DOCUMENT RESUME

ED 082 894 RC 007 351

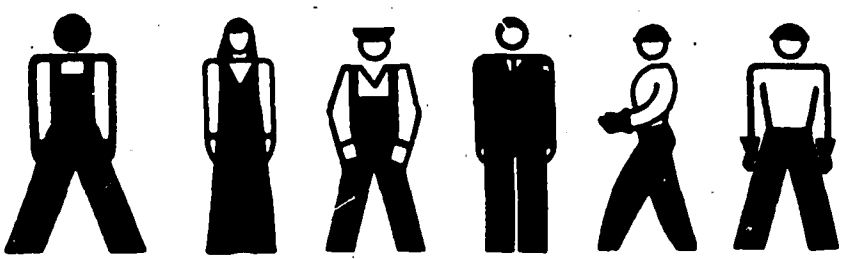
TITLE	Career Education: Promising Practices in Small Schools.
INSTITUTION	Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Career Education Task Force.
PUB DATE	73
CONTRACT	OEC-4-7-062871-3059
NOTE	82p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Education; Community Attitudes; Evaluation; *Mobile Educational Services; Needs; *Occupations; Program Descriptions; *Rural Areas; *Small Schools

ABSTRACT

Eighteen promising practices in career education are described by title, location, needs, history of development, description of the practice, specific considerations for implementation, vital statistics, evaluation and contact for further information. Each is a small school practice which "works" for that school. Practices are grouped within four areas: diversified occupations, hands-on/in-school vocational training, career exploration and awareness and cooperative mobile units. A discussion on effecting change in rural schools and communities follows. (PS)

CAREER EDUCATION

Promising Practices in Small Schools



Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation supported in part as a regional educational laboratory by funds from the National Institute of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the Institute should be inferred.

Northwest Regional Educational Laboratory

1973

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INTRODUCTION

Graduates from many isolated rural schools are finding themselves thrust into an increasingly complex, technological society without the skills and knowledge necessary for survival in the world of work. Limited opportunities for in-school career exploration and experience have led many of them to make inadequate and unrealistic career choices and plans. Others have developed poor self-concepts and negative attitudes toward work, out of their frustration with an educational system which emphasizes academics, ignores the goals and needs of the non-college bound, and established college attendance as the only legitimate means of "escape" from the rural community.

Educators in some rural areas have recognized the need for more imaginative and comprehensive career education programs, and have implemented such programs in their schools. This monograph identifies and describes 18 of these programs, and indicates sources of additional information. The descriptions are intended to suggest the types of career education programs that may be implemented in small schools at reasonable cost, and that capitalize upon the unique characteristics of the rural environment. The descriptions are based on information provided by the project directors, teachers and school administrators directly involved in the programs.

CAREER EDUCATION AND THE RURAL SETTING

The scope of career education is being redefined in American public schools, so that it is not just another program to be tucked into the conventional curriculum, but a pervasive philosophy which should influence total program concepts.[1] From this perspective, career education no longer is a course or a set of courses, the responsibility of an administrator in a school or of teachers in the classroom, in isolation. Instead, it looks like what it must be in order to be effective: the embracing of a commitment by everyone involved in public education, by the community

1. Kenneth Hoyt, el al., Career Education: What It Is and How to Do It. (Salt Lake City: Olympus Publishing Co., 1972).

at large, a commitment to young people to help them integrate into their personal philosophies the values of a work oriented society. This is not the same thing as "teaching values;" it is helping the student find his own ways to behave toward careers so that satisfying work becomes plausible and possible.

Such a perspective requires education--in all disciplines ... and at all levels of maturity--in order for students to relate meaningfully to the ways in which adults live, give service to one another and earn a living. Career education integrates learning with doing. It merges the worlds of the home, the community, and the job. It helps each learner grow in his ability to make and execute decisions effectively where those decisions matter--in the world around him.

For the student whose career education needs are not being met, school may well be a building where the days are spent on tasks unrelated to the real world. The results are then far reaching, for a negative self-image and a lack of job skills contribute to personal feelings of failure, of "being bad," and, ultimately, to delinquency, unemployment and poverty.

A variety of environmental factors particular to isolated rural schools makes achievement of the ideal difficult. Distances between schools make cooperation difficult; populations composed predominantly of minorities pose questions about cultural differences; financial resources and physical facilities are limited in isolated rural environments; student populations and faculties are small; and the number of work stations available for on-the-job training is limited. Thus, the problem is one of finding ways to improve career education within the context of these unique characteristics, and without requiring facilities and resources which are beyond the means of small rural districts.

Despite the problems, some positive steps have been taken. Though few rural schools offer comprehensive career education programs, the practices described in this monograph illustrate that it is possible to use the unique qualities of the rural environment and the rural school to offer meaningful career development opportunities to rural students.

In the sections which follow, the steps which were taken in compiling the information for this monograph, and an explanation of the format used to present the practices are given. In compiling these descriptions, we became aware of several recurring

themes which seemed to govern local choices of programs and to affect the ways in which those programs were put into practice. These observations are shared in a concluding chapter in order to give you a few more keys to the collection; undoubtedly you will find still other ways to use the information.

A DESCRIPTION OF PROCEDURES

Several steps were involved in compiling the information for this monograph. First, the NWREL contracted with Educational Coordinates Northwest in Salem to conduct a search for promising practices. The basic criteria for including practices were twofold:

1. The practice is designed to overcome the limitations of small size and remoteness.
2. The practice is designed to take advantage of the unique characteristics of rural schools and the resources of the rural environment.

Ray Talbert of ECN contacted appropriate personnel in all State Departments of Education and requested information on practices that might meet the criteria.

Information provided by the State Departments was screened, and the school districts and/or project directors of those practices which seemed to meet the criteria were contacted. Small honoraria were offered those willing to complete an outline designed to provide more detailed information. This information was screened, and final choices for publication were made. Personnel from those selected practices were again contacted and asked to write, for additional honoraria, final reports according to a format developed by ECN. Finally, these reports were routed to NWREL for screening, editing and publication.

The practices selected all have one or more of the following emphases:

1. Clarification of the career implications in all subject areas;
2. Specific vocational skill training;
3. Career exploration or awareness;
4. Work observation, work-study and work experiences;
5. Community, home and parental involvement.

In addition, the practices meet other specific criteria:

1. They are beyond the "design stage" and have produced evidence that objectives are being met.
2. They are relevent and useful for the majority of small schools.
3. They can be implemented in small schools with primary reliance on the funds and resources normally available.
4. They are of such a nature that it is possible to identify indicators of success.

In other words, these are practices that work! Although some are tailored to fit particular geographic and industrial constraints, they can be adapted to fit local conditions in other areas.

FORMAT

The practices have been divided into four general categories, according to primary emphasis. These categories are:

Diversified Occupations	Often called work-study, these programs provide students with opportunities to obtain on-the-job training in local businesses. This training is coordinated with classroom work.
Hands-on/ In-School	Students acquire job skills through hands-on training that is given in a school shop or classroom, or in an effort through which school equipment, land and facilities are used to provide products to the school or local community.
Career Exploration and Awareness	Classroom work is designed to increase student awareness of the various occupations, their requirements and potentials, and where individual students might belong in the world of work. Also included in many such practices is in-class work on increasing self-awareness and developing positive attitudes toward the self and work.

Cooperative Mobile Units — These are projects in which more than one school share resources through the use of mobile units. These units make regular visits to the participating schools and make available career information and/or skill training in specific occupational areas.

Each description follows the format presented below.

TITLE OF PRACTICE

SCHOOL
LOCATION

The summary is a brief description of the classroom practice. It gives the reader an overview.

ANTECEDENTS

Needs

This part of the article spells out the school's rationale, with a statement of the need or problem. If appropriate, the theoretical basis for the practice is described.

History of Development

This is an overview of the development of the practice, its planning and implementation. Though it is only a summary, this section includes information which might be helpful to someone interested in using the practice.

DESCRIPTION OF THE PRACTICE

The practice in operation is described.

SPECIFIC CONSIDERATIONS FOR IMPLEMENTATION

Special considerations or problems in implementation, ways such problems might be resolved, and suggestions are given here.

VITAL STATISTICS

Cost factors, equipment needs, reference material and special competencies needed by the teacher are given here.

EVALUATION

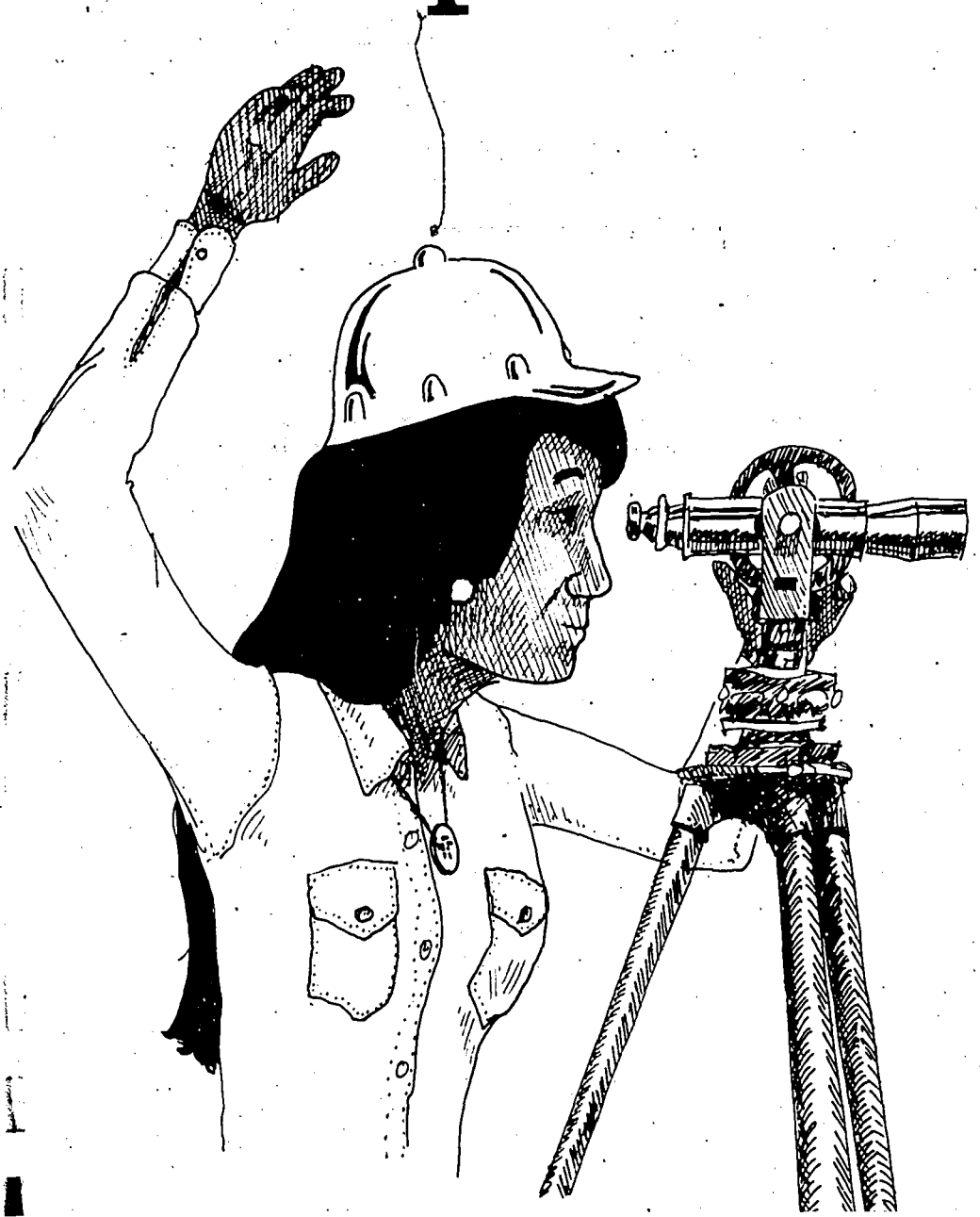
This is a summary of evidence that the practice does make a difference and that the implementor of the practice can have certain "realistic expectations."

CONTACT FOR FURTHER INFORMATION

In some cases, additional information too lengthy to include in the monograph may be needed. Those listed here can provide such information.

These practices are not presented as ultimate answers to the career education problems faced by small rural schools. Rather, they are provided in an effort to stimulate thinking on what is possible. Before any practice is adopted, there needs to be a careful evaluation of local needs and resources. Participation by all who will be affected should characterize any effort to change the school program. Hopefully, this monograph will be a useful tool in the hands of local planners as they search for alternative ways to enhance career education opportunities for rural youth.

Diversified Occupations



DIVERSIFIED OCCUPATIONS

KAHLOTUS HIGH SCHOOL
KAHLOTUS, WASHINGTON

The Diversified Occupations class is a cooperative arrangement between the school and local employers. While gaining actual employment experience in varied occupational fields, students receive instruction in a job oriented curriculum which includes required academic areas. The program is designed to meet the vocational education needs of eleventh and twelfth graders who wish to graduate with job-entry level skills. The program also strives to make school more relevant for students in terms of life and work after graduation in order to reduce the drop-out rate.

ANTECEDENTS

Needs

Students, whose parents find it difficult to earn the money necessary for their children's higher educational training, need a vocational program that will enable them to earn while they learn and thus develop their own independence. Due to competition and job requirements, students need training in order to find places in the labor market. Many of today's students are not interested in college preparatory training; they want to be able either to enter the world of work or to attend a vocational institution for further training. Thus, there is an additional need for in-school experiences that more thoroughly integrate the student's vocational and academic worlds.

The Diversified Occupations program was instituted at Kahlotus to meet these needs. It does so by: (1) providing students with a means of making the transition from adolescence to the acceptance of adult responsibilities, while being trained to be productive members of the community; (2) allowing the school to offer direct, relevant services to its students; and (3) providing disadvantaged students and potential dropouts with obtainable, short-term goals, immediate knowledge of results and high probabilities for success.

In addition, Diversified Occupations equips the school with a program capable of being standardized for evaluation.

History of Development

Although the Diversified Occupations Program was initiated in Washington State early in this century, it was short-lived. It disappeared from the school curriculum until 1970, when it was again federally funded and state approved as a secondary vocational program. Twelve Diversified Occupations programs were approved and established in schools throughout the state in 1970. The following year, the number of programs increased to thirty.

Implementation of this program at the local level involved several steps:

1. Obtaining the public commitment of the board of education to the career development concept;
2. Appointing a director for a vocational or occupational education program;
3. Conducting an orientation meeting to acquaint school personnel with the program's purpose and goals;
4. Structuring "brainstorming" sessions to develop performance, and informational and operational criteria for each phase of the program;
5. Developing curricula and instructional materials;
6. Instituting the program;
7. Evaluating each phase of the program;
8. Incorporating the program into the total school curriculum as a permanent instructional area.

DESCRIPTION OF THE PRACTICE

Twenty students spend one hour per day in the formal classroom. Instruction covers such areas as respect for self, peers and work. Information for personal use is given to help students function and make wise decisions regarding banking, insurance, consumer buying and taxes. Approximately 40 percent of class time is related to individual training needs.

All students in the program must be employed, and must have two released class periods daily. Students may work during these

two hours, or use them to compensate for work done on non-school time. Credit is issued for approximately 200 hours of on-the-job training. Students are paid by employers according to the provisions of the State of Washington minimum wage laws.

In accordance with a State Department of Education directive, the program has an active advisory committee. Its membership includes representatives from both management and labor.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

The most important step in implementation is to gain school board and administrative understanding and approval of the program. Community awareness of the program may be accomplished through public information meetings, news releases, and personal contacts by the coordinator and school board members. In-service workshops promote faculty support. The advisory committee can be very helpful in establishing job stations and analyzing the occupations to provide the resources necessary to instigate the program.

The coordinator should have an over-all plan for the year which would include planning the instructional program and planning a coordination calendar covering the activities outlined for each month. Further, the coordinator should work continually at locating new job stations.

Placement of students in jobs may be accomplished by direct application to the employer by the student and/or by the coordinator placing the student through the advisement of the specific employer. It is both the strength and weakness of Diversified Occupations to be heterogeneous. The strength is in the variety of experiences brought to the class. The weakness is that because of the varied experiences, a curriculum is difficult to formulate. Each teacher/coordinator must virtually create a new curriculum and methodology for each class, even though a similar topical outline is used.

The question which remains unanswered is that of the student whose occupational needs cannot be served by any business in the community. A partial answer seems to be to help the student with attitude formation and work in general through temporary employment in other occupational areas.

VITAL STATISTICS

With community, faculty, administration and school board support, the program may be implemented with little cost to the local district. Those interested in developing such a program should keep in mind the fact that many vocational education programs can be reimbursed by federal and state funds.

EVALUATION

Over the past three years, all graduates from this program have entered vocational schools or four-year colleges, or successfully found employment.

SOURCE OF FURTHER INFORMATION

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COOPERATIVE EDUCATION IN DIVERSIFIED OCCUPATIONAL AREAS

ST. JOHNS HIGH SCHOOL
ST. JOHNS, ARIZONA

This program provides seniors at St. Johns High School with opportunities to participate in a work-experience program. Students in diversified occupational areas attend classes in the morning, then are released from school to work in the community. Their work is coordinated with a related class in school. An individual training plan is devised for each student; adjustments, based on periodic evaluations, are made as needed. The program works through, and with the aid of, a community advisory committee.

ANTECEDENTS

Needs

Because of the remoteness and size of St. Johns, local students had only limited career exploration and work experience opportunities. Many students were not prepared to go to work and were not completing college. School staff felt that something should be done to help students build confidence and skills that could be used after graduation and in the world of work.

History of Development

Three years ago, plans were made for a program in office education. An advisory committee of five members was organized. Students and local businesses were contacted to determine the amount of interest in the project. During the first year, 10 girls were placed in jobs in the county courthouse, the school, and various other offices in the community.

However, the administration felt there was a need to include the boys in the program. It was decided to expand the activities to include agriculture, health and related fields, and Distributive Education. School staff again worked with the Advisory Committee from the community, and discussed the program with local businessmen.

The response was very positive: student enrollment was 15 the second year and is currently 19 of a graduating class of 36.

DESCRIPTION OF THE PRACTICE

After attending regular classes in the morning, students attend an afternoon class which is job-related and is designed to assist students in learning about the world of work. Students learn how to apply for a job, be interviewed and fill out applications. They discuss how to get along with people and progress on the job. Money management, checking account use, consumer buying and credit use are also discussed in an effort to help students live more effectively in the adult world. Students may also seek out more information concerning their specific jobs in order to develop a greater proficiency in job knowledge.

After the afternoon class, students are released from school to work for three hours. The teacher-coordinator is also released at this time to observe the students in the community, talk with their advisors, check on their progress, and prepare materials for class that would be relevant to the various jobs.

Students are evaluated by profile check sheets, which indicate progress according to special goals outlined in specific training plans for each student; observation of on-the-job performance; and discussion of each student's progress.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

Scheduling has been a problem in several ways. Since the school is so small, it is difficult to schedule classes so that there are few conflicts. School staff have had to accept the fact that students must make their own choices and cannot be expected to work and participate in every activity. Sometimes a student has a career objective that cannot be fulfilled locally. In that case, the student is guided into other courses that will be of benefit to him.

Before implementing the program, the coordinator should meet with parents, administrators and employers. All must work together

harmoniously in order for the program to be successful. If these groups are included in the planning, the program will operate smoothly. Also, the program should be favored by the faculty as well as the guidance counselor. Once the program is underway, all staff need to be informed of what is happening.

It takes a lot of time and effort to write and use the training plans and profiles properly for each trainee. However, this is of utmost importance, in that it helps the teacher to see more clearly the progress and needs of the students.

VITAL STATISTICS

Very little is needed in the way of special equipment. For the St. Johns project, some reference materials were purchased, but many are borrowed from the Career Education Library, the high school library, and other local agencies.

Those associated with the program have had to learn to do things on an individual basis, as well as with small and large groups. The teacher-coordinator must be able to obtain the assistance needed in the many diversified occupational areas and be very flexible and well organized.

EVALUATION

Student growth in this program has been tremendous. The youngsters have gained in poise, in ability to communicate in the adult world, and in relating school work with work in the real world. Evaluations by the employers are an indication of this growth. The employers are all very enthusiastic and pleased, and feel the students are making positive transitions from school to work. Each year brings more positive responses. The businesses that did not hire students at first are now asking to be involved.

The parents are very enthusiastic about the program. Such comments as "His whole attitude toward school is changed!" are frequently heard. This career education program definitely seems to be a move in the right direction.

CONTACT FOR FURTHER INFORMATION

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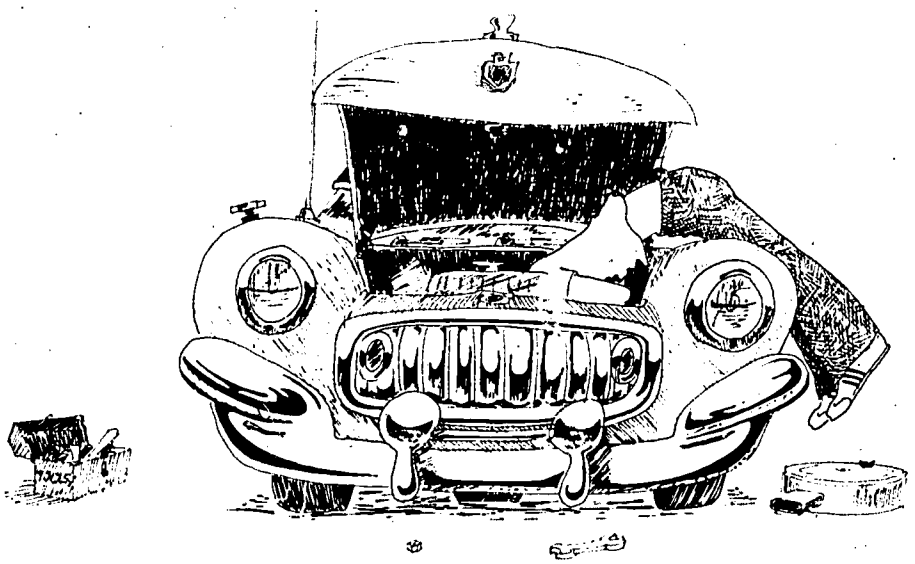
St. Johns, Arizona 85936



DIVERSIFIED OCCUPATIONS PROGRAM

CROW HIGH SCHOOL
EUGENE, OREGON

The Diversified Occupations (D.O.) Program at Crow High School integrates the educational process with the skills needed to enter the world of work. All aspects of the students' educational backgrounds are considered in the career planning. Through arrangements with local businessmen, students have opportunities to actually "try out" jobs before having to make career choices. The classroom is used as a sounding board for the experiences offered.

ANTECEDENTS

The graduating senior who is about to enter the world of work needs to have the opportunity for career exploration. It was the lack of work experience and career exploration opportunities that was identified as a problem during a study of the needs of Crow High School students. The school is located approximately 15 miles from the metropolitan area of Eugene. The community is in an agricultural-wood product area with limited occupational opportunities available in other fields.

History of Development

The Diversified Occupations (D.O.) program was initiated two years ago on a limited scale. The experience was very well received by the community, but needed to be expanded. Through the assistance of the Career Education Departments of the State Department of Education and the Lane County Intermediate School District, a cooperative proposal involving Crow, Triangle Lake, and Mohawk High Schools was submitted for hiring a full time director.

With a full time director, the program at each school has now been developed so that each student enrolled in the program receives classroom work, work experiences and counseling on a regular basis.

DESCRIPTION OF THE PRACTICE

The goal of the program is to increase the employability of the graduating senior. To do this, students are involved in the program as juniors. During the year, the students learn how to fill out application letters, personal data sheets and application forms. They are also given mock interviews which are recorded on video tape and replayed. Included in the junior year program are units on personal relationships, handling of wages, and taxation. Finally, as a part of the actual career determining phase, various tests are given to indicate strengths and weaknesses of individual aptitudes.

Individually, the students participate in counseling sessions with the coordinator; each student's preferences and dislikes are noted. Help is given in determining what area or areas should be pursued in career exploration. When these have been determined, the student begins his first phase of on-the-job training.

The coordinator goes into the business community and seeks out an employer in the field of interest shown by the student. An agreement is made to allow the student to come into the business one day a week for hands-on experience. This work is done for a period of six to eight weeks, during which time there is no pay.

It is hoped that the student will be exposed to three different jobs during his junior year. From each job situation he gains experiences, a letter of recommendation, and a reference which are placed in a permanent file that the student receives at the end of his senior year.

Evaluations are made by the student and counselor at the end of each training or exploratory period.

The exploratory phase ends at the conclusion of the junior year, at which time the student usually has a clearer idea of his career choice. At the beginning of the senior year, the student is placed on a part-time, salaried work station, where he gains further experience while continuing his secondary training. This continues throughout the year, and often leads to full-time employment upon graduation. In addition to spending time on the job, students meet for group discussions concerning the various job experiences.

The work-experience is a joint venture among employer-student-school. The employer agrees to provide on-the-job experience at

minimum pay, and to exchange with the director information that may be used in counseling the student. Thus, attempts are made to overcome any problems and to improve the quality of service for the employer.

SPECIFIC CONSIDERATIONS FOR IMPLEMENTATION

One special consideration is that not all students are ready for, or capable of, working on a regular part-time job. It is important, also, that the student have regular counseling sessions to discuss problems as they arise. Work stations should be in jobs related to the student's field of interest. A good working relationship between the D.O. director and employer is essential. In actual practice, it may be necessary for the director to move individual students to other job stations. Or, after considering all factors, the director and employer may feel that the student should experience being fired. Conferences between the director and employer should be held regularly.

VITAL STATISTICS

The program can be implemented with little cost other than the director's salary. Through the cooperative program with Crow Triangle Lake and Mohawk, state funds have been available for implementation and expansion. However, the right teacher, released from teaching duties part of the time, could handle the program on a limited basis. The director must have some free time for coordinating the program with the business community.

EVALUATION

A complete evaluation of this program may take years; however, there are results that are apparent very early. For the student, there is a change of attitude: academics become more meaningful and there is an opportunity to leave high school with entry level job-skills. Students may develop a desire for additional training, as well as a more positive reason for remaining in school.

Further, the school is able to provide direct relevant services to the students, particularly those who are not doing well academically. The businessman has an opportunity to meet and work with the potential employee on a trial basis and in a controlled situation. There is also a payoff for the community, in the reduction of local unemployment among young people.

CONTACT FOR FURTHER INFORMATION

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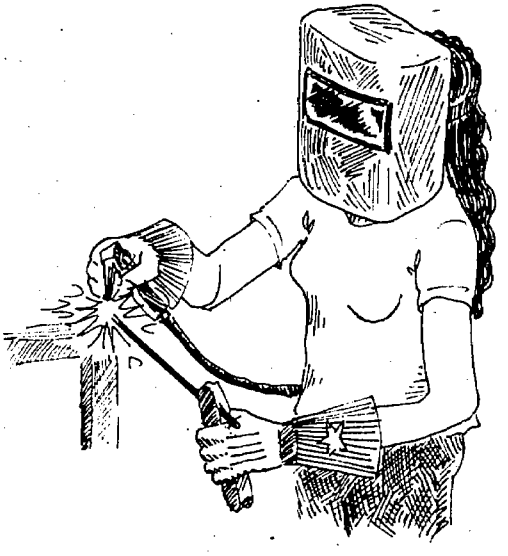

VOCATIONAL EXPLORATION

MEEKER HIGH SCHOOL
MEEKER, COLORADO

Through this program, high school students gain on-the-job experience and training. Students spend several hours per week, usually for an entire school year, in the businesses and agencies in which they are placed. Supervising employers are urged to expose the students to all aspects of the business and to encourage the development of such general work qualities as punctuality, honesty, reliability, safety and good human relationships. Participating students are not salaried, but do receive regular high school credit.

ANTECEDENTS

Needs

The small rural high school has been limited in the amount and diversity of career education it could offer. Vocational training has involved the dual problems of costly facilities and instructors, and the possibility of low enrollment. Yet rural youth who move to metropolitan areas upon graduation have significant need for such education. Before the current program began, half of Meeker's students were going on to college, and only half of these were completing a four-year program. In spite of this, the curriculum was primarily of a college preparatory nature. At the same time, the value and importance of work seemed to be downgraded.

An opinion survey of graduates indicated that most of Meeker's students were ending up in jobs within five years after graduation. Most of them wished they had had better training for such work while in high school, a more complete picture of what jobs were available, and a better basis for choosing a job or career.

History of Development

Meeker was a member of the Western States Small School Project, a small school improvement effort. This project was active in identifying the shortcomings and the potentials of small rural schools, and in designing viable innovations. Local merchants and the County Superintendent of Schools suggested that local businesses be utilized as training stations. In 1965, the WSSSP staff asked local educators if they would be willing to run a pilot program. A survey of the town revealed that there were over 70 businesses, offices or governmental agencies willing to offer their help. Meeker High's agriculture teacher coordinated the program. A half dozen students were recruited for the initial program. Enrollment now ranges from 30 to 40 students each year.

DESCRIPTION OF THE PRACTICE

Meeker students, usually juniors and seniors, enroll in Vocational Exploration during fall registration. The counselor gives enrolled students the General Aptitude Test Batteries, so that students are better able to select appropriate jobs. Each student applies directly to the business or agency of his choice; the principal and career selection agent (school coordinator) must approve each application. Once the student is accepted for a job, he works out a schedule with the principal, based on the most favorable learning times at the work station. Most students spend all year at one work station, but this is flexible, and individual arrangements are made in the best interest of the student.

The career selection agent encourages employers to give the students a broad exposure to the nature of the job or business, its problems and satisfactions. He also visits each employer at least once every two weeks to check on students' progress, to see if any problems are developing, and to confer with the employer on grade assignment.

Plans are being developed for a seminar to be held next year, in which students may share ideas and experiences that result from their jobs. Plans are also being made to provide time for the counselor to visit employers and work stations. This would promote coordination of the counselor's efforts with student job experiences.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

The school was not able to free a teacher from regular full-time duties to supervise and coordinate the program. It is hoped that 40 to 50 percent of a teacher's time will be devoted to the project next year. This would enable him to visit each student on the job at least once a week, confer weekly with the employers, and coordinate the job experience with the student's other studies and teachers.

In implementation, Meeker staff encourage other schools to begin with a few students and a little promotion, and to allow the program to grow naturally. If certain work stations prove unsuitable because of the quality of supervision, the amount of learning provided, or safety practices, they can be quietly removed from consideration. Initially, it would be wise to place students who have high probabilities of doing well. This would start the program with a good reputation. However, it is important to remember that some students who perform very poorly in the classroom are excellent on the job.

A few problems which may occur are: a personality conflict may develop between a student and employer; some employers may give the students only limited or boring experiences; some absenteeism may become problematic; and students may be over-burdened with classroom work. Meeker does not recommend allowing the students to work for pay.

VITAL STATISTICS

One of the positive aspects of this program is that it uses both the human and material resources of the community and therefore the cost is very low. The only cost was the $600 per year paid to the career selection agent because his work on the project was done in addition to his full teaching assignment. The school is considering using supplementary materials in the future which will be pre-packaged units or cassette tapes dealing with work habits, skills, expectancies, etc.

EVALUATION

In two years, the program grew from its initial enrollment of six students to between 30 and 40. This increase occurred despite the facts that no formal announcements were given, and no efforts were made to steer students into the program.

The school has had a large return from its small investments in time and money. No formal evaluation has been conducted, mainly because the success of the program has been self-evident to students, employers, administration, staff, and the Board of Education. By far, the majority of student-job matches have been successful, and the relatively few unsuccessful ones have been valuable experiences also.

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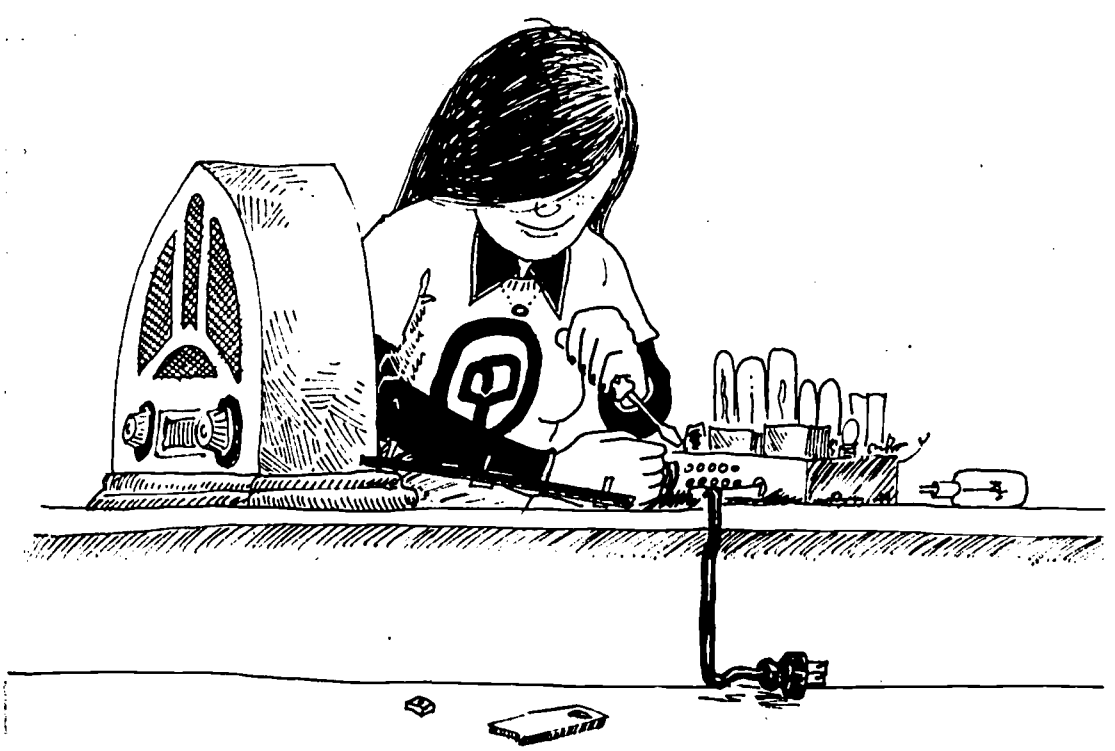
Hands-on in School Vocational Training



ZIMOVIA ENTERPRISES

WRANGELL HIGH SCHOOL
WRANGELL, ALASKA

Zimovia Enterprises is a simulated office practice class. Students named the class and chose to establish it as a mail order sales operation. They simulate the purchase of business education textbooks from two major sources, and the sale of these textbooks to nearly every high school in Alaska. The 13 student "employees" receive non-negotiable checks as salaries. The objectives of the class are to teach office skills and to give students realistic office experiences.

ANTECEDENTS

Needs

Wrangell is a small, isolated town which has little access to outside resources. Students at Wrangell High School had no opportunities to acquire business and office skills beyond those considered most basic. It was felt that experience with the realities of the business world was essential for a successful business career.

History of Development

Two years ago, the Wrangell business instructor wrote a proposal for a simulated office class which was submitted by the instructor, high school principal and superintendent to the state for funding. The state allocated $10,000 for the proposal. This was matched by $8,000 from local school district funds.

The business instructor, with the help of some students, spent the summer preparing purchase orders and forms for the class. At the same time, a classroom and adjacent book storage room were remodelled into the office now known as Zimovia Enterprises. Several types of office machines were purchased and installed.

DESCRIPTION OF THE PRACTICE

Every effort is made to create the atmosphere of a real office. Each student has his or her own office desk. The classroom is equipped with a telephone system and seven extension phones; also on hand are business cards, stationary and forms with the Zimovia name.

The instructor meets with the student managers, who then instruct the students under their supervision. The flow of documents is similar to that of a business office, beginning with request letters written by the instructor. Copies of orders are kept and filed as appropriate. For example, the sales order goes to Accounting from the Sales Clerk for recording of the inventory depletion and typing of the shipping invoice. The office system thereby provides for both inventory tracking/replenishing and sales reordering/shipping/billing. A number of office staff interact with school personnel in providing clerical and copy services.

The Office Manager keeps the entire operation running, establishes policy with the other managers, assigns replacements for absent students and plans student transfers from one job to another. The Office Manager also evaluates each student, as do the various other managers and supervisors.

A payroll is issued every two weeks according to a pay scale established by the students.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

To add realism to this type of class, business classes in other area schools send in orders. Students may then process the orders, send out invoices and receive non-negotiable checks from the other classes. Also, duplicating work done for local businesses can pay for such office extras as taped music and coffee.

VITAL STATISTICS

A wide variety of office equipment should be available for

student use. Initial purchases for Zimovia included electric typewriters and calculators, adding machines, dictaphones, telephone equipment, three copying machines, filing equipment and office desks.

EVALUATION

The program has been very successful in preparing students for jobs in the business occupations. Numerous inquiries have been received from business educators in other locations who are interested in implementing similar programs. Some of these inquiries have resulted in on-site visits by teams from other schools.

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INDUSTRIAL ARTS EDUCATION

ELGIN HIGH SCHOOL
ELGIN, OREGON

The theme of this program is "help students help themselves." Shop facilities are designed to provide students with problem solving experiences that will better prepare them for life in a technological society. Students create, design and experiment with materials and processes which are fundamental to contemporary industry. Hands-on experience is provided in such areas as woodworking, metal working, arts and crafts, gas and arc welding, pattern making and industrial synthetics. It is hoped that participating students will have opportunities to exercise their freedom of choice and to learn self-direction and self-discipline.

ANTECEDENTS

Needs

Industrial arts educators today are being challenged to provide youth with experiences that will help them understand contemporary industry.

Elgin is a community which "exports" its high school graduates to enter community colleges, technical schools and apprenticeships. These students need opportunities to obtain skills that will help them be successful in post-secondary training programs and in the world of work.

History of Development

In 1953, the industrial arts program was housed in a 20' x 50' quonset building where over 100 junior high and senior high school students shared shop and formal classroom activities. The shop curriculum consisted of woodworking and arts and crafts, implemented with a minimum of equipment. Later, a shop included in a new high school plant proved to be too small for the rapidly growing program.

A citizens' committee was formed to study the needs of the school. Its findings matched those of the Small Schools Evaluating Team: There was a need for more adequate space for several programs, and for changes in other programs. A summary of the evaluation was published in the local paper, and consultants were hired to work with the budget committee and school board. A new building was erected to house the music, agriculture and industrial arts programs. The new I.A. shop, 56' x 60', was planned by the I.A. instructor, with the help of the State I.A. consultant. It was designed as a laboratory area which would accommodate planning, woods, metal, electricity, and arts and crafts activities.

As the new building was being planned, applications were made to the local district and the U.S. Office of Education for funds for new equipment. The applications were approved. Once the new shop opened, activities in foundry, patternmaking, industrial synthetics, electricity, milling lathe, metal lathe, mass production, group rotation and ceramics were introduced into the curriculum.

DESCRIPTION OF THE PRACTICE

The I.A. program consists of three major courses of study:

General Shop I. Freshmen are exposed to basic shop skills through demonstration, planning and problem solving. This part of the class lasts five to six months.

General Shop II. This course is primarily for sophomores, with junior and senior student aides. The year is started with a month-long mass production unit designed to simulate industrial selection, design, testing, production, control and distribution of a product. A mock corporation is formed with members of the class as stockholders. The stockholders elect a corporation president, three-man board of directors, and chairmen of engineering, production and business committees.

The products to be made are determined by the students. A flow chart is worked out to route the raw material through various machines and stations. All students work on the mass production line. Each student buys a share of stock, and the money is deposited at the local bank. Each student receives a check written and signed by the corporation president and finance officer, and surrenders his stock certificate at the end of the unit, at which time the corporation is disolved.

Group rotation activities compose the remainder of the course. The students learn the fundamentals in such units as foundry, industrial synthetics and welding. At the end of the school year, students who are finished with the rotation may begin indepth work in any area they choose.

General Shop III & IV. These two courses are for juniors and seniors, with emphasis on the individual student. In-depth knowledge and/or skills in specific subject areas are developed. The content is limited only by the needs and interests of individual students, and the limitations of the instructor. Arts and crafts are introduced at this time and girls are included in classes. Various media are used as needed. In all classes, resource people, field trips, visual aids, job opportunity units, and line or mass production units may be used.

Programs initiated this year to help non-college bound students include:

Diversified occupations	Students work for local businesses on school time.
Forestry cluster	Activities include log cutting, scaling, cruising, rail splitting, field trips to industries, surveying, skidding, yarding, automation, first aid and applied mathematics.
World of work course	Students learn job interviewing, take part in career occupation research, and study employer-employee relationships.

In addition, a career center has been established in the school library, and the counselor is teaching a SUTOE (Self-Understanding Through Occupational Exploration) class for eighth graders.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

A great deal of study is needed to organize this type of program: Students' needs must be known, goals and objectives specified, and an adequate laboratory area planned. In addition, equipment and supplies must be obtained and distributed in such a way that effective instruction is not impeded. In securing help in implementing the program, it is important to prove to the community that the students involved are interested, concerned and dependable, and wish to be part of the community.

For the program to be successful, the instructor needs to guard against becoming more of a storekeeper than a good teacher. Most of the units will require the instructor's familiarity with the subject matter. However, new and unfamiliar units may be added, if the instructor is willing to learn with the students.

VITAL STATISTICS

The I.A. Department at Elgin is financed through the school district budget. The budget is divided into two parts--capital outlay and a revolving fund. Capital outlay is for machines, tools and those items not sold to the students. Monies repaid by the students are returned to the general fund.

Equipment and supplies are vital in the industrial education area. Equipment needs depend on the scope of work to be undertaken in various subject areas. Machines purchased should have industrial ratings to insure durability and dependability. Industries will often provide such supplies as lumber and plastics.

EVALUATION

The success of the Elgin program may be observed in several areas. A follow-up study of former students indicates that their class experiences were relevant and helpful both vocationally and avocationally. Many former students are now teachers, construction contractors and employees in area mass production industries. Community support for the program is strong. Elgin has served as a model to other schools involved in updating their own I.A. shops.

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THE STUDENT ORIENTED SCHOOL: VOCATIONAL EDUCATION DEPARTMENT

HAMILTON UNION HIGH SCHOOL
HAMILTON CITY, CALIFORNIA

In 1970, staff, students and parents participated in goal definition and curriculum revision for Hamilton Union High School. It became obvious that the school's facilities needed modernizing. Staff and students suggested improvements, and student participation was encouraged in all areas acceptable under state and local government codes. Working through vocational education classes, students and staff remodelled numerous campus facilities used by both vocational and general classes.

ANTECEDENTS

Needs

Hamilton City is predominantly rural in composition, with a small population center in its midst. Until recently, much of the population was transient; 50% of the population was Mexican-American and migrants. As the need for migrant workers lessened, the population--maintaining the same percentages--stabilized. The community is now a home base for local field workers.

With this stabilization, it became clear that there existed a need for an education meaningfully related to a mechanized society. The school dropout rate was high and the school was not providing students with salable skills. However, the facilities for making the school more vocationally oriented were lacking. It was felt that the students could gain and develop salable skills and a basic appreciation for the high school as a whole by helping to build the needed facilities.

History of Development

In September of 1970, a survey conducted to determine community needs revealed that school facilities were inadequate and that enthusiasm about the school was low. As a result of the common understanding of local problems that grew out of this

survey, projections for the future were made and businessmen formed an advisory club.

School staff addressed themselves to the task of providing salable skills in fields of interest to the students. A four-year program was developed which satisfied entrance requirements for junior colleges and universities and which could be altered to fit individual pupils' needs.

Opportunities for student organization and implementation were built in to the program.

DESCRIPTION OF THE PRACTICE

The four-year program operates through the Vocational Shops. Vocational agriculture, construction, farm mechanics, welding and industrial arts classes pooled their resources in order to remodel school facilities. Several projects were undertaken, including:

- Building a 20' x 60' fully automatic greenhouse (wiring, plumbing, carpentry, concrete work)
- Pouring concrete for sidewalks, ramps, floors, patios
- Installing hydraulic car hoist
- Building a 25' x 20' lathe house
- Building welding tables
- Moving a gas pump and installing a new tank
- Remodelling the Superintendent's office
- Repairing classroom tables and chairs
- Remodelling a 20' x 20' pump house for a museum
- Building a student patio and outdoor barbeque

Class time was used for installation of large equipment rather than for formal instruction.

Throughout the project, a Superintendent's Advisory Committee, including representatives from all student groups, and the Superintendent, met at least once a month to discuss the school and its needs.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

Several points should be kept in mind when implementing this type of project. Designs, budgets and timelines of projects must

be clearly specified and should be realistic. Disruptions of offices and schedules should be considered and allowed for.

Classes should be small for easier distribution of jobs and task assignments should be clearly defined. The possibility of inclement weather and absenteeism should be considered and some interim indoor projects be held in reserve. Students should be involved in seeking, defining and designing projects, and their contributions should be recognized and publicized.

VITAL STATISTICS

Other than a good supply of hand tools, no special equipment is necessary. Costs for raw materials and larger tools may be cut by shopping for state surplus property. Also, many local people and businesses may be willing to supply some of the needed construction materials.

EVALUATION

The program began on a low key. As students realized its potential, they began reorganizing shops. The system of tool issuance they developed has been so successful that in three years no tools have been lost except through breakage under normal use, thereby freeing money for purchase of new equipment. Many program improvements have been student-initiated.

Student attitudes toward school property have changed considerably. The following incident illustrates this change: A group of boys requested a meeting with the principal. They stated that improvements had never been made in his office, and that the office was not a credit to the school. They asked whether they could do something about it. At a total cost of $41 for supplies, they installed a new ceiling, framing and molding. The framing and molding were made by hand, and stained to match. The project was completed in 10 days.

Students who have graduated and return for visits often point out to others the projects they worked on while at the school. Perhaps the best summary statement is that most students enrolled in the program find work almost immediately following graduation.

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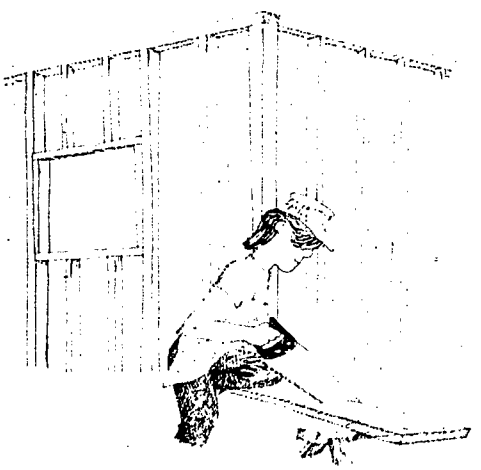

OPERATION BOOTSTRAP: AN EXPERIMENTAL HANDS-ON CONSTRUCTION PROGRAM

PAISLEY HIGH SCHOOL
PAISLEY, OREGON

Over a period of 2½ years, 26 of Paisley High School's 59 students constructed a 40' x 32' block wall building. The building process itself was a personalized hands-on experience, in which the textbook was a source of information rather than the primary tool of learning. "Natural leaders" among the students were designated "foremen." Through job rotation, all who participated were exposed to a variety of construction work experience. Awareness of vocational opportunities in such fields as carpentry, trowel trades, roofing, cement work, iron work, painting and plumbing was readily available. The building now serves as a vocational training classroom.

ANTECEDENTS

Needs

Paisley is an isolated small town with a high school population of 59 students. There is no access to guest speakers or vocational exhibits, and the community offers little in the way of craftsman-like building.

Through Operation Bootstrap, educators hoped to give students experience in the proper methods of building. This would provide them with sound vocational skills, which might ultimately be evidenced in the town. It was also felt that some of the skills once taught by older generations were disappearing from the area, and that the project would serve to reintroduce them.

History of Development

The idea for Operation Bootstrap was conceived by a previous administration in 1967. In the spring of 1971, the District 11C School Board approved of the project concept. State officials, a local citizens' committee, and the school board worked closely

in drawing building plans, conducting analyses of soil and bearing strata, and beginning preliminary footing excavation.

Since financial resources were limited, students voted to do the building in order to cut costs. Between September, 1971, and May, 1972, students raised and roofed the block wall building.

In September, 1972, another shop instructor and class began the finishing process. They poured the cement floor, did electrical and plumbing work, built inside storage rooms and toilet facilities, and painted and decorated the inside of the building. Their work was finished during the first months of 1973.

DESCRIPTION OF THE PRACTICE

Every attempt was made to follow sound construction practice. Students were exposed to, and were expected to demonstrate an awareness of, basic safety rules, first aid, computation skills/measurement, simple record keeping, strength and stress factors of material used and the health and sanitation code of Lake County. Hands-on vocational experience coupled with supplementary classroom instruction was the basic operating procedure. Each student rotated through every phase of the building project, from digging trenches to pounding nails.

The fear of doing things "wrong" was dispelled by getting students involved. Each activity was subject to instantaneous correction and instruction. Students were taught that learning to drive a nail properly was just as important as developing the ability to handle any of the more technical aspects of the job. By the second semester of the 1972-73 school year, the new building was ready. It now houses shop classes in small motor repair, introductory shop techniques, and arts and crafts.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

Methods employed in Operation Bootstrap require that the instructor be aware of the constraint of distance, and the slower pace of country life which suggests a flexible, "jack-of-all-trades" role for him. Schools in small communities might

consider hiring local builders and craftsmen to supplement the skills of the shop instructor.

Instruction to classes concerning new facets of the job had to be simple, precise, and repeated until everyone seemed to understand. A clear statement of purpose had to follow instruction, since there was no carryover to the next day. An effective ratio of class time to on-the-job activity is about 30-70.

VITAL STATISTICS

The cost of a 40' x 32' student-built shop building was estimated to be $5,000. This amount was budgeted by the Paisley School Board. A cost analysis shows a total of $3,604.78 spent for building the shell, leaving $1,395.22 for completion of the building (finishing inside, pouring floor, etc.). In addition, the builders utilized gravel from the Chewaucan River, and borrowed tools, cement mixers, tractors, saws, drills and other materials as needed. Community members with pickup trucks were enlisted for help in hauling cement, wood and supplies from town to the school site. Also utilized were the personal building, electrical, plumbing and surveying skills of the Rancher Lay Committee.

This type of project requires an instructor who is enthusiastic about "starting from scratch" and has experience in working with discipline cases elsewhere in school. The instructor also should realize that for some students this construction project is a way to use excess energy, and provides them with a chance to win recognition away from the athletic and academic programs.

EVALUATION

The project has proved valuable to both school and community. Reports from parents indicate that student response to home maintenance and repair has increased with the new skill awareness. The community church has enlisted the boys to help build a new social hall. The condition of the school property has improved considerably: crumbling cement has been refurbished, student-built bleacher/benches have been built for the football stadium,

and numerous other construction projects are under way. The school board has given permission to start building a metal shop and auto shop.

Local educators feel that the student involvement, the personal response from the community and pride in school facilities that has developed as a result of the project warrants its duplication elsewhere. For the 75% of participating students who were not planning to obtain post-secondary educations, the program was "the greatest."

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A SCHOOL FARM WORK EXPERIENCE PROJECT AND GROWTH PROGRAM

SUTTER UNION HIGH SCHOOL
SUTTER, CALIFORNIA

Students at Sutter Union High School operate a 25-acre almond orchard owned by the school district. The original purpose of the project was to raise funds for the purchase of shop tools. To begin the project, the school district loaned $5,000 to the Future Farmers of America Club and agriculture classes. The project has moved far beyond its original scope. During the past five years, approximately $10,000 in wages have been paid to students who work in the orchard, gaining basic skills in pruning, planting, cultivation, irrigation, harvesting and general management.

ANTECEDENTS

Needs

Many of Sutter Union High's students are from families who are on welfare. Five years ago, the Agriculture Department wanted to increase its available teaching equipment and provide work experience training for these students; however, the school budget was not large enough to allow for the purchase of the necessary equipment. It was decided that in order to solve this problem, a money-making project would be needed.

History of Development

The school district owned 25 acres of almonds adjacent to the school building. School personnel felt that the orchard might provide both needed funds and skill training for students. Once use of the orchard was approved, the school's FFA officers and Agriculture Department teachers began building community and school board support. The Board, the students and the teachers agreed to allow school farming of the orchard, and the district borrowed $5,000 to start operations.

Basic equipment needed to operate the farm was leased through the Ford Motor Company School Lease Program. The school also

purchased a number of new welders, cutting equipment and grinders to supplement its shop classes. The new equipment and plans augmented the expanding agriculture curriculum.

DESCRIPTION OF THE PRACTICE

The orchard is operated as a paying proposition; therefore, every attempt is made to obtain the best prices for replacement trees, spray, fertilizer, herbicides, sales agreements, etc. The classes provide students with opportunities to figure both simple and complex agricultural problems, such as fertilizer percentages, irrigation costs, decisions on types of sprays and formula, general maintenance and operation of tractors, and the building and repairing of equipment. Wages are $1.75 per hour for general orchard work and $3.00 per hour for harvest work. Over the past five years $10,000 have been paid to students and other local employees.

Leased equipment is also often used in other projects, usually by FFA student members, in ways that create new experiences, such as the use of a tractor to build a greenhouse.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

It is important to be clear in defining purposes. Will the project provide additional classroom learning aids? job experience? skill training? job opportunities? If goals are clear, procedures are more likely to be designed to reach them.

Management of the program is time-consuming for the teacher; students do the work, but they need supervision and advice.

VITAL STATISTICS

Cost of a similar project elsewhere would vary according to its type, size and location. Since Sutter Union's initial $5,000 loan, annual loans of $6,000-$7,000 from a credit association have covered the operating costs. Equipment needed for the work was identical to that required for other school programs; this helped

integrate the orchard work with FFA projects and agriculture shop classes.

Support of the local school board is helpful, but the property used does not have to be owned by the school district. Small parcels of land are often available to those ambitious enough to locate them and negotiate their use. In addition, the adults in most communities are willing to help with this type of project by loaning some needed equipment to schools.

Prior experience in farming would be an obvious advantage for the teacher in any such project. The teacher must like farm work and enjoy working with young people in self-development.

EVALUATION

The program has been considered to be very successful. Student participants in it have figured prominently in state FFA activities. Area farmers and agriculture related employers have generally been very pleased with the students' work. The expansion in the agricultural curriculum reflects a growing interest on the part of students, and a parallel support by board and parents.

Project profits have been partially used in community activities such as the Sutter Youth Organization and the Sutter Little League All-Star Baseball Team. The community has profited in still another way: farmers have been made aware of progressive methods in orchard farming, and many have adopted these methods.

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CHILD DEVELOPMENT CENTER

HAMILTON UNION HIGH SCHOOL
HAMILTON CITY, CALIFORNIA

Established in 1971, the Child Development Center fills two major needs: 1) It serves as a pre-school for children ages three to five; and 2) It provides study and on-the-job training for high school students enrolled in the Vocational Child Development Program. The Center is coordinated and staffed through Hamilton Union High School's Home Economics Department. Language development, motor skills, exploration and experimentation, science, art, music, math readiness, positive self-image, social interaction and community understanding are among the areas taught at the Center. Lunch and two snacks are served daily. Two teachers, an aide and a bilingual coordinator staff the Center.

ANTECEDENTS

Needs

Fifty percent of the population of Hamilton City is Mexican-American migrant workers. There is a high dropout rate among the high school students from these groups. Some are needed at home to care for younger brothers and sisters while parents work; others leave school because they fall behind academically in the lower grades, are unable to catch up, and thus lose interest in school.

Educators recognized the need to establish a program that would serve the community in several ways. High school students needed salable skills. Potential dropouts needed motivation to remain in school. The community needed day care. Pre-schoolers needed language and social experiences before entering kindergarten, in order to increase their readiness for school.

A pre-school seemed the obvious answer; the plans called it the Child Development Center.

History of Development

Program developers who worked out a tentative plan for the Center presented it first to the community for ideas and support,

and then to the Board of Education. Realizing that the money required to finance the project would be beyond the grasp of a small school, an austerity budget was presented to the Board.

The project was approved with a minimal budget and assigned a room which had served as a student lounge. High school students under the direction of the coordinator and Home Economics teacher spent hours making furniture, toys, puzzles, cabinets, games, blocks and other equipment usually purchased with project funds. The community was very generous in its support of these efforts with many donations.

Just before opening the Center, word was received from the President's Employment Program that a full time pre-school teacher could be hired. In April some additional support was received from Vocational Home Economics funds, and from the California State Compensatory Education funds. Plans are now being made to move the program into a rented portable building when one is available.

DESCRIPTION OF THE PRACTICE

The four year Vocational Child Development Program is operated as part of the Home Economics Department. After one year of operation, the majority of students in Child Development I are ninth graders; the other students, who have already had the preliminary course, are enrolled in Child Development II. Time spent in the pre-school is separate from the classroom and involves an extra elective hour for the student.

In the course, a textbook and additional references are supplemented by classroom discussion, field trips, guest speakers, home and in-class projects, and movies. All students are on a graded scale of difficulty based on the four years of course work.

The pre-school program focuses on four areas: (1) language development, which includes oral, auditory, visual and mental skills; (2) motor development; (3) exploration and experimentation (science skills); and (4) positive self-image, constructive social interaction and community understanding. (Art and music activities are introduced in the areas of language and motor development.) The daily program includes both active and restful activities. Free play time is given each period, so that the high school

students may interact with the children. Students are encouraged to lead, bring in activities, and to talk, walk, read, play games and sing songs with children.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

At the beginning of the program, staff were hopeful that the entire community could benefit. It was believed that enrollment on a first-come, first-served basis would allow opportunities for all segments of the community to participate. This decision has worked very well.

Since the Center had no cafeteria, hot lunches were a problem. A contract was made with the elementary school to provide hot lunches on a paying basis; the aide picks up the lunches daily.

Many of the parents of the enrolled children do not speak English. Thus, all materials had to be translated. This task, handled through the hiring of a bilingual coordinator and teacher, had the additional benefit of creating more personal contact with non-English-speaking parents.

VITAL STATISTICS

Materials for this type of project are quite expensive. With the help of the community and a $600 budget, the program was operated on a minimal basis during the first year. Schools interested in implementing a similar program should try to obtain state or federal funding. For a list of the types of materials needed, consult Curriculum Guide for Compensatory Pre-school Education Programs issued by the California State Department of Education.

EVALUATION

The program has met with great success in the community. Children who attended the pre-school last year and who are now in kindergarten seem better able to handle school, both linguistically

and socially. Interest in the Child Development Program remains high among the high school students. Approximately 50 percent of the students enrolled in the program are Mexican-American and many have brothers and sisters of pre-school age in the Center. Several students who graduated last year found summer employment in a pre-school program; several enrolled in college teacher education programs.

CONTACT FOR FURTHER INFORMATION

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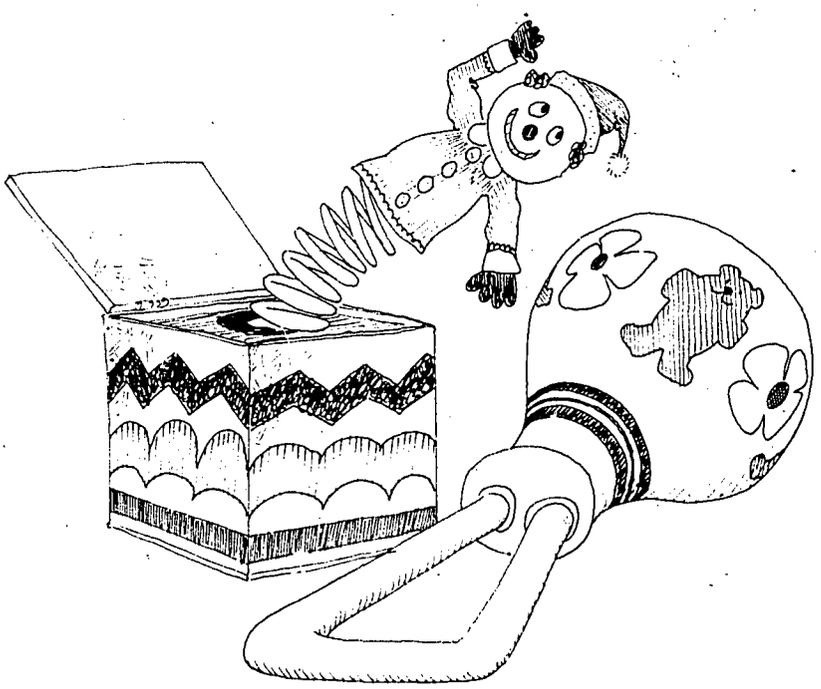

CROW HIGH FORESTRY PROJECT

CROW HIGH SCHOOL
EUGENE, OREGON

This business cooperative is designed for non-college bound senior boys. The course is an elective that partially fulfills the senior English, math and social studies requirements. Students spend four mornings per week thinning crowded trees. The fifth morning is used to keep records, solve problems, plan for marketing, deliver cut poles, and plan for the next week. A lay foreman is responsible for the safety and management of the students on the job.

ANTECEDENTS

Needs

For students who do not envision an "indoor career," and who do not enjoy ordinary academic subjects, the conventional curriculum may be a failure.

History of Development

A local farmer suggested that some Crow High School students would benefit more from actually working on jobs than from sitting in classrooms. The areas around the school have extensive stands of Douglas fir trees which need att ntion. The farmer pointed out that by moving classroom work to the woods, the students, school and community would all benefit.

DESCRIPTION OF THE PRACTICE

At the beginning of the year, students are taken on several field trips. These are designed to provide an overview of what happens to various types of logs and poles, acquaint students with jobs available in the timber industry, and teach students what kinds of trees to cut for poles. Each morning, the students load a bus with necessary equipment and move to the work site.

Students are divided into crews, and "lead men" are chosen by lot. Each crew has a saw and the tools to repair and sharpen it; each person has a small, single-bit ax. The adult foreman and the lead men decide which trees should be cut, and the crews go to work.

Time at the working site is spent in safety instruction, cutting poles to lengths specified by customers, hauling poles to the landing site, tallying and loading poles, and transporting the cut poles to sellers or customers. The students pay any expenses that they incur in marketing and delivering the poles. They divide the income from the logs on a percentage basis, according to how many hours each one worked.

The agreements for the poles are made between the school and the property owners. The lay foreman is responsible for the safety and management of the boys while on the job. The teacher is the coordinator and handles the classroom part of the program.

The actual work experience is used as subject matter for the general math, modern problems, and English classes that the students attend when they are not in the woods. When logging, they are graded on a Pass/No Pass basis, but receive regular grades otherwise.

VITAL STATISTICS

The cost for implementation of this program during the first year was $1,500. About two-thirds of this was the lay supervisor's salary. Tools and equipment need not be replaced each year, but should be put on a partial replacement schedule. Minor repairs, materials, gas and oil are furnished by the business co-op.

A rather special person is needed as lay foreman. He must know how to get along with young people, and how to encourage them to work without overworking himself.

EVALUATION

Roughly 25% of the students in these groups report that they would be out of school if it were not for the Forestry Project.

The project provides them with work experience and references, peer group status, and the pride of producing. Many of the students gain their first work experiences through the project. In addition, U.S. Forest Service personnel have called the school, asking that the students come in to apply for summer work.

CONTACT FOR FURTHER INFORMATION

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OFFICE SIMULATION CLASS

UNION HIGH SCHOOL
UNION, OREGON

This class focuses on reinforcement of skills and student adaptation to procedures in occupations related to the steno-secretarial cluster. It is designed to give comprehensive practical and simulated experience through both group effort and individualization. Students are involved in: (1) individual study in various areas such as business communications, advanced shorthand, business machines, business mathematics, record keeping and advanced typing; (2) the completion of actual stenographic jobs; and (3) office practice procedure study.

ANTECEDENTS

Needs

It is impossible in a small school to offer all of the business-related subjects as separate courses. In addition, there are few work experience stations available in Union. It was felt that by implementing a flexible three-hour afternoon block, the school could alleviate these problems. Students could work on an individual study basis, and the class could make a more realistic contribution to job-entry training and the development of on-the-job attitudes.

History of Development

The idea for this type of class originated through contact with the Oregon Small Schools Program. However, the "Occupational Cluster Guide for the Steno-Secretarial Cluster" provided primary developmental help. Several ideas from the Suggested Curriculum Plan were used, and the physical setup of the class grew out of the Specialty Lab idea. As the plan developed, teacher and student ideas and suggestions were used in combination with business sources.

DESCRIPTION OF THE PRACTICE

The class is operated as a regular office, with a simple time card system. A receptionist handles all callers and writes up and distributes outside job orders. The work is handled on a steno pool basis. The jobs of receptionist, bookkeeper, inventory control and supply clerk are filled on a weekly rotation basis. Junior students or new senior students go through a six-week orientation period before moving into the rotation system. Student priorities direct the choice of learning packets, commercial practice sets or teacher-assigned projects for individual work.

Local businesses are used on a rotation basis as job observation spots and work experience stations. The class is available to any person or organization in the community for work on office-type jobs at a small cost. Each year, the class goes to Portland for three days to visit businesses and business schools.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

Since both juniors and seniors are enrolled in the class, a definite workable two-track system is vital in order to avoid repetition. It is suggested that feedback obtained from advanced students at the beginning of each year be used as a source of ideas.

The two sources of outside jobs for the Union class are the district faculty and the community. Informing potential job sources of class objectives is a must. In addition, a cluster advisory committee is of great assistance in effecting good community public relations and in locating jobs.

VITAL STATISTICS

Union High, as other small schools, is faced with limited space and equipment. A positive factor in the Union program is that the school has been able to utilize all the office equipment throughout the school district. Further, it was discovered that through a very simple rearrangement of the two already available

business education rooms, it was possible to create an ideal "office." The only additional machine purchased for the simulated office was a spirit duplicator.

EVALUATION

The flexibility of the three-hour block is the prime factor in the success of this program. Ten seniors are enrolled for this second year of the program. A follow-up study will be conducted at a later date to determine the success of the program. Last year only two seniors were involved; both were successful in finding employment. Response to work taken in from the community has been most encouraging, as has feedback from the district faculty. This program is quite a simple one: by using what is available in the best ways possible, but without radical change or expenditure, some real needs of students in this small school are being met.

CONTACT FOR FURTHER INFORMATION

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Mr. Jim Carlson, Superintendent
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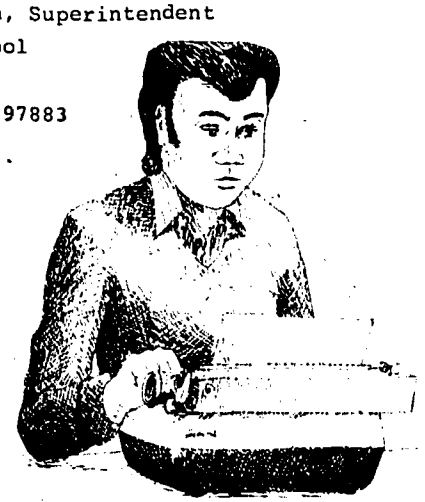

Career Exploration and Awareness

48/49

TELELECTURE, CAREER EXPLORATION IN THE RURAL SCHOOL

ABSAROKEE HIGH SCHOOL
ABSAROKEE, MONTANA

Career exploration at Absarokee High School has been facilitated through the introduction of the telelecture unit. When plugged into a special jack, this device allows a group of students to discuss a topic with anyone calling into the school on the telephone. Each caller pays for his own calls. During the first year of operation, experiences in writing application letters, interviewing, writing follow-up letters and a research paper supplemented the use of the telelecture. Plans for the current school year call for students to send their applications to the telelecture callers.

ANTECEDENTS

Needs

Rural schools often suffer from limited programs and remoteness. It was with this idea in mind that Absarokee's English teacher, the County Extension Agent, and a counselor serving four small school districts set out to develop the first of several experiments to improve opportunities for career exploration in the Absarokee area.

A review of the available vocational materials made clear the lack of direction in providing career exploration experiences at a time when literature pointed to the need for more career education and curriculum relevancy.

History of Development

Work for the project was divided according to the skill areas of the staff members. The English teacher agreed to teach job interviewing and the writing of applications and follow-up letters. This seemed consistent with the goals of the English class, while also allowing the students to learn techniques of career exploration.

The County Extension Agent offered to provide the school with a new device called a telelecture unit. Installed at a nominal fee, this machine would allow students to talk to anyone who might call on the phone. A consultant from the Employment Security Commision provided expertise lacking in the project personnel. The counselor assumed responsibility for aptitude and interest testing.

The parts of the unit were then put into an efficient sequence. Once a calendar of events was established that would not conflict with other school programs, the unit was ready for implementation.

DESCRIPTION OF THE PRACTICE

The unit begins with a meeting between project staff and the Junior Class. Explanations of course content and materials are given. The interest survey is then administered, and the General Aptitude Test Battery (GATB) record cards distributed.

Each student is given an opportunity to compare his aptitude ranges on the GATB with the one or more occupational choices made on completion of the interest survey. Students who do not score well in their areas of interest are encouraged to examine their stronger areas more closely. After comparing their interests and aptitudes, the students are directed to begin research papers for which they are allowed several days to do research and writing.

The next step is to write a letter of application, followed by an interview with a prospective employer, role played by the teacher. A follow-up letter is written thanking the employer for the interview. Armed with this background, students are ready to question experts on job situations in the Absarokee area.

Finally, participating students are given an opportunity to evaluate the unit. Each student is asked to write a short evaluation and make any recommendations he or she feels would improve the unit for the next year.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

One of the first steps in implementing this program is finding a teacher who is truly interested in career education. Typing classes lend themselves to the letter writing and preparations of the research papers; however, the actual research and completion of the interest survey are more appropriate for English classes. It might be helpful to have two teachers participating in the unit.

If a counselor is not available to administer the GATB, the nearest Employment Security Commission can probably help. These offices generally administer and score this test at no cost to the school. This service should be requested early so that the scores will be available in time for the unit. Business forms, such as application blanks, can generally be acquired from the business teacher or from local firms.

Prospective telelecture callers should be contacted long before scheduled calls to insure participation. Certain companies feel that it is good advertising and will pay for the call. Occasionally it is possible to arrange for conference calls which allow more than one expert to speak to the class at the same time.

The telelecture may cost a fee, depending on local circumstances. Coordination of the use of the unit with other teachers or nearby schools would assist in lowering the cost for each school.

Students probably need some training and practice in the phrasing of clear questions which elicit useful responses. Questions should be carefully prepared and considered ahead of time, to avoid irrelevant digression wherever possible, and in order to get the best use of time.

VITAL STATISTICS

The telelecture unit was provided by the Absarokee Extension Agent at no cost to the school. If this is not feasible in other districts, the Information Officer at the nearest Bell Telephone Office can provide cost information. The special jack was installed for $10. This may also be ordered through the local telephone office.

Other materials used included: An outline for a research paper; "The Self-directed Search, A Guide to Educational and Vocational Planning" by Dr. John L. Holland; form letters; "It's Your Future" by the Montana Employment Security Commission; "The Occupational Outlook Handbook" by the U.S. Government Printing Office; college catalogs; "Dictionary of Occupational Titles" from the Employment Security Commission; and the General Aptitude Test Battery.

EVALUATION

Each student writes a short evaluation of the unit. Thus far, student evaluations have been positive, with most students stating that the unit was a valuable experience. Although students are not always in agreement with the interest survey, they agree that the survey simply causes them to examine their interests and abilities more closely.

Prior to the beginning of the career unit, each student has been asked to write down the occupation in which he is most interested. At the conclusion of the unit, the student will be asked to do the same to determine any changes made as a result of the unit. This will add data which it is hoped will help staff assess the value of the unit.

CONTACT FOR FURTHER INFORMATION

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INCREASING THE OCCUPATIONAL AWARENESS OF PRIMARY AND ELEMENTARY SCHOOL CHILDREN

PLEASANT HILL ELEMENTARY SCHOOL
PLEASANT HILL, OREGON

This project is aimed at the four life roles of vocation, recreation, family and citizen. Emphasis is on the questions: "Who am I?", "Where am I going?" and "How do I get there?" Career education is implemented through a teacher's guide developed by teachers and correlated with the established curriculum. The purposes of the program are to help students: (1) become aware of the many areas of employment around them; (2) understand how the academic subjects are applied in various types of employment; and (3) understand that work attitudes are important, regardless of the type of work involved.

ANTECEDENTS

Needs

A large percentage of young Americans engage in unrealistic career preparation: many prefer the professional or "status" jobs. However, national studies indicate that only 12 percent of those who will be employed in an average community can expect employment in such professions as law, medicine and nursing. Thus, many who are college trained will be unseccessful in finding desired employment.

District educators believe that it is necessary to develop career awareness and to encourage students to explore several tentative career choices. This exploration is expected to provide a climate in which a student may be helped and encouraged to examine his own personality, interests, and aptitudes against the background of a variety of occupational settings. Hopefully, such exploration will contribute to the development of self-concept and identity, position the student for a more intensive exploration of career opportunities in later grades, and help the student make choices concerning areas of study.

History of Development

The majority of the populace of the Pleasant Hill School District either drives into Eugene for employment or works in nearby forest products industries.

The Pleasant Hill Elementary School, grades 4-6, was selected by the Oregon Board of Education during the 1971-72 school year to research, develop and implement a curriculum guide for teachers that would increase the vocational awareness of elementary school children. This guide was published in August of 1971 and contains an "infused" process of teaching career awareness, i.e., career awareness is integrated with subject matter curriculum guides already developed by the Pleasant Hill School District. Several workshops were held to develop the guide. The final workshop evaluated the total awareness research project. This evaluation took into account the results of pre-tests and post-tests of student attitudes and achievement, teachers' surveys, community surveys, and guide evaluation. An outside team used the documented results in June to suggest recommendations to be implemented during the 1972-73 school year.

DESCRIPTION OF THE PRACTICE

The Pleasant Hill Career Awareness project is based upon three assumptions: that (1) elementary teachers do not have time to add "one more" subject to those they must currently teach; (2) work attitudes are the same for all occupations; and (3) the disciplines cannot be separated from everyday life. Therefore, Pleasant Hill elementary teachers have infused career awareness into most facets of instruction.

Classroom activities have provided a wide variety of career awareness opportunities. First graders preparing for a Christmas candy sale were organized in an assembly line at a bakery. Second graders studying a weather unit in the science curriculum listed jobs related to or affected by the weather. A nurse discussed her occupation with third grade classes. A comparison shopping exercise supplemented a fifth grade math unit.

During a class, the emphasis is on looking at persons rather than the products they represent. In light of this, the attitudes

of the staff are seen as a primary resource. Staff members are quite positive toward the program. Parents are a very real resource; they explain the nature of their work, the types of jobs within their organizations, employment outlook, earnings, working conditions, training, and how skills taught in school are applied in various occupations. Other resources used are tapes, films, filmstrips, library books, and pamphlets. Guest speakers and field trips supplement the written material.

The research project for the current school year consists of revising the original 1971-72 Career Awareness Guide for the elementary school and writing the original guide for the primary school. The main objective of summer work since the initial development of the guide has been to correlate the project for grades 1-6, coordinate with grades 7 and 8, and then implement the whole awareness and exploratory program in all three schools, grades 1-8. Dissemination has consisted of quarterly reports to the Oregon Board of Education and the printing of 600 curriculum guides for distribution.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

Based on concerns and problems which have arisen, several suggestions can be offered. For coordination of the program, a continuous inservice program is felt to be necessary for all certified and non-certified staff members. Exploratory methods and materials are necessary for the continued adjustment of the program.

The career awareness program team should be composed of teachers. Teachers will listen to other teachers and a personal commitment to the program will be the result.

Staff attitude is extremely important. If teachers feel "we have been teaching many of these things all along" the program will be greatly enhanced. Use of the awareness guide makes planning easier, and infusing career awareness into existing curriculum avoids the isolation of subject matter.

Staff members must help students become aware of all walks of life. A community advisory committee composed of members from a variety of occupations helps keep staff members informed of occupational needs.

VITAL STATISTICS

The Pleasant Hill Career Awareness project involved 21 certified personnel, 10 classified personnel, 350 students and a large number of adults at a cost of $14.85 per student for the 1971-72 school year.

Finances for program development and implementation need not be great; inservice will require the largest expenditure. The approved 1972-73 budget provides a total of $3,421.84 to run the program.

EVALUATION

Evaluation is built into the project. Several techniques are used, including student tests, surveys of teachers and the community, guide evaluation, and staff progress reports. The most noticeable evidence of project success available at this time is the tremendous interest demonstrated in student conversation. In addition, students have shown a growth in awareness that the academics in the classroom have an application in the world of work; shown a growth in awareness that a job cluster encompasses many areas of work as well as the need for a well-rounded academic background; and demonstrated an increased awareness in their surroundings, especially their family and community life style.

Teachers in the other grades have expressed a strong desire to extend career awareness into the curriculum.

CONTACT FOR FURTHER INFORMATION

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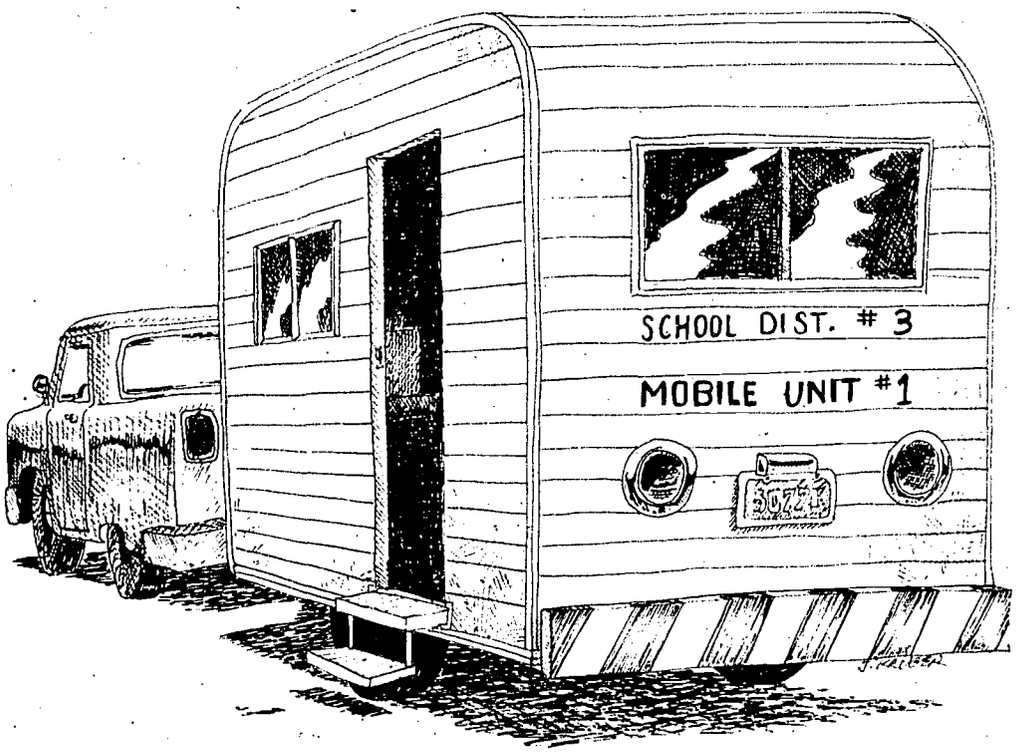
Cooperative Mobile Units



PORTABLE LABORATORIES FOR OCCUPATIONAL EXPLORATION

TREASURE VALLEY COMMUNITY COLLEGE
ONTARIO, OREGON

Occupational exploration experiences are provided for all students in grades 9-11 through the use of "portable labs." The labs operate on a round-robin schedule so that one instructor in a skill area can teach in both of the participating schools. Teachers are from the Treasure Valley Community College at Ontario, Oregon; teacher aides from Ontario help tie the exploration experiences to the community. Instruction is offered in several occupational clusters, covering such diverse areas as welding, personal development, drafting and commercial art. Adult evening classes also utilize the lab equipment.

ANTECEDENTS

Needs

The two school districts in the project are located in relatively isolated communities. Their students are considered to be educationally disadvantaged, due to geographic location and resultant restricted educational offerings. Each school averages approximately 30 students.

Before the project began, the primary opportunities for occupational experiences were in ranching and logging. Both school districts were operating from a low tax base, which restricted the money available for educational ventures. Students graduating from both schools were migrating to other communities for work because of a lack of local opportunities; thus, they were at a disadvantage in having to compete with students from communities that offered vocational training experiences. Local students needed to receive as much vocational training as was financially possible. Therefore, an effort was made to identify techniques for maximizing the dollars spent.

History of Development

Personnel from Huntington and Burnt River School Districts requested assistance from Treasure Valley Community College in

planning the needed vocational education offerings. It was agreed that the high schools would contract for services from the college and any equipment needed for a specific program would be rented from the college.

Instructors selected from both college staff and the business community were assigned on a part-time basis to a specific cluster of training and commuted to the participating schools.

DESCRIPTION OF THE PROJECT

The students included in this project, both male and female, are in grades 9 through 11. The student goals for the project are to: (1) explore a series of occupational clusters, (2) gain some basic skills in several clusters, and (3) develop a personal vocational plan.

The instructional program is divided into two phases, each consuming one academic year. The first phase consists of nine weeks of instruction in these areas: small engines, welding, agriculture, building skills, personal development, commercial art, marketing, and consumer education. The second phase consists of arc welding, drafting, electronics, mechanics, commercial art, health occupations, business occupations, and public service occupations.

Portable laboratories contain the equipment needed to teach occupational exploratory programs in welding, electricity, small engines, drafting, and construction. These units are taught at different times during the year so the equipment can serve both schools. The other clusters need very little specialized equipment and do not require any portable laboratories.

Instruction is accomplished by combining the times of an instructor and an aide for each class. The instructor is hired for one day each week during which he spends three hours each day in instruction and the remainder of the day in travel and preparation. The aides are hired for half days, two days per week. The aide is present at all sessions and supervises activities where the instructor is not present. The students are able to spend two days per week, three hours per day, in the program.

The doubling up of lab facilities for adult classes is a strong plus for the program, in that it allows parents contact with activities in which their children are involved.

CONSIDERATIONS AFFECTING IMPLEMENTATION

Contracting with the community college allows part-time use of instructors, provides flexibility in scheduling, and allows the schools to offer a broader selection of clusters.

Teachers must be skilled in a specific vocational area. Aides need only be mature people capable of working with high school students. Space must be available at the local school. The space used need not have special characteristics, except for sufficient voltage for operating equipment.

VITAL STATISTICS

Total cost of the project was approximately $30,000. The state reimbursed the school districts half of this because of the vocational nature of the program. The college supplied $1,200 in administration to the project.

EVALUATION

The major indication of success is that more graduates of the small schools are selecting post-secondary occupational training than before the project was begun. Another indication is a more sophisticated selection of cluster exploration on the part of present high school students.

CONTACT FOR FURTHER INFORMATION

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A CONSORTIUM APPROACH TO COOPERATIVE IMPLEMENTATION OF CAREER EDUCATION IN 18 RURAL UNIFIED SCHOOL DISTRICTS

HILL CITY, KANSAS

This career education project is the major component of a cooperative effort of 18 unified school districts in Northwestern Kansas. The original goal of the project was to identify ways in which small schools could enhance their vocational offerings at the secondary level. Currently, project staff assist approximately 600 K-8 teachers with the implementation of career education. The teachers are located in 37 different attendance centers. Two three-quarters ton vans are used by project staff to reach the schools on a scheduled basis. Group and individual inservice training are provided and the cooperative use of career education media and materials is promoted.

ANTECEDENTS

Needs

Northwestern Kansas is characterized by sparse population, small communities and an agriculturally based economy. Towns range in population from 58 to 3,627 persons. Of the nine counties in the consortium, five report populations of less than 5,000 and have had at least a 10 percent population decline over the last 10 years.

Many young people who graduate from the local school systems will probably leave the area. Some will pursue additional education, while others will seek immediate employment. The consortium recognizes that these young people may have limited experience; therefore, its goal is to make all education more meaningful through a career education emphasis.

History of Development

The initial cooperative effort, entitled Unified Schools Association for Vocational Education (USA-VE), began in July, 1971; its purpose was to identify ways in which small districts could

cooperatively enhance their vocational offerings at the secondary level. Early activities included the formulation of a constitution for the USA-VE organization, and one district was chosen to serve as the cooperative's headquarters. That district also serves as the local education agency and custodian of all funds.

When discretionary funds for career education became available for Kansas, the USA-VE consortium had already developed the framework for providing a useful site. In December 1971 administrators attended a meeting to discuss a career education model developed by the U.S. Office of Education. Inservice was provided for administrators and teachers by instructors from Kansas State University to assist in learning the principles of career education. A career education conference was held in Northwestern Kansas as a final session of the weekly inservice classes.

In July, 1972, a coordinator was hired to devote full time to career education activities and two people were hired as career education assistants.

DESCRIPTION OF THE PRACTICE

Regardless of whether high school graduates leave or stay, the consortium's desire is to assist students by helping them reach specific goals.

The career education staff work on a daily basis with teachers in the various schools. Vans are provided for their transportation. The assistants serve as resource people serving the schools on a regular schedule. An important function of their job is that of acting as courier of ideas and activities from one teacher to another.

Materials available for teacher use include films, books, tapes, records and brochures which are checked out to teachers while the vans are at the schools. Also available are a handbook of activities, and careerpacs. The careerpacs are similar to lesson plans, and were developed by teachers during their inservice training; they are catalogued by occupational cluster. Teachers are also encouraged to visit other schools within the project area through coordination with the USA-VE office.

All project activities are governed locally by a board of directors. The central office issues a monthly newsletter

containing a description of general activities and related information that is distributed to all teachers in the cooperating districts.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

Innovations require a sense of patience on the part of those advocating change, as well as a real concern for the feelings of all affected. Staff experiences indicate that their communication and cooperation are of extreme importance. When a consortium of schools is asked to work together in one area and compete in others, some problems are bound to arise. The makeup of the Board of Directors is crucial.

It is essential that a mutual trust and respect exist between the project director and the superintendents. The superintendents must serve as an advisory council to the director, and each superintendent should have a local advisory council to help in his efforts. The advisory committee should be composed of teachers, students and community members.

A strong public relations program is also very important. Since the career education program is closely involved with the community, certificates have been printed for presentation to community resources who serve the schools.

VITAL STATISTICS

There is no denying that program changes will probably increase costs. When a consortium is formed, each district must assess its own ability to share the cost of operations, and superintendents, boards or other decision making bodies must decide whether the benefits are worth the price. If federal or state grant monies are expected, it is critical that planning make possible the absorption of additional costs which will be incurred.

Funds can be wasted if a critical analysis of all purchased material is not made. Teachers are encouraged to develop their own materials whenever possible and are urged to critically analyze their own instructional programs. They must be willing

to change some teaching methods and to work the extra hours that a successful career education program requires.

EVALUATION

Individual evaluation designs dealing with attitudinal changes of students, parents, teachers and business community members have not been completed. One significant difference that can be noted, however, is in teacher response. Where there is a conviction that career education is part of the answer to students' needs, students do indeed seem to accomplish more.

CONTACT FOR FURTHER INFORMATION

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CAREER DEVELOPMENT RESOURCE CENTER

ELLSWORTH, HUDSON, PRESCOTT & RIVER FALLS PUBLIC SCHOOLS
COOPERATIVE EDUCATIONAL SERVICES AGENCY #5, WISCONSIN

Four rural school districts share a mobile unit that carries resources helpful to teachers and counselors in implementing a career development program in elementary schools. The unit carries audiovisual equipment, books, records, tapes, puppets, microfilm and curriculum guides, and a "swap shop of ideas." The unit remains in one community for about a month at a time, but materials are constantly available for circulation among the four schools. Inservice assistance is provided, and a workshop is conducted by the project director through a neighboring university.

ANTECEDENTS

The time, training and resources needed by counselors and teachers in the four contiguous rural public school districts of Ellsworth, Hudson, Prescott and River Falls, Wisconsin, to implement a career development program were limited. These schools are part of Cooperative Educational Service Agency #5 (CESA #5). CESA is a cooperative framework which makes many kinds of school services available to twenty school districts in five counties. The four schools supporting this program do so through the CESA, and the materials belong to these schools. Administrators at the four schools agreed that career development should have high priority for all educators and sociologists.

Rapid technilogocal and social change demand that the student develop flexibility within his own range of interest and ability, in order to have successful career orientation. It is also agreed that the student must develop a realistic self-concept and good interpersonal relationships. He would need to develop positive attitudes and an understanding of the world of work, which would help him in the lifelong process of satisfying his needs and measuring his worth. This process, which should begin at the elementary level, is one which continues through his school years and all of his adult life.

In addition, it was felt that teachers' understandings of career development should be increased through role clarification, use of a mobile information center, and the integration of career development into the established curriculum. Communities would be involved through advisory council membership, the news media, orientation sessions, and the extension of program services to area residents in response to local needs.

History of Development

The vocational coordinator, the administration of the four schools, personnel from a nearby university branch, and State Department of Education chairmen investigated possible sources of funding. A cooperative arrangement developed, based on Vocational Education and Title III funds and local funding. A director and a secretary-librarian were hired. A mobile unit borrowed from the State Employment Service provided space for an office and a multi-media library.

During the summer, 16 teachers from the four schools participated in a career development workshop. One result of this course was the "swap shop," through which teachers may exchange career education innovations. Ordering of equipment and materials took longer than expected, since many resources were not available at that time. Completion was in February, 1972, so the unit was in residence at each school for only one month before the end of the school year.

Initially, inservice meetings were conducted at all the schools to introduce the program and materials.

DESCRIPTION OF THE PRACTICE

The mobile unit is 22' x 8'. Since space is limited, use of the unit is generally reserved for teachers; occasionally, however, junior and senior high school students sometimes browse or use the microfiche reader. Students from the nearby university have also had access to the materials, and parents occasionally visit the unit.

Many of the materials carried in the unit focus on experiences not readily available to area students, such as a visit to a skyscraper or an airport.

The materials are catalogued on cards and are loaned for two weeks, unless more than one teacher in the system plans to use them. Loaned materials are often delivered by counselors or teachers to others who live in the vicinity. The unit director issues an informal newsletter each month that contains her itinerary and the phone number of the unit, new acquisitions, and innovative procedures observed in the four towns. The schools also have bibliographies of the available materials.

Before the unit begins traveling to the schools, arrangements must be made in several areas, including: (1) custodial services; (2) provisions for utilities; (3) safe, legal, accessible locations; (4) scheduling; (5) roles of the unit staff; and (6) relationship of unit staff to resident staff. An intercom installed in the unit, with a station on each school secretary's desk, has proved to be an economical, helpful substitute for telephone services.

VITAL STATISTICS

The program was originally funded for six months. The budget summary is presented below.

BUDGET SUMMARY

Item	Total Cost	Reimbursement	Cost to School
Mobile Unit	4,000	100%	-
Materials & Equipment (Title III funded)	10,060	100%	-
Salaries (Voc. Ed. Exemplary Program)	11,850	75%	2,962.50
Other Costs (Insurance, publicity, supplies)	900	-	900.00
TOTAL	26,810		3,862.50

Cost to each district: Approximately $966

Project renewal has since been negotiated on a 12-month basis.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

Teachers involved in this type of program should be creative, and have a genuine concern for the students. Vocational experience outside of the teaching field is very helpful.

EVALUATION

Several ideas have been suggested and developed by teachers as a result of project work. Both teachers and students have reported interest in the development of self-awareness and in vocational exploration. Parents have also been very positive toward the project. A variety of materials is in constant circulation, and an increasing number of teachers are taking advantage of the resources made available by the mobile unit.

Another measure of success has been the large number of inquiries received from other CESA schools. Some ask for information on implementing similar projects in their school systems, while others ask for curriculum assistance. Finally, administrators have commented that there has been an attitudinal change on the part of teachers toward their peers, their students, and the faculties of other schools.

CONTACT FOR FURTHER INFORMATION

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Career Development Resource Center
River Falls Senior High School
River Falls, Wisconsin

CAREER EDUCATION MOBILE RESOURCE UNIT

MOHAVE COUNTY, ARIZONA

The Mobile Resource Unit was designed to provide career information to all students in Mohave County. The unit is a trailer adapted to house audiovisual equipment and to provide study carrells. It is driven to schools in 14 different districts on a scheduled basis. The coordinator helps students choose materials in career exploration and helps small groups study or view materials. Schools served by the unit vary in size from one room rural schools to urban systems with 64 teachers.

ANTECEDENTS

Needs

Mohave County covers approximately 13,000 square miles. Many of its schools are located at distances from 25 to 275 miles from Kingman, where Career Education offices are located. These widely separated schools have varying local resources available, and only limited information on career education was available to students in small rural schools.

History of Development

The Mobile Resource Unit was designed to cover the many miles between schools easily and rapidly. The floor plans of commercially available trailers did not lend themselves to the intended usage. Therefore, a shell was purchased and the interior designed to house the audiovisual equipment and to provide study carrells for students. Electrical outlets were placed in all areas designed for A-V equipment, and open storage areas were planned to allow student viewing of materials. A pickup was also purchased to transport the unit.

DESCRIPTION OF THE PRACTICE

Among the equipment carried in the unit are a microfiche reader-printer, microfiche readers, DuKane A-V Matic projectors, desk top viewers, Hamilton cassette player, Technicolor Film Loop Player, SRA Experience Kits, SRA Career Information file, and Chronicle Guidance Occupational file.

The mobile unit visits all Mohave County schools according to a pre-established schedule. Advance notice is sent to the schools stating the scheduled date of visit, explaining the services the Coordinator will provide, and describing how to arrange for class visitations.

Students in grades K-12 visit the unit in groups of 10 to 14. On a first visit, the coordinator introduces the unit with a cassette on "Choosing Your Career." He then talks to the students about what they would like to do. He works with them individually and in groups, helping them explore their interests. Students are provided with copies of materials which can be duplicated on the Microfiche Reader-Printer or the A-B Dick copy machine. After the introductory visit, the students know what to expect, and usually have more specific topics in mind for exploration.

SPECIFIC CONSIDERATIONS AFFECTING IMPLEMENTATION

One set of problems encountered early in the program involved scheduling and communication with teachers. Originally, the Coordinator prepared a schedule for visitations, using a school calendar. However, semester exam time at the high school was overlooked and a shift was necessary. Verbal communications about the unit seem to be readily forgotten, so a written explanation of the services is prepared and sent to teachers, with notices of dates of service.

If the program is implemented before school starts in the fall, the schedule should be prepared and submitted to each administrator for approval and suggestions. Time must also be allotted for moving and servicing the unit.

VITAL STATISTICS

The cost of the trailer and pickup would vary from year to year and region to region. The trailer and pickup for this effort cost approximately $6,000. Equipment came to roughly $4,000. Materials, filmstrips, etc., cost about $2,700. About $3,000 is budgeted yearly to add to the expendable items and to up-date resources.

The Coordinator of the unit needs to have a general knowledge of several vocations and in-depth knowledge of others. Work experience in different occupations is most helpful. The Coordinator also needs to understand A-V equipment and how to use it effectively. He needs to relate well with children of the varying ages served. Library skills would be helpful as the materials must be organized and catalogued in such a way that they are readily available.

EVALUATION

To date, the unit has visited 19 different schools. A total of 1649 elementary, 259 junior high and 173 high school students, and 34 adults (not including teachers) have visited the unit; 782 items have been duplicated for students.

Evidence that the unit is meeting students' needs is seen in unscheduled, after- and before-school visits students have made. Teachers are beginning to ask for resource materials to use in their classes, and have requested that the unit be available more often and for longer periods of time.

CONTACT FOR FURTHER INFORMATION

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Utilizing this Information

UTILIZING THIS INFORMATION

If you have been looking for ideas in career education, the practices collected here have probably given you some suggestions. After all, they were selected because they "work." For a number of reasons, however, you should not infer that they will necessarily work in your school. First, there is no way for your community to replicate the exact history of events that created the particular set of circumstances that brought about each of these projects. Secondly, each of the projects reported in this brochure was developed to satisfy an identified set of needs that are more or less peculiar to the characteristics of the community and school settings in which they operate. Your school and community present yet another unique setting. However, it is hoped that these promising career education practices might provide some helpful examples of what might be accomplished in your community and that they might stimulate you to develop comparable programs that are uniquely suited to your own local needs.

When effecting change in rural schools and communities it is important that there be broad involvement and active participation of citizens, teachers and students. We have learned from sad experience that when new programs are implemented without such broad participation, they seldom last beyond the tenure of their principal advocate. Also, changes should grow out of the aspirations of the community regarding educational outcomes and the perceptions of all concerned about what needs to be done to reach these goals. Once goals have been agreed upon and the problems related to reaching these goals have been identified and analyzed, the group that is generating solution ideas will hopefully find such a publication as "Promising Practices in Career Education in Small Rural Schools" a helpful resource.

Part of the enthusiasm that has embraced so many of these programs may be attributed to the fact that so many people are really involved--often for the first time--in the "business of the school." The reason for this is immensely practical: career education programs just cannot succeed without the cooperation of a lot of people in a lot of different roles. Almost everyone gets called upon in operating these programs. If the involvement is

not enthusiastic, the program suffers, and may even die. The best time to involve people--as evidenced in the practices described in this monograph--seems to be early. In planning a program--indeed in deciding what a program should do--the most successful approach combines the efforts and concerns of the School Board, the administrators, the staff, the students, and the business community, both as advisors and potential employers. We hear often that people are resistant to change. Yet in hundreds of communities across the country, changes are met with wholehearted support--witness the programs presented in this monograph. The cue is clear: people embrace change that they themselves have had a hand in.

We tend to think of innovative programs as new courses or plans, requiring new money and staff and equipment. This is certainly a possibility, and the lesson is here frequently: if you want to implement large scale innovative programs, you must be able to utilize fully the resources of the state and federal agencies which serve you. But another lesson is here, too, a lesson that points up the advantage of looking at old things in a new way. This is the lesson that says combining two "old" classes may not give you one big old class, but a completely new configuration. The combination may mean you can take out a wall and create an office instead of two classrooms. It may mean that you will now have a workable block of time for a different kind of scheduling. Sometimes the new perspective is toward roles, particularly the roles of the teacher (as a resource more than a disciplinarian, as a manager more than a teacher) and community members (the employer as trainer, advisor and facilitator rather than exploiter). If you look at what you already have, you may have twice what is there!

When considering the innovative practices reported in this publication it should be noted that, while showing considerable promise for extending and improving learning opportunities for rural youth, most of the practices reported here display the traditional occupational biases for men and women. We urge schools when using these ideas for improving their own programs to make a much broader range of occupational awareness and career development opportunities available to boys and girls alike.

The promising practices described in this pollection are not recipes for improving career education opportunities in small rural schools, but hopefully they are some very good ideas for getting started.