and technology is contributing to a serious lag in data handling efficiency. Systems analysis facilitates the design of a system as an entity. It requires specification of system goals, identification of all components, optimal assignment of functions to each component, interaction and communication between components, and system evaluation.

Recent developments in information technology also offer solutions to the problem of data handling. Indexing functions are efficiently served by computers, storage is more easily handled with the use of microfilm, and display is assisted with the use of cathode ray tubes, motion picture, and still projections. Such systems can also provide selective dissemination of information based upon a user profile.

Data Format and Content

The content of career related information available to students is not as "real" to him as it might be. Statistical summaries of job requirements, salary ranges, and working conditions tell little about how one human being "fits" into this world and moves in it. Little is available to help a student identify with a career area or with a person developing a career pattern. Most adults would agree that the work and education fields must be brought closer to youth in a way that is acceptable and beneficial to them. The student needs to "feel" what it is like to be in a certain role at some projected point in time.

Most occupational information systems are based upon job analyses or descriptions. Standard references such as the Dictionary of Occupational Titles and Occupational Outlook Handbook, while valuable tools, tell little about people. Frequently, a person's description of his job differs extensively from the occupational analyst's.

Relatively few occupations are readily observable to students. Even when an occupation is observable, the student has few skills to enable him to incorporate his reactions into this thinking about himself. Likewise, he generally has little early exposure to education or training programs he may someday pursue.

While recent attempts have been made to implement vocational guidance with graphics, motion picture, audio tapes, and other media, there have been few efforts to do so in a systematic manner with planned objectives.

Technology has advanced to the point of making it possible for schools to develop their own visuals in order to bring the education and work worlds closer to the student. A more adequate representation of the personal, educational, and work worlds, can be produced through visual, auditory, and even various combinations of sensory input. People can be shown in the process of fulfilling major life roles. Further developments make it possible to include problem solving and testing experiences.

Current Guidance Practices

Our observations of current guidance practices suggest that relatively few students seek out career-relevant data until a college or work placement decision is pending. Yet, it is generally agreed that early exploration of alternatives leads to more satisfactory decision-making. Major responsibility for failing to make guidance interesting and valuable to students must certainly be with guidance and with the schools.

Schools and society place demands upon guidance personnel that distract from exploratory and planning activities or so called "developmental guidance." Teachers often judge a counselor's effectiveness by his success in "straightening kids out," i.e., adjusting pupils to fit a classroom. Administrators, depending on their training and orientation, often force counselors into disciplinary, evaluative, and placement roles. Parents often see counselors as staff members who can get their offspring to do what parents want them to do. College admissions officers want counselors to do preliminary selection and screening. Curriculum specialists often want the counselor to place students in tracks or appropriate niches, usually on the basis of test results. Thus, counselors on the job tend to respond to the pressures placed upon them.

Guidance personnel themselves, have failed to define where (classroom, office, library), when (age, grade level), and how information should be infused into the educational experiences of students. Career-days, home room periods, and group guidance classes have been attempted but as yet an adequate psychology of guidance has not been developed.

A recent study of guidance practices in the Palo Alto Schools indicated that up to 85 percent of most counselors' time was spent dispensing the sort of information that is easily and more accurately handled in an information processing system. If counselors can be freed of the functions for which they are least prepared, it is speculated that they could become more involved in counseling, as well as the planning and consultive functions of guidance.

We have developed objectives at two levels. Those at the system level pertain to actual project activities, those at the user level specify what should happen to the user upon implementation of the system.

Objectives

(System Level)

1.00 To develop a multimedium support system designed to promote and improve educational and career planning.

1.10 To develop an occupational data base.

1.20 To develop an educational data base.

1.30 To develop programs for access to the data base.

1.40 To identify and select hardware appropriate to such an information system.

1.50 To develop a microfilm file of educational and occupational materials.

2.00 To develop new forms for educational and career data as input into the system.

2.10 To develop audiovisual life career studies to teach career-relevant concepts.

2.11 To develop a procedure for student participation in making audiovisual life career studies.

2.20 To develop teaching-learning units for presentation on a unit with multimedium capability.

2.30 To investigate the effectiveness of different modes of presentation.

3.00 To promote student involvement in educational and career planning through activities, special programs, and curricular experiences.

3.10 To work with school staffs to develop ways of implementing the system.

3.20 To develop computer programs for high school planning and course selection.

3.30 To create a general awareness among students of the importance of keeping career alternatives open.

(User Level)

The system ultimately designed would accomplish the following general purposes.

4.00 It should reduce the routine information handling functions of guidance personnel and involve them more in counseling, planning, and programming activities.

5.00 It should stimulate interest in planning and result in more effective plans and decisions by students.

6.00 The student subjected to such a system should know more about work, people, self, and education.

7.00 He should exhibit the following behavior:

7.10 He should be able to use information for decision-making.

7.20 He should be able to apply ideas and procedures relative to education and career.

7.30 He should be able to analyze educational and vocational problems.

Procedure:

Prior explaining the project activities, we shall describe our target population and give a brief overview of experiences planned to take place during the student's high school years. We feel it is essential that all individuals learn how to think about self, people, education, and work in a manner which augments their movement toward satisfaction in major life roles. To this end, we plan to introduce, early in a student's secondary school experience, structures or guides which enable the student to think about himself in relation to people, education, and work. While we are ultimately concerned with the career development of all persons, our first efforts will be directed toward the seventh and eighth grades.

We plan to involve the seventh and eighth grade student in many activities requiring exploration and planning. Through exploration, his knowledge of possible education and career alternatives will be increased. By exposure to "People-in-Education" and "People-in-Career" he will be encouraged to "try on" possible roles, for example, micro-biology student, air-conditioning trainee, carpenter apprentice, electrical engineer. In addition, he will encounter role models with which he can identify.

In planning activities, he will be encouraged toward a meaningful assessment of his own strengths and weaknesses in relation to desired goals. He will also participate in simulated life-career planning which subsequently leads to the planning of his own educational and/or work experiences.

In grades nine through 12, the system will ultimately be available to the student on demand. During the spring of each of these years, he will conduct a review of his plans and adjust his tentative goals or the means he is using to attain them. After reviewing his plans with parents, he will select courses for the next year. Thus, after heavy exploration and planning early in his secondary school experience, he is consistently confronted with a problem-solving situation in each of his subsequent years.

Development of an Information System

We are developing an information system designed to promote and improve educational and career planning. Systems of this type, in a broad sense, may be categorized as information storage and retrieval systems. Information is stored in an organized and controlled fashion and retrieved on demand. This system differs from others to the extent that it separates and thus highlights the perceptual resources file.

Primary consideration in any information system must be given to the individual who interacts with other elements of the system to satisfy his intellectual needs, and these needs must be satisfied in an emotionally accepted form. He is the system user and the principal cornerstone in the systems structure we have proposed. Initially, the users will be seventh and eighth graders, but eventually the system will be used at higher grade levels. It is planned that teachers, counselors, parents, and any individuals seeking educational or career guidance may become users of the system.

To provide a versatile base for developing a new system, it is helpful to distinguish perceptually useful materials from the representative, largely verbal information that might be abstracted from them and used for searching and finding the location of these materials. We have, therefore, divided the user's information needs into two parts, a catalog and logic device and a perceptual resources file.

The perceptual resources file may represent books in their stacks, periodicals, movies, audio tapes, slides, film cards, link trainers, gravity reducers, bottle odors, taste samples, or any other conceivable file of perceptual resources, including a totally controlled environment as visualized in some future teaching systems. The resources file is the organized store of perceptual elements appropriate to any information system, no matter how broadly or narrowly conceived, existing, or planned for the future.

To gain access to these perceptual materials, cognitive or logical processes are required that are associated with an organized catalog of resources and their "file" locations. These logical elements provide a basis for getting at specific perceptual materials to match a specific user's requirements. Hence the "catalog-and-logic" cornerstone. In a typical library situation, the librarian might be this cornerstone, and

and the bookstacks would comprise the resources file. In that case, the librarian might serve as an interface between the user and the literature.

To use an information system, an inquirer raises questions, using some sort of two-way device. This device could be a human being walking to the library and back. It could be a telephone for calling the librarian, mail for sending requests, a fancier device like a teletype-writer, or some form of remote terminal hooked to a computer which contains the catalog in digital form and which is programmed to answer questions. Regardless, questions are raised and answers flow back to the user. This two-way path is already highly developed at MIT, Systems Development Corporation and in a number of other places where a teletype or similar machine is used to interrogate a time-share computer for citation or other indexing information. For example, Project MACTIP at MIT provides several hundred users, each having a remote terminal, equal (or nearly equal) access to bibliographic information concerning articles published in physics journals.

The two-way path mentioned above, however, represents only half of a system that really satisfies a user's needs. Nearly all automated information systems in existence are limited by storage capacities in the amount of data which they can retrieve. Most are limited to bibliographic types of information.

Eventually, as a result of questions and answers in a progressively narrowing search, a point is reached where the user wants to "see" something. He must then have access to specific documents in the image file and in known locations. In the initial system that we are developing, many of the materials in the perceptual resources file will be stored on peripheral equipment and interfaced directly by the user. He may utilize this equipment to see color slides, film strips, and movies accompanied by audio presentation. The principle we have followed is to store as little as possible in computer memory and as much as possible on film and audiotape to appeal to the interests and capacities of the user. In our project this support medium is know as "PACER."

The notion of buffer applies here only in the sense that the basic files are duplicated and used in a decentralized fashion. In future systems, many users may have remote access to a single file of resources. As visual images or audio messages are required, the computer would send a signal directly to the central file and appropriate audio or visual elements would be transmitted and presented on individual audiovisual display devices either in a predetermined sequence or with the capability of random browsing. The materials remain in the central file and are available to the other users.

It should be kept in mind that the system we are developing may be entered in many ways and that the elements in the system may be used independently.

The Data Files

We are presently developing three basic data files: work, education and training, and people. The organizing unit in the "work" computer-based file is the occupation. In this file occupations will be indexed by many variables enabling the user to organize the work world in many ways. Such a system will go beyond a two or three variable matrix (Roe's Field and Level; Super's Field, Level, and Enterprise).

The organizing unit of the "education and training" computer-based file will be education majors and training programs, e.g., microbiology, carpenter apprenticeship, air conditioning. These will also be indexed by many variables such as related occupations, schools offering programs, and costs of training.

The organizing unit of the "personal characteristics" (people) file will be personal traits, e.g., interests, aptitudes. These personal traits will likewise be indexed on several variables. For example, an interest (preference for serving people in the social welfare sense) would be indexed by related occupations and related education and training programs, as well as other variables. The computer-based files will be cross-referenced so that a user may obtain similar information beginning from at least three different points.

Other information about work, education and training, and people will be assembled and developed for presentation in multimedium format. The computer will be used only for searching, logic, and decision-making.

The perceptual resources file contains the supporting visual materials for the system. New materials coming into the system will be indexed in the catalog and logic device and recorded in the perceptual resources file. We plan two basic hardware units to help organize this file; a microfilm system composed of a file, a viewer, and a print-out capacity, and a visual projection system which we call PACER.

The microimage file is an important part of the system because it permits compact storage of relevant data which is readily available to students, counselors, teachers, or parents. As presently developed, the microfilm files will be organized in areas compatible with the computer files. This kind of flexibility in data handling permits the user to move through the data about the occupation, to education and training, and finally to labor market information. In addition, he is provided with sources of information in the community including names and telephone numbers of workers he may contact. The education and training and personal characteristics microfilm files will be organized similarly and permit browsing from a different starting point.

The visual projection system we have been experimenting with is a single unit having multimedium capability. Our plans, however, call for the development of materials which could be used with both existing equipment and that which is under development.

New Data Form and Content

It has become clear to us that the form of available career-related information is almost exclusively the "printed word." Those limited materials presented in other forms such as audio-tapes, movies, and filmstrips, are generally developed to be mass-marketed and often fail to become part of a planned sequence of guidance activities. In addition, the content of career-related material is generally statistical and tells little about "people" who fill the occupational roles.

One attempt we are making to overcome these handicaps is the development of multiple life-career studies. Our projected format calls for three life-studies for each occupational area identified.

Each man's or woman's story will be illustrated by use of controlled slide, movie, and audio media. Each life study will be depicted in modules as follows:

1. Identification. (I am ..., I work at ..., in Rochester)

2. Job Situation. (Job activities, problems typically solved, relationships with others, working conditions, salary, etc.)

3. Life Style. (Off-job activities, family, sports, house, neighborhood, hobbies, etc.)

4. History. (Career ladder, formal and informal education through time, personal-social history, major events)

5. Future. (Anticipated career, education, aspirations for family)

The presentation of three such life studies has opened many possibilities, for instance minority groups can be presented in career guidance in one of the three life-studies, different life styles will be shown, different ways of attaining similar positions will be identified, and women will find their places in careers.

After exposure to a variety of life styles, histories, etc., it seems quite reasonable that students will explore additional occupations in terms of job situation only. Other modules will be systematically eliminated unless requested.

In the production of such materials various "by-products" will evolve: (1) Audio-tapes of worker interviews (30 minutes, edited), (2) Slides will be available to illustrate the above interview, (3) A typescript of the above interview will be available and can be illustrated with positive paper prints made during the editing process.

Our present experimental production of Career-Life studies is investigating:

1. What content each module should contain?

2. How long (short) each presentation should be?

3. What is the time/cost factor?

4. What combinations of media tell the story best?

5. What skills and equipment are needed?

6. Can amateurs handle the production?

To the last question we think we have a tentative "yes." Last summer, through the cooperation of Eastman Kodak Company who provided our project with limited financial resources, we ran an activity called KIP I, Kids in Process. In this activity we sought to answer the question whether or not amateurs, youngsters particularly, could be used to develop Life Career Studies. As a result of these experiences with a sixth, ninth, and a 10th grader, we are convinced that with the proper preparation they can handle not only the technical aspects, as particularly associated with photography, but also the human aspects associated with interviewing.

The current status of the Rochester Career Guidance Project, then, can be described as involving us in six different categories. As a result of last summer's experience we are ready to proceed with KIP II. Counselors from the Frederick Douglass Junior High School have been trained to work with 10 youngsters to have them visit three different people with whom they can identify a career-related problem. They will visit these people, photograph them in work, at home, seek answers to questions concerning the way they work and live, and then be able to report with the appropriate and associated visual and audio media to other youngsters on what they have discovered. Assuming this program will be a success, we are planning to expand this in the spring of 1969 to include up to 100 youngsters and the full guidance staff of the junior high school.

In addition, the complete system of the Rochester Career Guidance Project will be tested in the Frederick Douglass Junior High School setting involving the three units of the system. The first of these units is a computer terminal which is programmed to help a youngster explore and identify career-related information according to the basic input which is geared to his personal interests, ability levels, and educational aspirations. The computer program will encourage a youngster to see what happens if he changes some of the original input, e.g., instead of planning on just completing high school, what kinds of opportunities would open up for him if he were to go to 14 years of school, 16 years of school, etc. The second unit to be tested in the Junior

high school is a microfilm file. While this file is currently limited, we hope to have it fully activated, as described previously, by February 1, 1969. The third unit of the system, the pacer unit, which is a piece of equipment designed to present programmed audio and visual career-related information, is also available now in the junior high school and will shortly be in use by youngsters. This pacer unit cannot only be used for various audio and visual career presentations, it is also designed to teach the youngster how to use the computer terminal through the use of audio and visual materials.

An identical system is to be tested in one of our occupational annexes in conjunction with a multioccupational center. This center is a laboratory equipped with materials and tools which will simulate occupational skills and experiences through either random sampling and/or programmed student activities. This center is staffed by an industrial arts instructor and a guidance counselor who is assigned to the Rochester Career Guidance Project on a half-time basis, and thereby is able to relate the two experiences. This experimental station in an occupational annex will enable us to do two additional things: (1) it will help us determine the relevancy of the Career Guidance materials and equipment to age groups other than the seventh and eighth graders at the junior high installation, and (2) it will help us to ascertain the effect on career exploration of the addition of the related tactile experiences provided by the occupational laboratory.

At this time we are also involved in research at the senior high level. It is our aim to determine what means of career information dissemination is most effective with youngsters of this age. This project is being carried on in four of our high schools, of which two are inner city schools and two are peripheral schools. One of the major assumptions of our project is that if we can develop materials and experiences which are significant and meaningful to urban youngsters, then these materials and this equipment will be applicable to youngsters in any setting.

We are also aware that the most refined of technical equipment and the most effective of career materials will do little to help youngsters if nothing is done with the intervening personnel, that is, the guidance people working within a school. Thus it is, we are also directing ourselves to preparing the school guidance personnel in the use of equipment, the materials, the methods the project is developing to individualize guidance. This is being done not only by continually keeping the guidance personnel informed about the development of the project, but also by involving them in those areas of development, in which they can be most helpful, as well as critically reacting to various aspects of the project.

Another function of the Rochester Career Guidance Project is apprising the business and industrial community of the project's development. It has been our experience so far that they are not only supportive

to what we are doing but are ready, willing, and able to lend us a hand wherever they can. For the past year and a half Eastman Kodak has been our primary source of help in this area. They have been extremely generous in contributing personnel, time, and equipment to the project. This has meant an allocation by this corporation of approximately $100,000 thus far, and they are committed to continue with us in this development. We now find ourselves, however, at the point where we need and are seeking the massive support of the Rochester industrial and business community. For, as we are involved in the development of Life Career Studies, this will mean that youngsters, together with professional and adult volunteers, will be asking various industries and businesses to involve themselves in the development of Life Career Studies. It will mean, on the part of business, providing us with people who will lend themselves to being photographed and interviewed by youngsters. In working with and through the Industrial Management-Education Council we have met with nothing but success thus far. Consequently, we fully expect to have the whole-hearted cooperation of these various agencies of the community in helping us to develop these Life Career Studies.

We have not been without our problems, however, in terms of actual project development. For instance, in a recent presentation to some Rochester high school youngsters we found that the youngsters expected the computer to be doing things that the computer cannot do. After having had a demonstration of the equipment, it was not unusual for youngsters to respond with statements that indicated that they expected the computer to make decisions for them. Thus we now feel that we must do something to impress upon the youngsters who will be using the various components of the system, that, simply because it is machinery, it does not make decisions, but rather provides information. Another problem has been that notions, contrary to our concepts, are developing. The most serious is the impression that we are forcing youngsters to make early career decisions, whereas our basic objective is to broaden the youngsters' horizons in terms of career information and opportunities. We cannot emphasize strongly enough that we are not seeking career decisions at an earlier age but rather that we are seeking to encourage youngsters to explore the areas of their awareness in terms of what is available to them as a result of their own individual efforts, differences, and desires.

The most difficult problem our project has faced, however, has not been the problems associated with development, but rather the problems associated with funding. A great deal of project development time was devoted in the early part of 1968 to seeking additional funding after June 30, 1968. After several proposals had been written and presented to various agencies, particularly the Office of Education in Washington, it was our experience that everyone approved of the project and, in fact, supported it enthusiastically. This enthusiasm, however, was never matched by financial support. So it was with unexpected suddenness that June 30, 1968 rolled around and the project died for lack of funding. At that time the Principal Investigator who was originally assigned to the project had to leave to seek other sources of income to support

himself and his family. At this time Eastman Kodak Company and the New York State Employment Service continued their wholehearted support of the project, even though the financial future looked dismal. Finaliy in August of 1968, a minimal project was financed through the cooperative effort of the Vocational Education Research Division in Albany and the Occupational and Vocational Education Department and the Guidance Department of the Rochester City School District. Through the joint effort of these three agencies, the project was able to continue with a minimum funding of $36,000, which is our current budget through June 30, 1969.

Our current staff is composed of two full-time professional people, one educator and one counselor assigned by the New York State Employment Service, a full-time secretary, part-time professional and technical assistance from Eastman Kodak Company, and a half-time counselor assigned by the Vocational Education Department of the Rochester City School District. A disproportionate amount of the staff's time, therefore, must be spent in seeking further funding. If this project is going to continue and to develop to its full potential, it is mandatory that we find a source of financing which will carry it for a period longer than 1 year. It will only be in this way that the staff's time can be efficiently used and devoted to the full development of the project and its concepts, and the adequate testing and researching of the materials which it develops. If we can find this support, we are confident that the Rochester Career Guidance Project will not only have an impact upon the educational development of youngsters, but will enable guidance personnel to fulfill the functions which the public generally expects of them.

CAREER GUIDANCE FOR STUDENTS
IN VOCATIONAL, TECHNICAL
AND BUSINESS EDUCATION
by
Mr. John Randolph

I. The Vocational Counseling Program

The guidance program that is at present functioning in connection with vocational and technical education is aimed at providing adequate career counseling, not only for the 1020 students enrolled in the vocational-technical division of Sewanhaka High School, but also the 60 percent of our student body who do not attend 4 year colleges.

During the years 1966-68, the Vocational-Guidance Model approved for this district was funded under PL 88-210.

Five vocational guidance counselors were employed and assigned to each school as follows:

Mr. Norman Hecht	-	H. Frank Carey High School
Mr. Henry Larson	-	Floral Park Memorial High School
Mrs. Ruth Staehle	-	Elmont Memorial High School
Mr. Charles Sterrett	-	Alva T. Stanforth Jr. High School, Sewanhaka High School
Mr. Bruno Turiano	-	New Hyde Park Memorial High School

The program has featured group guidance sessions in occupations and careers in grades seven and nine; and job placement with supportive counseling in grades 11 and 12. Techniques have included classroom discussions, films and filmstrips, field trips, assembly programs, group meetings with parents, and followup individual counseling sessions. As the counselors have gained facility with techniques, and insight into the needs of their students, small group counseling sessions have begun to emerge and have become a part of the program.

In grade seven, the objective of the group sessions has been to develop an awareness of one's own interests and abilities.

Eighth grade activities have consisted mainly of an introduction to the world of work, an overview of job families, and their relation to educational preparation.

During the ninth year, the group guidance sessions, as well as the individual followup counseling, are more specifically oriented toward the vocational and technical training programs that are available in the district.

During the 11th and 12th year, the vocational counselor has devoted the last 3 months of the school year to job counseling for the non-college bound. This has involved becoming thoroughly familiar with job market conditions and job opportunities as they exist in the metropolitan area. Students need to be oriented to the location and sources where job training and apprentice training can be secured. Related activities include small group instruction on such topics as:

How to write an application

How to prepare for an interview

Social Security benefits

Labor unions

Proper dress

Employer-employee relations

At Sewanhaka High School, the program is reinforced by the efforts of Mr. Louis Gebbia, job placement specialist. Mr. Gebbia has functioned in this capacity for many years. His services are not funded under PL 88-210. His principal role is rendering assistance and counseling to the graduates of the vocational and technical programs. In addition, Mr. Gebbia coordinates a work-study cooperative program for the vocational and technical students.

II. Needs and Objectives

A. General

It was proposed to support the vocational education program of this district by providing occupational counseling to young people who planned to terminate their education at the close of the 12th or 14th year of schooling through the establishment of a Career Guidance Service. The service was composed of the aforementioned team of six specialists who were knowledgeable and skilled in the following areas:

1. Occupational information
2. Job market statistics and related trends
3. Secondary School vocational-technical curricula and programs
4. Post-secondary school vocational-technical curricula and programs
5. The problems of disadvantaged youth
6. Job Placement and followup

7. Cooperative work-study programs

8. Counseling techniques

B. Needs

The New York State Department of Labor in their report, "Jobs 1960-70 The Changing Pattern" states that an average of 46,000 workers per year must enter the skilled trades to fill jobs created by the expansion of industry and by normal replacement of those who die, retire, or seek other employment. These figures may be further refined as follows:

Construction trades.....	14,000
Printing trades.....	2,000
Metal working.....	7,000
Mechanics and repairmen.....	10,000
All other crafts.....	13,000

The same report analyzes the status of apprentice training programs. It is estimated that existing inplant training programs will fill but 13 percent of the total need. The remaining vacancies, therefore, must be filled through upgrading of semiskilled workers or through formal training in vocational high schools. Although vocational high school graduates may need a period of apprentice training on their first job, the length of the period can be greatly shortened. This, in itself, will be a contribution toward meeting the needs of society.

Central High School District No. 2 has been strongly oriented toward vocational-technical education for the past quarter century. It has been a pioneer in the field and currently operates the largest program of any school district on Long Island. The success of such a program hinges upon the attainment of four fundamental aims:

1. Proper identification, selection, and screening of students

2. Job placement

3. Provision for work-study experience

4. Realistic training and preparation for the current job market

A most cirtical need in this district was to provide an adequate occupational information and counseling service for junior high school students. Young people between the ages of 12 and 14, without expert assistance, cannot be expected to make decisions that require them to select training of a specialized nature. At least one occupational

specialist is needed in each building to provide the necessary individual and group guidance service. Unless this service is continued, large numbers of students who could profit from vocational-technical training will not enroll in these programs.

The occupational or career guidance process must begin early in junior high school and should last at least 2 years. It should include a number of group meetings, assembly programs, and individual interviews. To provide career guidance to this extent, one occupational specialist for each school is minimal.

Additional needs are as follows:

1. Job placement service for each building. This service is definitely needed for the 2000 students who are enrolled in terminal business courses in the five senior high schools.

2. Coordination and extension of work-study programs.

3. Career guidance for the 40 to 45 percent of the graduates of this district who enter the job market.

4. A central source of resource materials and statistical data on employment trends. Such a service would be of definite value in revising, modifying, and refining curricula.

C. Objectives

Attainment of the following objectives should in large measure satisfy the needs outlined above:

1. To provide junior high school students with occupational and career guidance of sufficient scope to enable them to make a carefully considered decision regarding the general nature of their senior high school training.

2. To provide occupational information for parents and vocational guidance for young adults and out-of-school youth.

3. To establish a job placement service for the graduates of all schools, not merely Sewanhaka High School.

4. To provide career guidance for all senior high school students not planning to attend college.

5. To improve the identification and screening procedures through which students are selected for vocational and technical programs.

6. To establish a materials resource center which would make available to all schools, visual aids, publications on

occupations and careers, closed circuit television programs, and statistical reports relating to employment trends.

7. To provide information and assistance to students regarding vocational programs not offered in this district, but which may be available in schools operated by the Nassau County Board of Cooperative Educational Services.

8. To conduct and analyze followup studies of the graduates of the vocational education program.

9. To assist in the identification of additional areas for vocational offerings.

III. The Vocational Guidance Counselor - Job Specification

1. To conduct an orientation and information program for students in Grades seven to nine. The program is continuous for 3 years. Programs have been developed for presentation in homerooms, assemblies, and for incorporation into regular classroom teaching units. The vocational counselor assists other counselors and teachers in planning programs, and conducts many of the group guidance sessions, personally.

2. To conduct and supervise identification, screening, and selection procedures for students in grade nine who elect to pursue vocational-technical education in senior high school.

3. To counsel individually with terminal education students who remain in the local building for business education or other courses that are designed to prepare for entry into the job market.

4. To counsel with parents of students who are interested in vocational education.

5. To inform students regarding vocational and technical courses offered by the Nassau County Board of Cooperative Educational Services.

6. To counsel with students who plan to enroll in one of the Board of Cooperative Educational Services courses and to process their applications.

7. To conduct a job placement service for students in senior high school, particularly students in business education.

8. To coordinate work-study programs within the building.

9. To provide a counseling service for out-of-school youth and for adults who are interested in securing occupational training.

10. To establish and maintain contact with community agencies such as the New York State Employment Service, and with the personnel offices of large business firms.

11. To attend all regularly schedu'ed meetings of the building guidance staff to coordinate vocational guidance with all guidance services.

VOCATIONAL GUIDANCE

1967 - 68

CALENDAR OF EVENTS

I. Two Weeks

A. District and home school departmental meetings

B. Last minute interchange of students with Sewanhaka

C. Identifying 12th grade students who plan to seek employment or post high school training

D. Arrange seventh grade classroom visitations vocational group guidance - (two lessons)

E. Posting of part-time jobs - contacts with employers

F. Schedule adjustments for 12th grade students to ascertain academic prerequisites for diploma

G. Individual counseling (miscellaneous)

II. Four Weeks

A. Enter seventh grade classes - Vocational group guidance (two lessons) (pilot)

B. Initial interview with each 12th grade student who plans employment after graduation

C. Formulation of calendar for vocational guidance conferences - personnel from industry

D. Special Career Day (October 3rd) for 12th grade students who do not take Regents Scholarship Examination.

Guest speakers can include:

1) Company representatives

2) Counselors from New York State Employment Service

E. Arrange classroom visitations - vocational group guidance relating to course selection and possible career planning (ninth grade)

F. Followup on last year's seniors (June 67 graduates)

G. District meeting (evening) - Open House at Sewanhaka High School for parents of ninth grade students. Purpose to consider the career-oriented programs at Sewanhaka High School. Each vocational counselor will be introduced. Vocational counselors will be available for counseling in the guidance office.

III. Four Weeks

A. Assembly program in each school for purposes of acquainting students with career-oriented programs at Sewanhaka High School.

B. Vocational counselor visits each ninth grade class to give details of career-oriented programs.

C. Vocational counselor revisits each ninth grade class to pick up any possible applications and answer last-minute questions.

D. Preparation for initial interview with each applicant for career-oriented programs (scientific test scores, report card grades, anecdotal records, etc.)

IV. Four Weeks

A. Vocational counselor interviews each ninth grade student (applicant) who has some interest in a career-oriented program of study.

B. Vocational counselor arranges a visitation to Sewanhaka High School for each applicant. Each student is assigned to a specific group, so home school can assign him to a guide familiar with his area of interest.

C. Vocational counselor interviews each student (applicant) who made visitation to Sewanhaka.

1. If investigation on part of student is positive - arrangements for meeting of vocational counselor, counselee, and parents are prepared.

2. If investigation on part of student is negative - arrangements for alternate plan is prepared.

V. Four Weeks

A. Meetings of vocational counselor, counselee, and parents to finalize arrangements for a career-oriented program effective September 1968 at Sewanhaka

VI. Two Weeks

A. Schedule adjustments for 12th graders seeking employment to ascertain graduation during June 1968:

a) Contact and interview parents of marginal students.

b) Contact teachers of marginal students to explain any possible entenuating circumstances associated with student (disadvantaged youth, home problems, etc.)

B. Arrange eighth grade classroom visitations - vocational group guidance (four lessons)

VII. Eight Weeks

A. Enter eighth grade classes - vocational group guidance (four lessons)

B. Second interview with each 12th grade student who plans employment or post high school training

VIII. Two Weeks

A. Visitations and contacts with personnel offices of companies for summer jobs or permanent positions

B. Cooperation with New York State Employment Service in Hempstead

C. Arrange classroom visitations - vocational group guidance - seventh grade

IX. Four Weeks

A. Enter seventh grade classes - vocational group guidance (two lessons) (pilot)

B. Vocational group guidance - 12th grade students in business classes

X. Four Weeks

A. Individual counseling - 12th grade students for permanent placement or post high school training

B. Individual counseling - followup of ninth grade students scheduled for career-oriented program at Sewanhaka effective September 1968. Review grades, possible summer school for improvement of grades, acceleration, and enrichment. Explain transfer procedure, etc.

XI. Two Weeks

A. Transfer records of students seeking career-oriented programs at Sewanhaka High School effective September 1968:

1. Summer school preregistration for students, who because of some academic deficiency, require summer school.

2. Encourage summer school for improvement of grades.

3. Consider summer school for remedial work. For example, remedial reading to make the accomplishment of academic subjects more realistic.

4. Summer school preregistration for students who wish to accelerate. For example, the ninth grader who must accomplish Elementary Algebra A and B in summer school to qualify for a technical program.

VOCATIONAL GUIDANCE

1967 - 68

TIME SCHEDULE

DATES		NOTES
Two Weeks	September 6 - 15	
Four Weeks	September 18 - October 13	
Four Weeks	October 16 - November 10	
Four Weeks	November 13 - December 8	
Four Weeks	December 11 - January 12	
Two Weeks	January 15 - January 26	
Eight Weeks	January 29 - March 22	
Two Weeks	March 25 - April 5	
Four Weeks	April 8 - May 10	
Four Weeks	May 16 - June 7	
Two Weeks	June 10 - June 21	

ERIE COUNTY BOCES

A STATUS STUDY OF HIGH SCHOOL GRADUATES FROM AN AREA OCCUPATIONAL PROGRAM

by

Mr. Thomas Smolinski

Chapter I

Introduction and Purpose of Study

Introduction - In view of the technological changes that are occurring in our society, the demands placed on vocational education programs will be increased.

The stated purpose of vocational education "must be to provide immediate preparation for gainful employment, and, at the same time, provide for adaptability and changes as society's occupational requirements shift. In addition, it must be clearly supportive of the next higher level of occupational preparation to which an individual may aspire. Occupational education must be designed as a continuum beginning at the secondary level and proceeding through the entire occupational life span of an individual as a program of continuing learning."(1)

How long does it take for vocational graduates to obtain their first full-time job? How and by whom were students influenced in selecting vocational courses? One of the best techniques of evaluation, for determining the answers to the above questions, is the followup of graduates to determine the extent to which they were placed and succeeded in the occupations for which they were trained. New vocational education programs have been created without any evaluation in depth being made of existing programs to determine their success or failure.

Purpose of Study - The purpose of this study is to report the findings of a followup of vocational graduates of the classes 1963-66 at two area vocational centers in Erie County, Harkness Center and the Potter Road Occupational Center. The need to reexamine the objectives, approaches, and outcomes of vocational education is increasingly urgent.

(1) Nyquist, Ewald B., A Hot Line To Tomorrow, address given at the 3rd Annual Conference of New York State Association of Occupational - Industrial Educational Organizations, November 11, 1967.

The quickening pace of technological change has stepped up the demand for specialized vocational knowledges and skills throughout the century. At the same time the number of underemployed and chronically unemployed has increased among the unskilled and the semi-skilled. The youth of the country are particularly hard hit. Those lacking vocational skills are having more and more difficulty finding employment. Moreover, when employed they are the first to suffer the consequences of an economic downturn.

With the ever expanding need of skilled people in Western New York, it would appear that a study of this nature is essential to new directions and approaches that may be used in implementing curricula in the area vocational schools, and meeting future needs of education and industry more adequately.

Chapter II

Instruments

Survey Questionnaire - A six page questionnaire (See Appendix) was developed for the vocational graduates.

Postal Card Survey - A postal card survey was then conducted (See Appendix) of all graduates from the 1963, 1964, 1965, and 1966 graduating classes. This initial survey was conducted to (a) update graduate student records and addresses, and (b) determine the number of graduate students who would eventually participate in the followup study.

The postal card also offered a choice to students who may have wanted to participate in the study other than completing a questionnaire by mail. Students were also asked if they preferred a personal or a telephone interview. Regardless of which type of interview they selected, an identical questionnaire was used.

Table I - Vocational Graduate Returns

Initial Contact - 733 Postal cards mailed
566 returned - 77 percent

(1) Breakdown of Initial Contact

(a) 302 - Indicated willingness to be interviewed personally
171 - Indicated willingness to fill out a mailed questionnaire
43 - Not willing to participate
50 - Postal Cards returned "Address Unknown"
167 - Never replied
733 - Total Population Contacted

420 students, 57 percent of total graduates contacted, submitted completed questionnaires.

Chapter III - Summary

Results

Course Selection - The problem of choosing a trade confronts all students who elect the vocational program in high school. For many the choice must be made quite early. Most students surveyed in this study made their trade choice at the start or end of their second year in high school.

The problem of choosing a vocation is usually not an easy matter. For many, the choice is based upon a combination of little real knowledge of the chosen vocation, much misinformation, high hopes, and pressures from parents, relatives, and others interested in influencing the choice. Understandably, the process of choosing a vocation can be a cause of conflict and concern to many students.

Table 2

Most Important Influence in Course Selection

Year of Graduation	1963		1964		1965		1966		Comb.	
	N	%	N	%	N	%	N	%	N	%
Books & Magazines	1	2	2	3	5	4	14	9	22	5
Parents	4	9	7	9	7	5	18	11	37	9
Brother or Sister	1	2	0	0	2	1	1	1	4	1
Relative	2	4	2	3	5	4	4	3	13	3
Neighbor (Adult)	0	0	1	1	4	3	1	1	6	1
Friend	3	6	6	8	14	10	16	10	39	9
Job Opportunities	13	28	8	11	20	15	17	11	58	14
Part-Time Job	0	0	2	3	3	2	4	3	9	2
Teacher	0	0	0	0	3	2	4	3	7	2
Counselor	12	26	28	37	32	24	43	27	117	28
Principal	0	0	0	0	0	0	0	0	0	0
Course Graduate	0	0	1	1	2	1	3	2	6	1
Other Than Above	11	23	18	24	39	29	34	21	102	24

The school counselor was the top and most consistent source of influence in vocational course selection according to frequency of endorsement by the four graduating classes. It is perhaps apparent that the vocational centers have done an adequate job in informing school counselors about vocational education. From this we can assume that the school counselors have made an effort to orient students to alternatives in vocational education.

Graduates Opinions of Their Education and Relatedness of First Job to the Trade Studied

In the survey questionnaire, question 8 asked, "Was your first full-time job in the trade or field for which you were trained in the occupational center?" 72 percent of the 1963 class and 73 percent of the 1964 class answered YES, with 63 percent of the 1965 class and 65 percent of the 1966 class answering YES. Table 2A explains the response to this question in more detail.

Table 2A

Graduates Opinions of Their Education and Relatedness of First Job to the Trade Studied

Year of Graduation	1963		1964		1965		1966		Comb.	
	N	%	N	%	N	%	N	%	N	%
Highly related	34	72	54	73	86	63	103	65	277	68
Slightly related	0	0	2	3	1	0	11	1	14	1
Completely unrelated	11	23	12	16	29	21	29	18	81	20

Table 3

Graduates Attitudes Toward Vocation Training

Year of Graduation	1963		1964		1965		1966		Comb.	
	N	%	N	%	N	%	N	%	N	%
Exceptionally well prepared	11	23	18	24	35	26	46	29	110	26
Well Prepared	21	45	28	37	46	34	4[illegible]	31	146	35
Poorly Prepared	1	2	4	5	5	4	4	3	14	3

The combined graduates have a very favorable opinion of the vocational courses they took. Only 3 percent indicated they were poorly prepared. There was evidence of an increasing trend in those graduates who felt they were exceptionally well prepared.

Table 4

Attitudes Toward Vocational School

Factors rated by Graduates	Year of Graduation	Rating Given to Item							
		Poor		Satisfactory		Good		Excellent	
		N	%	N	%	N	%	N	%
Quality of instruction from teachers	1963	1	2	14	30	11	23	21	45
	1964	3	4	6	8	30	40	35	47
	1965	4	3	21	15	49	36	59	43
	1966	4	3	10	6	60	38	85	53
Interest shown by teachers	1963	3	6	9	19	7	15	28	60
	1964	0	0	5	7	24	32	45	60
	1965	2	1	11	8	53	39	65	48
	1966	0	0	14	9	39	25	104	65
Strictness of school in maintaining discipline	1963	6	13	10	21	14	30	17	36
	1964	11	15	14	19	21	28	28	37
	1965	8	6	28	21	64	47	35	26
	1966	9	6	31	19	77	48	41	26
Help given you by the school to find a job	1963	18	38	4	9	11	23	8	17
	1964	26	35	13	17	7	9	21	28
	1965	52	38	26	19	18	13	21	15
	1966	26	16	29	18	52	33	38	24
Vocational counseling given	1963	10	21	13	28	15	32	4	9
	1964	28	37	8	11	25	33	12	16
	1965	35	26	31	23	45	33	19	14
	1966	31	19	34	21	60	38	31	19
Condition of shop furnishings and equipment	1963	1	2	5	11	15	32	26	55
	1964	0	0	12	16	16	21	45	60
	1965	4	3	18	13	46	34	67	49
	1966	1	1	24	15	55	35	78	40
Reputation of the vocational center in the community	1963	1	2	11	23	15	32	19	40
	1964	8	11	8	11	22	29	33	44
	1965	2	1	10	7	69	51	52	38
	1966	13	8	13	8	65	41	62	39

Table 6

Kinds of Post High School Education

	Year of Graduation									
	1963		1964		1965		1966		Comb.	
	N	%	N	%	N	%	N	%	N	%
2-Year College										
No. graduated from 2-year college	1	2	3	4	8	5	4	2	16	3
No. still attending	1	2	0	0	0	0	4	2	5	1
No. dropped out	0	0	2	2	2	1	4	2	8	2
4-Year College										
No. graduated from 4-year college	1	2	1	1	0	0	0	0	2	0
No. still attending	0	0	4	5	6	4	7	4	17	4
No. dropped out	0	0	0	0	2	1	3	1	5	1

Implications & Significance of the First Job - Studies have shown that if the graduate's first job is not in the trade studies or a highly related trade, the chances are high that he will never enter the trade or a highly related trade. If his first job is in the trade of a highly related trade, however, the odds are great that he will stay with the trade or related trade. Therein lies the significance of the first full-time job after graduation.

Table 13

Time in Finding First Full-Time Job

No. of months needed to find 1st full-time job	Year of Graduation									
	1963		1964		1965		1966		Comb.	
	N	%	N	%	N	%	N	%	N	%
9 or more months	7	15	13	17	29	21	20	13	69	16
8	0	0	3	4	3	2	0	0	6	1
7	0	0	0	0	3	2	3	2	6	1
6	5	11	2	3	3	2	2	1	12	3
5	1	2	4	5	3	2	3	2	11	3
4	3	6	1	1	5	4	4	3	13	3
3	2	4	4	5	12	9	8	5	26	6
2	3	6	4	5	11	8	11	7	29	7
1	8	17	10	13	20	15	31	19	69	16
0	18	38	34	45	47	35	77	48	179	43

The results of combining the graduates of 1963-66 indicate that 72 percent of the graduates found their first full-time job within 3 months after graduation. 79 percent of the 1966 graduating class were able to find their first full-time job within 3 months after graduation. It is apparent that most graduates are able to find full-time employment soon after graduation.

Table 14

Methods Used In Finding First Full-Time Job

Means used to find first full-time job	Year of Graduation									
	1963		1964		1965		1966		Comb.	
	N	%	N	%	N	%	N	%	N	%
Answering want-ad	4	9	10	13	13	10	22	14	49	12
Private Employment Agency	0	0	2	3	2	1	0	0	4	1
State Employment Office	1	2	1	1	4	3	5	3	11	3
Help of School Teacher	5	11	8	11	9	7	22	14	44	10
Help of Counselor	4	9	0	0	2	1	2	1	8	2
Help of Principal	0	0	0	0	0	0	1	1	1	0
Help of Friend or Relative	13	28	14	10	42	31	43	27	113	27
Other Than Above	20	43	39	52	63	46	63	40	187	45

Chapter IV

Conclusions and Implications - The following conclusions may be drawn from the responses of vocational school graduates participating in this study.

(1) Approximately 70 percent of the vocational graduates found their first job in the trade for which they were trained.

(2) Graduates have indicated a very favorable opinion of their vocational preparation.

(3) Graduates had a high regard for the quality of instruction and interest shown by teachers.

(4) The high school counselor is the most significant source of influence in vocational course selection.

(5) Graduates would have preferred more vocational counseling.

(6) Employment agencies and school counselors are not primary sources of assistance in gaining employment. Friends and relatives are very instrumental in helping graduates obtain jobs.

(7) Most courses in the vocational curriculum have been terminal, however, there is evidence of a trend of vocational graduates continuing their education in college.

(8) Approximately one-sixth of the vocational graduates enter apprenticeship training.

(9) 64 percent of graduates who enter the military indicated that vocational training was helpful to them in the service.

(10) 65 percent of graduates surveyed expressed interest in continuing vocational course work by attending evening or Saturday classes.

(11) 85 percent of the graduates are employed in the Western New York area.

(12) Most graduates are able to gain employment within 3 months of graduation.

(13) Once employed, students were able to find employment once again within 5 months.

(14) Earlier graduates, naturally, have longer job security and stability.

(15) Most graduates held only one full-time job.

(16) Few graduates have achieved self-employment.

Implications - The two vocational schools used in the study seem to be servicing the Western New York area quite successfully in that most graduates are finding jobs in the field for which they were trained, as well as finding almost immediate employment. This bit of evidence should serve as a reminder to curriculum specialists and those deeply involved in the vocational training centers for the need to query local industries and a determination made of their needs before new programs become a part of the curriculum.

Since students were critical of the lack of vocational counseling and job placement at a time when there were no counseling programs available at the vocational schools, and whereas the criticism was dramatically reduced with the addition of counselors at the vocational centers in September 1965, it would seem beneficial to the overall program if additional vocational counselors were added to the staff to improve counseling and job placement.

Graduates have emphatically endorsed and approved the quality of instruction they were receiving. They were also high in their praise of the personal interest shown by their instructors. Most educators would agree that teachers are the backbone of a school. It seems that the two area centers, Potter Road and Harkness Center have done an outstanding job in recruiting competent and dedicated teachers. This quality of instruction is basic to the eventual success of the vocational school graduate. Those responsible for recruiting in the future should bear these facts in mind.

Many students expressed a desire to continue their education. This would seem to indicate that their training has been good and they see the need to update and improve their skills. Vocational educators might consider the beginning of advanced courses for those graduates experienced in the field who feel the need for additional training. Graduates expressed a strong desire for advanced training in Cosmetology and Automobile Mechanics. A refresher course in Practical Nursing was also listed as a possible extension or evening course for former graduates. Those responsible for adding or deleting the curriculum programs should study the data in the appendix.

Another phase of this study will be conducted during the 1968-69 school year. It is hoped that this report will be helpful to the vocational educators, board members, students, parents, and others who are serviced by the two vocational centers, Potter Road and Harkness Center.

Listed below are courses which were suggested for the Occupational Extension Program (Evening). The frequency with which the course was mentioned is indicated to the right.

Students who were surveyed graduated in 1963, 1964, 1965, and 1966.

Auto Collision	15	Heavy Equip. Repair	14
Auto Mechanics	39	Household Appl. Repair	2
Aviation Mech.	1	Machine Shop	35
Carpentry	2	Mech. Design	7
Commercial Art	4	Numerical Control	4
Adv. Cosmetology	121	Refresher Prac. Nursing	86
Data Processing	18	Sewing	8
Elect. Maintenance	21	Surveying	1
Food Service	7	Tech. Elect.	13
Heating & Air Cond.	1	Welding	14

Participating Districts

Member School Districts Participating in Occupational Education Programs in the First Supervisory District of Erie County, New York are:

Akron Central	Grand Island Central
Alden Central	Hamburg Central
Amherst Central	Lancaster Central
Amherst District No. 13	Maryvale Schools
Amherst District No. 18	Sloan U. F. No. 9
Cheektowaga Central	Sweet Home Central
Clarence Central	West Seneca Central
Cleveland Hill	West Seneca No. 2
Depew Union Free	Williamsville Central
Frontier Central	