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ABSTRACT

This project was designed to develop and demonstrate to teachers, administrators, and the public, a coordinated and integrated program of career development from Grade 1 through post-secondary vocational-technical education, in order to give impetus to the development of career-centered curriculums for vocational complexes in Mississippi. The procedure views the levels of occupational education as a pyramid, with students making decisions about careers based on broad exploratory experiences and counseling. As choices are narrowed the experiences become more intensified. A remedial program is operated for students who are identified as potential dropouts in order to equip them with the competence and skills necessary for pursuing further vocational training. It was concluded that the exemplary project made important progress in developing skills which will serve as a basis for continuous growth and advancement in chosen careers, and it was recommended that funding should be continued for the second year of operation. (Author/GEB)

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INTERIM REPORT

Project No. 0-361-0067
Contract No. OEC-0-70-5177 (361)

THE CAREER-CENTERED CURRICULUM
FOR THE VOCATIONAL COMPLEXES IN MISSISSIPPI

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

James H. McMinn
Mississippi State Board for Vocational Education
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July 1971

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The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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TABLE OF CONTENTS

| | <u>Page</u> |
|---|-------------|
| List of Figures and Tables | 111 |
| SUMMARY | 1 |
| I. PROBLEM | 6 |
| II. GOALS AND OBJECTIVES | 7 |
| III. DESCRIPTION OF PROJECT | 10 |
| IV. RESULTS AND ACCOMPLISHMENTS | 13 |
| Major Activities | 13 |
| Significant Findings | 17 |
| Departure from Original Plan | 19 |
| Dissemination Activities | 20 |
| V. THIRD PARTY EVALUATION | 22e |
| Introductory Section | 24e |
| Exemplary Program | 35e |
| Evaluation Analysis | 61e |
| Recommendations | 71e |
| Summary | 72e |
| VI. CONCLUSIONS AND RECOMMENDATIONS | 74 |
| VII. APPENDICES | 76 |

List of Figures and Tables

LIST OF FIGURES

| <u>Figure</u> | | <u>Page</u> |
|---|---|-------------|
| I | Local Exemplary Project Administrative Structure | 11 |
| (Third Party Evaluation Figures and Tables) | | |
| I | Location of Jones County Exemplary Program . . | 25e |
| II | Location of Jones County Population Centers | 26e |
| III | Location of Jones County School System Facilities | 30e |
| IV | Jones County School System Administrative Structure | 33e |
| V | Local Exemplary Project Administrative Structure | 37e |
| <u>Table</u> | | |
| I | Area Employment by Occupational Categorization During Exemplary Program Operation | 28e |
| II | Number of Jones County Families Receiving Welfare Assistance by Category | 29e |
| III | Jones County School System Enrollment During 1970-71 Session | 32e |

SUMMARY

Period Covered: July 1, 1970 - June 30, 1971

Goals and Objectives of Project:

The goal of this exemplary program is to provide guidelines and give impetus to the development of career-centered curriculums for vocational complexes in Mississippi. It is designed to develop and demonstrate to teachers, administrators, and the public a coordinated and integrated program of career development from the first grade through post-secondary vocational-technical education.

Emphasis is being placed upon demonstrating that exploratory occupational experiences are essential ingredients in the educational experience of all students if they are to arrive at sound career decisions. This is being accomplished through relating the exemplary program to existing educational opportunities at the elementary, junior high, secondary, and adult levels.

To attain the goal of the exemplary program the following specific objectives were established:

- * To relate occupational instruction and counseling to elementary students and faculty members.
- * To establish an intensive program of occupational guidance and counseling in the junior high and secondary schools.
- * To implement the Occupational Orientation Program for all students in the junior high schools.
- * To provide cooperative education (work-experience) through local businesses and industries.
- * To provide a wide variety of occupational training programs through the vocational complex and post-secondary vocational-technical center (community college).
- * To provide intensive occupational training programs during the day or evening for those about to leave school without salable skills.
- * To establish the career-centered curriculum as an integral part of the school system's curriculum.
- * To provide adequate placement and post-training work counseling for students.
- * To develop curriculum guides and instructional materials which might be utilized by other career-centered programs.
- * To stimulate career-centered curriculum development in other school systems.

Procedures:

The procedure designed to implement the career-centered concept spans all levels of the educational ladder. It places heavy emphasis upon re-orientation of the traditional school concept about occupational education. During the process students are exposed to occupational education as they enter the elementary school and continue learning about, and preparing for the world of work as they progress through elementary, junior high, secondary, and post-secondary schools in the area.

The procedure views the levels of occupational education as being a pyramid, with students making decisions about careers and needed training based upon broad exploratory experiences and counseling obtained through the program. As students narrow their choices about occupational selections, individual occupational experiences become more sophisticated and intensified.

The process begins with the elementary schools providing students with sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities. To accomplish this basic goal, local exemplary program personnel are providing basic services to the elementary faculties. These services include obtaining occupational information, providing counseling, and providing resource persons to be utilized by the elementary faculties. In addition, workshops, seminars, and field trips are held to assist the elementary faculties to incorporate career development into the regular instructional program.

In the junior high school, students expand and intensify their exploratory experiences in the world of work through a specially designed course, Occupational Orientation. In Occupational Orientation, the students' self-awareness of the world of work is increased by capitalizing upon the introduction to occupational information received at the elementary level. The course is designed to provide exploratory experiences in a broad range of occupational categories and levels, with opportunities for students to make comprehensive educational and occupational decisions rather than being forced into limited choices. In the course, the students are brought to grip with self and society, self and occupation, and self and personality development. Throughout the course the students see career development in logical sequenced steps traversing the entire occupational choice process.

The career-centered curriculum at the senior high school level is a continuation of exploratory experiences received by students in the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students receive assistance in planning for and attaining vocational goals and preferences, either in the form of additional vocational training or work experiences. These experiences are obtained by the students through the vocational programs of agriculture, auto mechanics, building trades, cooperative education, consumer home economics, general metal trades, industrial

electricity, or office occupations, which are offered either in the three high school attendance centers or in the area vocational complex.

A concerted remedial program is operated for students who are identified as potential dropouts in conjunction with the exemplary program. This remedial program is equipping potential dropouts with competence and skills necessary for pursuing further vocational training in keeping with their occupational objectives.

Results:

A total of 27 new professional level staff positions were utilized in the implementation of the project. During the year all personnel were engaged in an intensive orientation and in-service training program which enhanced the effectiveness of the program.

The lateness of final approval of the project resulted in some difficulties which were not completely resolved during the first year of operation. All students were pre-registered in the spring of 1970 and were required to re-register after the project was officially funded. Delay in final approval prevented employment of all personnel far enough in advance to have completed curriculum guides, and instructional materials and equipment selected and purchased for utilization within the classrooms by the opening of school. Temporary facilities were necessary for some of the project staff during a part of the school year.

An intensive public relations effort was conducted during the first year of operation. Special emphasis was given to acquainting students, parents, and the lay public with the project. Personal contact, mailouts, civic programs, newspaper articles, and radio programs were used in a concerted effort to increase the understanding of and acceptance of the exemplary project.

During the first year of operation an intensive survey was undertaken to determine the occupational materials being utilized in the elementary schools. This survey served as a basis for developing materials guides, etc. to enhance the presentation of occupational materials at the elementary level. Occupational information was integrated into the elementary curriculum through the use of established curriculum components (reading, art, math, etc.) as vehicles. Occupational information was presented as it related to the curriculum component.

The occupational orientation course was consistently reviewed, revised, and restructured during the year. Occupational orientation teachers utilized in-service training activities to further develop the course.

Evaluation:

The evaluation procedure centers around the use of the program's educational goal and objectives as a standard by which the outcome of the

project was assessed. Evaluation activities for the first year of operation were centered around the "process." In addition, baseline data was collected on the "product." The procedure included data collection; analysis of records and reports; judgments of qualified observers; analysis of instructional materials, techniques, and methods; analysis of equipment and supplies, purchase and utilization; analysis of program activities; and analysis of opinions of program staff, State Division of Vocational and Technical Education personnel, consultants, school system faculty and administration, parents, and students.

The evaluation analysis indicated that the administrative structure designed to implement the project provided for functional operation of the program with slight modification. All personnel (instructional and administrative) in the project met or exceeded the qualifications described in the project proposal. The delay in final approval of funding for the project created a time-lag which proved to be the largest problem in its implementation. This time-lag resulted in delay in the purchasing and utilization of some equipment and materials which hampered the instructional portion of the program during the school year. The exemplary project cost per pupil was \$28.41, with \$6.25 being considered "start-up costs." Facilities provided for the program enhanced its implementation. An intensive in-service training program (which resulted in noted improvement in the project) was conducted for the staff during the year of operation. The cooperative education part of the project was underpopulated at the start of the year and there was a shortage of training (work-experience) stations. Two objectives of the project (the establishment of a placement center and short-term entry level skill training for students leaving school) were not implemented during the first year of operation; however, planning for their implementation was underway during the year.

Upon analysis of evaluative data it was concluded that the project was making progress toward the attainment of its goal and objectives and should be funded for another year of operation.

Conclusions and Recommendations:

Sufficient information was produced by the project to conclude that the career-centered concept could be an important component in any school system for enhancing students' entry into and success in the world of work. It was further concluded that the components which were apparently most successful in the project should be implemented into other selected schools within the state.

The exemplary project made important progress during the first year of operation in developing skills (social, psychological, and occupational) which will serve as a basis for continuous growth and advancement in chosen careers. Satisfactory progress was made in meeting most objectives of the project.

Recommendations are as follows:

- * Funding should be continued for the second year of operation.
- * Consumer education classes in the project should be incorporated into the occupational orientation classes.
- * Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.
- * Additional "hands-on" experiences should be provided for occupational orientation students.
- * Further development of career-centered media centers should continue in all attendance centers.
- * Additional student recruitment activities for cooperative education be conducted.
- * Continuation of public relations activities connected with the project.
- * Additional curriculum materials development should be undertaken.
- * Curriculum guides for all phases of the program should be developed and distributed.
- * A placement center to aid students in obtaining employment should be established.
- * An intensive skill training program for students about to leave school without salable skills should be inaugurated.

I. PROBLEM

The exemplary project proposed herein views the student's total school experiences as preparation for life, with earning a living as the prime focus. This view can be slightly extended by stating that people need at least three types of skills, namely: (1) sociological skills in order to adjust to and participate in determining the direction of change, the interactional involvement in local community, state, national, and international concerns; (2) psychological skills to enable the individual to achieve self-awareness, to develop certain self-perceived desirable personal characteristics as opposed to the mere expression of those which one might accidentally possess; and (3) occupational skills which afford the individual an opportunity to earn a living and which serve as a base for continuous growth and advancement in a chosen career.

To provide students with these minimal skills is the general aim of the career-centered curriculum. The implication is that the components of the entire school system could be focused on the career development concept. There is ample evidence that traditional curriculums do not necessarily provide the desired percentages of persons with these minimal skills (Shill, 1968A, 1968B, 1968C; Boykin, 1968; see Appendix A). For example, approximately 30 percent of all U. S. students leave school before high school graduation (Grant, 1965). Statistics in the Mississippi State Plan for Vocational Education indicate that the percentages of students who do not complete high school are greater for Mississippi than the national averages, and dropouts exceed 50 percent in some counties. In addition to the dropouts are those students who, after completion of high school, face career choice decisions as they enter the world of work. Similarly, those students who choose some type of post-secondary education also need help in the development of their individual careers. So it is that the career-centered curriculum is for all students, and should be designed so that various aspects of it are well articulated at various levels.

There is ample evidence to indicate that students are vitally interested in their career development at early ages and this interest continues as they mature (Slocum and Bowles, 1967; Campbell, 1968). Evidence also indicates that traditional curriculums do not emphasize career planning, i.e., students receive more career information from sources outside than inside the school system (Shill, op. cit.).

Recent consensus seems to support the premise that work has potential for meeting more than just economic needs. Among other things, it also provides for social interaction, personal dignity, self-identity, and an entree into adulthood. Traditional curriculums have not assisted individuals to perceive work as having personal relevance, as being critical to one's determining his own life style, or as being a means that contributes to self-fulfillment.

Many youths have a limited awareness of the career choices that may be open to them. This seems especially true for those who have been reared in so-called disadvantaged environments. Social class restrictions, much like traditional curriculums, have tended to limit opportunities for career development.

The career-centered curriculum in this project is designed to alleviate some of the problems just mentioned.

II. GOALS AND OBJECTIVES

The Mississippi Occupational Orientation Program (OOP) is one concept stressed in this exemplary project. The OOP was initiated in 165 Mississippi schools in the fall of 1969. The program consists of eight units centered around Roe's (Roe, 1965) two-dimensional (level x interest category) schema for classifying occupations. In addition to the basic eight units the program contains an introductory unit and a handbook for teachers. The eight units cover (a) service, (b) business contact, (c) organization, (d) general cultural, (e) outdoor, (f) technology, (g) art and entertainment, and (h) science categories of occupations. The OOP is designed primarily for the 7-9 grades. Students at the junior high level become informed about and oriented to the world of work. The concept of self-awareness is expanded and continued from activities gained in the elementary levels. Self-esteem receives prime consideration in the OOP.

The OOP provides activities and exploratory experiences which enhance self-understanding as a person in the world of work. For the inevitable dropout these activities and experiences will need to be compressed into a shorter time span than would otherwise be desirable for the college bound and terminal high school graduates. Entry level occupational and adjustment skills are essential for the prospective dropout. For students who terminate their education with high school graduation, the OOP provides opportunities for exploration of a broad range of occupational categories and levels. The OOP provides the college bound students with opportunities to make educational and occupational decisions instead of forcing them into limited choices.

The self-concept is integrated throughout the OOP because of its importance in shaping individual behavior. The student is brought to grips with self and societal institutions, self and environment, self and occupation, and self in the personality development process. The OOP aids the student to see career development in logically sequenced steps, the route through which forms a pyramid with the broad informational and orientational base being gained in earlier years and the apex or final career being realized after traversing the entire choice process. Experiences in the OOP aids students in the following important ways:

- (1) Evaluation and assessment of personal characteristics-- interests, abilities, values, needs, and the progressive synthesis of such characteristics when related to occupational roles.
- (2) Exploration of occupational areas--to develop the student's concept of occupations, not only of the occupational requirements in terms of necessary education and training, but also the social and psychological requirements of jobs.
- (3) Appreciation of economic and social values of work-- the contributions to society that one makes through his occupation, the economic importance of individual earning power.
- (4) Appreciation of the psychological and sociological meaning of work--self-fulfillment as a significant result of meaningful work, development of interactional relationships through occupations, status roles gained through occupations.
- (5) Recognition of interrelationships between education and occupations--the continuous nature of education as related to occupational advancement.
- (6) Involvement in the decision-making process--the sequential nature of decisioning, factors and abilities which facilitate decisioning.

The career-centered curriculum at the senior high school level should include a continuation of exploratory experiences, with additional emphases being placed on occupational preparation activities. Students would receive assistance in planning for and attaining vocational goals and preferences, either in the form of jobs or additional training. Elements of work-experience and cooperative education programs would be used at this level. These activities provide the "hands-on" experiences which allow students to analyze work in relation to self.

The vocational development framework posited by Havighurst (Havighurst, 1964) provides a theoretical base from which to operationalize the curriculum at this point. The third stage of this framework emphasizes choosing and preparing for an occupation, and getting work experience as a basis for occupational choice and for assurance of economic independence. In addition the following principal developmental tasks need to be accomplished during the ages of 15-25 years:

- (1) Achieving new and more mature relations with age mates of both sexes.
- (2) Achieving a masculine or feminine social role.
- (3) Achieving emotional independence of parents and other adults.
- (4) Achieving assurance of economic independence.
- (5) Selecting and preparing for an occupation.
- (6) Acquiring a set of values and an ethical system as a guide to behavior.
- (7) Preparing for marriage and selecting a mate.

- (8) Starting a family.
- (9) Getting started in an occupation.

In order to complete the career development process, a placement office will be initiated. The coordinator will establish relationships with the local Mississippi Employment Security Office as well as develop close contacts with local businesses and industries. Detailed planning of various aspects of the curriculum at this point will demand the combined thinking of the placement coordinator and the cooperative education coordinator. Systematic follow-up of students might well be coordinated by the placement office.

Objectives

- * To relate occupational instruction and counseling to elementary students and faculty members.
- * To establish an intensive program of occupational guidance and counseling in the junior high and secondary schools.
- * To implement the Occupational Orientation Program for all students in the junior high schools.
- * To provide cooperative education (work experience) through local businesses and industries.
- * To provide a wide variety of occupational training programs through the vocational complex and post-secondary vocational-technical center (community college).
- * To provide intensive occupational training programs during the day or evening for those about to leave school without salable skills.
- * To establish the career-centered curriculum as an integral part of the school system's curriculum.
- * To provide adequate placement and post-training work counseling for students.
- * To develop curriculum guides and instructional material which might be utilized by other career-centered programs.
- * To stimulate career-centered curriculum development in other school systems.

III. DESCRIPTION OF THE PROJECT

The exemplary project, a Career-Centered Curriculum for Vocational Complexes in Mississippi, is located in the Jones County School System. The system is located in the Coastal Plains area of the southeastern part of Mississippi. The county is classified as being depressed and has a high rate of unemployment.

The school system is made up of ten elementary schools which feed into three combination junior-senior high schools. The three high schools serve as feeder units for a centrally located vocational complex. In addition a community college which includes a post-secondary vocational-technical program is located within the county.

The Jones County School System has an enrollment of approximately 8,000 students, with a professional staff of some 380 teachers and administrators. It serves a school district with a population of approximately 61,000, of whom 25 percent are described as being "disadvantaged."

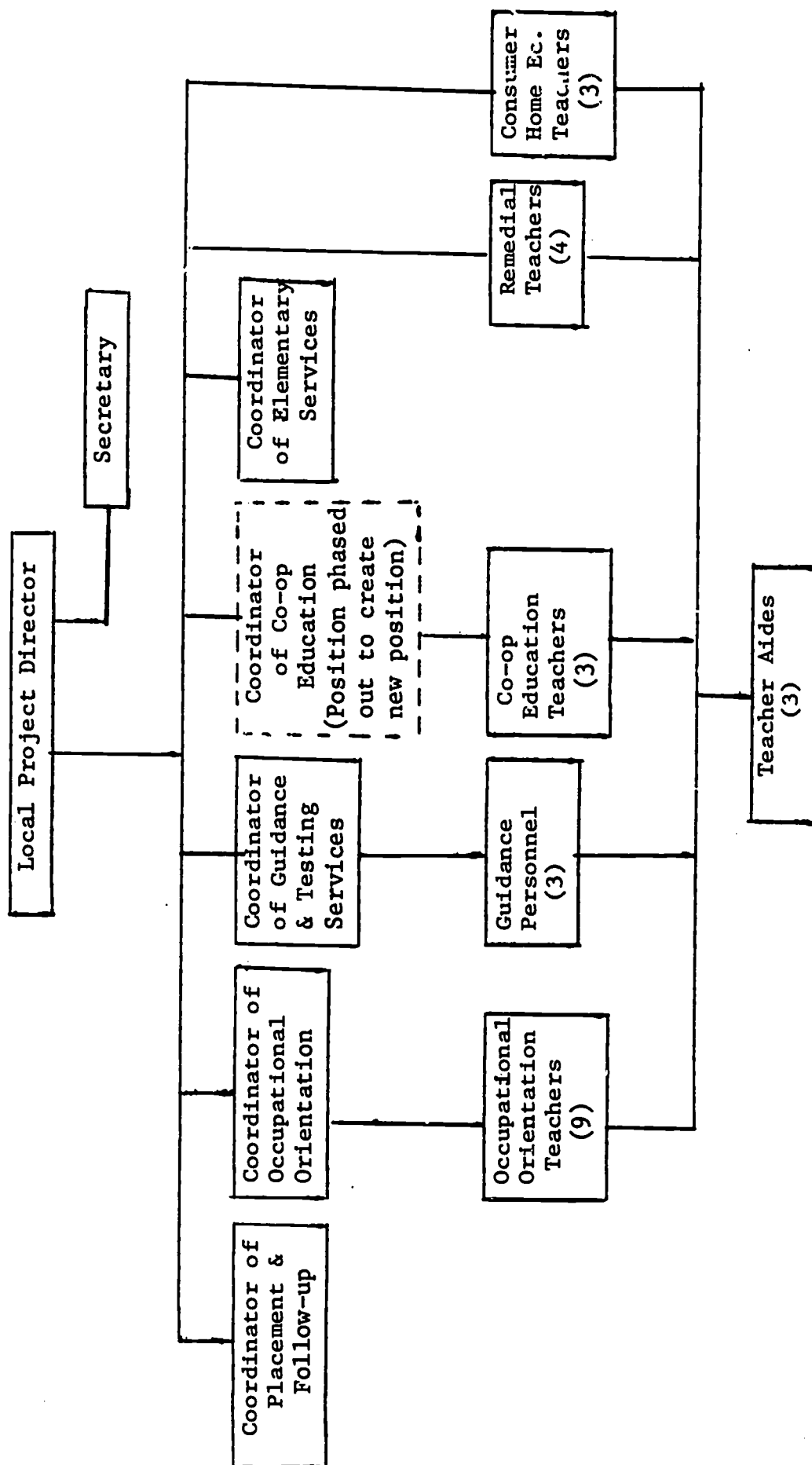
A total of 27 new professional level staff positions were utilized in the implementation of the program at the local level. This number included positions in administration, coordination, counseling, and instruction. In addition, one secretarial position and three teacher aide positions were utilized in the project implementation. All 27 professional-level positions were filled with persons meeting the State certification requirements and having a minimum of a bachelor's degree. Approximately 26 percent of the persons employed held a master's or higher degree. The professional-level positions and administrative structure of the program are shown in Figure I.

The procedure designed to implement the career-centered concept spanned all levels of the educational ladder. It placed heavy emphasis upon reorientation of the traditional school concept about occupational education. During the process students are exposed to occupational education as they enter the elementary school and continue learning about, and preparing for the world of work as they progress through elementary, junior high, secondary, and post-secondary schools in the area.

The procedure viewed the levels of occupational education as being a pyramid, with students making decisions about careers and needed training based upon broad exploratory experience and counseling obtained through the program. As students narrow their choices about occupational selections, individual occupational experiences became more sophisticated and intensified.

The process began with the elementary schools providing students with sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities. To accomplish this basic goal, local exemplary program personnel provided basic services

Figure I. LOCAL EXEMPLARY PROJECT ADMINISTRATIVE STRUCTURE



to the elementary faculties. These services include obtaining occupational information, providing counseling, and providing resource persons to be utilized by the elementary faculties. In addition, workshops, seminars, and field trips are held to assist the elementary faculties to incorporate career development into the regular instructional program.

In the junior high school, students expand and intensify their exploratory experiences in the world of work through a specially designed course, Occupational Orientation. In Occupational Orientation, the students' self-awareness of the world of work is increased by capitalizing upon the introduction to occupational information received at the elementary level. The course is designed to provide exploratory experiences in a broad range of occupational categories and levels, with opportunities for students to make comprehensive educational and occupational decisions rather than being forced into limited choices. In the course, the students are brought to grip with self and society, self and occupation, and self and personality development. Throughout the course the students see career development in logical sequenced steps traversing the entire occupational choice process.

The career-centered curriculum at the senior high school level is a continuation of exploratory experiences received by students in the elementary and junior high levels, with additional emphasis being placed on occupational preparation activities. Students receive assistance in planning for and attaining vocational goals and preferences, either in the form of additional vocational training or work experience. These experiences are obtained by the students through the vocational programs of agriculture, auto mechanics, building trades, cooperative education, consumer home economics, general metal trades, industrial drafting, industrial electricity, or office occupations, which are offered either in the three high school attendance centers or in the area vocational complex.

A concerted remedial program is operated for students who are identified as potential dropouts in conjunction with the exemplary program. This remedial program is equipping potential dropouts with competence and skills necessary for pursuing further vocational training in keeping with their occupational objectives.

The career-centered concept is enhanced by the availability of extensive vocational-technical training available through an area post-secondary school (Jones County Junior College). The vocational programs at the junior college are open-ended and accept students at any level who can make progress in the occupational training programs. Offerings available in the post-secondary facilities include: forestry, horticulture, livestock, technology, distribution and marketing, supermarket training, practical nursing, data processing, secretarial science, building construction technology, drafting and design, electronics technology, mechanical technology, air conditioning and refrigeration, auto mechanics,

horology, machine shop, radio and television repair, and welding.

IV. RESULTS AND ACCOMPLISHMENTS

Major Activities:

This first quarter of the project's existence was devoted to the recruitment and employment of staff personnel and to the task of obtaining appropriate instructional materials, testing instruments, and the like. It was necessary to design and promote a good orientation program for project personnel involved directly in the project as well as for personnel involved in a more indirect manner. The orientation of parents and students along with subsequent recruitment of actively participating students came in for considerable attention.

With student schedules already established, as a result of spring pre-registration, there was the need for schedule readjustment in the various attendance centers. This was accomplished without any serious impairment of school opening in the fall. Obviously, it took the wholehearted cooperation of school principals, counselors, and others to harmoniously affect this schedule adjustment.

A staff training workshop was conducted with the objective in mind of establishing and clarifying the specific role of all project personnel in performing and carrying out the objectives of the project. Job descriptions of all project personnel were developed and will be submitted shortly as an addendum to the project. The workshop was led by state staff personnel, institutional teacher education personnel, and Curriculum Coordinating Unit personnel. The first day of the workshop included all members of the Jones County faculty. The State Project Director gave an overview of the training program and the State Director of Vocational Education gave a detailed explanation of the project. A panel discussion, with the Director of the Research Coordinating Unit as moderator, further explained and established the "Career-Centered Curriculum" concept. The remainder of the workshop was devoted to small group sessions composed of project personnel, and institutional teacher education personnel, along with state staff personnel and Curriculum Coordinating Unit personnel. In these group sessions a detailed study of the project was made and as a result personnel roles were established along with methods and techniques for effective project implementation and advancement. Based on response and reaction of the participants, it would have to be concluded that the workshop was highly beneficial toward better preparation of the staff for effective participation in the project. State staff personnel, teacher education personnel, and Curriculum Coordinating Unit personnel also benefited through gaining a better "on-the spot" insight as to how their particular service can assist in carrying out the project objectives.

The second quarter of the project operation can be described as a period of accelerated project activity. Many hours of careful scrutiny were given to study and selection of instructional materials during the first quarter. With these determinations made, the process of acquiring the desired materials and equipment was set in motion. As these materials and equipment began arriving on the scene, there was marked improvement in both teacher and student interest and morale. The quality of instruction improved through the enhanced quality and numbers of learning experiences that were made possible as a result of the availability of carefully selected teaching materials and facilities. These materials also made it possible for better adaptation of teaching techniques to junior high student levels. Since the occupational orientation program is heavily populated with eighth grade students, this adaptation of teaching techniques is significant.

As a follow-up of the staff training workshop held during the first quarter, state division of vocational education personnel and institutional teacher education personnel worked closely with local project personnel to furnish additional staff training and guidance. Interest expressed in the project by professional and lay people alike has been greatly accelerated.

A very outstanding expression by students enrolled in the program occurred during National Vocational Guidance Week. Many posters and exhibits prepared by students adorned the halls, classrooms, lunchrooms, and campuses of the attendance centers. Almost without exception the posters and exhibits conveyed the message of career preparation.

Detailed instructions for administering the project budget were designed by the project director in cooperation with the State Division of Vocational Education Finance Officer. As a result, requisition and disbursement of funds proceeded smoothly and orderly. Another major achievement during the second quarter of the project operation was the finalizing of job descriptions for project personnel.

Vocational planning inventories were administered during the quarter in all attendance centers. Except for a relatively small number of students who were absent on the date the inventories were administered, all students have been involved with the inventories.

During the quarter, project staff members have participated in an experimental project being conducted by the University of Southern Mississippi. Project staff participation involved evaluating occupational film loops and sound tapes in various occupational fields. Participation in this activity by teachers working in the project has resulted in some very outstanding teaching aids being made available to them for use with their students. Members of the project staff in each attendance center have also organized in-service training sessions for all personnel employed in a given attendance center.

The third quarter of project operation can be characterized as a period of "leveling off" in the middle and upper school grades. Well supplied for the first time with instructional equipment and materials, the instructional personnel were now in position to better incorporate adequate motivational activities into their teaching process and procedures. Through the use of well-designed resource material and carefully selected resource personnel, interest and effort on the part of students reached a new high.

This was also a period of great expansion into the elementary grades. Moving into the elementary grades on a relatively large scale proved to be very eventful and a worthwhile venture. It was somewhat surprising to learn that a rather great amount of career education was already a part of the elementary grades' curriculum. Obviously, there was a very great need for coordination in the elementary grades to eliminate duplication of effort and to allow each elementary teacher to know what others are doing in the area of career education. To take care of this lack of coordination, permission was asked of and granted by the United States Office of Education to allow the appointment of a coordinator of Elementary Project Activities. It was proposed that this be done by eliminating the position of Complex Coordinator of Cooperative Education and substituting therefor the position of coordinator of Elementary Project Activities. The effectiveness of this transfer was greatly hampered when the occupant of the position became critically ill and, after a lengthy period of hospitalization, was finally taken in death. Present plans are to employ a well-qualified person to fill this position at the earliest possible time.

In spite of the unfortunate illness and death of the staff person designated as having primary responsibility for elementary project activities, significant emphasis was placed upon intensifying elementary students' knowledge of the world of work. All ten elementary schools in the system received some assistance from the project director and coordinators in planning and stressing occupational information within the present courses of study. Project personnel attended elementary school faculty meetings and are working closely with the teachers in helping to organize occupational information for the most effective implementation into the elementary program. The local project staff is impressed with the enthusiastic manner in which the elementary teachers have accepted the occupational emphasis in the elementary schools.

Throughout the third quarter, there has been in evidence occupational "coloring books" (produced by the local staff) in use in the lower elementary grades. Posters depicting people in occupations, produced by the elementary students, were visible in the halls and classrooms of the elementary schools. An intensive survey was undertaken to determine the occupational materials presently being utilized in the elementary schools.

One other significant accomplishment during the third quarter was the completion of a brief period of intensive training for in-service staff members who were in position to either directly or indirectly influence the cooperative education program. Mr. E. F. Mitchell (now retired), long-time head of the Department of Industrial Education at Mississippi State University, was employed as a consultant to work with co-op coordinators, the local project director, the school principals, and the school counselors with the objective of strengthening the cooperative education program. As a result of his work with the project staff, better understandings now exist as to the concept, procedures, and techniques embracing co-op programs.

Project personnel have devoted much of their time during this reporting period to orientation and recruitment of seventh-grade students for the occupational orientation program. Personnel explained the program in detail to the students and utilized testing and counseling to help students make realistic course selections for pre-registration. Preliminary indications point toward favorable results obtained from this approach. Student interest in occupational orientation has obviously increased due to this effort.

An important side benefit to the recruitment effort appears to be an increased understanding of, and support for, the occupational orientation program by teachers whose classes have been visited in the recruitment activities.

The occupational orientation teachers, together with other key project personnel, have been involved in weekly in-service training programs. Personnel have been intensively involved in developing course outlines and materials for use in the program during this reporting period.

Additional equipment has been purchased and/or bids received. Much of this equipment was placed in operation in various phases of the exemplary project. The delays in procurement of some of the equipment has hampered the instructional program in some instances. Hopefully, all equipment purchases and deliveries will be completed in the near future so that the equipment can be fully utilized in the instructional program.

The occupational orientation program is utilizing various techniques in attempting to develop interest among the students. One unique method of grading which allows the student to compute his grade daily is being utilized. The grades are handled as bank accounts in which the students write checks and keep balance sheets on their accounts (grades). If a grade of 85 on an exercise is made, the student writes a check for \$85 to his account. At the end of the grading period, X number of dollars equals an "A," or X number of dollars equals a "B," etc. Another technique being employed with success is the occupational "word-a-gram." Scrapbooks on occupations, posters, and other materials are also being utilized in the program.

The remedial part of the exemplary program appears to be doing an excellent job in assisting students with their specific difficulties. Teacher aides are currently involved to a much greater extent in actual classroom activities than during the previous reporting period.

More home visitation and training station visitation was carried out by teachers during this period. However, if the exemplary program is to have its greatest impact on the students, increased home visitation by teachers will be necessary. Home visitation by teachers could also be utilized to a greater extent in increasing the awareness of and acceptance of the exemplary program by parents and the general public.

During this period, job descriptions covering each of the project's special personnel were distributed to individual staff members, state supervisory personnel, and United States Office of Education personnel.

Late in the quarter, a request for budget revision was submitted to the U. S. Office of Education. Approval by the USOE of this request will allow a more effective utilization of funds available under this grant.

The fourth quarter of project operation was devoted to the completion of the school year in a systematic fashion. It was a period in which much time and energy of personnel were devoted to an intensive review of the first year of operation. Special emphasis was placed upon planning for the second year of operation.

An intensive in-service training program for all occupational orientation personnel was conducted during the entire month of June. Consultants from the University of Southern Mississippi were utilized in conducting the in-service program. The development of a comprehensive curriculum guide which includes objectives, activities, evaluation, and resources was a part of the in-service training activities.

During the period the position of elementary coordinator was filled. Work was immediately begun on the development of an elementary career education outline to be utilized by personnel in the elementary schools.

During the fourth quarter administrative personnel devoted significant portions of their time to developing and refining year-end reports and records as required by State and Federal agencies. Budgets were developed, scrutinized, and approved for the fiscal year 1972.

Significant Findings:

During the first quarter of project operation there was a great amount of planning for testing students enrolled in the program. Acquisition of tests selected as most appropriate for use with project participants was in process. Until these tests were administered and results interpreted, significant findings were fragmentary. It was found that remedial education would be essential if some students were to realize

maximum benefits from participation in the project. This was particularly true in the area of reading skills and to a lesser degree in the area of math and other basic communication skills. Corrective measures were applied and according to remedial teachers, success is being realized.

Plans are also being developed for a comprehensive and continuing evaluation program to determine how well project objectives are being pursued and accomplished. Significant findings are expected to evolve from this program and will be reported in subsequent quarterly or interim reports.

In any new or innovative educational program, alert teachers discover many things. Such has been the case in this project during the second quarter. It was found that occupational orientation could be made much more effective when experience type learning is made a part of the instructional program. Occupational orientation teachers in this project have discovered that participation by students is an absolute essential if their instructional program is to be meaningful and effective.

A very pleasant finding, as revealed by teachers employed in the project, was the strong indication of a growing interest in occupational orientation on the part of older high school students. With the excellent opportunity for varied occupational training through the post secondary offerings of nearby Jones County Junior College, these youngsters may enroll for skill training and thus spare themselves the experience of entering the world of work as high school graduates without salable skills. Still another alternative is provided for graduating high school seniors through adult programs at both the secondary and post secondary levels. Thus, this discovery of a growing interest on the part of older high school students nearing graduation without having participated in a vocational training program may well be an indication of an early need to call on one or more of the special provisions of the project.

The most surprising discovery in the third quarter, perhaps, was the fact that a great amount of occupational information was already being introduced in the elementary grades. This discovery immediately led to still another significant finding that beckoned for corrective attention. While more career education was being conducted in the elementary grades than had been expected, it lacked continuity. This caused project leaders to think in terms of finding ways to better coordinate the work being conducted by individual teachers largely independently of each other.

Still another somewhat unexpected but pleasant finding was the overwhelming enthusiasm with which the exemplary program was received by elementary administrators, teachers, and students. It was discovered that these teachers could be quite creative and that elementary children would respond to career education. By this time it was beginning to become obvious to middle-grade teachers that the idea of career education

needed to be planted in the earlier elementary grades in the form of career awareness.

During the fourth quarter career media centers were established at the combination junior-senior high school centers as well as at some of the elementary attendance centers. Development of curriculum materials and aids continued. In addition purchased and developed materials were tested under classroom situations. Evaluation of materials resulted in the elimination of some, adoption of others, and modification of some before system-wide implementation.

Departures from Original Plan:

Departures from the original plan were limited. As originally written, the project was to begin on March 1, 1970, and extent through February 28, 1973. For numerous reasons it became necessary to delay its beginning until July 1, 1970. Actually most of July was devoted to recruiting a staff and project implementation did not gain real momentum until August 1, 1970.

In order to strengthen the project two important service areas have been added. This was a departure from the original plans. Because of the existence of a relatively high percentage of academically disadvantaged students who should be able to profit from participation in the project, provisions were made for remedial education to be included. The need was particularly critical in the basic communications skills. To serve this need, a remedial education program was installed at each of the attendance centers and at the vocational complex. This effort payed immediate dividends.

Since one of the three major types of skills to which the project is addressed is in the area of sociological needs, it was advisable to incorporate consumer home economics into the training program. One such teacher was added in each of the three county attendance centers. Some rather ambitious plans were finalized for this program and with some deviation from the usual or normal concept of consumer home economics, the addition of this service adds to the project. Another departure from original plans which added strength to the project was the decision to convert the existing industrial arts program to the broader occupational orientation program. This enabled the project to add three teachers in each of the attendance centers devoting full time to occupational orientation. Originally the plans were to utilize only two teachers in each of the attendance centers in occupational orientation. The large numbers of students enrolled in occupational orientation made this decision feasible.

One other departure from original plans worthy of mention was not an intentional one. In spite of all efforts to secure qualified co-op coordinators, one of the attendance centers could not fill the position.

In another departure from the original plan the administrative structure of the project was revised during the first year of operation. The position of coordinator of cooperative education was phased out of the project and a new position (coordinator of elementary services) created. In addition, plans were developed for the consolidation of the position of coordinator of placement and follow-up with the position of coordinator of guidance and testing services.

Dissemination Activities:

The first quarter was devoted almost exclusively to project implementation, so very little in the way of dissemination activities was conducted. Complete copies of the project were duplicated and furnished to each faculty member in the Jones County School System. During a staff training session attended by the faculty, the project was explained in detail.

Additionally, a brief digest of the project was furnished to project staff members and key people in the State Department of Education who have supervisory or other responsibilities for the project.

The project received publicity in one of Mississippi's most popular statewide newspapers, the Jackson Clarion Ledger. Publicity regarding the training program for project personnel also appeared in a local newspaper having rather wide circulation.

Letters explaining objectives and interesting features of the project were mailed to parents and other interested persons in the area. Likewise, the local press was used to acquaint the public with both the program and the personnel involved in the program.

Even while the project continues in its early stages a number of interested people have visited the project site. Included among the educators who have visited the project is Dr. M. C. Garr of the Atlanta Office of the U. S. Office of Education. Other educators visiting the project include representatives of Mississippi State College for Women, Mississippi State University, and the University of Southern Mississippi. In addition to these, State Department of Education officials, and a representative of the United Electronics Institute of Louisville, Kentucky, have called at the project site.

Dissemination activities during the second quarter were fairly extensive. Project staff members appeared on the local radio station's programs featuring the project. During Vocational Guidance Week numerous "spot" announcements were made relative to guidance services being employed in the project.

News articles appeared in both local newspapers focusing attention on National Vocational Guidance Week while calling attention to the exemplary project.

Numerous requests for information about the project have come from other states. Copies of the project, quarterly reports, and other compiled information on the project have been furnished to those who have requested information. State supervisory personnel, institutional teacher education personnel, and others have been informed about project activities and developments.

Visitors to the project site include institutional teacher education personnel, State Department of Education personnel, and one representative of a private college in Mississippi.

During the third and fourth quarters, additional dissemination activities were conducted. Local exemplary project personnel engaged in a concerted effort to better inform the public concerning the project's operation, purposes, and results during the periods. Personal contact with parents, teachers, students, and other interested persons by project personnel were utilized in gaining support and understanding from the public. In addition, radio station WNSL (Laurel) broadcast seven "spot" commentaries and interviews dealing with vocational education emphasis for the Jones County System. Project personnel appeared before civic clubs and other organizations to explain and depict different phases of the exemplary project to the public. Several feature articles on the project have appeared in the local paper (The Laurel Leader).

The local project director and the coordinators made concerted efforts to inform all segments of the public about the exemplary program. Numerous inquiries have been received from interested people throughout the United States. During the month of March alone information was sent to seven school systems in the states of New York, California, New Jersey, and Tennessee.

Several meetings were held involving State Division of Vocational Education personnel, college and university personnel, and local administrative, counseling, and teaching personnel. The purpose of these meetings was to offer opportunity for exchange of ideas, frank evaluation of project activities, and progress as well as to inform all concerned about expected project outcomes.

Inquiries concerning the exemplary project (both from within and without the State) became so numerous that an eight-page bulletin entitled Career-Centered Curriculum for Vocational Complexes in Mississippi: An Exemplary Program was prepared on the State level. This bulletin detailed the project's location, purpose, objectives, procedures, and evaluation methods. Approximately 500 bulletins were mailed out in response to inquiries.

V. THIRD PARTY EVALUATION

INTERIM EVALUATION REPORT

Project No. 0-361-0067

Grant No. OEC-0-70-5177 (361)

THE CAREER-CENTERED CURRICULUM
FOR
VOCATIONAL COMPLEXES IN MISSISSIPPI

An Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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Norbert Johnson

Mississippi State University
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July, 1971

I. INTRODUCTORY SECTION

A. THE LOCALE

1. Geographical Description. Jones County is located in the Coastal Plains area of southeast Mississippi, some 100 miles north of the Gulf Coast. The county contains 706 square miles or 451,840 acres of land and is almost square in shape (see Figure 1). It is located approximately 90 miles southeast of Jackson and 10 miles north of Hattiesburg, Mississippi. It is bordered to the north by Jasper County, to the west by Covington County, and to the south by Forrest and Perry Counties.

The county is part of the long-leaf pine area of the state with considerable acreage devoted to forest utilization. The topography is generally steep, with small areas of nearly level and moderately sloping land. The soils in the county possess low natural fertility, but respond well to good management and fertilization. The steep hill land is generally forested, with farming confined to the broad ridge tops and river bottoms.

There are three incorporated centers (see Figure 2) in the county, each approximately five miles apart. These are Laurel, Ellisville, and Sandersville. In addition, there are 65 unincorporated communities scattered throughout the county. At the northeast corner of the county is a Choctaw Indian Reservation and the southeast corner is included in the Desoto National Forest (Chickasawhay Division).

2. Density and Population Trends. The population center in Jones County is at Laurel (the county seat) which has a population of 24,145 according to the 1970 census. In addition, the other centers and communities in the county contain 32,212 persons, for a total population of 56,357 for the county. This represents an overall decrease in population of 5.3 percent from the 1960 census. During the period between 1967 and 1970 in Jones County there has been a decrease in the five-and-under age group (-29 percent), in the six-to-14 age group (-6 percent), and in the 45-64 age group (-25 percent). Increases were reported in the 15-44 age group (+11 percent), and in the 65-and-over age group (+17 percent). The 1960 census reported a population of 59,542 for Jones County; however, the 1970 census reported a drop in population to 56,357. The greatest proportion of the out migration occurred between 1965 and 1970. The out migration appears to be affecting the small rural communities in the county more so than the three incorporated population centers.

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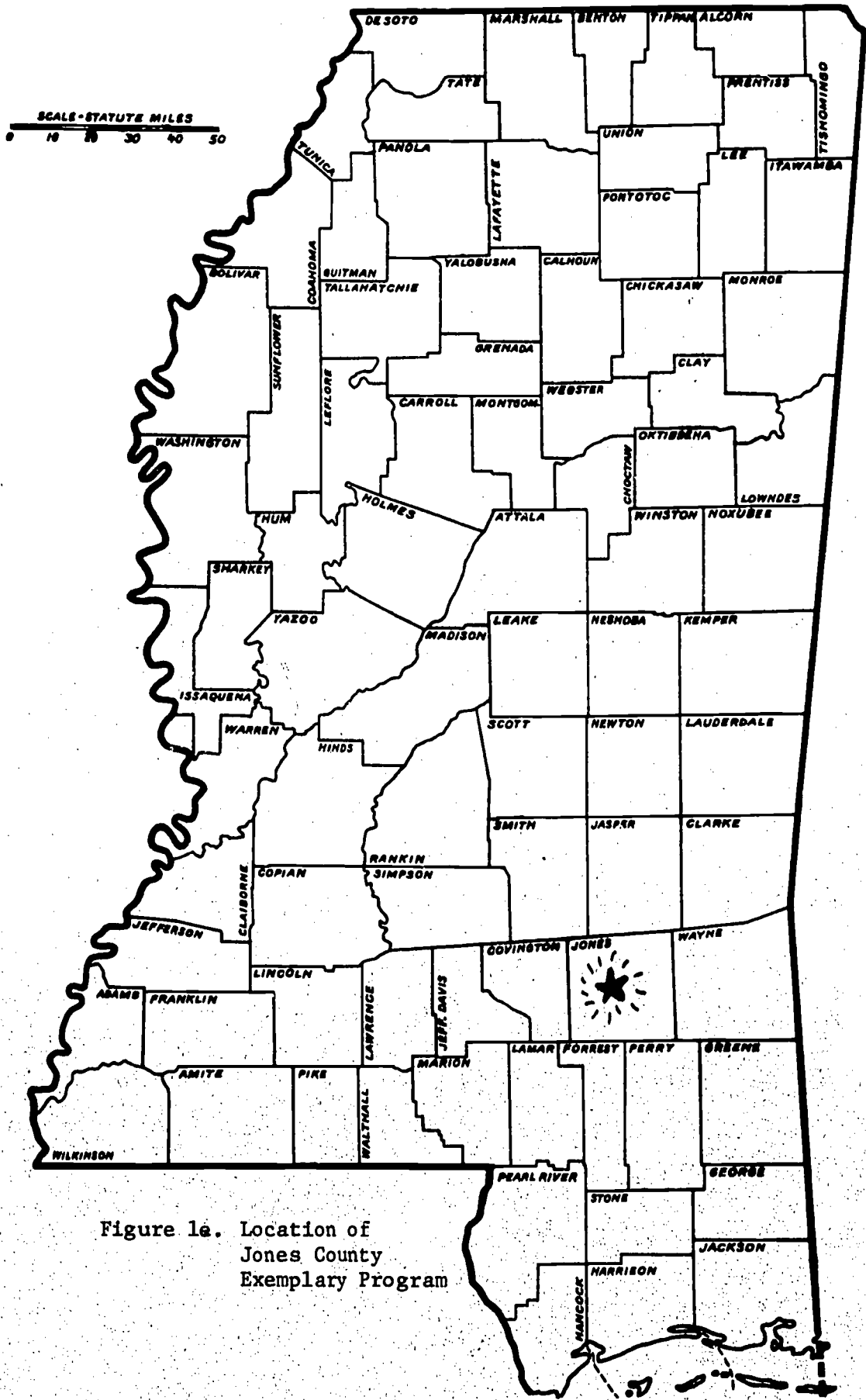


Figure 1a. Location of Jones County Exemplary Program

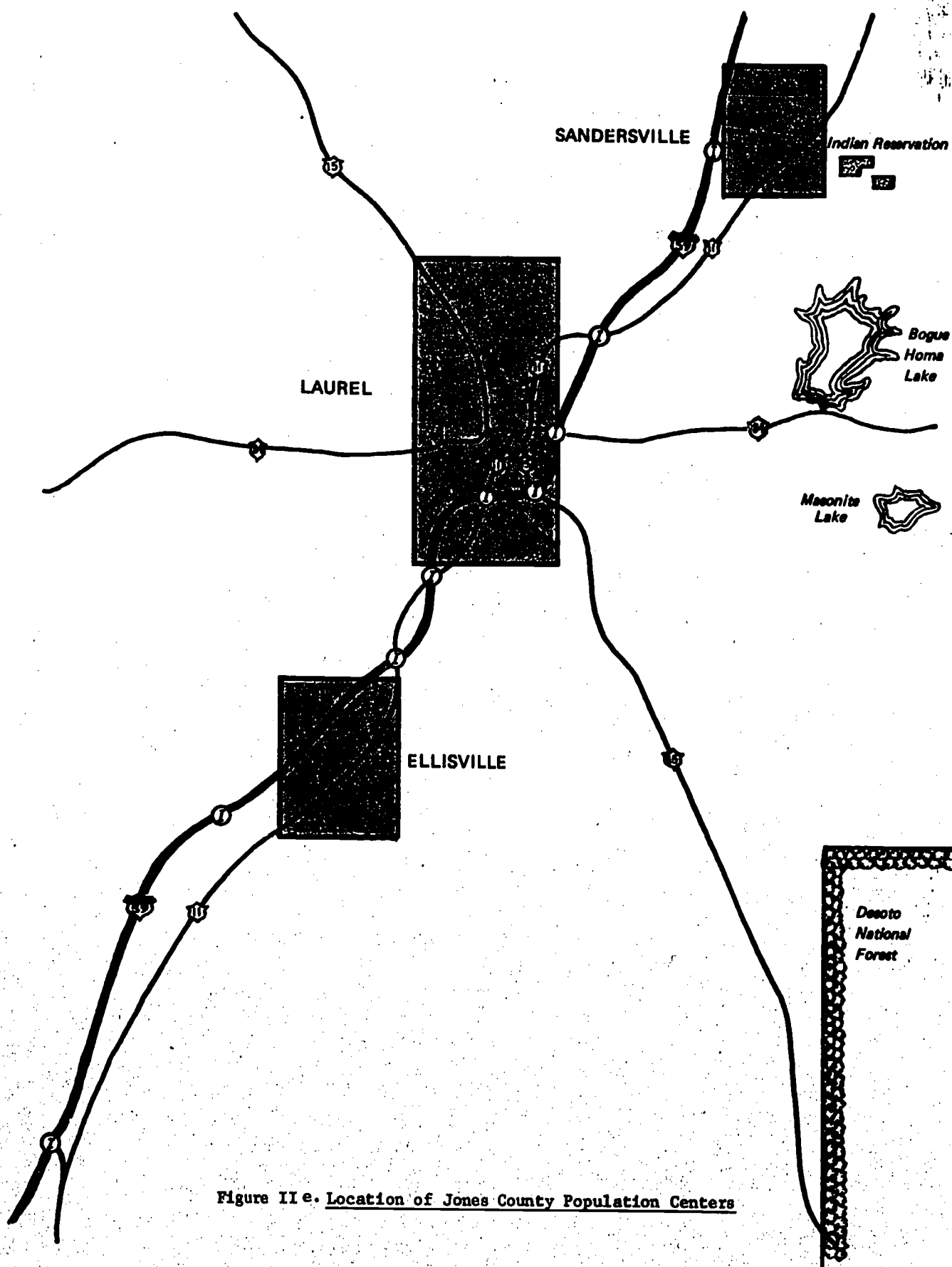


Figure II e. Location of Jones County Population Centers

3. Occupational Breakdown of Locale. The specific occupational breakdown for the locale includes an entire Employment Security District comprised of Jasper, Jones, Smith, and Wayne Counties. However, most industrial jobs within the District are located in Jones County. Table I depicts employment by occupational categories and changes during the operation of the exemplary program.
4. Unemployment Rate and Trend. The total work force in the Employment Security District in January 1971 was reported to be 32,880. The unemployment rate increased from an average of 4.2 percent in 1969 to 5.3 percent in 1970. The Mississippi Employment Security Commission estimates that the downturn in the economy has increased the unemployment rate to between eight and nine percent for the first and second quarters of 1970 for this specific employment area. Jones County has been classified as a depressed county because of this high rate of unemployment and other conditions.
5. Incomes of Residents. Complete statistics on incomes of residents from the 1970 census were not available in time for inclusion in the interim evaluation report. However, information obtained from other sources indicates the median annual family income for the county in 1970 was \$3,993. Indications are that 37.4 percent of the families' annual incomes in the county were below what is considered by many to be the poverty line (less than \$3,000). Only 5.4 percent of the families' annual incomes were \$10,000 or above. The reader is cautioned not to over-emphasize annual cash income alone in drawing a mental picture of residents' living conditions, since most of the population is rural, and the residents operate part-time farms on which they produce and utilize various food items in the home.
6. Families Receiving Welfare Assistance. Approximately 2,600 of the 14,000 families in Jones County, or 18.6 percent, received some type of family assistance checks during the year. This figure does not include those families in the county receiving food stamps but not welfare assistance checks. The number of persons receiving assistance by categories is shown in Table II.

B. THE SCHOOL SYSTEM

1. Facilities Description. The Jones County School System is comprised of fourteen separate physical plants. Of this number ten are elementary schools, three are combination junior-senior high schools, and one is a centrally located vocational complex. (See Figure III). The three combination junior-senior high schools and the vocational complex are of modern construction and are in excellent condition. With the elimination of the dual school system, some facilities were closed, resulting in

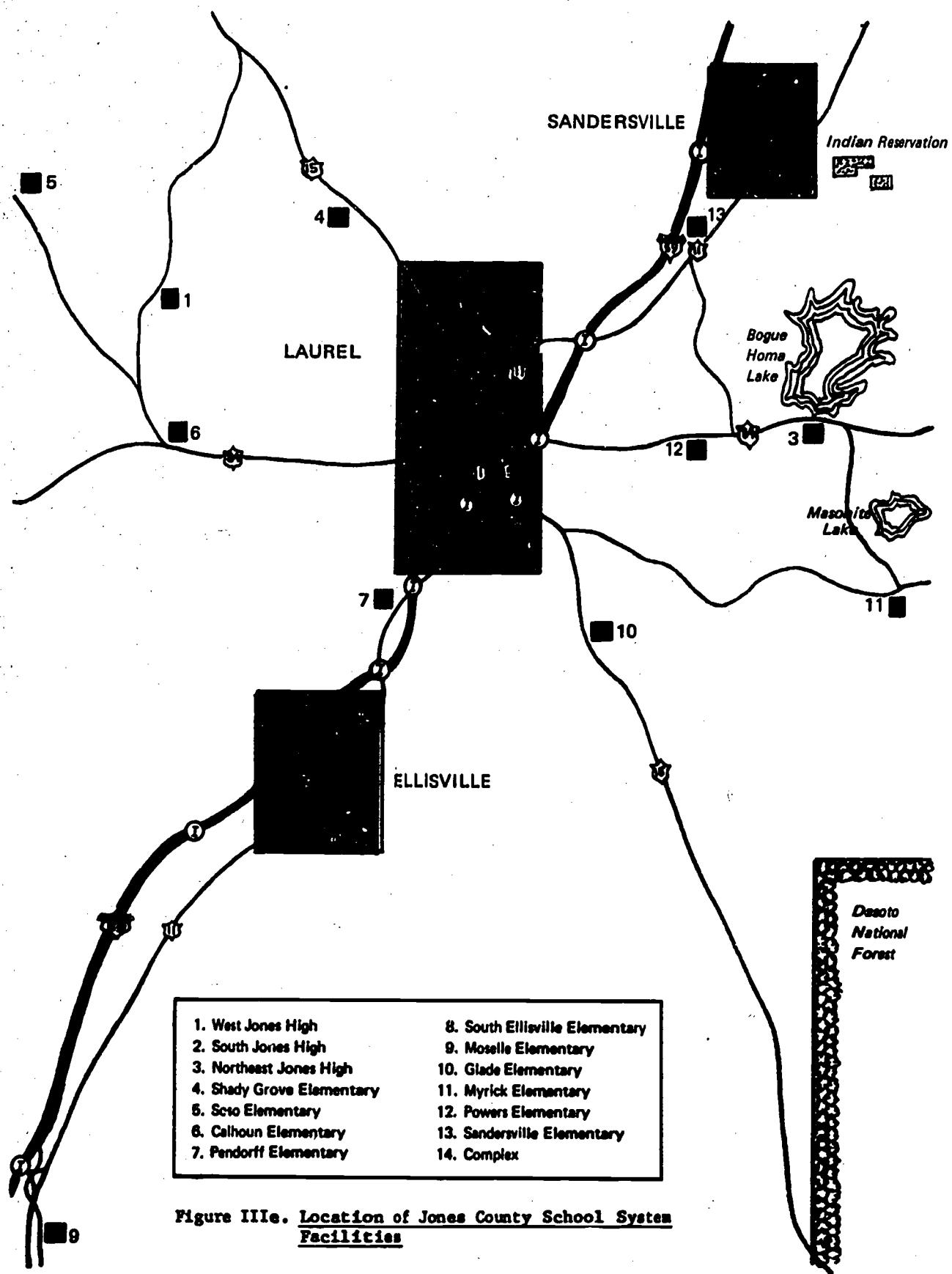
Table 1e. Area Employment by Occupational Categorizations During Exemplary Program Operation.

| Occupational Category | Employment January 1970 | Employment January 1971 | Percent Change (+or-) |
|--|-------------------------------|-------------------------------|-----------------------------|
| Agricultural (production) | 3,400 | 3,400 | 0 |
| Food Processing | 1,040 | 1,080 | +3.7 |
| ----- | ----- | ----- | ----- |
| AGRICULTURAL TOTAL | 4,440 | 4,480 | + .9 |
| ----- | ----- | ----- | ----- |
| General Manufacturing | 3,590 | 3,520 | -1.9 |
| Apparel | 1,410 | 1,650 | +14.5 |
| Printing and Publishing | 110 | 110 | 0 |
| Machinery | 1,360 | 1,160 | -14.7 |
| Other Mfg. (Furn. & Fixtures; paper & allied; stone, clay & glass; and metals) | 640 | 600 | - 6.3 |
| ----- | ----- | ----- | ----- |
| MANUFACTURING TOTAL | 7,010 | 7,040 | + .043 |
| ----- | ----- | ----- | ----- |
| Construction | 1,070 | 1,060 | - .09 |
| Transportation and Utilities | 1,180 | 1,170 | - .09 |
| Wholesale & Retail Trade | 4,090 | 3,920 | - 4.2 |
| Finance, Ins., & Real Estate | 620 | 630 | + 1.6 |
| Service & Miscellaneous | 3,860 | 3,960 | + 2.5 |
| Government | 4,950 | 4,980 | + .6 |
| Other | 3,800 | 3,800 | 0 |
| ----- | ----- | ----- | ----- |
| NONMANUFACTURING TOTAL | 19,570 | 19,520 | - .26 |
| ----- | ----- | ----- | ----- |
| EMPLOYMENT--GRAND TOTAL | 31,020 | 31,040 | + .06 |

TABLE IIe.

Number of Jones County Families
Receiving Welfare Assistance by Category

| Category | No. Families June 1966 | No. Families June 1970 | Percent Change |
|---------------------------|---------------------------|---------------------------|-------------------|
| Old Age Assistance | 1,415 | 1,488 | + 4.9 |
| Aid to the Blind | 41 | 36 | -12.1 |
| Aid to Dependent Children | 342 | 467 | +26.8 |
| Aid to the Disabled | 428 | 458 | + 6.6 |
| Total Families | 2,226 | 2,449 | + 9.1 |



some over-crowding of facilities. During the school year, temporary as well as permanent facilities were constructed which tended to alleviate some of the over-crowded conditions. The physical plants utilized as elementary facilities run the gauntlet from old to modern construction.

Students who desire vocational training of a specific nature attend the centrally located vocational complex from West Jones Junior-Senior High School, Northeast Jones Junior-Senior High School, and South Jones Junior-Senior High School. The vocational complex in turn prepares students who desire more specialized vocational-technical training to enter the community college programs at Jones Junior College, which is located in the southern part of the county.

The elementary schools of Soso, Calhoun, Shady Grove, and Pendorff send students, upon completion of six grades, to West Jones Junior-Senior High School. The Moselle and Ellisville Elementary Schools send students to South Jones Junior-Senior High School. Powers, Myrick, Glade, and Sandersville Elementary schools send students to Northeast Jones Junior-Senior High School.

All elementary school facilities in the system, with the exception of Moselle and Soso, house grades one through six. The facilities at Moselle and Soso are utilized for grades one through seven. All three combination junior-senior high school facilities house grades seven through twelve.

2. Enrollments. There has been a trend toward a slight decrease in total enrollments in the school systems over the past ten years. The school systems' enrollments have fluctuated around the 8,000 mark for the past ten years. The enrollments have decreased from 8,103 in the 1962-63 session to 7,886 during the first month of the 1970-71 session. The enrollments during the fifth month of the 1970-71 session are shown in Table III.
3. School System Faculty. During the 1970-71 session there were 379 persons employed in the system as teachers, counselors, or administrators. Of this number, 65 possessed a master's or higher degree; 305 possessed a bachelor's degree, and eight had not completed the bachelor's degree. Five of the eight were qualified trade instructors employed in the vocational complex. In addition, the system employed teacher aides, secretaries, custodians, and other service personnel.
4. School System Administrative Structure. The Jones County School Board members, as well as the county superintendent, were elected by the people in general elections. The specific administrative structure for the operation of the system is depicted in Figure IV.

TABLE IIIe.

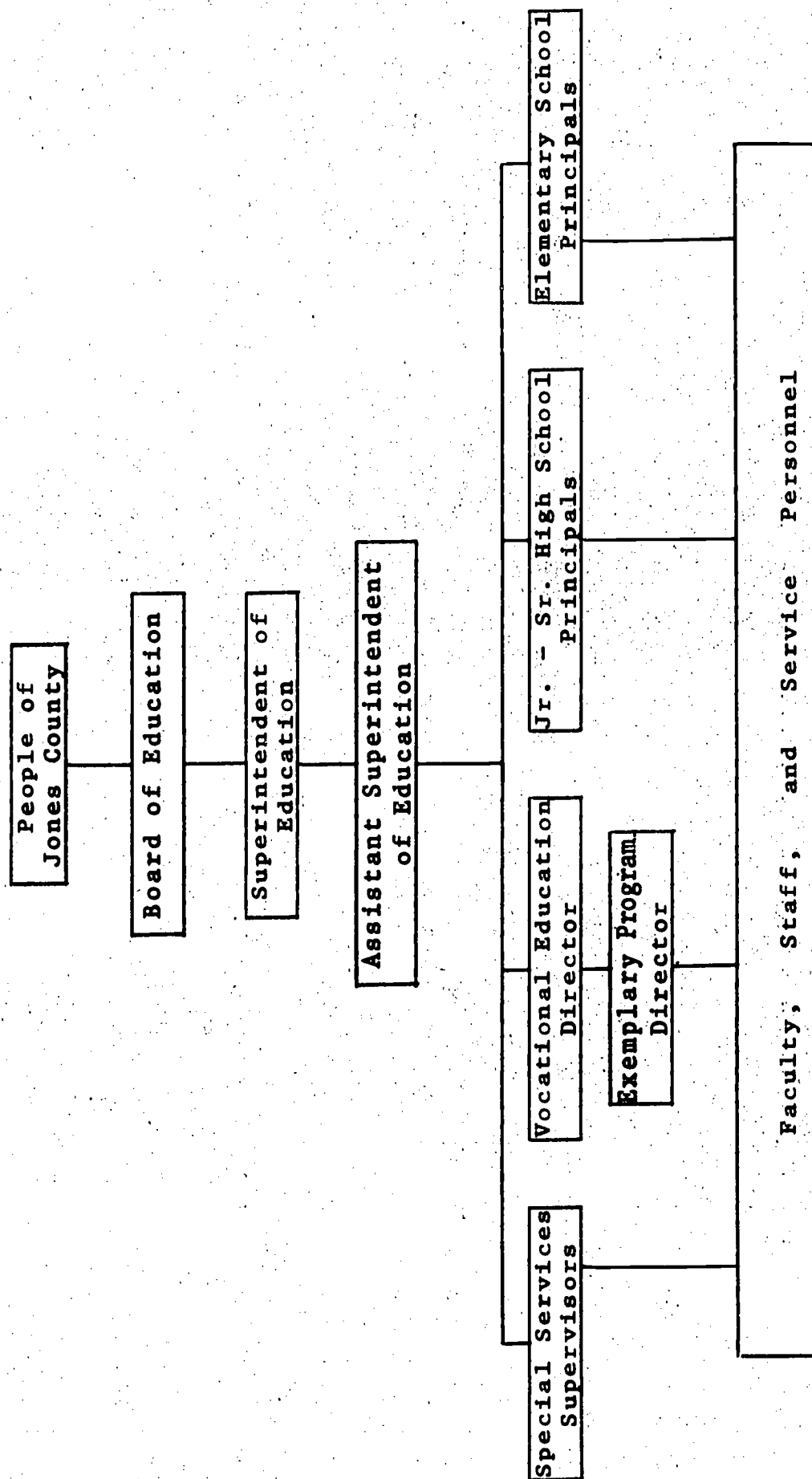
Jones County School System Enrollment

During 1970-71 Session

(By Attendance Centers)

| Attendance Centers | Enrollment During 5th Month | Average Daily Attendance |
|---|-----------------------------------|--------------------------------|
| Combination Jr. - Sr. High Schools (Grades 7-12) | | |
| Northeast Jones | 1169 | 1,127.60 |
| South Jones | 1081 | 1,037.40 |
| West Jones | 1378 | 1,326.65 |
| <u>Jr. - Sr. High Total</u> | <u>3628</u> | <u>3,491.65</u> |
| Elementary School (Grades 1-6) | | |
| Calhoun | 553 | 529.50 |
| Ellisville | 888 | 814.85 |
| Glade | 490 | 474.25 |
| Myrick | 298 | 280.60 |
| Pendorff | 203 | 188.20 |
| Powers | 282 | 278.77 |
| Sandersville | 300 | 286.10 |
| Shady Grove | 581 | 565.45 |
| (Grades 1-7) | | |
| Moselle | 380 | 347.55 |
| Soso | 320 | 300.65 |
| <u>Elementary Total</u> | <u>4295</u> | <u>4,065.92</u> |
| <u>SYSTEM TOTALS</u> | <u>7923</u> | <u>7,557.57</u> |

Figure IVe. Jones County School System Administrative Structure



5. School System Curriculum. The number of units (or credits) required by the school system for graduation increased to 17½ during the 1970-71 session and will increase to 18 during the 1971-72 session. This apparently may be a significant factor in the future enrollment of students in the centrally located vocational complex. Students enrolling in the vocational complex for classes one-half of the school day may find it difficult to meet graduation requirements in what is considered the normal time span of four years. Specific requirements for graduation in the system are:

English - - - - - 4 units
Mathematics - - - - - 2 units
Social Studies - - - - - 3 units
 (Miss. History - ½)
 (Civics - ½)
 (American History - 1)
 (American Government - ½)
 (Social Studies elective - ½)
Science - - - - - 2 units
Electives - - - - - 7 units

6. Dropout and Transfer Trends. Based upon current statistics, approximately 63 percent of all students entering the first grade in the system will complete high school. During the 1969-70 school year approximately three percent of the students were listed as school system dropouts. The fluctuation of enrollment during the school months indicates that perhaps more transferring of students takes place than in most rural systems in the state. This may be partially explained by the high mobility of students' parents who are engaged in oil industry occupations of which there are many in Jones County. In addition, changes in the employment picture in the area may be causing families to seek employment away from the area of residence.

7. Financial Status of School System. Over a ten-year period local revenue for the support of the school system increased 45 percent. During the same period state revenue for the school system has also increased 48 percent. Total revenue expended by the school system (not including capital outlay) during the 1969-70 session amounted to \$3,484,151. Of this amount, \$756,196, or 21.71 percent, came from local sources; \$2,205,648, or 63.30 percent, from state sources; and \$522,307, or 14.99 percent, from Federal sources. The expenditure per pupil increased from \$191.50 to \$406.64 in the ten-year period ending with the 1969-70 session. The tax levy for the school system is the maximum allowed under State law - 25.0 mills.

II. THE EXEMPLARY PROGRAM

A. BACKGROUND INFORMATION

1. Origination of Program. The Exemplary Programs and Projects Section of the Vocational Amendments of 1968 offered an unparalleled opportunity to integrate more effectively proven concepts in vocational education with the total school effort. It allowed for a concentrated effort in providing school experiences that were meaningful for all students. The decision was made to commit all funds received in Mississippi from the Exemplary Programs and Projects Section (both the State and USOE Commissioner's share) to one project in a school system which would demonstrate the feasibility of the career-centered concept. The allocation of funds into one project was an attempt to make the greatest impact upon vocational offering in a school system which could demonstrate to teachers, administrators, and students in other schools in the state the effectiveness of the career-centered concept.

The Jones County Exemplary Program was to begin on July 1, 1970. However, delay in final approval of the project caused some delay in the start-up time of some areas of the program. The contract for the third-party evaluation was not approved until February 1971, thus causing a delay in the collection of baseline data. The project was in its second semester of operation, which prevented the use of pretest evaluation materials during the first year's operation by the contractor. Baseline information on students was obtained from instruments utilized by the school system.

2. Modification of Existing School Programs. The implementation of occupational orientation classes resulted in a majority of students not being placed in study halls. Some teachers in the areas of vocational agriculture, home economics, and industrial arts were transferred into the exemplary program in various capacities. This resulted in a decreased offering in their specific teaching areas and an increased offering in occupational orientation.

A special administrative structure was designed and implemented for the exemplary program. This structure is illustrated and discussed in other sections of this report.

B. SCOPE OF THE PROGRAM

1. Participants Served. All of the Jones County School System's approximately 7,886 students were involved with the program in some manner. Those not directly enrolled in the program classes were influenced through poster contests, recruitment, counseling,

assembly programs, contact with students in the program, etc.

2. Objectives of the Program. The specific objectives by which the program shall be evaluated are delineated in the project proposal as being:

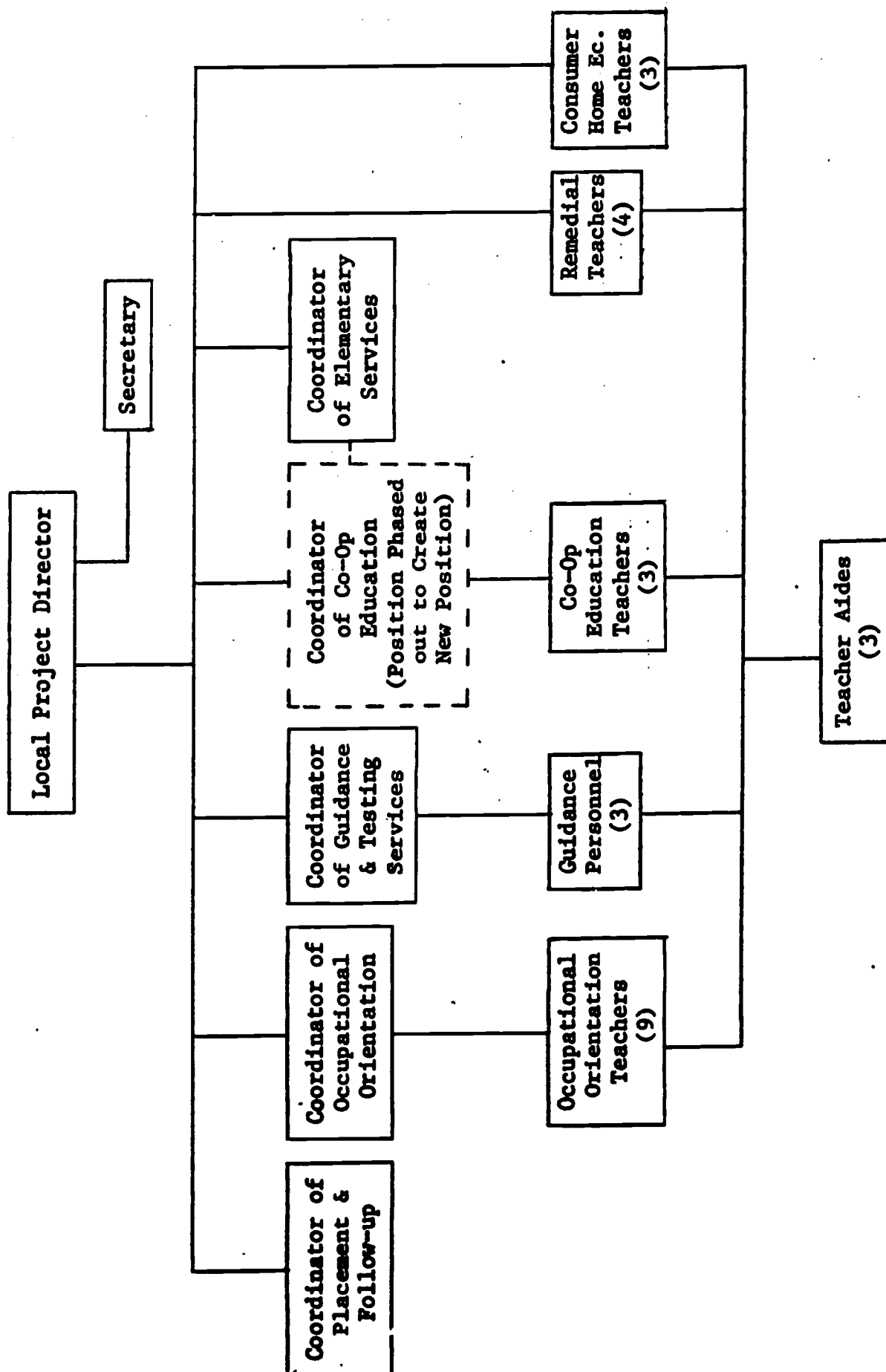
- To establish structural relationships which will facilitate implementation of the career-centered concept in the Jones County School System.
- To establish the necessary relationships with local businesses and industries to provide cooperative (work-experience) education in all aspects of vocational offerings in an effort to meet total manpower needs better.
- To provide intensive and short-term entry level skill training immediately prior to exit from the school, for those students who have not previously been enrolled in one of the regular vocational programs.
- To establish an intensive program of guidance-counseling-placement, relating to activities in Objective one above, and including activities which will assure adequate post-training work adjustment for each student.

C. PERSONNEL

1. Personnel Added by the Program. A total of 27 new professional level staff positions were utilized in the implementation of the program at the local level. This number included positions in administration, coordination, counseling, and instruction. In addition, one secretarial position and three teacher aide positions were utilized in the project implementation. All 27 professional-level positions were filled with persons meeting the State certification requirements and having a minimum of a bachelor's or higher degree. The professional-level positions and administrative structure of the program are shown in Figure V.
2. Administrative Staff. The five persons employed to administer and coordinate all phases of the exemplary project have an average of 16.2 years of teaching and administrative experience. The staff possesses experiences from the areas of vocational agriculture, home economics, guidance and counseling, history, and elementary education, as well as administrative and supervisory experiences. The entire administrative staff devotes full time to administrative and coordinative activities.

The local project director brings 21 years of vocational teaching and administrative experience to the program. He assumes responsibility for coordinating all phases of the program with the State Project Director, including recruitment, selection,

Figure V e. LOCAL EXEMPLARY PROJECT ADMINISTRATIVE STRUCTURE



and supervision of all personnel. In addition, he purchases equipment, supplies, and materials; arranges for consultative services; conducts inservice training of staff; conducts public relations activities; cooperates in evaluation activities; and makes necessary reports.

The coordinator of placement, follow-up, and evaluation has 15 years' teaching experience. His duties and responsibilities include counseling with staff personnel and students; obtaining and providing vocational guidance information; collecting, organizing, and analyzing materials; utilizing measuring instruments; conducting follow-up of students; and assisting in placement of students.

The coordinator of occupational orientation has 25 years' vocational teaching and administrative experience. His responsibilities include coordination of equipment, supplies, and materials (purchase and utilization); materials development; assistance in course guide development and utilization; development of instructional materials; assistance in staff development; and assessment of the occupational orientation program.

The coordinator of guidance and testing has five years' experience in teaching and counseling. His responsibilities include synchronization of the testing program; interpretation of test results; obtaining and providing counseling materials; and assessment of the guidance and testing program.

The original administrative structure provided for a coordinator of cooperative education. This position was filled until the untimely death of the coordinator. Following the vacancy in the position, the recommendation was made to phase out this position and add a new position of elementary coordinator. This position was established in order to provide increased emphasis upon career development on the elementary level.

The elementary project coordinator's responsibilities include obtaining and distributing teaching aids, equipment, and supplies to elementary teachers; scheduling resource persons, films, etc.; assisting in the development of objectives, methods, and evaluation of the elementary activities; assisting in the survey of local resources; and conducting inservice programs on the elementary level. The coordinator also assists in the overall planning, implementation and evaluation of the entire exemplary project.

3. Student Service Personnel. The exemplary program added one vocational guidance counselor to each of the three combination junior-senior high school attendance centers. The persons employed in these positions all hold master's degrees and

averaged 4.7 years of experience at the beginning of the school year. Their responsibilities include collection, organization, and analysis of student information to be used in individual vocational and educational planning; providing counseling services; assisting in the selection of students for vocational courses; referral of students to local, state, and federal service agencies; assessment of counseling effectiveness; and assisting in interpreting the aims and objectives of the exemplary project to students, faculty, parents, and the community.

4. Instructional Personnel. The exemplary program added two cooperative education teachers, nine occupational orientation teachers, four remedial education teachers, three consumer education teachers, and three teacher aides to the regular instructional staff. All of the teachers and teacher aides were assigned to the three combination junior-senior high school attendance centers with the exception of one remedial teacher who was assigned to the vocational complex. All instructional personnel meet State certification standards.

Only two of the three junior-senior high schools had cooperative education teachers due to the lack of qualified applicants for the positions. Both teachers hold bachelor's degrees and averaged 1.5 years of teaching experience when employed. The cooperative education teachers' responsibilities include: working closely with guidance and counseling personnel in the selection of students; arranging for student training stations; providing individualized student study; developing of training plans; developing public relations program; and supervising students at on-the-job training stations.

Of the nine occupational orientation teachers, all hold bachelor's degrees and one holds a master's degree. The teachers averaged 3.9 years' teaching experience at the start of the program. Their responsibilities include providing students with sound knowledge and experiences for making career choices; assisting students in self-assessment; assisting students in understanding the American economy and the world of work; and maintaining follow-up records.

The four remedial teachers averaged 8.8 years of teaching experience at the beginning of the program. Three of the remedial teachers were assigned to the junior-senior high school attendance centers and one to the vocational complex. Their responsibilities include developing an instructional program for dropout-prone students; developing a system for selecting students needing remedial assistance; adapting remedial subject matter to vocational choices of students; providing remedial instruction; and assisting the faculty in providing remedial instruction in specialty areas.

Each of the three junior-senior high school attendance centers was provided with one consumer education teacher. The three teachers possessed an average of nine years' teaching experience. Their responsibilities include planning, developing, and utilizing units of instruction in consumer education for students; conducting a visitation program; surveying opportunities; utilizing news media for consumer education activities; and assessing the consumer education program.

Two of the three teacher aides in the program had some college training. Each junior-senior high school attendance center was assigned one teacher aide to be utilized in duplicating materials; monitoring study activities of students; assisting in record keeping; assisting in the development of teaching aids; and operating audiovisual equipment.

5. Recruiting and Maintaining Personnel. Due to the delay in final approval of the program, difficulty was encountered in filling teaching positions in the program early enough to conduct an intensive pre-service training of staff before the opening of the school year. Only one position, that of cooperative education teacher, was not filled during the year, and this was due to the unavailability of qualified applicants. This position has been filled for the coming school year. Two vacancies in positions appeared during the school year due to illness and death. One position was filled without difficulty. The other position, that of cooperative education coordinator, was phased out of the program to create a new position, elementary coordinator, giving added thrust to the career-centered concept in the elementary schools. Two occupational orientation teachers and one counselor in the program resigned at the end of the school year to accept employment in other school systems. These positions have been filled, and a number of other applications are on file. At this time maintaining and recruiting of personnel does not appear to be a problem.

D. PROCEDURES

(The Jones County Career-Centered Curriculum has been funded for a three-year period. This interim report is an evaluation of the first year of operation.)

1. Physical Arrangements. The elementary level of the program required no special arrangement of facilities. An occupational materials and equipment center for each elementary attendance center in the system was established in or near the principal's office. This arrangement allowed for accessibility to all teachers in the attendance center and enhanced material utilization. All individual classrooms were used without having to undergo major rearrangement of furniture or furnishings.

Occupational orientation courses in the junior high schools used existing industrial arts shops and standard classrooms with little, if any, rearrangement of facilities. In one instance, a trailer classroom was used to eliminate overcrowding.

At two of the high school attendance centers remedial classes were held in classrooms equipped as language labs, and in one attendance center a regular classroom was used. At the vocational complex the remedial classes met in a conventional classroom.

All cooperative education classes were conducted in conventional classrooms. Consumer education classes at all three high school attendance centers were conducted in specially equipped trailers to facilitate the teaching of this subject.

Vocational counselors were provided with private offices. At two of the attendance centers the offices were in the general vicinity of the school administrative offices. At one school the office was adjacent to the cafeteria.

In all cases the physical arrangement was designed to enhance the integration of the program's activities and personnel into the on-going school operations. Classrooms and offices are arranged so as not to place all segments of the exemplary program in one specific area of the school plant.

Classroom teachers in the program were given maximum flexibility in the utilization and furnishing of their respective classrooms and/or shop facilities. While many identical materials were used in the classrooms, teachers arranged and utilized them in different ways.

The vocational complex (centrally located) was used as a purchasing and storage area for supplies, materials, and equipment (shared among all schools in the system). Teachers were provided supplies, materials, and equipment as requested from the central staging area.

2. Review and Planning. A number of planning and review sessions were held during the year. These sessions included the state exemplary project director, local exemplary project administrative personnel, Jones County School System administrative personnel, personnel from the State Division of Vocational-Technical Education, and consultants.

The local exemplary project administrative staff engaged in daily planning and review sessions at the vocational complex.

In addition, the staff participated in weekly planning and review sessions with personnel at the attendance centers. Personnel at the attendance centers were engaged daily in coordination of activities (planning and reviews). These sessions were conducted both during the school day and after normal school hours.

The utilization of daily planning and review sessions resulted in numerous modifications of the program's techniques and activities during the first year of operation. This effort accomplished a more uniform instructional program than is generally encountered in the start-up phase of most developmental-type programs.

3. Inservice Training. A staff workshop was conducted for the purpose of establishing and clarifying the specific roles of all project personnel in performing and carrying out the objectives of the project, prior to the starting of school. All teachers and administrators in the system (not just exemplary project personnel) were involved in the workshop. In the workshop a detailed study of the project was made and personnel roles were established, along with methods and techniques for effective project implementation and advancement. Personnel from other agencies involved in the workshop were representatives from the State Division of Vocational-Technical Education, the Research Coordinating Unit at Mississippi State University (MSU), the Curriculum Coordinating Unit at MSU, and teacher education personnel at Mississippi State College for Women, Mississippi State University, and the University of Southern Mississippi.

Inservice activities were generally conducted along specific interest areas. The occupational orientation teachers, along with other key project personnel, were involved in weekly inservice training programs. These training programs included developing course objectives and outlines; improving teaching techniques and methods; developing and utilizing instructional materials; demonstrating effective operation and utilization of equipment; etc. In addition, most occupational orientation teachers were enrolled in special problems courses which were designed to aid the exemplary project, and were taken for graduate credit. Special consultants were utilized for all phases of the inservice training program.

Remedial teachers met on a regular basis throughout the school session for inservice activities. All the remedial teachers attended a reading clinic held at a university during the session.

Inservice activities were conducted with elementary teachers during a three-months period at the latter part of the school year. These activities helped the teachers to incorporate occupational materials into their courses of study and to minimize duplication of effort.

At the close of the school year a one-month workshop was conducted for all exemplary staff personnel. During this workshop personnel reviewed activities of the program and developed plans for the approaching school year. Individual course objectives were established, course content outlined, materials developed and/or purchased, and techniques and methods refined.

4. Activities. The career-centered exemplary project was based upon the assumption that all children should be assisted by the school in making realistic career decisions. This assumption implies that a total school experience for students is preparation for life, with earning a living a prime focus. Through the project, components of the entire school system are focused upon the career development concept in order to increase the awareness of career choices among students. A summary of activities designed to bring about the objectives in the project is presented below.

The process began in the elementary schools by providing students with sufficient occupational information and counseling to meet the needs of all children according to their interests and abilities. To accomplish this, local exemplary program personnel provided services to elementary faculties which would aid in the incorporation of career development into the regular instructional program. These services included obtaining occupational information, providing counseling, providing resource persons, conducting workshops, seminars, and field trips. The elementary teachers did not teach vocations as such, but used careers with which the children came in contact to increase their awareness and knowledge of the world of work. The children's interaction with their environment, parents, peers, and others was utilized to enhance their interests in the world of work.

Each elementary teacher was assigned to one of several committees to coordinate the activities of the elementary schools in the career development process. These committees began the development of a course of study utilizing occupational information for each grade. For grades one through three the subject area and the grade levels were separated. In grades four through six, only the subject areas were divided. The career-information is being presented to the students in the following manner:

- Grade 1 -- Career information centering around the home and school.
- Grade 2 -- Career information centering around the neighborhood and community.
- Grade 3 -- Career information centering around surrounding communities.
- Grade 4 -- Career information centering around the state.
- Grade 5 -- Career information centering around the United States.
- Grade 6 -- Career information centering around foreign countries.

Examples of some activities conducted for grades one through three are: a) students told what their parents did on their jobs; b) parents served as recourse persons for classes; c) students made posters and dolls of parents and others in occupations; d) students used occupational coloring books; e) students role-played parents' occupations; f) students developed lists of job-related activities they perform at home; g) students read stories in basic and supplementary readers that dealt with occupations; h) students viewed visual materials on occupations; i) students used tools that were related to occupations they were studying; j) students played occupational games; and k) students made up occupational songs, poems, and riddles. This is only a partial list of activities used to incorporate career awareness into the regular instructional program, but it should give the reader some insights into activities which could be utilized to increase elementary students' concept of the world of work.

As the elementary students progress to grades four through six, emphasis is placed upon students' enhancement of self-concept as related to career development. Such activities as: a) listing good and poor personality traits; b) classes choosing occupations of the week; c) conducting class appearance and personality contests; d) girls designing work clothes fashions; e) viewing occupational visual aids; f) discussing characteristics of persons needed to fill jobs; g) making collections of materials on jobs students would like; h) discussing types of persons needed to fill jobs students are interested in; i) collecting and studying "want ads" from newspapers; j) role playing employer-employee situations; k) studying and role playing jobs that their age group can obtain (baby sitting, paper boy, etc.); l) planning and role playing job hunts; and m) utilizing field trips and related activities in continuation of the career-centered concept. All activities were carried out by the regular elementary teachers (those not being paid from the project budget) with their respective classes. Exemplary project personnel aided

with materials collection, equipment procurement, etc., but were not generally involved in classroom activities.

The exemplary project was extended into the junior high schools mainly through occupational orientation classes, consumer education classes, as well as remedial and counseling services. The occupational orientation course was designed to help students explore the world of work, including its requirements, conditions, and rewards; and to aid them in making meaningful career selections and decisions.

Occupational orientation teachers, with the aid of guidance personnel, utilized the Ohio Vocational Interest Survey (OVIS) and the Vocational Planning Inventory (VPI) to help students determine their occupational interests and abilities. Results of these instruments were used in course development as well as in individual and group counseling. Students were encouraged to use the knowledge of "self" gained from these instruments to explore effectively the world of work.

The basic structure of the occupational orientation course was provided by the Anne Roe's Schema¹ which grouped occupations into eight categories for study. These categories in which students studied and from which they received exploratory experiences were: (1) Service; (2) Business Contact; (3) Organization; (4) Technology; (5) Outdoors; (6) Science; (7) General Cultural; and (8) Arts and Entertainment. The class as a whole moved from category to category for the sake of educational expediency as well as to acquaint each student with numerous occupations. Each category was developed by a three-phase procedure. Phase I introduced the students into the occupational category by defining, identifying and clustering occupations within the category; analyzing employment data, mobility and trends; examining abilities and interests of persons successfully employed in the occupations; and determining qualifications necessary for employment entry. Phase II was the transition period for individual pre-planning which includes individual student's interests and abilities; relationship between educational level and employment level; identification of potential occupational clusters by each student; and collection of occupational information. Phase III was composed of individual student exploration centering around indepth exploration on

¹Roe, Anne. The Psychology of Occupations. New York: John Wiley and Sons, 1956.

selected occupations; exploration of manipulative elements of selected occupations; exploration of cognitive activities of selected occupations; self-evaluations; and the planning for entry into selected occupations.

Numerous activities and motivating techniques were employed to assist in meeting the objectives of the occupational orientation phase of the project. In the interest of brevity, an abbreviated list of activities conducted during the school term is presented in this interim report. These were:

- Students engaged in various types of role-playing, including practice interviews.
- Contests were conducted relating posters to occupations.
- Resource persons from the local community came into the classrooms to discuss their respective jobs.
- Students acted out jobs through playing charades.
- Letters of application, resumes, follow-up letters of appreciation, and letters asking for permission to use someone as a reference were written by the students.
- Students wrote research papers on occupations in which they were interested.
- Students set up bulletin boards depicting occupations.
- Students related hobbies to occupational interests.
- Want ads in newspapers were reviewed to determine job availability.
- Personality check lists were utilized by students.
- Field trips were conducted.
- Occupational crossword puzzles were utilized.
- Occupational games were utilized.

A unique grading system based upon banking procedures was utilized by the occupational orientation teachers. Each student kept a checking account and wrote checks to a savings account corresponding to the monetary value placed on his work by the teacher (see Sample A). A student was able to keep a current record (ledger sheet--Sample B) of the amount he had on deposit which corresponded to a letter grade. The system also allowed the student to obtain a loan at the end of the grading period (if necessary) to make up deficiencies in his account. These loans would be repaid during the next grading period with additional work assignments. This system allowed the student to know his grade at all times during the grading period, as well as providing instruction in banking procedures.

The occupational orientation teacher-pupil ratio was one to 92, with a 23-pupil-per-class average. A typical schedule for 8th grade students included English, mathematics, American History, science, and occupational orientation. Classes were composed of 50-minute time blocks. Some occupational orientation classes

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No _____ SAMPLE A: _____ 19____

THE EXEMPLARY PROGRAM BANK
 Laurel, Miss. 39440

PAY TO THE
 ORDER OF _____ \$ _____
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 FOR _____

NON-NEGOTIABLE

No _____ _____ 19____

THE EXEMPLARY PROGRAM BANK
 Laurel, Miss. 39440

PAY TO THE
 ORDER OF _____ \$ _____
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 Laurel, Miss. 39440

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THE EXEMPLARY PROGRAM BANK
 Laurel, Miss. 39440

PAY TO THE
 ORDER OF _____ \$ _____
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NON-NEGOTIABLE

SAMPLE B:

OCCUPATIONAL ORIENTATION ----- CHECK LEDGER

STUDENT NAME: _____

[illegible]

contained both sexes, while others contained members of one sex only.

The remedial education classes were open to students from the seventh through the twelfth grades on a voluntary basis. However, the largest percentage of the students (approximately 91 percent) were in the seventh and eighth grades. Remedial instruction centered around individual needs which, in most cases, were in the areas of reading and/or communications skills and mathematics. During the first year of operation, there was a teacher-pupil ratio of one to 39. Remedial class sizes were generally held to between eight and ten students per class in order to facilitate maximum use of individualized instruction.

Remedial teachers utilized the Stanford Diagnostic Reading Test, the Schonell Graded Work Reading Test, as well as informal reading inventories compiled by the teachers in the diagnosing of individual reading problems. To increase student interest, the classes engaged in such activities as building puppet plays, and filming the plays. Remedial activities were centered around students' interests with special emphasis upon its relationship to occupational interests. For example, if a student indicated interest in automobiles, his reading was centered around publications concerning them. If this same student needed assistance in math, the instruction centered around math as it could be utilized with his interests.

Consumer education classes were conducted for 8th grade girls in the exemplary project. The consumer education teacher-pupil ratio in the project was one to 93, with approximately 19 pupils per class. Activities were designed to provide experiences in such areas as grooming; clothing selection, purchasing, and construction; nutrition and selection and purchase of foods; human relations; occupational information; and occupational exploratory experiences.

The cooperative education teacher-pupil ratio was one to 15. One high school in the system did not employ a cooperative education teacher during the first year of the program's operation. Both programs were of the diversified occupations type which included a broad range of job-training activities. Activities conducted by teachers in the programs were designed to assess interests and needs of students; to recruit and select students; to place students in appropriate job-training stations; to supervise students on jobs; to conduct individualized instruction related to jobs; and to provide occupational counseling for students.

The guidance specialist-pupil ratio was one to 436 pupils enrolled in project courses at the junior-senior high school level. However, the guidance personnel also worked with students not enrolled in project courses. Guidance personnel at each attendance center conducted activities centered around the collection, organization, and analysis of information concerning students' interests, abilities, aptitudes, and personality characteristics; counseling with students concerning problems and planning; administering tests and maintaining records; assisting in the identification, recruitment, and selection of students for exemplary project courses, vocational courses, and/or remedial courses; aiding students in obtaining needed services provided by local, state, and/or federal agencies; and interpreting the exemplary project to students, faculty, and parents.

The local exemplary project administrative personnel's (project director and coordinator) activities were conducted out of the centrally located vocational complex. The activities centered around the supervision and inservice training of personnel; reporting and record keeping; conducting staff meetings; planning and implementing specific phases of the project; maintaining communications with all school system personnel; and conducting extensive public relations activities. In addition, a relatively high percentage of the local administrative staff's time during the first year of operation was spent in the selection, purchase, and distribution of materials, supplies, and equipment.

5. Instructional Equipment and Materials. The instructional aids utilized by the exemplary project included printed materials (books, bulletins, brochures, pamphlets, fly sheets, newspapers, etc.), occupational games and songs, audiovisual devices, occupational coloring books, and mockups. Many special materials such as occupational coloring books, occupational songs, occupational mockups, and occupational games, as well as other materials were and/or are being developed and refined for use in the project. However, these materials will not be included in this report as project personnel are in the process of refining these materials. These developed materials will be presented in a later evaluation report. The project purchased on the open market a variety of materials and equipment which were utilized in the conduct of the project. A partial listing of major materials and equipment, along with methods of use follows:

- a. Audio equipment:

- The three junior-senior high school attendance centers were supplied with solid state record players for use

with records supplied with filmstrips. Remedial teachers have found these aids especially helpful.

- Four cassette tape recorders were purchased and utilized. A series of on-the-job interviews with persons giving first-hand accounts of occupations was purchased on the open market in addition to personnel making tapes on occupations in the local area.
- One reel tape recorder was purchased for the project.

b. Visual equipment:

- Each school was supplied with a 16mm projector.
- Each school was supplied with a film-strip projector.
- Each school was supplied with overhead projectors.
- Each school was provided with screens, stands, and other visual support equipment.
- One opaque projector was purchased for the project.
- One super 8mm projector was purchased for the project.
- One sound-on-slide system and accessories were purchased for the project. (Since such large numbers of students were being involved in field trips, industries felt they were able to oblige only a few classes per year for tours. The sound-on-slide system allowed industry to be brought into the classroom with its sounds and sights. Each slide with its magnetic sound disc is narrated by the person actually performing the operation at the time the slide was made. This system appears to have some distinct advantages over motion pictures in that an individual slide may be stopped and occupational information studied in greater detail by students in the career development process.)
- One 35mm camera was purchased to make slides for the sound-on-slide system.
- Filmstrip series for the elementary, junior, and senior high levels have been purchased (such as Career Development and Guidance Series, Widening Occupational Roles Series, Vocational Product Series, etc.).

c. Printed materials:

Numerous printed materials were utilized in the exemplary project, and only a sample of the types utilized will be reported in this interim report.

(1) Sample of materials used in occupational orientation and guidance phase of the project:

- Dictionary of Occupational Titles (DOT)
- Encyclopedia of Careers and Vocational Guidance
- Counselor's Guide to Occupational and Other Manpower Information
- Educator's Guide to Free Guidance Materials
- Chronicle Guidance Kit

- Sextant Series
- Occupational Exploration Kit
- Junior Guidance Series Booklets
- Careers in Depth Series
- Occupational Outlook Handbook

(2) Samples of materials and/or equipment used in remedial education:

- Cyclo Teacher Learning and School Kit
- The Kaleidoscope Readers
- The Checkered Flag Series
- Happenings
- Reading Lab
- Reading Attainment System
- Phonics We Use Learning Games
- Britannica Junior Encyclopedia
- Language Master, with cards
- Reader's Digest New Reading Skill Builder
- Lesson for Self-Instruction in Basic Skills

6. Parent-Community Involvement. Parents were not utilized as much in the initial planning and implementation stages as the local project staff desired, due to the lack of sufficient lead-in time. However, a directed effort was made to keep parents and the community-at-large informed about the objectives, activities, and progress of the project through different media. Parents of students involved in the program received individual communications designed to increase their knowledge and understanding of the program. Examples (Samples C and D) of the types of communication designed to inform parents about specific areas of the program are included in this section of the report. In addition to letters sent to parents, individual conferences (both by phone and in person) were held with parents.

Mass media were utilized to introduce the project and to keep the public informed as to its progress. Several radio programs on WNSL-Laurel were utilized to acquaint the public with the project. In addition, several newspaper articles (Samples E-H) appeared in papers with local and statewide circulation. Programs were also presented to civic and other organizations which increased citizen understanding of the project.

SAMPLE C

SOUTH JONES HIGH SCHOOL

Dear Parents:

We would like to send you news letters about our program, the units and areas we will be studying in Consumer Home Economics education this year.

First, we believe we should give you an idea of what we are studying to help our students acquire some skills and abilities in the areas of home economics and family living, so that they will be better prepared for the future.

We have started our course of study with a unit on "Management of Personal Resources." This unit is a study of how we could improve the use of such resources as money, skills, abilities, energy and material goods.

Our next unit will be on "Good Health and Grooming" in which we will study good health practices to improve on or develop, to be a healthier and more attractive person. The use and value of cosmetics for teenagers related to cost will be covered.

We would appreciate any comments or suggestion you might like to make to improve our program for the students ultimate benefit.

Please feel free to visit us or call if you would like to ask questions or make a suggestion.

Thanking you for your cooperation, I am

Yours truly,

Mrs. C. J. Ridgeway
Consumer Home Economics Teacher
South Jones Junior-Senior High School

SAMPLE D

TO PARENTS OF STUDENTS ENROLLED IN OCCUPATIONAL ORIENTATION

It has been called to our attention that some parents of students enrolled in Occupations Orientation are concerned that the class is being directed toward the non-college student. This is not the case.

The purpose of Occupational Orientation is to expose students to as many facts as possible concerning the world of work. Students will be given a broad survey dealing with job opportunities that will be available to them as future wage earners. The students will also be taught future trends in the world of work, requirements for entering different occupations, salary expectations, nature of the work involved in various jobs, and other facts that will assist students in choosing the field of work that they wish to enter.

At no time will a student be coerced into a program of study that is not of his choosing. Students have at their disposal trained vocational counselors to assist them in better understanding themselves and their potentials for the particular vocations in which they are interested.

The purpose of Occupational Orientation is not to have a student make an irreversible choice at his particular stage of life but to assist him to understand the world of work and his particular potentials for occupations in which he is interested.

Again, Occupational Orientation is designed for all students, the college bound and the non-college bound student. The decision to go to college or not to go to college can only be made by the individual,

not the Occupational Orientation teacher or the vocational counselor. Teachers and counselors will only present to students information about himself and the world of work in order that he can hopefully make the best choice possible concerning his future occupation.

If you desire further information concerning the Occupational Orientation class, please contact your child's teacher or one of the following people:

Reese T. Ishee, Director

Clifton Wade, Coordinator of Occupational Orientation

Jasper Fail, Coordinator of Evaluation and Follow-Up

Ken Morris, Coordinator of Guidance and Testing

SAMPLE E:

Pilot Program In Exemplary

By REESE ISHEE
Director Of Exemplary
Program Jones County Schools

Many accomplishments have been made this year in the exemplary program since its inception in July 1, 1970. These actions involved teachers, parents, students, administrators, coordinators, state and local directors, and other personnel who are interested in the student. All personnel in the exemplary program have attended and taken part in professional meetings and workshops, both locally and on state level. A questionnaire was developed for registration of pertinent information on IBM DATA processing cards. These are presently being recorded and punched by Mississippi State University.

A voluminous amount of materials, supplies, and equipment, has been and is being added to the Jones County school system. Letters, public addresses to clubs, and by various news media have helped to disseminate the actions of those involved in the program. Since this exemplary program is a pilot program, job descriptions have been completed and adopted by the state department of all personnel in the program. Due to the lateness of the program's inception, administrators, counselors, coordinators, teachers, and students were involved in some swift adjustments that were made by good cooperation by our school administrators.

After commencing the program, which involved approximately 1300 youth, social security cards were processed for each student, with the cooperation of the local social security administration. Selection of various interest inventories and aptitude test were made and administered in interest of helping the student to develop interest in and relate ideas of his interest and ability to perform a various vocational tests. The Ohio Vocational Interest Survey, vocational planning inventory, accompanied the California Mental Maturity and California Test of Basic Skills (adopted anew as the California Achievement test) in helping the teacher, counselor, and administrator do a better job in helping our youth.

Other Measurements

Other measurements adopted and used include the Stanford diagnostic reading test, for those who may have had or are having a problem of a definite nature in reading skills. Those who are interested and are participating in cooperative education are also exposed to the Kuder Vocational for Proper Placement. For those students who give evidence of interest and register for specific vocational training at our Jones County Vocational Complex, a general aptitude test battery is administered for better ascertaining the student's interest-ability. This battery is administered by the vocational personnel.

A prodigious amount of free materials have been gathered from throughout the nation, as



REESE ISHEE

the coordinators and director studied these for better administration and execution of the program. Various resource personnel have been enlisted into the program at various times for vocational information dissemination to the student body in fields of unique interest. Through liaison effort various courses are being offered by U. S. M. and Miss. State for benefit of those in the program. All occupational teachers are presently enrolled in a field course with SOUTHERN. Many of these instructors and other personnel also carried special courses at Miss. State during the summer. Inservice programs are being conducted with this personnel each week along with coordinators and director.

Information has been gathered from the labor department concerning child-labor and work permits have been made available for those students who are juniors and/or seniors who are working in cooperative education. Recent developments include a change in the grading system to that of a monetary check system, where the student is able to keep record of his achievements by book-keeping methods of training. Occupational games, cross-word puzzles, word-o-grams and other brain teasers have become an integral part of the occupational program, which involves the student.

Sketched Maps

The students have sketched maps of their home location for benefit of the teachers who are in the program, to make visits for consultation with both students and parents to better serve our vital interest — the student. The occupational teachers have divided Roe's classification, with each taking four areas and industrial arts is drawing from eight areas for instruction purposes. A three-way rotation of the student is involving all students in the program in industrial arts, occupational information, and consumer education. The students help in their study by special research, and by posting the data found concerning the various job descriptions. A series program is planned from grades 1-10 with the privilege of the 11th and

12th years being able to carry the occupational information orientation course with those in the 10th year as is felt feasible. Grades 1-7 will be taught with home-room teacher instruction, coordinated by exemplary personnel.

A number of consultants have been made available from the University of Southern Mississippi, Mississippi State University, and the State Department of Education. Bi-monthly evaluations are being conducted with a follow up of quarterly reports, which are submitted from local and state level to the United States Department of Education.

This is a pilot program, the only one of its specific kind in the United States. Schools in Jones County have the eyes of the United States focused on them. Innovations are adapted, and improvised. Students become more involved. Preparation and outlook for the future looks good much progress has been and is being made. All are cooperating to make this exemplary program a success. Administrators, counselors, teachers, and other school personnel, employment services, business, and industry, parents and students.

Invitational public addresses have been made to clubs, and school groups. Radio spots, news articles, personal letters, ET AL have been a part of disseminating the news and helping to inform the public of the Jones County Exemplary Program.

16 The Clarion-Ledger JACKSON DAILY NEWS
SECTION A Sunday, July 18, 1971

Career Centered Courses Doing Well, Jones County

Last fall the students in the Jones County school system began a program, unique in Mississippi, geared to teaching every boy and girl, beginning in the first grade, everything that it is possible to teach about the world of work—the skills required, the financial rewards, the place in society of the occupation, the advantages and drawbacks and the personal traits required of a particular occupation. The over all program is called a "Career Centered Curriculum."

The concept for a career centered curriculum came from various ideas. Actually it was a natural process of educational evolution based on the need for a course of study to meet the needs of the boys and girls of the state.

FOUNDER

Credit A. P. Fatherree, state director vocational education, for getting the program going in Mississippi. Fatherree has been directly involved with the vocational education in the state for 14 years. He had long seen the need for boys and girls to get the education that prepared them to make the maximum contribution to society.

It was not until 1968, when Congress authorized funds for such projects, that it was possible for the career centered curriculum to get started.

Under Fatherree's guidance the state vocational education staff, along with the vocational curriculum laboratory at Mississippi State University, prepared a plan for a career centered education.

Several schools were contacted before one was found willing to deviate from the traditional college preparatory curriculum to one which was career centered.

Jones County, under the leadership of A. C. Knight, county superintendent of education, along with members of the county board, Alonzo Nicholson, Jimmy Rowell, W. T. Shows, Louie Knight and Donald Bryant, accepted the responsibility for attempting such a program. After negotiating with the U.S. Office of Education for 12 months, the program was finally approved in June 1970 and got under way the following September.

The program consists of a course of study beginning in the first grade continuing through the twelfth. Grades one through six are devoted to teaching the child to become aware of the world of work. Reading, writing and arithmetic are taught through study of various occupations rather than reading about Dick, Jane and Sally.



PRINCIPALS IN JONES COUNTY PROJECT—Guiding the Jones County Career Centered Curriculum program are, front row from left, A. P. Fatherree, state director, vocational education; A. C. Knight, Jones County superintendent of education; back

row, from left, J. H. McMinn, coordinator, research, curricula and teacher training, vocational division; D. T. Johnson, Jones County vocational education director and Reese T. Ishee, local project director.



BULLETIN BOARDS USED FOR INFORMING—Lester Boyles, counselor, points out an item on the bulletin board to A. C. Knight, county super-

intendent, Mrs. Juanita Jaffcoat and Bob Davidson, both teachers in the Jones County program.

7TH GRADE

When the student reaches the seventh grade, he goes into an in-depth survey of the world of work.

The eighth and ninth grades are devoted to an intensive occupational orientation program where the students study and are exposed to as many occupations as is possible. This is done through team teaching, field trips, films and other teaching aids, all pointing toward helping the child make a meaningful choice of an occupation.

The tenth grade a pre-vocational education, at which time the student is taught basic principals and skills of a cluster of occupations in which he shows an interest. For example, students interested in industrial occupations are given one year of industrial arts. Those interested in agriculture are given one year's instruction in basic agriculture.

The eleventh and twelfth grades are devoted to occupational preparation. Students are carried to a central vocational complex where they are taught and drilled in the occupation they have selected.

At the completion of high school the student has a choice of continuing his education in a 4-year college, going into employment, or entering Jones Junior College for more specialized study in trade or technical courses.

SERVICES

During all this time—from the first grade through junior college—vocational guidance and counseling services are offered to the student, his teacher and his parents.

At the beginning of the program in September of last year, there was some resistance on the part of some faculty, students and parents. Many teachers found it difficult to break away from the college preparatory educational concept. As the program progressed this resistance began to weaken and, prior to the close of school, all resistance had vanished and everybody involved in the project was enthusiastic.

A. C. Knight says that Jones County will never have the old kind of traditional college preparatory education again. Says Knight, "Efforts will be increased to offer a curriculum that will enable all the children to leave school with a saleable skill or be prepared for further academic education in college."

Classroom teachers have been caught up by the success of the program too. One teacher said, "I'll never be the same kind of teacher again."

Recent evaluations of the program by members of the U.S. Office of Education were high in their praise of the program, and one official stated that the Jones County project was the best of its kind that he had observed in the nation.

FULL SUPPORT

Dr. Garvin Johnston, state superintendent of education and his staff are giving the program full support. Dr. Johnston said, "I'm glad to see the idea of a career centered curriculum catching on in our state. Four more schools will initiate the program in the 1971-72 school year."

The Jones County program has been supervised from the state level by J. H. McMinn, coordinator, Research, Curricula and Teacher Training. Ken Morris, who has been directly involved in the Jones County project for the past year, recently joined the state staff to help supervise the new programs starting this fall. Reese T. Ishee is the local project director.

Interest is being shown in the program in other parts of the country. A. P. Fatherree has been invited to present a description of the concept in a meeting of the National Association of State Directors of Vocational Education in Portland, Ore. this fall.

SAMPLE G:

From Laurel newspaper: Occupational Orientation Theme of Lions Program

Sandersville, Mississippi

"Whatever a child is capable of doing, that potential should be developed," Reese Ishee told Sandersville Lions at their first May meeting. "His happiness depends on the right choice."

Ishee is Jones County project director for Occupational Orientation, a state - federal program designed to assist students to find themselves. In simple language, the aim is to spot talent and then help it move in the proper direction. Ishee was introduced by Ed Blackledge.

According to him, children as far down as second grade are encouraged to begin thinking about what they would like to do in life. The posters they make are quite revealing as to the types of endeavor that look good to them at present. To be sure, their interests may change a half-dozen times before they reach maturity.

The program includes guidance counseling as well as remedial work in any subject in which the student may be weak. There is now one remedial teacher in each of the county's three high schools.

Reading receives special emphasis. Ishee mentioned one student who was assigned to use a lathe but couldn't read the instructions. For another, a 12th grader, extra instruction paid off and he was able to read the school paper for the first time.

At the big A. P. Fatherree Complex across from the Dixie golf course, Ishee pointed out, students are taught metal trades, auto mechanics, industrial electricity, building trades, industrial drafting and business - office work. The complex is well equipped, one machine alone costing more than \$50,000. Twenty-seven are enrolled.

Laurel Kiwanians Hear Two Speakers, 2 Topics

Members of the Laurel Kiwanis Club had a double program Wednesday — a brief demonstration of the National Education Week on Smoking (NEWons) program being given in the schools and a fuller discussion of the Jones County Schools' Exemplary Project.

C. W. (Sonny) Farrar, director of health and physical education, Laurel City Schools, presented the anti-smoking demonstration using "Smoking Sam," a cigarette-puffing mannequin which demonstrates the effects of smoking on the lungs.

After Farrar's brief presentation, W. D. Gordon, January program chairman, introduced Reese T. Ishee, Exemplary Project director, and Ken Morris, the project's vocational guidance coordinator. Morris was the speaker.

He told the Kiwanians the Exemplary program incorporates the new concept of a career-centered curriculum. It gears all of a student's school life to helping him establish an occupational goal and work toward accomplishing it.

According to Morris, the program attempts to provide skills in the three fields necessary to a fruitful and happy life: Sociological, psychological and occupational.

Pointing out the nation-wide drop-out rate, between first grade and graduation is 30 per cent, while the rate in some parts of Jones County is 50 per cent, Morris said it has become evident children become interested in possible vocations early, but most vocational guidance has been found outside the schools. It is this trend the Exemplary Project seeks to change.

One phase of the program is the occupational orientation class. Each of Jones County's three junior-senior high schools has three teachers in this field, plus teacher assistants. These courses give the students a broad look at occupational opportunities, Morris explained.

Several methods are used to accomplish this, including regular classroom lectures, guest speakers, film strips and films.

The vocational guidance counselors — to which each school has had an addition of one — provide more extensive information on career fields in which students become interested. Including educational and other

requirements. They also administer vocational aptitude and vocational interest tests to help the students with career choices.

Morris said one extremely valuable phase of the program is remedial studies. He said emphasis is placed on reading because that is the main problem, but help in mathematics and other fields is offered if necessary.

The cooperative education program is the portion which allows students to attend classes half a day and work the other half. It provides on-the-job training for them.

Finally, there is the consumer economics course, which trains students in home finances, marketing, purchasing and budgeting. Morris noted this class primarily attracts girls — the future housewives.

He pointed out the Exemplary Program is separate from the Jones County Schools' Vocational-Technical Education program, though the two work together and the Exemplary Program offices are in the A. P. Fatherree Vocational-Technical Complex.

The vo-tech program actually offers classes in career areas; currently auto mechanics, industrial electricity, building trades, business and office machines and industrial drafting.

"We are attempting to solve some of the complications the students in Jones County are going to face in making vocational decisions and to provide for those who are not college bound," Morris asserted.

He pointed out the Exemplary Program is not a novelty because the courses and services within it have been offered basically before.

"It is the only one of its kind in the United States, as far as we know," he declared. "We have taken the best of all the areas of vocational education and combined them in one program."

"Our goal is to help our students get an early start, whether they are planning for college or a career immediately after high school," the guidance coordinator concluded.

W. D. Rayner, Nashville, Tenn., Kiwanian, and Chuck Reddoch were welcomed as guests.

Attendance prizes, given by John D. Parker and R. G. Patterson, were won by Lavon Boyles and Charles Brett.

2 Leader-Call, Laurel, Miss., Sat., Feb. 6, 1971

IN JONES COUNTY

Set Observance Of Vo - Ed Week

National Vocational Education Week, Feb. 7-13, is being observed in Jones County, according to Reese Ishee, Jones County director of the Exemplary Program.

"It is important for education, industry, and business to realize that only eight per cent of those students who enter elementary educational institutions in the state will complete their college works," stated Ishee.

"Mississippi has taken great leadership in trying to reach the other 92 per cent of our youngsters who must also fill a place in our society," he said.

There are now 1,739 high school programs, 284 junior-senior college and 1,618 adult programs included in the 3,641 vocational programs in operation in 437 schools in Mississippi. The enrollment in these schools reaches more than 110,600 students.

The 92 Per Cent

Ishee claimed for many years our school systems have operated solely on a college preparatory program for only eight per cent of the students, while 92 per cent of all students left high school without special preparation for a vocation.

"Although they have their diplomas, maladjustments result vocationally," Ishee observed. "A person may work in a field in order to make a living, rather than be competently trained to enter a vocation he will like and be able to compete in because of his vocational training," he went on.

Ishee suggests that the majority of youngsters who enter elementary school be given the opportunity of vocational preparation.

"Jones County is taking a lead by informing the students of the 'world of work' through the Exemplary Program which reaches most every student who enters the eighth grade," according to the director. This is other than the long-time established vocational programs of agriculture, shop and home economics.

The Exemplary Program is a specialized service which is concerned with occupational information and which gives instruction to students concerned with the "world of work".

On Job Training

Cooperative education gives students the opportunity to experience on-the-job training under supervision, receive high school credits toward their graduation, and receive a proportionate amount of pay for their services through cooperation with the on-the-job station work program.

Ishee noted other programs which give special emphasis to preparation for the job include consumer education and remedial education.

The Exemplary Program of Jones County has a number of specially trained personnel, who are able to give professional assistance through testing, counseling, instructing and aiding the student in proper placement for and in the world of work.

The director said industry, business and the employment service have proved their interest in the 92 per cent of the students by offering employment, consultative service and full cooperation to make National Vocational Education Week be a reality this and every week.

7. Budget. The program was designed to involve each pupil in the school system and all costs (including the on-going vocational programs) concerned with career development were included in the budget. A total of \$600,563 was budgeted for the first 12 months of operation. Of this total, \$224,040 came from exemplary funds, \$239,163 from State and other Federal funds, and \$137,360 came from local funds. The exemplary funds made up 37.3 percent of the entire budget for career development in the school system.

Approximately \$50,000 of the budget was considered to be "start-up" funds for the career-centered phase of the program. If "start-up" funds are considered for "new" regular vocational programs which were started in the vocational complex at the same time the total "start-up" costs increased to \$166,887.

Per-pupil cost is presented in this section in two different ways. First, the per-pupil cost is presented for the total program (total vocational costs, including career-development phase, of the system, divided by the number of students involved in the program). This cost amounted to \$76.16 per pupil, of which \$25.03 per pupil was considered to be "start-up" costs. Secondly, the per-pupil cost is presented as it concerns the career-centered exemplary project. The per-pupil cost of this phase of the program (total exemplary project costs divided by the number of students involved in the program) amounted to \$28.41. Of this amount, approximately \$6.25 was considered "start-up" costs.

III. EVALUATION ANALYSIS

The evaluation section of this first interim report is devoted to a process evaluation. With the implementation of the exemplary project on the career-centered concept, it was felt that evaluation activities could make the greatest impact on the implementation phase of the program by focusing upon the process. Deficiencies in the process detected at early stages could best be corrected with the least amount of confusion if evaluative data concerning the process were continually fed back and incorporated into redirecting programmatic efforts. Therefore, evaluation activities for the first year of operation were centered around the "process."

Included in the process evaluation were data collected from analysis of records and reports; analysis of program operation; judgments of qualified observers; analysis of instructional materials, techniques, and methods; analysis of equipment and supplies, purchase and utilization; analysis of opinions of program staff, State Division of Vocational and Technical Education personnel, consultants, school system faculty and administration, parents, and students. In addition, special emphasis was given to inservice education activities.

The process evaluation in this interim report centers around the use of the program's educational goal as a standard by which the outcomes of the project were assessed. The authors utilized the project's objectives in the realm of an educational goal and developed specific evaluative objectives for the purpose of analysis.

PROGRAM GOAL -- TO ESTABLISH STRUCTURAL RELATIONSHIPS WHICH WILL FACILITATE IMPLEMENTATION OF THE CAREER-CENTERED CONCEPT IN THE JONES COUNTY SCHOOL SYSTEM.

1. Evaluation Objective: To provide an administrative organization for efficient operation of the program.

The administrative structure designed to implement the project provided for functional operation of the program, with some modification. During the first year's operation, it became apparent that if the objectives of the project concerning implementation of the career-centered concept on the elementary level were to be attained in the shortest possible time span, a position in the administrative structure, with specific responsibilities on the elementary level, should be developed. This recommendation was made to the State and local project directors. This decision was made to create the position of coordinator of elementary services and phase out the position of coordinator of cooperative education. This change was the only one recommended and made in the original administrative structure.

Evaluative personnel attribute much of the success of the administrative organization's efficient operation to the effort demonstrated by the administrative personnel involved. When problems arose, all administrative personnel focused their activities on the problem in a team effort. As the project progressed, job descriptions for administrative personnel were modified to include additional responsibilities as the situation demanded.

Project administrative personnel were well qualified to handle the planning, implementation, and operation of the program. At the start of the project, local administrative personnel averaged 16.2 years of teaching, counseling, and/or administrative experience. The administrative personnel meet or exceed the minimum qualifications set forth in the original proposal.

Record and report analysis conducted by the evaluative team disclosed a comprehensive system of record keeping on both the local and the State levels. Written reports on the local level tended to be concise and in some cases did not contain enough information about selected phases of the project to give a complete picture of the operation to persons who had not visited the project.

The administrative personnel used several procedures to keep the lines of communication open for project personnel. Letters, memos, and conferences were utilized effectively for keeping individual communication lines open. Group communication was obtained through the use of weekly staff meetings and participation in committees, conferences, and workshops. The only communication difficulties observed occurred during the initial phase (first six months) of the project. These difficulties resulted from too many different solutions to the same problem being offered to the different project personnel at the same time by consultants and other persons with specific expertise who worked with the staff during this phase. This communication difficulty was alleviated to a great extent when all consultants' recommendations and suggestions were channeled through the State and local project directors before implementation--thus allowing for the interfacing of recommendations throughout the project staff.

The administrative personnel devoted as much time as possible to the supervision of personnel. However, due to the urgent need to purchase equipment and supplies and to conduct curriculum development activities, etc., during the initial phase of the project, the staff's supervisory activities, as far as some personnel were concerned, were limited. The administrative staff utilized the principals in the attendance centers as much as possible for on-site supervision of personnel. Priority was given by the entire administrative staff to the supervision of beginning personnel and to those with apparent weaknesses in performance. Supervisory

activities pointed out special areas of concern in the program around which inservice training and staff development programs were conducted.

The purchasing procedure outlined for equipment and supplies was noted to have caused some concern among teachers and local administrative personnel. The laborious procedures of first receiving prior approval on all equipment and supplies from the State Department of Education, then advertising the items for bid, then submitting purchase orders, and then finally receiving the items, created a time-lag for use in the program which was never overcome during the first year of operation. All purchases of major items have been completed and this apparently will not be a factor in the second year of operation.

During the year numerous budget revisions were necessary to allow for the most effective operation of the program. All revisions in the budget were cleared through the State Project Director and the appropriate U. S. Office of Education personnel before being enacted. The operating budget depicted funding from Regular Part B Vocational Funds, State Funds, Part G Vocational Funds, Local Funds, as well as Exemplary Funds. Exemplary Funds made up approximately 37.3 percent of the funds utilized in the career-centered curriculum. Analysis of the final budget revision indicated that approximately 58.6 percent of the budgeted funds were spent for personnel salaries and employee benefits; 1.8 percent for travel; 7.8 percent for supplies and materials; 1 percent for testing; 29 percent for equipment and 1.7 percent for contracted evaluation. The total cost per student in the system for the career-centered curriculum during the first year was \$76.16. Of the \$76.16, a total of \$25.03 was what was considered start-up costs. This brought the total operational costs to approximately \$51.13 per student for the first year of operation. Of this cost (\$51.13) \$28.41 per student was spent from Exemplary Funds.

2. Evaluation Objective: To provide adequate facilities for the operation of the program.

The project was begun at the same time that the school system opened under a unitary system for the first time. This resulted in the closing of some of the system's facilities and an overcrowding of the remaining facilities. Despite this obstacle, the facilities provided for the project at the outset were good, with a few exceptions. All schools in the system were in the process of expanding classroom space at the opening of the school session. In addition, three mobile classrooms were erected for use by the project classes.

Facilities utilized by the local project administrative staff included a private office which houses the local project director at the vocational complex. Other local administrative personnel

(coordinators) are housed in a central office pool adjacent to the local director's office. This arrangement appears to present a slight problem concerning privacy when coordinators counsel with instructional personnel. Generally, the project director's office is used for individual conferences by coordinators, which necessitates the interruption of the project director's activities.

Facilities utilized by the remedial teachers at the beginning of the school year ranged from excellent to poor. Two of the remedial teachers met classes in rooms designed as language labs which were well equipped for remedial instruction. One teacher met in a regular classroom facility equipped with remedial instruction aids and one met in a storage room for a six- to eight-week period, at the beginning of the project. However, this facility was vastly improved when a regular classroom equipped for remedial instruction was made available.

Guidance personnel facilities were generally very good. Each was housed in a private office equipped with adequate guidance materials. Two of the offices were centrally located in the attendance center's administrative suites. One guidance counselor's office was located adjacent to the cafeteria.

Consumer home economics teachers involved in the project met classes in classrooms and/or mobile classrooms especially equipped for the consumer home economics program. These facilities were very good and enhanced the program's effectiveness.

Occupational orientation facilities were classrooms and/or shops especially equipped for teaching occupational orientation. These facilities were rated by the evaluation team as being very good.

Due to the low enrollment in the cooperative education program at the start of the program, space allocation was of a temporary nature. Rooms which had not been utilized for instructional purposes prior to the implementation of the project and the unitary school system were assigned to cooperative education classes for approximately six weeks. After that period of time, special classrooms equipped with special materials housed the classes.

Maximum utilization of facilities was accomplished by the project. All facilities were observed to possess adequate lighting, heating, and acoustics. The general appearance of all facilities was excellent at all times, with a thorough maintenance program in evidence.

3. Evaluation Objective: To provide adequate equipment and supplies for the effective operation of the program.

The necessary purchasing procedures (as discussed in Evaluation

Objective No. 1) for equipment and supplies tended to impede full utilization of equipment and supplies during the first year's operation. Since most major supply and equipment purchases for the program have been completed, no logistical problems of this nature are anticipated during future operating periods.

All major items of equipment and materials which were to be rotated between attendance centers were stored at the centrally located vocational complex. Supplies and materials were also dispersed from this central location. This policy which seemed extremely workable to evaluative personnel was of concern to some teachers in the attendance centers. Some of the teachers complained about the inaccessibility of the supplies and equipment. These complaints had absolutely no basis when one is cognizant of the fact that each teacher had a travel budget which could be utilized for this purpose. These complaints tended to indict these specific teachers for failure to plan classroom activities far enough in advance to maximize use of these materials and/or equipment rather than the policy regarding shared equipment.

All attendance centers were furnished with some equipment, supplies, and materials which were shared by the personnel at the specific attendance center. No problems or complaints were detected from the implementation of this policy.

During the first year of operation, much time was spent in the selection of instructional materials, equipment, etc. The procedure used in the selection of these items proved to be successful. Coordinators, teachers, consultants, and other personnel formed committees dealing with specific areas of the program. Samples of instructional materials, equipment, supplies, etc., were obtained and evaluated by the committees for use within the program. Committee selections of instructional materials, equipment, supplies, etc., were then purchased and/or obtained without cost for use in the program.

4. Evaluation Objective: To provide adequate staff for the implementation and conducting of an effective program.

A total of 27 new professional level staff positions were utilized in the effective implementation of the program at the local level. This number included positions in administration, coordination, counseling, and instruction. In addition, one secretarial position and three teacher aide positions were utilized in the project implementation. All 27 professional-level positions were filled with persons meeting the State certification requirements and having a minimum of a bachelor's degree. Approximately 26 percent of the persons employed held a master's or higher degree.

An analysis of the education, employment records, teaching

experiences, and certification status of personnel revealed that all persons employed met or exceeded the educational requirements of their job descriptions. The staff averaged 6.4 years teaching experience per person and all held valid teaching credentials issued by the State of Mississippi. Six of the 27 were beginning their first year of teaching, but the staff contained enough experienced personnel to add stability to the project. These experienced teachers assisted the new teachers in the development of the program.

The selection procedure used in the employment of staff followed the normal recruitment procedure. An active file of applications for possible employment in the program is kept up-to-date. Persons with the necessary skills and competencies needed by the program are contacted as soon as vacancies occur. Only four vacancies have occurred during the operation of the program, and all have been filled without difficulty. Salaries paid by the program are on the same scale as other school system personnel in comparable positions.

Instructional personnel in the program had excellent work loads with a few exceptions. Most instructional personnel met classes four or five periods per day. The normal load for the general faculty was five periods plus a study hall or other activity. Some program personnel actually had fewer class hours scheduled per day than did many other general faculty members. This proved to be a point of slight friction to some members of the general faculty. However, program personnel utilized the "free time" to plan, develop, and implement the program.

Professional growth activities of the program personnel was a continuous process. All of the staff held membership in various professional organizations and participated in local and State meetings. Most of the staff were enrolled in one or more graduate credit courses in their specialty areas during the year of operation. In addition, an intensive inservice training program for staff personnel was conducted during the first year of operation. A pre-session workshop was conducted prior to the opening of school for all program personnel. After school opened, weekly training sessions, in which all project personnel were involved, were conducted throughout the school year. At the close of school a workshop was conducted for project personnel for the entire month of June. In addition to the series of workshops and/or seminars conducted throughout the year, staff meetings and committee meetings aided in total staff development. Consultants were used in conducting some workshops and seminars; however, it appears that the greatest benefits evolving from the professional activities were the opportunity for the planning, development, and implementation of a unified program throughout the school system based upon the participants' development activities. For example, course contents were developed by all project personnel which divided a particular

course into units, stated the instructional objectives, stated behavioral objectives, delineated activities to be carried out, determined evaluation methods, and listed resources to be utilized. These activities probably have done more to increase the effectiveness of the program over the long-run than any other single activity that was conducted during the first year of operation.

5. Evaluation Objective: To provide an adequate curriculum for the implementation of the program.

During the last semester of the school year (1970-71) a concerted effort was begun to implement the career-centered concept into the elementary grades. At this level it was planned to make occupational preparation a force within the on-going elementary curriculum by utilizing standard components (reading, science, etc.) as occupational vehicles. The regular classroom teachers were responsible for the occupational activities.

As program personnel began to investigate the use of occupational information in the elementary grades, they were astounded to find the amount of occupational information in use at this level. Obviously, elementary students within the school system were being exposed to some occupational information. However, it was readily evident that duplication and erraticism characterized the career-education effort. Project personnel with elementary teachers and principals, formed committees with the tasks of career information coordination planning, development, and implementation for the elementary grades. The committees began development of courses of study utilizing career information for each grade. For grades one through three, the committees decided the subject area (reading, math, etc.) and the grade levels should be separated. In grades four through six, only the subject areas should be divided. The committees decided to present the career information to the students in the following broad areas:

- Grade 1 -- Career information centering around the home and school.
- Grade 2 -- Career information centering around the neighborhood and community.
- Grade 3 -- Career information centering around surrounding communities.
- Grade 4 -- Career information centering around the state.
- Grade 5 -- Career information centering around the U.S.
- Grade 6 -- Career information centering around foreign countries.

Career information centers were established at selected elementary schools. These were chosen for special testing and refining of the career information techniques at the elementary level during the second semester. Refined techniques, methods and materials are

planned for implementation in other elementary schools during the second year of operation.

Evaluative personnel were extremely impressed with the enthusiasm by which the career-centered concept was received by elementary faculties, administrators, and students. It is possible that the greatest cost/benefit received from any component within the program will be from the elementary level. The creation of the position of elementary coordinator should give this phase of the career-centered curriculum unparalleled acceleration for implementation throughout the school system.

The career-centered concept was extended into the junior high schools mainly through occupational orientation classes, consumer education classes, and remedial and counseling services. The occupational orientation course was a new effort in career development and course content was constantly being developed and refined during the first year of operation. Lack of sufficient lead-in time before program implementation prevented the most effective utilization of equipment, materials, and supplies by instructional personnel, in course content.

The occupational orientation course allowed students (mainly in 7th and 8th grades) to explore the world of work, including its requirements, conditions, and rewards, thus assisting them in making meaningful career selections and decisions. The course was grouped into eight categories for study by students. These were (1) Service; (2) Business Contact; (3) Organization; (4) Technology; (5) Outdoors; (6) Science; (7) General Cultural; and (8) Art and Entertainment. During the first year of operation, project personnel became discontent with this approach and began the planning and development of course content for more effective instruction during the second year of operation. Development activities continued after the closing of school and a curriculum guide was prepared for use during the second year of operation.

During the first year of operation, it became apparent that while the course was designed to give students "hands on" exploratory experiences, some students were unable to obtain this "hands on" experience due to the fact that all teachers did not have access to varied types of facilities (shops, home economics labs, etc.) or were lacking expertise in some areas. It also became apparent during the year that teachers were more effective in helping students receive "hands on" exploratory experiences in occupations within the teacher's specific specialty area (home economics, agriculture, trade and industry, etc.).

Committees of occupational orientation teachers and coordinators worked throughout the school year in the planning, developing, and

refining of course content. This activity allowed for the field testing of many concepts on career development and the strengthening of course content.

Remedial instruction was a service of the program offered to junior high school students as well as high school students. Approximately 91 percent of students in the remedial education component of the program were in the 7th and 8th grades. The remedial phase of the program centered effectively around the needs of the students (generally reading and/or communications skills and mathematics). Classes were small (usually 8 to 10 per class) which allowed for maximum individualized instruction. Students participated in the part of the program on a voluntary basis. Excellent results were observed in this phase of the program. Career information was utilized in the remedial instruction with success.

As part of the exemplary program, consumer education classes were conducted for eighth grade girls. Activities in the classes provided students with experiences in such areas as grooming; clothing selection, purchasing, and construction; nutrition and selection and purchasing of foods; human relations; occupational information; and occupational exploratory experiences as related to home economics. The consumer education classes were successful in meeting their objectives. However, there appears to be a question concerning their relationship (as presently conducted) to the career-centered concept in general. It appears that limiting a student's view of the world of work in the eighth grade to one specific area or field (in this case, consumer education) will not increase the student's knowledge of the world of work to the degree desired in the career-centered concept.

6. Evaluation Objective: To establish the necessary relationships with local businesses and industries to provide cooperative (work-experience) education in all aspects of vocational offerings in an effort to better meet total manpower needs.

During the first year of operation some progress was observed in the establishment of relationships with local businesses necessary for providing work-experiences for students. However, at the beginning of the school year these relationships had not developed to the desired level. This was indicated by the lack of sufficient training (work-experience) stations for all students enrolled. Also small enrollments in the cooperative phase of the exemplary program tended to be limiting its effectiveness in the preparation of persons training to meet the total manpower needs of the area. Progress was made in the working relationships between local businesses and the cooperative program during the first year of operation as demonstrated by the increased number of training stations and increased enrollment in the cooperative program.

7. Evaluation Objective: To provide intensive and short-term entry level skill training immediately prior to exit from the school, for those students who have not previously been enrolled in one of the regular vocational programs.

During the first year of operation of the program other areas of the program required maximum effort, and this phase of the program was deferred and not implemented. However, planning for the implementation of this phase of the program was begun during the latter part of the school year.

8. Evaluation Objective: To establish an intensive program of guidance-counseling-placement, relating to activities in Objective I above, and including activities which will assure adequate post-training work adjustment for each student.

The program made progress toward meeting certain phases of this objective during the first year of operation. Each of the three combination junior-senior high school attendance centers housed full-time vocational guidance personnel who counseled with students. In addition to the guidance personnel each attendance center housed three or more occupational orientation teachers whose courses were designed to utilize group guidance techniques. The guidance personnel, occupational orientation teachers, and other vocational education teachers planned and implemented a testing program designed to aid in career exploration, self-analysis and counseling for students.

Group counseling centered around assisting students in appraisal of individual interests, abilities, aptitudes, and skills; development of characteristics such as ambition, honesty, perseverance, initiative, cheerfulness, loyalty, and dependability; acquainting students with sources of occupational information and use; assisting students in the beginning of early career planning; and assisting students in participating in the American Economic System. Special emphasis was placed on assisting students in learning proper ways to seek satisfying employment.

Placement of students was generally handled through regular vocational teachers. A placement center was not established as such during the first year of operation.

IV. RECOMMENDATIONS

During the first year of operation numerous recommendations evolving from evaluative activities were fed back into the program through the state and/or local project directors. Most of these recommendations have been implemented and will not be elaborated upon in this section. Consequently, only those recommendations given at the end of the first year of operation shall be reported in this section. The authors of this evaluation report recommend that:

- * Funding should be continued for the second year of operation.
- * Consumer education classes in the project should be incorporated into the occupational orientation classes.
- * Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.
- * Additional "hands-on" occupational experiences should be provided for occupational orientation students.
- * Further development of career-centered media centers should continue in all attendance centers.
- * Additional student recruitment activities for cooperative education be conducted.
- * Continuation of public relations activities connected with the project.
- * Continuation of the intensive inservice program for the project staff.
- * Additional curriculum materials development should be undertaken.
- * Curriculum guides for all phases of the program should be developed and distributed.
- * A placement center to aid students in obtaining employment should be established.
- * An intensive skill training program for students about to leave school without salable skills should be inaugurated.

V. SUMMARY

The goal of the project stated in its simplest form was to establish structural relationships which facilitate the implementation of the career-centered concept in the Jones County School System. The approximately 8,000 students in the school system were to be involved in the program in various ways. The program began with the elementary schools providing students with career information and counseling, access to resource persons, and field trips incorporated into the "regular" elementary curriculum. The program in the junior high school expands and intensifies career exploratory experiences through a specially designed course, occupational orientation, as well as counseling activities which assist students in the occupational choice process. At the high school level students receive assistance in planning for and attaining vocational goals and preferences through a variety of vocational programs.

The evaluation procedure centers around the use of the program's educational goal and objectives as a standard by which the outcome of the project was assessed. Evaluation activities for the first year of operation were centered around the "process." In addition, baseline data was collected on the "product." The procedure included data collection; analysis of records and reports; judgments of qualified observers; analysis of instructional materials, techniques, and methods; analysis of equipment and supplies, purchase and utilization; analysis of program activities; and analysis of opinions of program staff, State Division of Vocational and Technical Education personnel, consultants, school system faculty and administration, parents, and students.

The evaluation analysis indicated that the administrative structure designed to implement the project provided for functional operation of the program with slight modification. All personnel (instructional and administrative) in the project met or exceeded the qualifications described in the project proposal. The delay in final approval for funding of the project created a time-lag which proved to be the largest problem in its implementation. This time-lag resulted in delay in the purchasing and utilization of some equipment and materials which hampered the instructional portion of the program during the school year. The exemplary project cost per pupil was \$28.41 with \$6.25 being considered "start-up costs." Facilities provided for the program enhanced its implementation. An intensive in-service training program (which resulted in noted improvement in the project) was conducted for the staff during the year of operation. The cooperative education part of the project was underpopulated at the start of the year and there was a shortage of training (work-experience) stations. Two objectives of the project (the establishment of a placement center and short-term entry level skill training for students leaving school) were not

implemented during the first year of operation; however, planning for their implementation was underway during the year.

Upon analysis of evaluative data it was concluded that the project was making progress toward the attainment of its goal and objectives and should be funded for another year of operation. Specific recommendations resulting from the evaluation effort include:

- * Consumer education classes in the project should be incorporated into the occupational orientation classes.
- * Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.
- * Additional "hands-on" experiences should be provided for occupational orientation students.
- * Further development of career-centered media centers should continue in all attendance centers.
- * Additional student recruitment activities for cooperative education be conducted.
- * Continuation of public relations activities connected with the project.
- * Continuation of the intensive inservice program for the project staff.
- * Additional curriculum materials development should be undertaken.
- * Curriculum guides for all phases of the program should be developed and distributed.
- * A placement center to aid students in obtaining employment should be established.
- * An intensive skill training program for students about to leave school without salable skills should be inaugurated.

VI. CONCLUSIONS AND RECOMMENDATIONS

By the end of the first year of the project's operation many insights into the operational feasibility of the career-centered concept had been gained. Sufficient information was produced by the project to provide a basis for a conclusion that the career-centered concept could be an important component in any school system for enhancing students' entry into and success in the world of work. It was further concluded that the apparently most successful components of the project should be implemented (in some form) into other selected schools within the State during the following school year.

It was concluded that important progress was made by the project during the year in assisting students in developing skills which would enable them to adjust to changes within the world of work. In addition, progress was made in assisting students in developing psychological skills and occupational skills which will serve as a base for continuous growth and advancement in chosen careers.

Satisfactory progress toward meeting the project objectives was determined in all but two areas. The implementation of the elementary component (that of relating occupational instruction and counseling to elementary students) was very effective even though implemented during the latter part of the school year on a somewhat limited basis. Progress was made in the establishment of an intensive program of occupational guidance and counseling and in the implementation of occupational orientation courses in the school system. Initial progress was made in providing work experiences for students in local businesses and industries. Two phases of the program objectives made only limited progress during the year. These were: the providing of intensive occupational training for those students about to leave school without salable skills and the providing of adequate placement services.

Recommendations resulting from the first year of project's operation are as follows:

- * The career-centered curriculum should be extended to other school systems in the State on a demonstration basis.
- * Funding should be continued for the second year of operation.
- * Consumer education classes in the project should be incorporated into the occupational orientation classes.
- * Occupational orientation classes should be rotated between teachers with specific specialty areas to increase the exploratory experiences of the students.

- * Additional "hands-on" occupational experiences should be provided for occupational orientation students.
- * Further development of career-centered media centers should continue in all attendance centers.
- * Additional student recruitment activities for cooperative education be conducted.
- * Continuation of the intensive inservice program for the project staff.
- * Additional curriculum materials development should be undertaken.
- * Curriculum guides for all phases of the program should be developed and distributed.
- * A placement center to aid students in obtaining employment should be established.
- * An intensive skill training program for students about to leave school without salable skills should be inaugurated.
- * Continuation of public relations activities connected with the project.

APPENDICES

APPENDIX A

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APPENDIX B

LIST OF INSTRUCTIONAL MATERIALS
TESTING PROGRAM

TESTING PROGRAM

| TITLE | PUBLISHER, LOCATION | LEVEL |
|--|--|---------------|
| VOCATIONAL PLANNING INVENTORY | Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois | Sr |
| OHIO VOCATIONAL INTEREST SURVEY | Guidance Associates, Inc. Harcourt Brace and Jovanovich 757 Third Ave. New York, New York 10017 | Sr |
| | National and Local Norms OVIS Summary Report Permanent Record Label List Report | Sr |
| STANFORD DIAGNOSTIC READING TEST - Level I - II Form W - X | Harcourt Brace and World 757 Third Ave. New York 10017 | Remedial |
| KUDER FORM C VOCATIONAL PREFERENCE RECORD Answer Pad | Science Research Associates 259 East Erie Street Chicago, Illinois 60611 | Sr Co op |
| Profile Leaflets | | |
| KUDER FORM E | " " " complete including profile answer sheets <u>et al.</u> | Jr Sr High |
| Primary Mental Abilities Answer Sheets - Profile | " " " " " " " " | Jr Sr High |
| | | |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|-------------------------------|--|---|-------|
| FILMSTRIP | COMMUNITY SERIES | MCGRAW HILL BOOK CO. Manchester Rd. Manchester, Missouri 63011 | K/P/I |
| FILMSTRIP RECORD | LITTLE CITIZENS | QED A DIVISION OF CATHEDRAL FILMS, INC. | K - 3 |
| FILMSTRIP | FOUNDATIONS FOR OCCUPA- TIONAL PLANNING | SOCIETY OF VISUAL EDUCATION 1345 Diversey Parkway Chicago, Ill. 60614 | I/J |
| FILMSTRIP RECORD | DEVELOPING BASIC IDEAS | " " " | P/I |
| FILMSTRIP RECORD W/GAME | WORKING IN U. S. COMMUNITIES I AND II | " " " | P/I |
| FILMSTRIP | HOW WE GET OUR FOOD, CLOTHING, SHELTER | " " " | P |
| FILMSTRIP GAMES | PRIMARY SOCIAL STUDIES I | " " " | P |
| FILMSTRIP RECORDS | FUN ON WHEELS | " " " | K/P |
| MULTI MEDIA KIT | FOCUS ON SELF DEVELOPMENT | SCIENCE RESEARCH ASSOCIATES 259 East Erie St. Chicago, Ill. 60611 | K - 3 |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------------|--|--|-------|
| RECORD FILMSTRIP | OUTSET - LOOK ABOUT YOU | GUIDANCE ASSOCIATES Pleasantville, New York | K/P |
| FILMSTRIP RECORD | OUTSET - PLACES TO GO | " " " | K/P |
| FILMSTRIP | THE AMERICAN FARMER AND OUR FOOD SUPPLY SET | EYE GATE HOUSE, INC. 146-01 Archer Avenue Jamaica, N. Y. 11435 | I/J |
| FILMSTRIP | AMERICA AT WORK | " " " | P/I |
| FILMSTRIP CASSETTE | OUR NEIGHBORHOOD WORKERS | " " " | P/I |
| FILMSTRIPS | WORKERS FOR THE PUBLIC WELFARE | " " " | P/I |
| FILMSTRIP CASSETTES | ME, MYSELF, & I | " " " | I |
| FILMSTRIP CASSETTE | WE'RE GROWING UP | " " " | K/P |
| FILMSTRIP CASSETTE | SOME NEIGHBORHOOD WORKERS | " " " | P/I |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|----------------------------|-------------------------------------|---|-------|
| FILMSTRIP RECORD | GETTING ALONG IN SCHOOL | CORONET Coronet Building 65 E. South Water St. Chicago, Ill. 60601 | P |
| FILMSTRIP RECORD | OUR COMMUNITY UTILITIES | " " " | P/I |
| FILMSTRIP RECORD | TRAVELING IN AND OUT OF OUR CITY | " " " | P |
| FILMSTRIPS | COMMUNITY LIFE | ENCYCLOPEDIA BRITANNICA ED. CORP. 425 North Michigan Ave. Chicago, Ill. 60611 | P |
| FILMSTRIP | NATURAL RESOURCES AND YOU | " " " | P |
| FILMSTRIP | TRUE BOOK COMMUNITY HELPERS | SOCIETY FOR VISUAL EDUCATION, INC. 1345 Diversey Parkway Chicago, Ill. 60614 | P |
| FILMSTRIP RECORD | LEARNING TO LIVE TOGETHER I | " " " | P/I |
| FILMSTRIP RECORD | LEARNING TO LIVE TOGETHER II | " " " | P/I |
| PICTURE STUDY PRINTS | COMMUNITY HELPERS | " " " | P/I |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|----------------------------|--|---|-------|
| PICTURE STUDY PRINTS | URBAN LIFE | " " " | P/I |
| FILMSTRIP RECORDS | WONDERFUL WORLD OF WORK | DENOYER - GEPPERT 5235 Ravenswood Ave. Chicago, Ill. 60640 | P |
| FILMSTRIP RECORDS | WONDERFUL WORLD OF WORK | " " " | I |
| POSTERS | COMMUNITY HELPERS ACTIVITIES SET I & II | THE INSTRUCTOR PUBLICATIONS, INC. Danville, New York 14437 | P/I |
| POSTERS | COMMUNITY HELPERS | " " " | P |
| POSTERS | MODERN WORKERS POSTERS SET I & II | " " " | I |
| FILMSTRIP | WE TAKE A TRIP (SET) | EDUCATIONAL READING SERVICE 320 Rt. 17 Mahwah, New York 07430 | P |
| FILMSTRIP | COMMUNITY HELPERS (SET) | " " " | P |
| FILMSTRIP | SCHOOL HELPERS (SET) | " " " | P |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------------|--|-----------------------------|-------|
| FILMSTRIP | FATHERS AT WORK (SET) | " " " | P |
| " | MOTHERS AT WORK (SET) | " " " | P |
| FILMSTRIP CASSETTES | CLASSROOM JOURNEYS | " " " | P/I |
| FILMSTRIP | MAN ON THE MOVE | " " " | P/I |
| " | AMERICA: PEOPLE, PRODUCTS, RESOURCES | " " " | P/I |
| CASSETTES | LET'S IMAGINE GOING PLACES | " " " | 1-4 |
| " | ALL ABOARD, LET'S GO | " " " | 1-4 |
| " | WOMEN OF DESTINY | " " " | 5-8 |
| " | ONE NATION INDIVISIBLE OUR REPUBLIC AT WORK | " " " | 5-8 |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|-----------|---|-----------------------------|-------|
| CASSETTES | FROM TALKING MACHINES TO THINKING MACHINES | " " " | 5-8 |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------------|----------------------------------|---|-------|
| FILMSTRIP RECORD | WHO DO YOU THINK YOU ARE? | GUIDANCE ASSOCIATES Pleasantville, N.Y. | P/I |
| " | GUESS WHO'S IN A GROUP! | " " " " | P/I |
| " | YOU GOT MAD: ARE YOU GLAD? | " " " " | P/I |
| " | WHAT DO YOU EXPECT OF OTHERS? | " " " " | P/I |
| " | NOISY NANCY NORRIS | " " " " | P/I |
| FILMSTRIP CAPTIONED | BIG CITY - U.S.A. | EYE GATE 146-01 Archer Ave. Jamaica, N.Y. 11435 | P/I |
| " | LITTLE TOWN - USA | " " " " | P/I |
| " | THE STORY OF HOUSES | " " " " | P/I |
| " | THE STORY OF TRANSPOR- TATION | " " " " | P/I |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------------|--|---|-------|
| FILMSTRIP CAPTIONED | THE STORY OF COMMUNICATION | EYE GATE 146-01 Archer Ave. Jamaica, N.Y. 11435 | P/I/J |
| " | THE AMERICAN FARMER AND OUR FOOD SUPPLY | " " " " | I/J |
| " | AMERICA AT WORK | " " " " | I/J |
| " | GUIDANCE FOR YOUNG PEOPLE | " " " " | I/J |
| " | MANNERS MAKE A DIFFERENCE | " " " " | P/I |
| " | LITTLE THINGS THAT COUNT | " " " " | P |
| " | PATTERNS OF BEHAVIOR | " " " " | K/P |
| " | UNDERSTANDING THE CITY | " " " " | P |
| " | UNDERSTANDING THE COMMUNITY | " " " " | P |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------------|-------------------------------|---|-------|
| FILMSTRIP CAPTIONED | WHERE DOES IT COME FROM | EYE GATE 146-01 Archer Ave. Jamaica, N.Y. 11435 | K/P |
| " | WHAT'S AROUND US | " " " " | K/P |
| " | LET THE BUYER BEWARE | " " " " | I/J |
| " | FAMILIES IN ACTION | " " " " | P |
| " | MY MOTHER HAS A JOB | " " " " | P/I |
| " | VALUES | " " " " | K/P |
| " | WHY DO WE _____? | " " " " | K/P |
| " | FUNDAMENTALS OF ECONOMICS | " " " " | I/J/S |
| " | ANCIENT CRAFTS - MODERN TIMES | " " " " | I/J/S |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------------------|---|--|-------|
| GUIDE FILMSTRIP RECORD | LIVING WITH YOUR FAMILY | SOCIETY FOR VISUAL EDUCATION, INC. 1345 Diversey Parkway Chicago, Illinois 60614 | P |
| MULTIMEDIA KIT | A FAMILY AND COMMUNITY LIFE | " " " " | P |
| MULTIMEDIA KIT | COMMUNITY HELPERS | " " " " | P |
| GUIDE FILMSTRIP RECORD | GETTING TO KNOW ME | " " " " | P |
| " | COMMUNITY WORKERS AND HELPERS GROUP I | " " " " | P |
| " | COMMUNITY WORDERS AND HELPERS GROUP II | " " " " | P |
| CAPTIONED FILMSTRIP | HOW WE GET OUR CLOTHING | " " " " | P |
| " | HOW WE GET OUR HOMES | " " " " | P |
| GUIDE FILMSTRIP RECORD | OUR WORLD OF SIGHTS AND SOUNDS | " " " " | P |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------------------|---|--|-------|
| GUIDE FILMSTRIP RECORD | COMMUNITIES AROUND THE WORLD GROUP I | SOCIETY FOR VISUAL EDUCATION, INC. 1345 Diversey Parkway Chicago, Illinois 60614 | I |
| " | COMMUNITIES AROUND THE WORLD GROUP II | " " " " | I |
| WORD GAME | FOR COMMUNITIES AROUND THE WORLD I AND II | " " " " | I |
| GUIDE FILMSTRIP RECORD | CHILDREN AROUND THE WORLD | " " " " | P/I |
| CAPTIONED FILMSTRIP | LIBRARY E-A-I NORTH AND SOUTH AMERICA | " " " " | I/J |
| MULTIMEDIA KIT | TRANSPORTATION | " " " " | P |
| " | FOOD AND FOOD HELPERS | " " " " | P/I |
| " | HUMAN VALUES | " " " " | P/I |
| CAPTIONED FILMSTRIP | USING AND UNDERSTANDING NUMBERS - PERCENTS & PERCENTAGE, APPLICATIONS | " " " " | I/J |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------------------|---|-----------------------------|-------|
| PICTURE SET RECORD | PICTURE STORY STUDY PRINTS (TALKING) | " " " | P/I |
| RECORDS | CHILD DEVELOPMENT AND READING READINESS - THE CHILD AND HIS WORLD | " " " | P |
| RECORDS | CITIZENSHIP - LIVING WITH OTHERS - CITIZENSHIP I & II | " " " | P/I |
| RECORDS | CITIZENSHIP PROCESSES | " " " | I/J |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|---------------------|---------------------------------------|---|-------|
| FILMSTRIP RECORD | JOBS AND GENDER | GUIDANCE ASSOCIATES Pleasantville, N. Y. | J/S |
| " | LIKING YOUR JOB AND YOUR LIFE | " " " | J/S |
| " | WHY WORK AT ALL? | " " " | J/S |
| " | A JOB THAT GOES SOMEPLACE | " " " | J/S |
| " | TROUBLE AT WORK | " " " | J/S |
| " | JOBS FOR HIGH SCHOOL STUDENTS | " " " | J/S |
| " | BABYSITTING: THE JOB - THE KIDS | " " " | J/S |
| " | PREPARING FOR THE JOBS OF THE '70S | " " " | J/S |
| " | PREPARING FOR THE WORLD OF WORK | " " " | J/S |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------|--|-----------------------------|-------|
| " | IF YOU'RE NOT GOING TO COLLEGE | " " " | J/S |
| " | CHOOSING YOUR CAREER | " " " | J/S |
| " | WHAT YOU SHOULD KNOW BEFORE YOU GO TO WORK | " " " | J/S |
| " | YOUR JOB INTERVIEW | " " " | J/S |
| " | GETTING AND KEEPING YOUR FIRST JOB | " " " | J/S |
| " | AN OVERVIEW OF TECHNICAL EDUCATION | " " " | J/S |
| " | A NEW HORIZON: CAREERS IN FOOD SERVICE | " " " | J/S |
| " | A NEW LOOK AT HOME ECONOMICS CAREERS | " " " | J/S |
| " | YOUR FUTURE IN ELEMENTARY EDUCATION | " " " | J/S |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------|--|-----------------------------|-------|
| " | CAREERS IN MATERIALS ENGINEERING THE AEROSPACE AGE | " " " | J/S |
| " | SHOULD YOU GO TO COLLEGE | " " " | J/S |
| " | HIGH SCHOOL COURSE SELECTION AND YOUR CAREER | " " " | J/S |
| " | THE TUNED OUT GENERATION | " " " | J/S |
| " | TESTING, TESTING, TESTING | " " " | J/S |
| " | HUNG UP ON HOMEWORK? | " " " | J/S |
| " | DEVELOPING YOUR STUDY SKILLS | " " " | J/S |
| " | YOUR FIRST YEAR IN HIGH SCHOOL | " " " | J/S |
| " | HIGH SCHOOL COURSE SELECTION | " " " | S/J |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------|---|-----------------------------|-------|
| " | HOW TO SUCCEED IN HIGH SCHOOL BY TRYING | " " " | J/S |
| " | DIFFERENT WAYS TO GO TO COLLEGE | " " " | J/S |
| " | I WISH I'D KNOWN THAT BEFORE I WENT TO COLLEGE | " " " | J/S |
| " | GETTING INTO COLLEGE IF YOU'RE AN AVERAGE STUDENT | " " " | J/S |
| " | YOU AND COLLEGE ENTRANCE EXAMINATIONS | " " " | S |
| " | CHOOSING A COLLEGE | " " " | S |
| " | DARE TO BE DIFFERENT | " " " | J/S |
| " | YOUR PERSONALITY: THE YOU OTHERS KNOW | " " " | J/S |
| " | MASCULINITY AND FEMININITY | " " " | J/S |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------|--|-----------------------------|-------|
| " | BEGINNING TO DATE | " " " | J |
| " | EVERYTHING BUT | " " " | J/S |
| " | DROPPING OUT: ROAD TO NOWHERE | " " " | J/S |
| " | FAILURE: A STEP TOWARDS GROWTH | " " " | J/S |
| " | FOUR WHO QUIT | " " " | J/S |
| " | SOMEBODY'S CHEATING | " " " | J/S |
| " | AS THEY GROW/ELEMENTARY GUIDANCE NEW DIMENSIONS IN MEETING PUPIL NEEDS | " " " | Prof. |
| " | THE ROLE OF THE COUNSELOR IN THE SECONDARY SCHOOL | " " " | J/S/C |
| " | TESTING: ITS PLACE IN EDUCATION TODAY | " " " | Prof. |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------------|---|--|-------|
| FILMSTRIP CAPTIONED | THE AMERICAN FARMER AND OUR FOOD SUPPLY | EYE GATE HOUSE, INC. 146-01 Archer Ave. Jamaica, N. Y. 11435 | I/J |
| " | AMERICA AT WORK | " " " | I/J |
| " | THE STORY OF COMMUNICATION | " " " | P/I/J |
| " | OCCUPATIONAL EDUCATION | " " " | J/S |
| " | ARE YOU LOOKING AHEAD? | " " " | J/S |
| " | GUILDANCE FOR YOUNG PEOPLE | " " " | I/J |
| " | IT'S YOUR FUTURE | " " " | J/S |
| " | THE A B C'S OF GETTING ALONG AND KEEPING A JOB | " " " | J/S |
| " | GETTING TO KNOW ME | " " " | J |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------|---|-----------------------------|-------|
| " | STUDYING FOR SUCCESS | " " " | J/S |
| " | THE WONDERFUL WORLD OF WORK VOCATIONAL OPPORTUNITIES | " " " | J/S |
| " | SOCIAL PROBLEMS OF OUR ENVIRONMENT | " " " | J/S |
| " | LET THE BUYER BEWARE | " " " | I/J |
| " | MANAGING THE FAMILY'S AFFAIRS | " " " | S/C |
| " | MARRIAGE FROM ROMANCE MAGAZINE TO REALITY | " " " | S/C |
| " | AMERICA'S LABOR FORCE | " " " | J/S |
| " | CAREERS IN AEROSPACE | " " " | J/S |
| " | LIVING WITH COMPUTERS | " " " | J/S |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|-----------------------|---|--|-------|
| " | REAL PROBLEMS FACING US | " " " | J/S |
| " | FUNDAMENTALS OF ECONOMICS | " " " | I/J/S |
| " | ANCIENT CRAFTS | " " " | I/J/S |
| " KIT | OCCUPATIONAL GUIDANCE | FINNEY COMPANY 3350 Gorham Ave. Minneapolis, Minnesota | J/S |
| " | FINDING YOUR JOB | " " " | J/S |
| " | V.G.M. MANUALS | " " " | J/S |
| FILMSTRIP CASSETTE | THE NEWSPAPER IN AMERICA | SOCIETY FOR VISUAL EDUCATION, INC. 1345 Diversey Parkway Chicago, Illinois 60614 | J/S |
| FILMSTRIP | SCHOOL SKILLS FOR TODAY AND TOMORROW | " " " | J/S |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|-----------|---|---|------------------------|
| BOOKS | ENCYCLOPEDIA OF CAREERS | J. G. FERGUSON 6 North Michigan Ave. Chicago, Illinois 60602 | Prof. Jr Sr High |
| BOOKS | CONCISE HANDBOOK OF OCCUPATIONS | " " " " | Prof. Jr Sr High |
| BOOKS | FERGUSON'S NEW OCCUPATIONAL INFORMATION SERIES | " " " " | Prof. Jr Sr High |
| BOOKS | CAREER OPPORTUNITIES | " " " " | Prof. Jr Sr High |
| PAMPHLETS | YOU AND YOUR JOB YOU AND YOUR JOB GUIDE | " " " " " " " " | Jr Sr High |
| BOOKLET | ON THE JOB | " " " " | Jr Sr High |
| BOOK | OCCUPATIONAL INFORMATION | " " " " | Prof. |
| BOOKLET | KEYS TO SAFETY IN HOMEMAKING | " " " " | Jr Sr High |
| BOOK | MIND YOUR MANNERS | J. B. LIPPINCOTT CO. East Washington Square Philadelphia, Penn. 19105 | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|-----------|---|---|---------------|
| BOOK | INTRODUCTORY HOMEMAKING | " " " " | Jr High |
| BOOKLET | INTRODUCTORY HOMEMAKING TEACHER'S MANUAL | " " " " | |
| BOOKLET | GETTING A JOB | FEARON PUBLISHERS 2165 Park Boulevard Palo Alto, Calif. 94306 | Jr High |
| FILMSTRIP | CAREER DEVELOPMENT AND GUIDANCE | HERSCHEL SMITH P. O. Box 1187 Jackson, Miss. | Jr Sr High |
| BOOK | SO YOU ARE READY TO COOK | BURGESS PUBLISHING COMPANY 426 South Sixth St. Minneapolis, Minn. | Jr Sr High |
| BOOK | FAMILY TABLE SERVICE | " " " " | Jr Sr High |
| BOOK | HOW TO WEAR COLORS | " " " " | Jr Sr High |
| BOOK | MANNERS AT WORK | " " " " | Jr Sr High |
| BOOK | AGRICULTURE FORESTRY | DOUBLEDAY AND COMPANY, INC. Garden City, L. I. New York 11530 | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------|---|--|------------|
| BOOK | COMMUNITY SERVICE | " " " " | Jr Sr High |
| BOOK | ENGINEERING TECHNICIAN | " " " " | Jr Sr High |
| BOOK | HEALTH TECHNICIAN | " " " " | Jr Sr High |
| BOOK | MARKETING BUSINESS | " " " " | Jr Sr High |
| BOOK | LESSONS IN LIVING - YOUNG HOMEMAKERS | GINN AND COMPANY 717 Miami Circle Atlanta, Georgia 30305 | Jr Sr High |
| BOOK | BEHIND EVERY FACE | " " " " | Jr Sr High |
| BOOK | INTRODUCTION TO VOCATIONS | CHRONICLE GUIDANCE PUBLICATIONS INC. Moravia, New York 13118 | Jr Sr High |
| BOOKLET & KIT | READY REFERENCE TO OCCU- PATIONS - Finding Your Orbit | " " " " | Jr Sr High |
| KIT | CHRONICLE GUIDANCE KIT | " " " " | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|----------------------|----------------------------------|--|---------------|
| TAPES | IMPERIAL TAPES INTERVIEWS | MISSISSIPPI SCHOOL SUPPLY | Jr Sr High |
| FILM STRIP RECORD | VOCATIONAL DECISIONS | " " " (QED) | Jr Sr High |
| FILM STRIP RECORD | LIVING RIGHT AT OUR WORK | " " " " | Jr Sr High |
| DISK MACHINES | PHONO WORD WHEELS | " " " " | REMEDIAL |
| FILM STRIP RECORD | COMMUNITY SERIES | " " " " | Jr Sr High |
| BOOK | THE JOB PROGRAM | " " " " | Jr Sr High |
| BOOKS | THE ECONOMIC SERIES | " " " " | Jr Sr High |
| BOOKLET | DEVELOPING A RESPECT FOR WORK | INTERSTATE PRINTERS AND PUBLISHERS JACKSON AT VAN BUREN Danville, Illinois 61832 | Jr Sr High |
| BOOKLET | APPLYING FOR A JOB | " " " " | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|-----------------------------|--|--|---------------|
| FILM STRIP CASSETTE | THE WORLD OF WORK | LINK ENTERPRISES, INC. Birmingham, Alabama | Jr Sr High |
| FILM STRIP | VOCABULARY SERIES OVERVIEW (15.80 each) | BARNELL LOFT, INC. Dexter & Westbrook, Ltd. 958 Church St. Baldwin, New York | REMEDIAL |
| BOOK | CLOTHES FOR TEENS | D. C. HEATH (Robert Todd) 670 Miami Circle N. E. Atlanta, Georgia | Jr Sr High |
| BOOKS | MOON CITY ... THIEF IN THE BASEMENT ... WIDDERSHINS ... UNWILLING WIT | LYONS AND CARNAHAN 407 East 25th St. Chicago, Illinois 60616 | REMEDIAL |
| BOOKS | THE THOUSAND VOICES ... | " " " | " |
| BOOKLET | CREATIVE COOKING | BENJAMIN COMPANY (Eleanor Lynch) 485 Madison Ave. New York, New York | Jr Sr High |
| MANUAL FILMSTRIP TAPE | FUTURE DRAFTSMAN | VOCATIONAL EDUCATION PRODUCTIONS State Poly Technic College Found. San Luis Obispo, California 93401 | Jr Sr High |
| MANUAL FILMSTRIP TAPE | WATER POLLUTION | " " " | " |
| MANUAL FILMSTRIP TAPE | CAREER SERIES (8) | " " " | " |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|---------------------|---|--|---------------|
| BOOKLET | HOW TO GET THE RIGHT JOB AND KEEP IT | MANAGEMENT INFORMATION CENTER Post Office Box 357 Miami, Florida 33145 | Jr Sr High |
| KIT | WIDENING OCCUPATIONAL ROLES KIT | SCIENCE RESEARCH ASSOCIATES 259 East Erie St. Chicago, Illinois 60611 | Jr Sr High |
| FILMSTRIP RECORD | YOUR ATTITUDE IS SHOWING | " " " | Jr Sr High |
| WORKBOOK | STUDENT RECORD BOOK | " " " | Jr Sr High |
| BOOK | OCCUPATIONAL INFORMATION | " " " (Baer) | Prof. |
| BRIEFS | OCCUPATIONAL BRIEFS | " " " | Jr Sr High |
| KIT | CAREER INFORMATION KIT | " " " (with file) | Jr Sr High |
| BOOKLET | LOOKING TOWARD HIGH SCHOOL | " " " | Jr Sr High |
| BOOKLET | MY EDUCATIONAL PLANS | " " " | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|----------|--|-----------------------------|---------------|
| BOOKLET | DISCOVERING YOURSELF | " " " | Jr Sr High |
| BOOKLET | JUNIOR GUIDANCE SERIES | " " " | Jr Sr High |
| KIT | OCCUPATIONAL EXPLORATION KIT | " " " | Jr Sr High |
| KIT | CAREERS FOR HIGH SCHOOL | " " " | Jr Sr High |
| BOOKLETS | GROUP GUIDANCE FOR JUNIOR HIGH SCHOOL | " " " | Jr High |
| BOOKLETS | PLANNING MY FUTURE | " " " | Jr Sr High |
| BOOKLETS | JOB FAMILY SERIES | " " " | Jr Sr High |
| BOOK | HANDBOOK OF JOB FACTS | " " " | Jr Sr High |
| BOOKLET | IF YOU'RE NOT GOING TO COLLEGE | " " " | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|----------|---|-----------------------------|---------------|
| BOOKLET | BETTER LIVING BOOKLETS | " " " | Jr Sr High |
| BOOKLETS | PROFESSIONAL GUIDANCE SER. | " " " | Jr Sr High |
| BOOKLETS | CHARTING YOUR JOB FUTURE | " " " | Jr Sr High |
| BOOKLETS | WHAT COULD I BE | " " " | Jr Sr High |
| BOOKLETS | WHO GOES WHERE TO COLLEGE | " " " | Jr Sr High |
| LAB KIT | SPELLING WORD POWER LAB A B C | " " " | REMEDIAL |
| BOOK | WORDS AND PATTERNS | " " " | REMEDIAL |
| LAB KIT | PILOT LIBRARY SERIES LAB A B C | " " " | REMEDIAL |
| LAB KIT | COMPUTATIONAL SKILLS DEVELOPMENT KIT | " " " | REMEDIAL |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------------------|---|--|------------------------|
| LAB KIT | THE DIMENSION SERIES | " " " | REMEDIAL |
| BOOK | OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOL | " " " | Prof. |
| KIT | OCCUPATIONAL EXPLORATION BRIEFS | " " " | Jr Sr High |
| BOOK | OCCUPATIONAL OUTLOOK HANDBOOK | U.S. Government Printing Office U.S. Department of Labor Washington, D. C. | Prof. Jr Sr High |
| BOOK | DICTIONARY OF OCCUPATIONAL TITLES - VOL. I & II | " " " | Prof. Jr Sr High |
| BOOKLET | COUNSELOR'S GUIDE TO MANPOWER INFORMATION | " " " | Prof. |
| BOOKLET | GUIDE FOR YOUNG WORKERS | " " " | Prof. Jr Sr High |
| KIT | SEXTANT SERIES KIT | " " " | Jr Sr High |
| KIT ACCESSORIES | " PERSONAL PROFILE FORMS | " " " | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------------------|--|---|------------------------|
| KIT ACCESSORIES | PERSONAL PROFILE TRANSPARENT PLASTIC OVERLAY | " " " " | Jr Sr High |
| BOOKLETS | PRE-VOCATIONAL SERIES SET AND ANSWER KEY | DELMAR PUBLISHERS Mountainview Avenue Albany, New York 12205 | Jr Sr High |
| BOOK | BUILDING FOR TOMORROW | ALLYN AND BACON, INC Rockleigh, New Jersey 07647 | Jr Sr High |
| BOOK | CAREER INFORMATION IN COUNSELING | " " " " | Jr Sr High |
| BOOKLET | CONSUMER ECONOMICS BUYERS GUIDE | SOUTHWESTERN PUBLISHING CO. 5101 Madison Road Cincinnati, Ohio | Prof. Jr Sr High |
| BOOKLET | CONSUMER ECONOMICS WORKBOOK FOR TEACHERS | " " " " | Jr Sr High Prof. |
| BOOK | WILSON EYSTER - CONSUMER ECONOMICS - PROBLEMS | " " " " | Prof. Jr Sr High |
| BOOKLET | CONSUMER ECONOMICS - PROBLEMS - TEACHER'S MANUAL | " " " " | Prof. Jr Sr High |
| BOOK | OPPORTUNITIES IN CLOTHING BY NORRIS MCDERMOTT | CHARLES A. BENNETT CO. 809 W. Detrevillien Dr. Peoria, Ill. 61614 | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
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| PAMPHLET | RATING SCALE FOR PERSONAL APPEARANCE | " " " | Jr Sr High |
| BOOK | FAMILY NURSING AND CHILD CARE | " " " | Jr Sr High |
| BOOK | ART FOR YOUNG AMERICA 1970 | " " " | Jr Sr High |
| BOOK | EDUCATOR'S GUIDE TO FREE GUIDANCE MATERIALS ET AL. | EDUCATORS PROGRESS SERVICE Box 497 Randolph, Wisconsin | Jr Sr High |
| BOOK | EDUCATOR'S GUIDE TO FREE FILMS | " " " | Jr Sr High |
| TRANS-PARENCIES | FINDING AND HOLDING A JOB | CREATIVE VISUALS Box 1911 Big Springs, Texas 79720 | Jr Sr High |
| TRANS-PARENCIES | THE BEST CAREER CHOICE | " " " | Jr Sr High |
| STRIP/RECORD | GETTING AND KEEPING YOUR FIRST JOB | GUIDANCE ASSOCIATES Pleasantville, New York | Jr Sr High |
| STRIP/RECORD | JOBS FOR HIGH SCHOOL STUDENTS | " " " | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------|---|-----------------------------|---------------|
| " | PREPARING FOR THE WORLD OF WORK | " " " | Jr Sr High |
| " | AN OVERVIEW OF TECHNICAL EDUCATION | " " " | Jr Sr High |
| " | WHAT YOU SHOULD KNOW BEFORE YOU GO TO WORK | " " " | Jr Sr High |
| " | PREPARING FOR THE JOBS OF THE '70'S | " " " | Jr Sr High |
| " | CHOOSING YOUR CAREERS | " " " | Jr Sr High |
| " | HOW TO READ A COLLEGE CATALOG | " " " | Jr Sr High |
| " | SELECTING YOUR SECOND CHOICE COLLEGE - REDUCING MULTIPLE APPLICATIONS | " " " | Jr Sr High |
| " | I WISH I'D KNOWN THAT BEFORE I WENT TO COLLEGE | " " " | Jr Sr High |
| " | WHO SHOULD GO TO COLLEGE | " " " | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|------------------|---------------------------------|--|------------|
| " | IF YOU ARE NOT GOING TO COLLEGE | " " " | Jr Sr High |
| " | DROPPING OUT: ROAD TO NOWHERE | " " " | Jr Sr High |
| " | JOB ATTITUDES (4 sets) | " " " | Jr Sr High |
| BOOKLET | FLOWER ARRANGEMENTS TO COPY | LANE MAGAZINE & BOOK CO. Memlo Park, California 94025 | Jr Sr High |
| FILMSTRIP | OCCUPATIONAL EDUCATION | EYE GATE HOUSE, INC. 146-01 Archer Avenue Jamaica, N. Y. 11435 | Jr Sr High |
| STRIP/ RECORD | JOBS IN HEALTH SERVICE | CORONET FILMS 65 E. South Water Street Chicago, Ill. 60601 | Jr Sr High |
| TAPE CASSETTE | CAREERS AT SEA | JASPER EWING 601 N. State Street Jackson, Miss. | Jr Sr High |
| " | YOUR FUTURE IN SALES | " " " | Jr Sr High |
| " | EXPLORING THE WORLD OF WORK | " " " | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|---------------------|--|---|---------------|
| TAPES CASSETTES | PLANNING BEYOND HIGH SCHOOL | " " " | Jr Sr High |
| MULTI- MEDIA KIT | CYCLO TEACHER LEARNING & SCHOOL KIT | FIELD EDUCATIONAL PUBLICATION INC. 609 Mission St. San Francisco, Calif. | REMEDIAL |
| BOOKS | HAPPENINGS | " " " | REMEDIAL |
| KIT | THE CHECKERED FLAG SERIES READING KIT | " " " | REMEDIAL |
| BOOKS | THE KALEIDOSCOPE READERS (SET) | " " " | REMEDIAL |
| BOOK | FREE TO READ | FIELD EDUCATIONAL PUBLICATIONS BAMMAN, HENRY, HIYAMA, ... | REMEDIAL |
| BOOKS | RELUCTANT READERS LIBRARY A OR B | SCHOLASTIC BOOK SERVICE 904 Sylvan Ave. Englewood Cliffs, New Jersey 07632 | REMEDIAL |
| BOOK | IMPROVING TEACHING OF READING | PRENTICE HALL, INC. P. O. Box Englewood Cliffs, New Jersey 07632 | Prof. |
| BOOK | PSYCHOLOGY OF TEACHING READING | " " " | Prof. |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|--------------------|---|--|---------------|
| KIT | E D L WORD CLUES SERIES | EDUCATIONAL DEVELOPMENTAL LAB.... Huntington, N. Y. | REMEDIAL |
| FILMSTRIP SET | E D L COMPREHENSION POWER FILMSTRIPS | " " " | REMEDIAL |
| TAPE CASSETTES | E D L LISTENING PROGRAM | " " " | REMEDIAL |
| KITS | STUDY SKILLS LIBRARY | " " " | REMEDIAL |
| BOOKS | CAREERS IN DEPTH SERIES | RICHARD ROSEN 29 East 21st St. New York, N. Y. 10010 | Jr Sr High |
| LAB | CAREER DEVELOPMENT LAB. | (OUR DIST.) CENTRAL SCHOOL SUPPLY 217 W. Capitol St. Jackson, MS | Jr Sr High |
| LAB ACCESSORY | CAREER DEVELOPMENT SURVEY | " " " | Jr Sr High |
| TAPES CASSETTES | HOW TO SERIES | " " " | Jr Sr High |
| POSTERS | POSTER SET OF CAREERS | J. WESTON WALCH Portland, Maine 04104 | Jr Sr High |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
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| BOOK | THE WORLD OF WORK | " " " | Jr Sr High |
| TAPES | CHOOSING A PROFESSION (24 in set) | (OUR DIST.) MARTIN SCHOOL SUPPLY P. O. Box 259 Jackson, MS | Jr Sr High |
| TAPES | AMERICAN OCCUPATION SERIES | " " " | Jr Sr High |
| BOOK | (Tennyson) THE TEACHER'S ROLE IN CAREER DEVELOPMENT | AMERICAN PERSONNEL AND GUIDANCE ASS'N. 1607 New Hampshire Ave. N. W. Washington, D. C. | Jr Sr High |
| KIT | ACTIVITY CONCEPT 401 | SCOTT FORESMAN 1955 Monteral Road Tucker, Georgia 30084 | REMEDIAL |
| KIT | ACTIVITY CONCEPT 301 | " " " | REMEDIAL |
| BOOKLETS | THE TURNER GUIDANCE SERIES | FOLLETT EDUCATIONAL CORPORATION 1010 West Washington Blvd. Chicago, Illinois 60601 | REMEDIAL |
| MANUAL | THE TURNER CAREER GUIDANCE TEACHER'S MANUAL | " " " | REMEDIAL |
| BOOKLETS | THE TURNER LIVINGSTON COMMUNICATION SERIES AND TEACHERS MANUAL | " " " | REMEDIAL |

| NATURE | TITLE | AUTHOR, PUBLISHER, LOCATION | LEVEL |
|---------------------|---|--|---------------|
| BOOKLETS | VOCATIONAL READING SERIES AND TEACHER'S MANUAL | " " " | REMEDIAL |
| TRANS- PORTATION | I WANT A JOB | UNITED TRANSPARENCIES P. O. Box 888 Binghamton, New York | Jr Sr High |
| SIGN KIT | SCHOOL JET SYSTEMS SIGN KIT - INK AND LETTERS | AMERICAN JET SPRAY INDUSTRIES INC. 1240 Harlan St. P. O. Box 14006 Edgewater Denver, Colorado 80214 | K- |
| KIT | THE CHECKERED FLAG SERIES AUDIO VISUAL KIT | FIELD EDUCATIONAL PUBLICATIONS INC. 609 Mission St. San Francisco, Calif. | REMEDIAL |