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AUTHOR Moskowitz, Irving  
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## ABSTRACT

This is the final evaluation report for the Hackensack Career Development Program whose goals for the 1970-1973 funding period were: to develop a model in which career development concepts may be incorporated into regular classroom activities, to implement the model, and to evaluate and update the career development concept on a continual basis. The project was designed to: (1) make career development learning activities an integral part of the school curriculum from pre-kindergarten through adult education, (2) provide a setting in which experimentation with and evaluation of such activities may be carried on, and (3) offer students and graduates assistance in finding desired and/or suitable employment. Aspects of the career development concept which involves related, sequential, nursery-to-adult experiences were implemented through continuing and intra-curricular projects. Such programs were still being implemented in the third year of the project. Evaluation, another major third-year effort, was aimed at documenting student behavioral changes related to "career experiences" and to assess the process (activity) objectives of the program. Many of the evaluation forms used are included in the appendixes, as are quarterly reports from the project. (SC)

ED 086862

FINAL REPORT

# CAREER RESOURCE CENTER

A "Pre-K to Adult" Model  
for  
Career Development

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1972-73

HACKENSACK PUBLIC SCHOOLS  
Hackensack, New Jersey

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FINAL REPORT

Grant or Contract No. OEC-0-70-5188 (361)

CAREER RESOURCE CENTER:

A "Pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education

Conducted under

Part D of Public Law 90-576

Irving Moskowitz

Hackensack Public Schools

355 State Street

Hackensack, New Jersey

and

Division of Vocational Education

Trenton, New Jersey

June, 1973

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

Irving Moskowitz

Hackensack Public Schools  
355 State Street  
Hackensack, New Jersey

and

Division of Vocational Education

June, 1973

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## PREFACE

This report is a cooperative effort of the Hackensack, New Jersey, School District and EPIC Diversified Systems Corporation to implement a systematic evaluation of the Career Resource Center, A "Pre-K to Adult" Model for Career Development funded as an exemplary project in vocational education under Part D of Public Law 90-576.

In the past decade, evaluation of educational programs has become a basic concern to educators. Ralph Tyler<sup>1</sup> has voiced the need for a systematic approach to evaluation. To meet this need, several approaches have been set forth. One model focuses on intents, observations, standards, and judgments.<sup>2</sup> All data gathered are processed by way of congruency or contingency. A second model describes four strategies (context, input, process, and product).<sup>3</sup> Other models and paradigms for evaluation are described by Gage.<sup>4</sup>

The approach to evaluation undertaken in the Hackensack, New Jersey, program relates to a commonly-used scheme for evaluation. This scheme contains four phases: Planning, Implementation, Product, and Recycling. It

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<sup>1</sup>Ralph Tyler. "Assessing the Progress of Education," Phi Delta Kappan, 47:13-16, September, 1965.

<sup>2</sup>Robert E. Stake. "The Countenance of Educational Evaluation," Teacher's College Record, 68:523-540, April 1, 1967.

<sup>3</sup>Daniel L. Stufflebeam. "Evaluation as Enlightenment for Decision-Making," Improving Education Assessment, Association for Supervision and Curriculum Development, NEA, 1970.

<sup>4</sup>N. L. Gage, Ed. Handbook of Research on Teaching. The American Educational Research Association. Chicago: Rand McNally & Company, 1963.

is based on Gronlund's<sup>5</sup> definition of evaluation as a systematic procedure for collecting and analyzing reliable and valid information for the purpose of decision-making.

The scheme is shown in Figure 1. Following is a description of the phases and steps.<sup>6</sup>

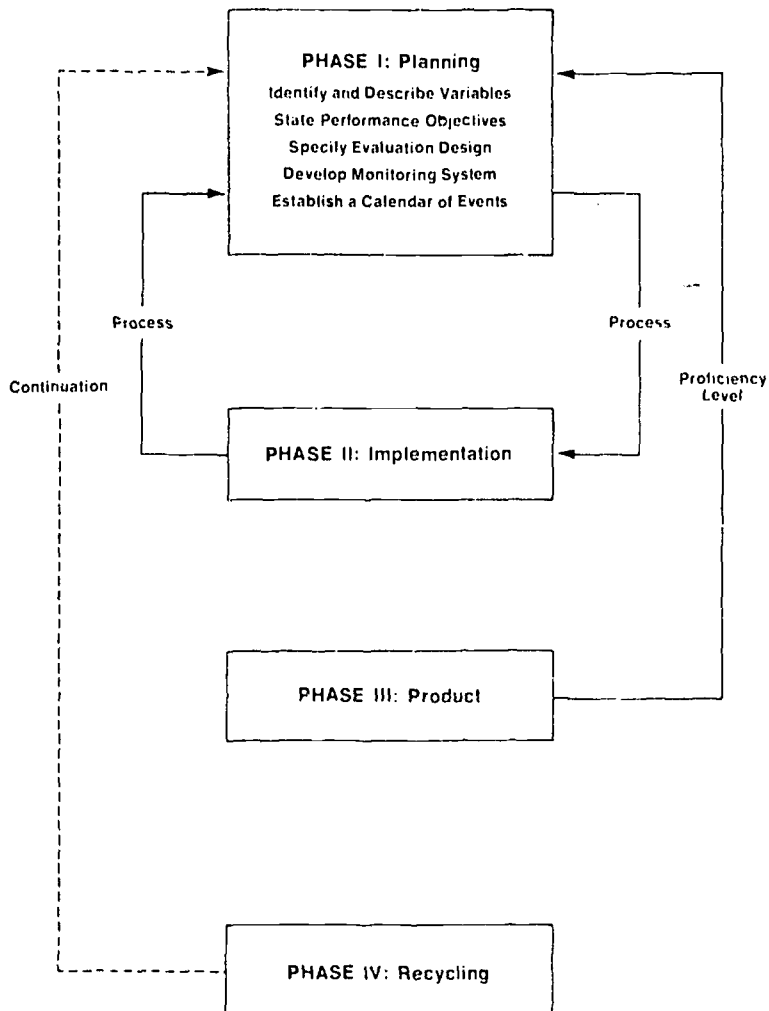


FIGURE 1

A SCHEME FOR EVALUATION

<sup>5</sup>Norman E. Gronlund. Measurement and Evaluation in Teaching. New York: The Macmillan Company, 1965.

<sup>6</sup>A Scheme for Evaluation and an Organizational Structure of Variables. Tucson, Arizona: Educational Innovators Press, 1971.



### Phase I: Planning

- Step One. Identify and Describe Variables. The identification of those variables affecting a given educational program is carried out by:
1. considering each variable along the institutional, behavioral, and instructional dimensions of the Organizational Structure of Variables, and
  2. deciding whether or not certain variables directly affect aspects of the educational program which is to undergo evaluation. Once the variables have been identified, they should be described in as much detail as possible in order to avoid misinterpretation. The description of the variables should be clear enough so that anyone could replicate the same evaluation situation.
- Step Two. Objectives. The objectives of the given program should be stated in behavioral terms, along with the specifications of how these objectives are to be measured.
- Step Three. Evaluation Design. The evaluation design selected should specify:
1. the independent and dependent variables of the program,
  2. a way in which the variables will be compared,
  3. the population under study and sampling procedures,
  4. measuring instruments,
  5. methods used to control intervening variables,
  6. data collection procedures, and
  7. statistical techniques which will be used to analyze the collected data.
- Step Four. Monitoring System. Included in the Planning Phase should be a description of the monitoring system that is going to be used to check or determine if the planned evaluation procedures are actually implemented.
- Step Five. Calendar of Events. The calendar of events describes the sequence of events, dates of data collection, and other important responsibilities.

## Phase II: Implementation

Phase II begins with the implementation of the evaluation procedure planned in Phase I. During this phase, data and feedback are continually collected using the monitoring system to determine if the implemented activities and procedures are the same as the activities and procedures described in Phase I.

From the feedback collected by the monitoring system, modifications might be made in the:

1. selection of variables,
2. performance objectives,
3. evaluation design,
4. monitoring system, and/or
5. calendar of events.

## Phase III: Product

The data collected are analyzed in the Product Phase using pre-determined statistical techniques. Then, using the results from the statistical analyses, decisions are made as to the level of attainment of those objectives previously stated in the Planning Phase of the evaluation.

## Phase IV: Recycling

Phase IV re-initiates the evaluation process by returning to Phase I for the consideration of additional variables and other objectives which might be evaluated in the next cycle. The Recycling Phase implies that evaluation is a never-ending systematic process and may continue for many years until all variables which are affecting a given educational program have been included in evaluation. In each cycle, a limited number of factors should be investigated in order that realistic control of the evaluation can be maintained. This control provides opportunity to deduce cause and effect relationships between the factors.

### Plans

Hackensack will continue its career education effort. Plans call for career education specialists to work with school faculties in the same way that they did when the project was funded. The career education staff will be as strong numerically and stronger as far as experience and expertise.

Content plans for the next school year are for more students to be involved in career education curriculum. Specific plans of action will be developed during summer workshops that will insure the continuation and expansion of career education to include not only those resources related to the Part D program but also to combine the benefits derived locally from the Comprehensive Career Education Model (of which Hackensack was a part). It is anticipated that every student in the district will be affected directly by career education in the 1973-74 school year.

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## SUMMARY OF THE REPORT

### Time Period Covered by the Report

This document represents the final evaluation report for the Hackensack Exemplary Project in Vocational Education, Contract Number OEC-0-70-5188 (361) funded under Part D of Public Law 90-576. The reporting period covers the time of operation of the Career Resource Center: A "Pre-K to Adult" Model for Career Development in Hackensack, New Jersey, from October 1, 1970, through May 31, 1973. Copies of the interim reports for the project are included in Appendix A.

### Statement of Program Goals

The goals of the Hackensack project during the three-year funding period were as follows:

1. To develop a model in which career development concepts may be incorporated into regular classroom activities.
2. To implement the career development model into the Hackensack Public Schools.
3. To evaluate and update the career development concept on a continual basis.

### Statement of Program Objectives

1. To make career development education a significant part of the school curriculum at each developmental stage and grade level.
2. To provide sequential and continuous career development activities throughout all grade levels from pre-kindergarten to adult education.
3. To establish a working model of a Career Development Center functioning within a school system.
4. To study the impact of career development activities on students.



5. To make career development activities applicable to every student category including all special needs groups.
6. To provide students with a broad and accurate knowledge of occupations and career opportunities.
7. To increase students' awareness of themselves, their interests, and aptitudes relative to work.
8. To help students in developing decision-making skills necessary for a sound vocational choice.
9. To influence teachers to think of career development activities as a necessary part of all course content.
10. To provide opportunities for job placement of eligible students in the Hackensack Public Schools.
11. To provide dissemination materials regarding the exemplary aspects of the Hackensack Vocational Education Project to interested individuals and groups at the local, state, and national levels.

#### Procedures Followed

The Hackensack Career Development Center has operated during the period of October, 1970, through May, 1973, as a pilot project designed to:

1. make career development learning activities an integral part of the school curriculum from the earliest grades through adult education,
2. provide a setting in which experimentation with and evaluation of such activities may be carried on, and
3. offer students and graduates all possible assistance in finding desired and/or suitable employment.

Career development learning activities are defined as any type of experiences that will:

1. enable students to enlarge their knowledge of occupations,
2. increase their awareness of their interests and aptitudes relative to work, and

3. develop the decision-making skills needed to put this knowledge to best use.

This program was conducted in a school system with an enrollment of 6,200 students from pre-kindergarten through twelfth grade and with a sizeable adult evening school and adult basic education program. The school population is mixed racially, socially, and ethnically--reflecting the heterogeneous nature of the city's population.

In the three years of the Center's operation, continuing programs and intra-curricular activities were planned and implemented by the program staff. The continuing programs are based upon a pre-established curriculum guide and, in most cases, have been implemented over a prolonged period such as all or most of the school year or summer. These programs are intended to be carried out as part of the ongoing summer curriculum. In some cases, they form the basis for a self-contained course, and also provide curriculum materials and activities to be interspersed with regular classroom instruction.

The intra-curricular activities are short-term projects planned mutually by one of the school/industry coordinators and a classroom teacher in response to a request by the teacher for a career development activity to relate to his course work. These activities included field trips, demonstrations, "hands-on" work activities, guest speakers, simulations or role-playing activities in the classroom, or media presentations of any kind. These activities were repeated in many classrooms.

During the operation of the program, the staff has either planned and/or conducted approximately twenty continuing programs, some of which are being carried over from past years. In addition, more than six hundred intra-curricular activities have been conducted, most of them consisting of more than one component or learning experience.

The Hackensack Career Development Program has focused primarily upon local needs in its implementations. This input has been implemented

through two major approaches: (1) intra-curricular activities, and (2) continuing programs.

The basic rationale for the program is displayed in Figure 2.

## THE CAREER DEVELOPMENT CONCEPT<sup>7</sup>



The Career Development Concept encompasses sequential, educational experiences aimed at aiding the individual to attain self-fulfillment and incorporates two related continuing goals:

**CONTINUING GOAL ONE:** to identify and assess interests, abilities, and opportunities as they relate to making meaningful career decisions, through counseling and other services.

**CONTINUING GOAL TWO:** to explore and develop individual occupational potential through programs that assist in clarifying self-identity, developing good attitudes, expanding career knowledge and job skills leading to appropriate job placement and/or continuing education:

Elementary School Programs

A period of exploration and self-discovery. Opportunities for self-expression and coping with the man-made environment contribute to the formation of individual behavior patterns and an appreciation of the function of work in our civilization.

Middle School Programs

Vocational exploration on a more sophisticated level leading to greater specificity of goals based on expanded knowledge of individual skill potential and greater self-awareness.

High School Programs

Study, evaluation, in-depth testing of tentative choices and expanded development of specific job skills in preparation for employment and/or continuing education.

FIGURE 2

BASIC RATIONALE FOR THE CAREER DEVELOPMENT CONCEPT

<sup>7</sup> Thomas Gambino, Director of Pilot, Demonstration, and Exemplary Programs, "Career Development," Bureau of Occupational Research Development, Division of Vocational Education, State of New Jersey, November, 1970.

This career development concept involves related, sequential, nursery-to-adult experiences that aid the individual in:

1. identifying interests, abilities, and opportunities.
2. making meaningful plans and decisions.
3. developing occupational potential toward a satisfying career life.

In the Hackensack program, these aspects have been implemented through continuing and intra-curricular projects at the defined developmental levels.

The approach of career education has an established theoretical background. Osipow<sup>8</sup> has outlined the major theories related to career development:

The first of these, chronologically, is the theory of Ginzberg, Ginsberg, Axelrad, and Herma. These writers selected four particular variables they thought to be critical for vocational development. These variables were identified as (1) the reality factor, (2) the educational process, (3) individual-emotional factors, and (4) the individual's value structure. Essentially, Ginzberg and his associates took these four factors and from them created a theory which asserted that vocational choice is an irreversible process which occurs in clearly-defined periods and which requires the individual to compromise between his values and his potentials. Three major periods of development were postulated and called the Fantasy, the Tentative, and the Realistic periods. The Fantasy period was not emphasized by Ginzberg and his group because it concerned childhood vocational interests which were seen to be fairly arbitrary and unrealistic. The Ginzberg group viewed the age range of the Fantasy period (birth to eleven) as essentially nonvocational, a view which is not widely held today. The Tentative period, beginning near age eleven, was subdivided into interest, capacity, value, and transition stages. Each stage emphasized the vocational task indicated by its name. In other words, during the interest stage the youngster primarily concerns himself with identifying and understanding his interests. During the capacity stage his abilities are developed; his values are emphasized during the value stage. During the transition stage, interests, values, and capacities are put together to establish a composite view of himself. Following the Tentative period is the Realistic period starting around age eighteen. This period is also divided into a series of stages entitled exploration, crystallization, and

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<sup>8</sup>Samuel H. Osipow, "Implications for Career Education of Research and Theory on Career Development" (paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

specification. These three activities take the individual through searching, identifying, and implementing a vocational direction. Thus, according to this theory, an individual begins active participation in the process of vocational selection at the onset of adolescence and over the next ten to fifteen years is exposed to rather systematic and regular experiences and activities which culminate in the implementation of a vocational choice. In general, while the original data base of this theory was of a questionable nature, a fair amount of evidence has since been generated to indicate that there is some validity to the notion of vocational choice as a systematic developmental process although the particular stages and timing do not necessarily conform to the ones described by Ginzberg and his group. The contribution of the Ginzberg group was in its emphasis on the developmental nature of the process. One very important shortcoming of their approach was in the implicit assumption that vocational development ceases after the initial implementation of a career choice; when, in fact, we realize now that important career development activities occur throughout one's lifetime.

Another early writer dealing with career development theory was Anne Roe. Roe's theory also emphasized development, but in a slightly different way than the Ginzberg group. Roe was concerned with the effects of early childhood experiences on the development of personality, and in particular, the development of needs within people and the consequent effect of various needs on the individual's orientation toward or away from interpersonal activities. It was Roe's contention that early experiences influence an individual's orientation to the interpersonal world around him in a way that leads him to move toward or away from people. Furthermore, Roe developed an occupational classification system which allowed her to make predictions about the nature of the occupations that an individual would prefer if he were person-oriented as opposed to those he would approach if he were not oriented toward people. While a considerable body of research exists testing Roe's theory, most of it has yielded data that do not support the theory in its general outline. However, there is some likelihood that if Roe's theory were redefined and the links between early childhood experiences and personality more clearly delineated, her theory might be shown to have greater validity than is at first apparent. For example, it is widely accepted that certain childhood experiences (in combination with heredity factors), influence cognitive style, which in turn may prove to have a rather significant influence on learning different kinds of skills. These skills, in turn, could lead an individual to obtain different qualitative kinds of academic experiences, producing important idiosyncratic feedback. Over a long temporal sequence, such feedback could exert a significant influence on a person's occupational entry. Obviously, however, it can be seen that these links (childhood, parental experiences, cognitive styles, differential performance and feedback, etc.) are still uncertain and need to be identified and then substantiated.

Still another significant theorist is Donald Super. Super has taken several important ideas about human behavior and assembled them in a manner

that has particular applicability to career development. First of all, Super has postulated that, over a period of years, an individual attempts to implement his self-concept through his work. Furthermore, Super asserted that to the degree which an individual's self-concept may be expressed in the activities of the occupation he selects and enters, he will have greater or lesser vocational satisfaction and effectiveness. In addition, Super has further elaborated on the developmental stages that the Ginzberg group suggested were important to consider in vocational development. Super identified five vocational developmental stages: (1) crystallization (fourteen to eighteen), (2) specification (eighteen to twenty-one), (3) implementation (twenty-one to twenty-five), (4) stabilization (twenty-five to thirty-five), and (5) consolidation (over thirty-five). Each of these stages indicates the particular vocational or pre-vocational activities in which the individual should be engaging in order to foster his own vocational development. During the crystallization period, the individual is particularly concerned with relating and integrating his own preferences, abilities, and other important contingencies associated with vocational preferences. These are the years of most interest to most vocational and career educators because they occur during the last four to six years of high school.

The development of the Hackensack program has certainly been influenced by these theories and, in the implementation stage, has drawn a little from each major writer.

Another aspect of the implementation stage of the Hackensack program focuses around the concept of functional unity.<sup>9</sup> The emerging careers curriculum purports to integrate the entire school curriculum--academic, general, and vocational--in such a way that all education will be functionally related to the performance of career roles. The careers curriculum, it is proposed, will become the vehicle for carrying the load without diminishing the educational objectives of academic curricula. In return, the academic curricula will relate their subject matter to career roles. Thus, the careers theme will be diffused throughout the total curriculum of the school. These aspects are actually being implemented through the intra-curricular and continuing activities organized in the Hackensack program.

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<sup>9</sup>Bruce Reinhart, "Nature and Characteristics of Emerging Career Education Curriculum" (paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

Finally, it is noted that the Hackensack program is participating in the operational phase of the Comprehensive Careers Education System.<sup>11</sup> This system stresses the types of service offered through the regular school district-supported services and the support services provided by the career education unit. Figure 3 (page 10) displays the sequential development.

The Career Resource Center is viewed as the key vehicle for communications about all pertinent facets of the school and the community. Its design provides the organization for the implementation of the career development concept and, at the same time, it represents the model. It functions as a resource for articulation among programs to provide necessary continuity and to develop two-way avenues between school and community.

A paper developed by Dr. Bruce Tuckman of Rutgers University in 1971 concerning an age-graded model for career education<sup>11</sup> will provide the reader with additional information concerning the rationale and procedures employed in the Hackensack program.

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<sup>10</sup> A. J. Miller, "The Emerging School-Board Comprehensive Educational Model" (a paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

<sup>11</sup> Bruce Tuckman, "An Age-Graded Model for Career Education," published by the Research Coordinating Unit for Vocational Technical Education, Monograph #11, New Jersey State Department of Education, 1971.



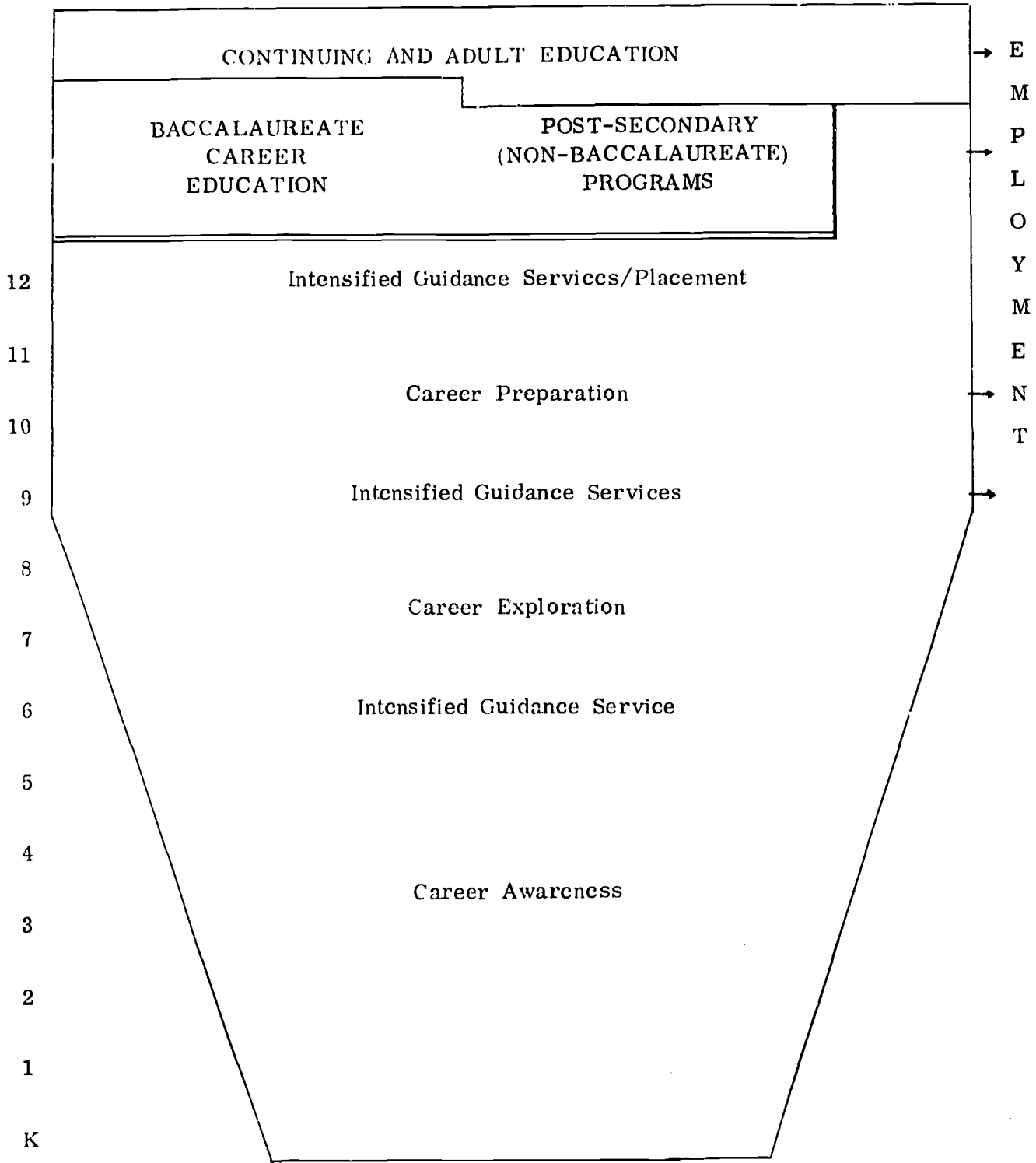


FIGURE 3

A COMPREHENSIVE CAREER EDUCATION SYSTEM

## Results and Accomplishments

### Initial Operational Year

The Hackensack Career Development Program attained its initial objectives and moved beyond the developed intent for the first year. Staff involvement was the key to project success, with members going beyond their assigned responsibilities.

The program was generally operated under a two-track approach, involving on-going programs as well as providing short-term programs throughout the year. Utilization of audio and video tapes and other audiovisual equipment made this approach efficient and effective.

The program also considered its future role and development. A university professor assisted by developing a paper on the theory and practicality of career development concepts. This material was closely examined and served as a basis for the second year's operational program.

### Second Operational Year

For the second year the Hackensack Career Development Program attained its specific objectives for the defined interim period. A major direction initiated during the second year was the development and pilot of a formative evaluation system (i. e., The Career Experience Planning, Monitoring, and Evaluation System). The system attempted to provide a consistent planning format for each activity to be used by the program personnel, school personnel, and the business/industry personnel. Monitoring and evaluation information from the staff (as well as cognitive and affective feedback from the participants) was included. Such a system was adapted to work with both continuing ongoing as well as short-term programs.

### Third Operational Year

During the third year of program operation, the staff of the Hackensack program continued to implement ongoing as well as short-term programs in career development. These programs involved such diverse activities

as the development of additional programs for the Career Development Center, career clubs, summer projects, field trips, guest speakers, and Classroom Career Units.

Additional efforts were carried out in the gathering of "hard data" concerning the programs' impact on student cognitive and affective behavior. The principle vehicle for gathering data continued to be the Career Experience Planning, Monitoring, and Evaluation System developed in the second operational year by the Hackensack Career Development staff. The system's procedures were simplified during the third operational year to increase the efficiency of use of the system. The data gathered relative to the objectives of the Hackensack Career Development Program indicate that the stated objectives of the program were attained. Additional emphasis was given in the third year of operation to (1) procedures and techniques, (2) funding sources, and (3) additional planning for maintenance and further development of the program in the Hackensack Public Schools.

### Evaluation

The evaluation of the first year's Career Development Program focused on process activities, as this was a major emphasis of the staff. These activities/tasks/responsibilities were incorporated into ten process objectives. Data related to each were presented in the evaluation report.

The evaluation of the second year's Career Development Program continued to focus on process activities. Such processes have been incorporated into all the objectives. In addition, utilizing the Program Planning, Monitoring, Evaluation Instrument data have been collected for a sampling of the activities presented. Such "hard" data relate to the overall procedures and the performance as an outcome to those procedures.

The current year's evaluation represented an increased effort to document student behavioral changes in the cognitive and affective domain in regard to "career experiences" provided by the Hackensack Career Development

Program. In addition, continued emphasis was provided in the assessment of the process (activity) objectives of the program. This area of assessment was documented extensively by the relevant related information resulting from the implementation of activities. A great deal of the related documentation has been included in the appendices of the present publication. A significant addition to the process (activity) objective of the program is objective #11 dealing with the ongoing implementation of development and dissemination of program materials developed by the Hackensack program staff.

### Conclusions and Recommendations

It is recommended by the evaluator that Hackensack continue to:

1. involve all staff members in a review of the Planning, Monitoring, Evaluation Form and revise the form to be completely practical in working with both continuing and short-term career development projects.
2. expect teachers and staff to score student tests immediately after administration. This would provide immediate feedback relative to decision-making about future activities.
3. involve the regular school staff in the incorporation of career development concepts into the regular school curriculum.
4. explore curriculum development components of other career development projects and initiate procedures for incorporation into the regular school curriculum.
5. disseminate program results and the program approach implemented to provide students with career education information.
6. explore career development activities of other funded career development programs and assess the Hackensack Public Schools to determine the feasibility of implementation.
7. consider the relation to theory and practicality of materials developed during the initial program year and materials investigated during the second operational year.
8. follow up students' perceptions and utilizations of career development information.

9. emphasize career development at each developmental level, but especially stress involvement at the middle school where the involvement has been less than at other levels.
10. review the activities at the middle and high school levels in terms of affective impact to ensure that future activities are creating strong, positive reactions on the part of students.
11. direct future efforts, in part, at an attempt to programmatize the activities developed over the three-year period in terms of sequence and interface with on-going curriculum. This would provide a valuable vehicle for continued teacher involvement in career development.

## PROBLEM AREA

In examining the problem area, the evaluator has drawn from the material presented in the original project proposal. This material was developed by Mr. Thomas Gambino and Mr. Robert Briant, of the Division of Vocational Education, State of New Jersey.

Educators have long recognized that the development of a person's perception of himself in a career role is a complex on-going process beginning in the early years and continuing throughout his entire life. Despite the urgency and the extent of the problem, little real progress has been made regarding how the school should provide for the career development process. In the 1970's, youth will find themselves in a society characterized by rapid social and occupational change. Greater than ever before, there will be a need for workers in numerous new fields. A well-planned pre-school to adult career development program is becoming increasingly critical if we are to reduce the waste of human resources now taking place.

Now and for the next decade, more high school graduates will go immediately to work than will go on to college. (This is not to say that more would not go--but a good career foundation has been lacking.) Yet, the employment-bound population is often neglected except through specific vocational education programs at the high school level. In order to gain maximum success, the focus of career development activities must go beyond the limits of providing only for skill training necessary for employability in a particular occupation. Additionally, provisions must be made for those aspects of the educational experience presently underdeveloped which help people to discover their talents, to relate them to the world of work, to choose an occupation, and to refine their talents and use them successfully in employment.

There is a great need for workers in almost every field including technicians, nurses, service occupation workers, nuclear energy, space travel, and many others. People attain self-fulfillment through the use of their potential in satisfying, meaningful work. Why then, under such conditions does such a tremendous shortage of qualified workers exist? Why also, are so many people unhappy and unproductive in their work? The answer seems to lie within another complex question: "By what educational process can it be determined,

what vocational direction will benefit the individual and meet the needs of our technological civilization?" This is the core of the problem that is being studied in this project.

Through a thorough review of the literature, participation in state and national career conferences, and research reports, it has been found that this is indeed a worthwhile problem urgently in need of study. To further clarify the problem, a number of selected references are cited:

Work can be viewed as man's aim and end, or as his instrument. Whatever the view, our Nation can no longer afford the vagueness, hap-hazardness, and error to which individuals are so frequently abandoned in their career choices. The fate and welfare of the United States and its people are now, and for some time will remain, substantially dependent on. . .the cultivation and employment of the Nation's talent.

Further in the same report, regarding outcomes of the Vocational Education Act of 1963, more specific evidence of the proportions of the problem is summed up as follows:

Overall enrollments increased from 4.5 million to 6 million between fiscal years 1964 and 1966, but secondary level enrollment constitutes only a quarter of the total high school enrollment of the Nation, even though five out of six youths never achieve a college education. Less than one-half of the noncollege-trained labor force was found by a 1964 Labor Department survey to have had any formal training for current jobs. Less than 4 per cent of the 18-21 population were enrolled in post-secondary full-time vocational education, with less than 3 per cent of the 22-64 population involved in part-time adult extension courses. Yet we are convinced that the time has arrived when almost every person requires some formal preparation for employment and most will continue to need some type of continuous up-grading. (Bridge Between Man and His Work)

The complexity of the problem is clearly illustrated in still another part of the Vocational Education Act of 1963 report:

It is becoming increasingly difficult for persons under age 20 to obtain a meaningful job. Equally demoralizing is the fact that the employment they can get is often temporary and

usually low-paid. The prospect for young persons in the future is even more bleak, for employment of youths is almost certain to become more difficult.

The only practical solution seems to be to keep youths occupied in worthwhile activities until they are ready for employment. For much of this group, the best place is school. Yet this is the group the current vocational system is least prepared to serve. Such remedial manpower and antipoverty programs as the Manpower Development and Training Act and the Job Corps can currently enroll only tens of thousands when hundreds of thousands need help. The schools must have help to meet this massive need.

Special attention to those with "academic, socio-economic, and other handicaps" was one of the new directions of the Vocational Education Administration Act of 1963, but as indicated above, this is not among the impressive accomplishments. Fragmentary information suggests, and experience confirms, that vocational students tend to be substantially below other students in general capability. Yet too often the better schools attempt to upgrade their student bodies and enhance their prestige, not by providing special help to those who need it, but by actually eliminating such students by more stringent requirements.

In some school systems, vocational education serves as a dumping ground for academic misfits. In others, where vocational education has a strong voice in policy determination, it tends to reject these misfits, so that they are placed in the "general" curriculum which prepares them for nothing. (Bridge Between Man and His Work)

It appears that despite the magnitude of the efforts of the Vocational Education Act of 1963 and the many excellent accomplishments, we have barely begun to scratch the surface. The Advisory Council on Vocational Education, 1968, offers some significant recommendations that the New Jersey Division of Vocational Education subscribed to wholeheartedly.

An adequate system of vocational education capable of achieving these objectives while coping with a changing environment, should have the following characteristics:

1. Occupational preparation should begin in the elementary schools with a realistic picture of the world of work. Its



fundamental purposes should be to familiarize the student with his world and to provide him with the intellectual tools and rational habits of thought to play a satisfying role in it.

2. In junior high school, economic orientation and occupational preparation should reach a more sophisticated stage with study by all students of the economic and industrial system by which goods and services are produced and distributed. The objective should be exposure to the full range of occupational choices which will be available at a later point and full knowledge of the relative advantages and the requirements of each.
3. Occupational preparation should become more specific in the high school, though preparation should not be limited to a specific occupation. Given the uncertainties of a changing economy and the limited experiences upon which vocational choices must be made, instruction should not be overly narrow but should be built around significant families of occupations or industries which promise expanding opportunities.
4. Occupational education should be based on a spiral curriculum which treats concepts at higher and higher levels of complexity as the student moves through the program. Vocational preparation should be used to make general education concrete and understandable; general education should point up the vocational implications of all education. Curriculum materials should be prepared for both general and vocational education to emphasize these relationships. (The Bridge Between Man and His Work)

For too long, vocational educators have designed programs along the earlier narrow patterns; namely, placing the greatest emphasis at the high school level and later, on the attainment of saleable skills needed for employment rather than meeting the total career development needs of the individual which actually spread across his entire life. Thus, a key aspect of the Hackensack project is to explore ways in which the vocational educator can participate in the total curriculum--pre-school to adult.

Willa Norris, Associate Professor of Guidance and Personnel Services, Michigan State University, supports such a position:

The 1960 White House Career Conference Reports point out that vocational decisions have their roots in the primary years. However, little has been accomplished to help point directions or guidelines regarding techniques and approaches that we might use at the elementary level. The need is more urgent today as more and more vocational education programs are offered in the schools. Children need foundations for decisions. (Norris)

Vocational theorists have stated for many years that career development is a process that begins with the birth of the child and continues throughout his life. Many have written widely on the subject and their thoughts can be pointed up by Dr. Donald Super, who states:

In infancy, the individual begins the process of forming a concept of himself, developing a sense of identity. . . Exploration appears to be the first phase and a continuing process. . .

The concept of vocational education must be firmly constructed within the concept of career development if vocational education is to be truly recognized as a significant part of education.

Educators in the fields of vocational education, in psychology, sociology, and others cited below provide evidence of the need to merge academic and vocational in order to offer more comprehensive educational opportunities for all individuals.

Ideally, something should be done to programmatically build into the curriculum itself content which shows the place of school in the larger world. An effort must be made to show how skills acquired in school have later utility, or build toward the development of skills that will have utility, in the world of work. Children are interested in thinking about themselves as adults and in various work roles. A considerable opportunity for constructive, vicarious vocational exploration exists at the elementary level. This is likely to be most effectively accomplished directly in the curriculum rather than imposed as an adjunct program by a specialist outside the curriculum. The role of the specialist should be to serve as an advisor and consultant to the curriculum developer and teacher who will have to implement the concepts. (Osipow)

Children are influenced by attitudes of people around them. To compound the problems that this generally produces, the typical curriculum does not provide sufficient opportunities for them to explore and develop their potentials. Studies show that by the fifth grade, clear distinctions have been made regarding what is appropriate for them to like and dislike. Most teachers and counselors have middle-class attitudes and are more familiar with the professions than they are with clerical, health, sales, and skilled and semi-skilled areas. Textbooks follow this same pattern. (Super)

The findings of behavioral psychologists cited in the following excerpts present positive evidence in favor of early school programs, such as Technology for Children:

The motor ability of a child constitutes an important component of his feeling of competence in coping with the environment. It enables him to feel either executively independent and capable of looking after his own needs or relatively dependent on the physical assistance of others. It also constitutes an important source of primary status in the home, school, and peer group as well as basic prerequisite for ultimately attaining volitional independence. . . The executively independent child is more free to explore the wider community with some feeling of assurance. (Ausubel)

Ausubel continues elsewhere:

Certainly more is involved during the school years when children address themselves to motor, manual, and intellectual achievements and need a sense of making things and making them well and even perfectly.

White identified a common problem regarding motibility:

Restrictions of motibility may occur because the parents are anxious or because the child's assertiveness troubles them, and a lasting injury to the parent-child relationship may result. Clumsiness in motor or manipulative accomplishments may lead to self-hatred and dependence, for the "evaluation of self-assertiveness and self-esteem" is significantly connected with motor development.

Careful attention should be given to this point expressed by Roe:

. . . a child whose expressions of natural curiosity were thoroughly blocked, would cease to be curious. "Natural curiosity" here may be interpreted to mean pursuit of need satisfaction.

Despite the urging and the expertise, little has evolved in actual educational practice by way of attuning the education of the individual to the career development processes.

Holland-Whitney also stress this need in the following statements:

A larger and better integration of current knowledge is needed. The potential value of looking at vocational behavior in the context of counseling, industrial psychology, and particularly sociology needs more explicit attention. Despite much talk about careers, only work histories. Most investigators have been content to study the relationship between one job and the next or the correlates of a single job. Counseling psychologists have focused on adolescents; industrial psychologists have focused on selection and placement; and sociologists have focused on work groups and other group phenomena. Consequently, the links among these diverse fields--all concerned with vocational behavior--are few and weak. More long-term longitudinal studies in which concepts from many fields are integrated in single studies are perhaps the most promising possibility.

Thus it is quite apparent that a strong case has been presented for greater and greater involvement on the part of the vocational educator in the entire educational process.

Under the early vocational education acts supporting and implementing vocational education, vocational educators were restricted in terms of their involvement in the total educational process. Provisions of the funding acts addressed themselves to the somewhat narrow framework of training per se. Further, there was no recognizable effort by vocational educators, nor unfortunately encouragement by other members of the educational family, to open avenues of communication and appreciation on the part of the student and of the community towards vocational education. Such an operational framework was probably the greatest contributor to relegating vocational education to "second choice" education.

Marvin J. Feldman, at the time that he was Program Officer of the Ford Foundation, showed a great concern for this problem when he stressed the need for broadening foundations for future career choices as follows:

The failure of vocational education to serve larger numbers is directly related to the fact that the vocational system has no voice in the preparation of students for its program.

He too feels that at this stage in its history, vocational education remains primarily "training" and has not yet arrived at the "education" level.

This is the challenge that must be met. Vocational education, operating within the framework of the career development concept, is somewhat broader than the aspects cited in the "Problem" of the original proposal guidelines, i.e., "(a) creating bridges between school and earning a living for young people; (b) promoting cooperation between public education and manpower agencies; and (c) broadening occupational aspirations and opportunities for youths "

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From original proposal, section written by Mr. Thomas Gambino and Mr. Robert Briant of the New Jersey State Department Division of Vocational Education.

## GENERAL PROJECT DESIGN AND PROCEDURES

The Hackensack Career Development Center has been a pilot project carried out during the past three years in the Hackensack Public Schools. The project was implemented to:

1. make career development learning activities an integral part of the school curriculum from the earliest grades through adult education.
2. provide a setting in which experimentation with and evaluation of such activities may be carried on, and
3. offer students and graduates all possible assistance in finding desired and/or suitable employment.

Career development learning activities are defined as any type of experiences that will:

1. enable students to enlarge their knowledge of occupations,
2. increase their awareness of their interests and aptitudes relative to work, and
3. develop the decision-making skills needed to put this knowledge to best use.

This project is being conducted in a school system with an enrollment of 6,200 students from pre-kindergarten through twelfth grade, with a sizeable adult evening school and adult basic education program. The school population is mixed racially, socially, and ethnically--reflecting the heterogeneous nature of the city's population.

In the first year of the Center's operation, two types of operations (continuing programs and intra-curricular activities) have been planned and conducted by the staff. The continuing programs are based upon a pre-established curriculum guide and, in most cases, were implemented over a prolonged period--such as all or most of the school year or summer. These

programs are intended to be repeated each year. In some cases, they form the basis for a self-contained course, and also provide curriculum materials and activities to be interspersed through the ongoing classroom instruction.

The intra-curricular activities are short-term projects planned mutually by one of the school/industry coordinators and a classroom teacher in response to a request by the teacher for a career development activity to relate to his course work. These activities include field trips, demonstrations, "hands-on" work activities, guest speakers, simulations or role-playing activities in the classroom, or media presentations of any kind.

During the initial year, the staff either planned and/or conducted approximately fifteen continuing programs, some of which were being carried over from past years. In addition, approximately 210 intra-curricular activities were conducted, most of them consisting of more than one component or learning experience.

Through a combination of continuing programs and intra-curricular activities, the program eventually plans to provide sequential and continuous coverage in career development activities for all students in the school system, with each program activity designed to meet the needs of a particular level.

The following material presents an overview of the general project design for the 1970-71 project year. The material is organized into several sections:

1. Community Setting
2. School Setting
3. Program Administration
4. Intra-Curricular Activities
5. Continuing Programs

### Community Setting

The Hackensack Career Development Program is incorporated within the Hackensack Public School system and serves the school children of the community.

Hackensack had a 1970 population of 35,911 within an area of 4.18 square miles, or 2,673 acres. This gives a population density of 13.4 per acre, or approximately 8,600 per square mile.

The population has been gradually increasing: 1960 population = 30,521; 1970 population = 35,911; and projected 1985 population = 50,000. This represents a 15 to 25 percent gain each decade.

A listing of significant community variables is presented below:

#### A. Economy of the City

1. Effective buying income of wage earners (median) = \$11,112
2. Value of privately-owned housing units (median) = \$27,100
3. Cost of rented units (median) = \$141
4. Business and industry
 

Retail stores	= 492
Total Sales	= \$158,955
Service establishments	= 319
Total Sales	= \$ 29,958,000
Manufacturing firms	= 192
Value of shipments	= \$130,300,000
Wholesale trade establishments	= 157
Total Sales	= \$204,311,000

#### B. Sociological and Ethnic Makeup

1. Population (1970 census)
 

White	29,641
Black	6,008
Indian	42
Other	220
Total	35,911



## 2. Major employment categories

Manufacturing	4,143
Retail trade	1,394
Construction	929
Finance, insurance, and real estate	661
Public administration	571
Private household	510
Personal services	462
Professional and related services	405

School SettingA. School District Personnel

Superintendent of Schools

Assistant Superintendent of Schools

Assistant Superintendent for Business

Administrative Assistant

Director of Federal Projects and Continuing Education

Director of Health, Physical Education, and Health Services

Director of Special Services

Coordinator, Foreign Languages

Coordinator, Early Childhood Education

Coordinator, Deaf Program

Coordinator, Adult Basic Education

Coordinator, Career Development

Coordinator, Educational Data Processing

Coordinator, Supplemental Instruction

Principal, High School

Assistant Principal, High School (three)

Principal, Middle School

Assistant Principal, Middle School (two)

Principals, Elementary Schools, Pre-Kindergarten through Grade Five (four)

One principal covers a pre-kindergarten through grade five school  
in addition to the pre-kindergarten through grade one school.

Assistant Principals, Elementary Schools (two)

Assistant to the Principal, Elementary School (one)

Director, Instructional Music

Supervisor, Elementary Education

Department Chairmen, Middle School (Science, Guidance, Math, English, Social Studies, Sixth Grade)

Department Chairmen, High School (Science, Guidance, Math, English, History, Business, Driver Education, Boys' Physical Education, Girls' Physical Education, Reading, Library, Home Economics, Vocational Education)

Early Childhood	17 aides
First Grade	4 aides
Lunchroom	13 aides
Library	4 assistants
Deaf Program	7 aides
Special Education	4 aides
Early Learning Skills Program	6 aides

**B. Number and types of schools**

4 schools Pre-K through 5  
 1 school Pre-K through 1  
 1 school 6 through 8  
 1 school 9 through 12

**C. Number and types of teachers (includes general classroom teachers and specialists)**

Elementary (Pre-K through 5)	240
Middle school (6 through 8)	80
High school (9 through 12)	180

**D. Number and types of counselors**

Elementary	3
Middle School	5
High School	9

**E. Ethnic make-up of students**

White	4,314
Black	1,479
Puerto Rican	101
Cuban	46
Other (includes recent arrivals: Columbians, Ecuadorians, Italians, Greeks, French, and Orientals)	312
Total	6,252

F. Academic curriculum breakdown of students (high school only)

College Preparatory	1,620
Commercial	320
General Arts	304
ESL	105
Industrial Prep	100
Special Education	25

G. Academic curriculum breakdown of teachers (approximate numbers based on sections in each above category)

College Preparatory	80
Commercial	20
General Arts	40
Industrial Prep	8 part-time
ESL	4
Special Education	2
Cooperative Work	3 part-time
Undesignated	35

Program Administration

Goals of Program Administration

The following goal statements represent the program administration goals of the Hackensack, New Jersey, Career Development Project during the three-year operational period of the project.

1. To provide effective program administration in the development of a model in which career development concepts may be incorporated into regular classroom activities.
2. To provide effective program administration in implementing a career development model in the Hackensack Public Schools.
3. To provide effective program administration in the evaluation and updating of career development on a continual basis in the Hackensack Public Schools.

Program Organizational Chart

The organizational structure of the Hackensack, New Jersey, Career Development Program is illustrated in Figure 4.

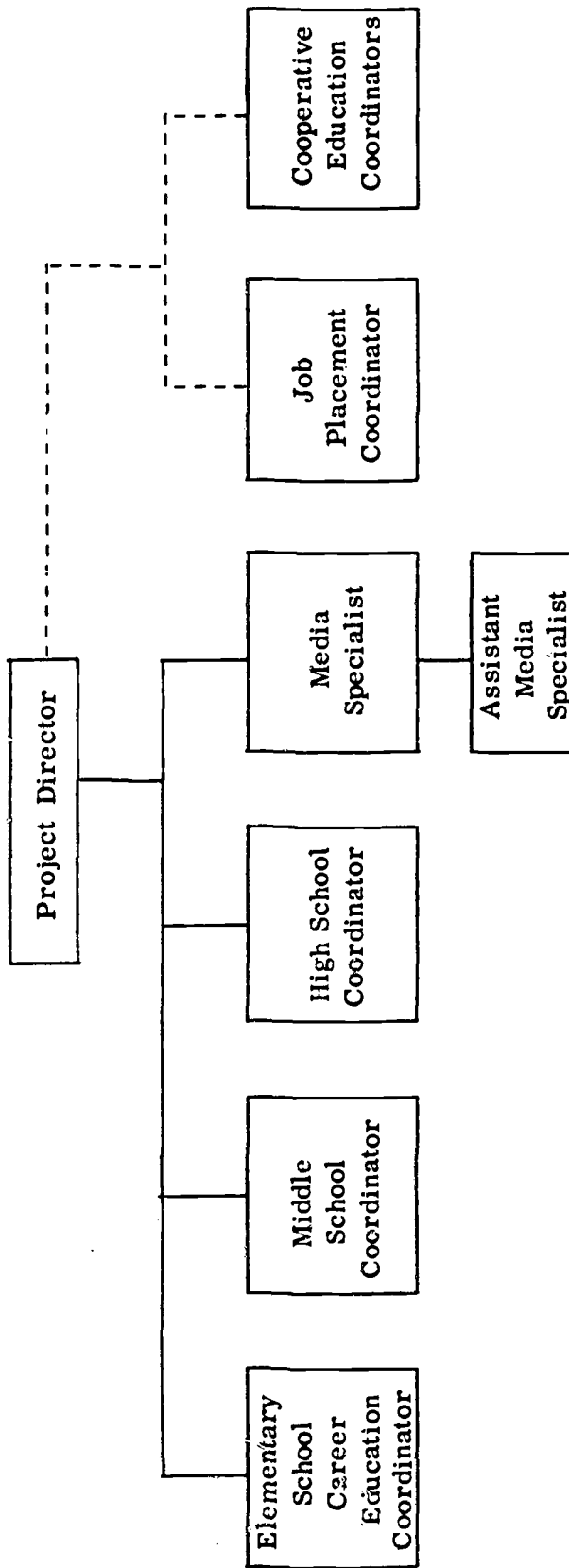


FIGURE 4  
CAREER DEVELOPMENT PROGRAM ORGANIZATIONAL CHART

### Job Descriptions

Selected job descriptions of personnel of the Hackensack, New Jersey, Career Development Program are presented in Appendix B.

### Intra-Curricular Activities

The intra-curricular activities were short-term projects planned mutually by one of the schools/industry coordinators and a classroom teacher in response to a request by the teacher for a career development activity relating to his course work. These activities included field trips, demonstrations, "hands-on" work activities, guest speakers, simulations or role-playing activities in the classroom, and media presentations of any kind. More than six hundred intra-curricular activities have been conducted during the three years of program operation, most of them consisting of more than one component or learning experience. A number of intra-curricular activities were evaluated utilizing the Career Development Planning, Monitoring, and Evaluation System.

A sampling of intra-curricular activities follows:

. . . a unit involving third graders in a study of work in Colonial America. Each student joined a craft group as either an "apprentice" or "master craftsman" and worked at such projects as weaving, candlemaking, carpentry, sewing, quilting, baking, etc. In addition to this "hands-on" activity, the students also engaged in research projects on Colonial life. The unit culminated in a Colonial Fair at which the children displayed and sold the products of their handiwork as well as demonstrating some of the techniques involved in their craft.

. . . a project delineating various careers in journalism through video-taped interviews with professionals in this field. The tapes were produced in conjunction with a high school journalism teacher and were used in her classes. In each interview, the subject discussed the nature of his work, the preparation needed for it, and the opportunities in the field.

. . . a project depicting job categories in the field of advertising through a video tape produced at a local ad agency. A high school English class planned the project as part of a classroom unit in advertising. At the agency, an ad theme which the students had created was processed through all the stages for a magazine ad. Each of these was explained by agency personnel and documented on video tape.

. . . a unit for third graders in health occupations involved talks, demonstrations, and "hands-on" experience with inhalation therapy, electro-cardiograms, optometry, and dental hygienics. On a tour through Hackensack Hospital, the children interviewed a number of hospital personnel. The information they compiled were used for a pamphlet they made in health occupations.

. . . a project involving high school students in an exploration of career opportunities in a large drug firm. A group of students representing various school departments worked with representatives from the Hoffman-LaRoche Company in planning a series of career experiences using that firm's facilities. These will engage larger groups of students in studies of a variety of occupations ranging from skilled maintenance to science lab work.

. . . a project for first graders in careers related to animal care. Classroom demonstrations were given in poodle grooming, dog training, and cat care in which the children were allowed to participate in certain of the tasks. The unit also included a visit to a local pet shop.

. . . a project for second graders in food preparation careers. A portable oven was purchased for the classroom. Under the direction of their classroom teacher, the children, dressed in chef's hats and aprons, baked bread and cookies and prepared griddle cakes.

. . . a project involving five second grade classes delineating careers as "community helpers." Each group took a guided tour of either the local hospital, city hall, post office, courthouse, or fire and police departments. The children took slides which they later exchanged as they told each other about their experiences.

. . . a trip to the NBC studios in New York by eighth grade students in the Immaculate Conception school. The students toured the studio and conducted an interview with Ron Milligan, one of the station's newscasters.

. . . a first grade project focusing on "career hats" to introduce the jobs of baker, policeman, nurse, bus driver, construction worker. The unit featured a class visitation by a local collector

of specialty hats and walking field trips to meet representatives of these various careers. Hats were also purchased for the children to wear.

. . . a project for fifth grade students exploring careers in the culinary arts and hotel-motel management. The project featured field trips to several restaurants and a large motel.

. . . a project called "Youth and Industry" for high school students sponsored by several large corporations in the area. Students from the Economics and Industrial Prep classes visited four large industrial plants (Hills Bros., Faberge, Lever Bros., and Lowe Paper) in consecutive weeks for a full plant tour and discussion period conducted by company personnel. The discussion focused on principles of economics and industrial trends. The students involved were given a test on economic principles prior to and following the project to determine its effectiveness.

. . . a project exploring careers in court reporting was open to all high school students. Those who expressed an interest in this field were taken to a school which trains court reporters where they were given pertinent facts about the nature of this work, the training required, and future prospects in the field. Later, they visited the local courthouse and sat in on a trial where they were able to observe a court reporter at work.

. . . a project for high school science classes at the Sandy Hook Marine Biology Laboratory. Plans are being made for students to visit this site to observe the wide variety of scientific and technical work done there with the possibility of participating in certain of the activities. Some functions of the laboratory were documented on video tape for classroom use.

Certain benefits have often occurred as a result of the developed intra-curricular activities. One such example has been documented by the project staff and is enclosed as a case study.

### Case Study

Documentation of a Career Development experience for a second grade student:

Randy was characterized by his teachers as a destructive child, habitually using abusive language and throwing classroom objects around the room. His family consists of eight children and mother, the father having died when Randy was two. Randy's mother is known to have recently lost her job with a local day care center. His brother has also been a problem child in school.

Scholastically, Randy is a poor student. His attention span is very short and he participates very little in a group; this participation usually being limited to the use of four-letter words. The one exception to his lack of scholastic participation was pennmanship, in which he showed interest and persistence.

During the Colonial Crafts program, however, Randy was seen to exhibit concern and interest. He chose to work in the Colonial Recreation group where he made popcorn pictures. To the surprise of his teachers, Randy maintained interest in his project until he completed the picture. He insisted that the teacher take a picture of him showing his completed piece and would not let anyone touch it. Although he showed much interest in this individual activity, always being anxious to start working on it, his participation in group activities was still not in evidence. He would not participate in group games or dancing.

The extent of his involvement with his individual project was noticeable at the Colonial Fair the children presented as a culmination of their Crafts project. Randy and another girl were demonstrating how they had made their popcorn pictures. When a photographer asked to take the girl's picture, overlooking Randy, he jumped up and told a teacher to "make the man go."

After the Fair, Randy never initiated further discussion about the Fair or the project he had worked on. However, since then he has shown interest in puzzles and now colors books nicely. His teachers attribute this largely to his work in making popcorn pictures.

### Continuing Programs

Continuing programs are defined as those programs designed to comprise a permanent part of the curriculum or programs that will be repeated each year. In most cases, they are based on a pre-established curriculum plan spanning a full school year. In certain cases, however, they are of shorter duration. The Job Fair, for example, is conducted during one week each year. In some cases, they formed the basis for a self-contained course, and also provided curriculum materials and activities to be interspersed through the ongoing classroom instruction. Although these programs were pre-structured, they were evaluated continually and revised as necessary.



The descriptions which follow represent an overview of the individual continuing programs that were implemented during the three years of operation of the Hackensack, New Jersey, Career Development Program.

### Job Fair

The Job Fair is a week-long program conducted at the high school each year for students in the senior class. During this week, representatives from many local business and industrial firms conduct job interviews with any interested senior. Many students are hired as a result of these interviews. In any case, the Job Fair provides a learning experience in job interview procedures and conduct for all students who take advantage of it.

### Middle School Summer Vocational Exploration

A group of Middle School students spend a summer session at the county vocational and technical high school trying their hands at a variety of skills under the direction of the school's instructors. They are chaperoned by high school seniors who act in a "big brother" capacity and conduct an organized recreation period each day. Their shop instruction stresses the fun of work activity and the reward of seeing a finished product of their own making. In this way, these students see what the vocational school has to offer them and are thus better prepared to make their upcoming decision of what type of high school to attend. At the same time, the experience encourages them to explore their occupational interest and talents.

### Summer Community College Program

For tenth and eleventh grade students with low career expectancy, the Summer Community College Program provides exposure to a nearby community college during a four-week summer session. These students have the opportunity to observe and participate in the wide variety of programs the school offers for general education and career training. In this way, they are encouraged to find an avenue of development consistent with their abilities and interests.

### Technology for Children

Through world-of-work projects growing out of classroom study units, students in the elementary grades are led toward an understanding of modern technology and encouraged to respect work in its many forms. The Technology for Children projects engage them in a wide variety of "hands-on" activities with the tools and materials of modern business and industry ranging from basic carpentry tools to office machines. As they assume roles in a classroom business office, assembly line, photography studio, or construction crew, for example, the students can also begin to understand the

complexities of on-the-job relationships of all kinds, as well as the importance of individual responsibility and contributions.

### Parochial School Technology Program

Local parochial elementary schools participate on a limited basis in the Technology for Children Program described above.

### Intensive Training for Twelfth Grade Students

In the last half of their senior year, students may take advantage of an opportunity for intensified occupational training in one of a number of basic skill areas. Courses in machinist training, welding, photo-offset printing, clerk-typist skills, drafting, sheet metal working, keypunch operating, and dental assisting are sponsored by the Career Center through the local Adult Training Center. Interested students may enroll on a shared-time basis if their high school schedule permits, or choose a course which meets during evening hours. A certificate of training is given for successful completion of course work.

### Introduction to Vocations

As an important element in their career education for this stage, eighth grade boys and girls engage in an intensive occupational awareness program of career exploration through their industrial arts and home economics classes. The program provides for in-depth study of various occupational areas. Each unit involves a broad survey of the particular occupational area, classroom visits by industrial personnel, and at least one field trip to a representative occupational site. In their laboratory work, the students get considerable "hands-on" experience with the tools and materials of each skill area. In this way, they acquire a broad base from which further career exploration can proceed.

### Job Placement Office

Through the Job Placement Office located in the high school, any student of work age may get assistance in finding full or part-time employment. This service is also extended to graduates of the high school. The Job Placement Office coordinates other activities such as the Intensive Training Program and the Job Fair, along with group counseling sessions involving common problems of the young worker.

### Career Club Program

A number of Career Clubs have been begun under the auspices of the Career Development Center, conducted through local churches on Saturdays. They are designed to stimulate boys and girls aged ten and eleven to

begin thinking about their vocational future. Representatives of various professional and other careers are invited to address the members on their job activities, preferably accompanied by demonstrations of their key tasks with the youngsters joining in craft experiences. Through this exposure to career role models and the world of work generally, the children can begin to construct a hopeful career image for themselves.

### Industrial Preparatory Project

The Industrial Preparatory Project offers boys in grades ten through twelve the opportunity of studying English, mathematics, science, and mechanical drawing within a technical framework. Study units in this project are built around world-of-work themes and emphasize the way in which these three disciplines interrelate as tools for occupational problem-solving. To boys with leanings toward early job entry or further trade training, this track offers a needed alternative to the college preparatory/general education choice. Through it, they can combine a sound academic foundation with a maximum of vocational exploration.

### Cooperative Work Programs

The various Cooperative Work Programs allow students in the late high school years to share their day between work and school in a way that maximizes the potential benefits of each. Their work experience provides for job rotation within a certain occupational area and expert training in each job encountered, for which they also receive course credit at the school. This is in addition to regular pay. In their half-day at school, they take certain courses required for graduation as well as one devoted to study of their occupational field and group guidance for problems encountered on the job. In this way, the school utilizes the training resources of the business and industrial community. Five such programs are offered covering the following areas:

1. Cooperative Industrial
2. Cooperative Office
3. Cooperative Health
4. Cooperative Home Economics
5. Distributive Education

### Special Needs Workshops

The Special Needs Workshops are directed toward the vocational needs of students in the educable and trainable categories, primarily the universal need to experience the satisfaction of work successfully performed. Within the sheltered environment of their own classrooms, these students work on job projects contracted from local business firms and are paid for what they produce. The projects are chosen for their high achievement potential and engage the students in production planning and related economic

consideration. In this way, they are exposed to several aspects of the working world without the stress of competing in it before they are ready to do so.

### Summer Remedial Program

This six-weeks Summer Remedial Program, offered as an alternative to the regular summer school, blends basic instruction in English and mathematics with related occupational projects. During the first part of their morning session, the boys attend classes which are conducted informally and stress individualized instruction. The rest of the morning is spent either in the auto mechanics shop or on a building project somewhere on the school grounds, depending upon which area they choose. Both stress "hands-on" participation in various aspects of the building trade or auto repair and maintenance. Follow-up tutoring in their academic work is interspersed through their work period and another brief classroom session follows at the end of the school day. Full course credits are allowed for both academic areas and additional ones for the work segment.

### Evening Adult Vocational Training

The Evening Adult Vocational Training program offers any adult in the school district a chance to explore a new occupational area to increase his career potential or simply enrich his use of leisure time. Through evening courses in metal shop, auto mechanics, cabinet making, offset printing, foods, clothing, commercial arts and typing, etc., those interested may avail themselves of expert instruction and the facilities of the high school laboratories and shops. Potential enrollees received advice from trained counselors as to their choice of courses and the prospects for putting their newly-acquired skills and interests to best use.

### Non-native Adult Evening Program

The Non-native Adult Evening Program provides for the special needs of non-native adults through instruction in English language skills, coupled with shop experiences related to their working life. Its immediate aim is to impart a greater ease and familiarity with industrial terminology and the language of job interviews, classified ads, job applications, etc. In general, it covers those areas of communication essential for successful job entry and work adjustment.

### Vocational Program for Students with School Adjustment Problems

For those students with serious school adjustment problems, the Vocational Program for Students with School Adjustment Problems offers the opportunity of continuing to graduation while, at the same time, gaining valuable work experience and occupational training. Under a shared-time concept, the students work mornings at jobs in either auto mechanics shops (boys) or business offices (girls) and spend their afternoons at the high school completing required course work and receiving intensive occupational training related to their morning work. This training stresses an informal, small-group approach in keeping with the special needs of these students.

### Work Experience Career Exploration Program

The Work Experience Career Exploration Program was designed for any student fourteen or fifteen years of age who has been identified as one who can benefit from a job experience and modified academic schedule. The W.E.C.E.P. attempts to deter the potential school and societal dropout, to give meaning and relevance to education and dignity to work-students in the program. The students take a minimum of two academic classes per day, as stipulated by state requirements for graduation, as well as instruction in job-related activities and employability skill development with individual or remedial instruction, where needed, while working three to four hours per day at the standard hourly wage.

### Media-Supportive Activities

The function of media in the Hackensack Career Development Center has been to assist all projects wherever audiovisual or television would enhance the career experiences.

The media department also developed or assisted in the development of various media productions for use as documentaries, course content presentations, or summaries of activities.

## RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

The Hackensack Career Development Program has attained its objectives for its three years of operation and has progressed further than planned. A general operational plan involving ongoing programs and the ability to provide intra-curricular programs during the year has been implemented. This plan is not static, but has served as the major support thrust.

Staff involvement has been enthusiastic and staff members have gone beyond their defined responsibilities to promote the concept of career development as part of the school curriculum.

The use of audio and video hardware has been impressive. Opportunities for involvement with business concerns have been utilized to the fullest. Video tapes of various careers have been made which will be used for years to come. Such equipment has also been used for documenting outstanding intra-curricular programs. The use of this type of approach has also served as a catalyst for promoting further involvement in such activities. An additional benefit derived from the use of such facilities involves the aspect of community relations. Although not specifically a project objective, the "seeing" of school situations has helped to promote the school's image.

A major direction indicated during the three years has been the development and piloting of a formative evaluation system. The system attempted to provide a consistent planning format for each activity to be used by the program personnel, school personnel, and the business/industry personnel. Monitoring and evaluation information from the staff (as well as cognitive and affective feedback from the participants) was to be included. Such a system was adapted to work with both continuing ongoing as well as intra-curricular activities.

During the third year of program operation, the staff of the Hackensack program continued to implement ongoing as well as short-term programs in career development. These programs involved such diverse activities as the development of additional programs for the Career Development Center, career clubs, summer projects, field trips, guest speakers, and Classroom Career Units.

Additional efforts were carried out in the gathering of "hard" data concerning the program's impact on student cognitive and affective behavior. The principle vehicle for gathering data continued to be the Career Experience Planning, Monitoring, and Evaluation System developed in the second operational year by the Hackensack Career Development staff. The procedures for the system were simplified during the third operational year to increase the efficiency of use of the system. The data gathered relative to the objectives of the Hackensack Career Development Program indicate that the stated objectives of the program were attained. Additional emphasis was given in the third year of operation to (1) procedures and techniques, (2) funding sources, and (3) additional planning for maintenance to further develop the program in the Hackensack Public Schools.

## EVALUATION OF THE PROJECT

The results for each program objective are presented by operational year (i.e., 1970-71, 1971-72, 1972-73). In addition, the results of external monitoring of project activities by EPIC Diversified Systems Corporation are presented in Appendix C.

### Analysis of Program Objectives

#### Objective #1

To make career development education a significant part of the school curriculum at each developmental stage and grade level.

Developmental stages have been defined as follows:

#### Elementary Stage

The elementary stage is generally one of providing experiences where youngsters begin to establish attitude and behavior patterns relative to growth in vocational awareness. These experiences usually include provisions for opportunities in which the individual begins to explore, cope, and clarify feelings of "self" as he interacts with his environment.

#### Middle School Stage

The middle school stage is a period of broad vocational exploration on a more sophisticated level than the previous stage and leads to a specificity of choices for many students. At this stage, the student is generally more mature regarding the ability to judge his potential more realistically and make relevant educational decisions.

#### High School Stage

The high school stage is one of study, evaluation, in-depth testing of tentative choices, and development of specific skills according to potential, needs, interest, and opportunities. Orientation and placement in an appropriate "next step": including jobs, further training and/or continuing education are essential aspects.



At each stage, the school district provided many opportunities for career education to become part of the school curriculum. In each one of the defined stages, the Career Development Center provided support services in assisting in the process of making career education a significant part of the school curriculum. For example, in the senior high school Cooperative Work Program, students participated in the Distributive Education II course, in Cooperative Industrial Education, in Health Occupations, in Home Economics, and in Office Practice. The Career Development Center provided support for this involvement.

### Results for 1970-71

The program documented career development activities related to each grade level during the 1970-71 program year. This material identified the general area related to career development: the instructor, the number of students involved, and a brief description of the activity. This information was documented through March, 1971. During April and May, approximately one-third as many activities were completed.

Continuing education activities have been outlined in the section regarding general program design and procedures.

#### Pre-Kindergarten

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Dental Careers	Mrs. Parimenis	25
Sewing	Kay Garner	11
Field trip to Modell's	E. Marx	38
Field trip to Van Saun Park	Mrs. E. Marx	38
Trucks	I. Schwartz	22

#### Kindergarten

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Dental Careers	Kaplow and Winters	50
Transportation	Kaplow and Winters	100
Farm Workers	J. Elizer	34
Farm Workers	J. Ellegar	34

Kindergarten (Parochial)

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Community Helpers	Mrs. Mitchell	24
Health Occupations	Mrs. Linda	32
Community Helpers	Sr. Dorothy	34
Animal Care	Mrs. Linda	32

First Grade

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Lamp Projects	Slepis, Miguire	8 special ed.
Career: Hats, Costumes, Tools	H. Pearlman	25
Animal Care	E. Katz	20
Animal Care	R. McBride, M. Costello	31
Beauty Salon	R. McBride	13

First Grade (Parochial)

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Animal Care	_____	68
Community Helpers	Sr. Mirium	19

Second Grade

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Colonial Crafts	LEM	125
Colonial Crafts	LEM	125
Colonial Crafts	Beth Greenblatt	12
Colonial Crafts	T. Giordano, K. Cobella	12
Colonial Crafts	Miss Applegate	125
Wig Making	K. Colella	16
Chef - Baker	M. Reilly	12
Community Helpers	Mauthe, Muller, Hammer, Lutthans, and Ackerson	132

Second Grade (Parochial)

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Music	Sr. Mary	32
Animal Care	Kelly and Chaudron	—

Third Grade

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Dental Careers	Decter, Traino, Zucher, and Schudin	105
Baking	Mrs. Galante	15
Beauty Salon	Mrs. Galante	15
Deaf Program	C. Peszynski	17
Occupations--Indian Origin	Ann Galante	15
Hospital Tour	R. Selly	13
Colonial Crafts	K. Colella	12
Carpentry	—	—
Colonial Crafts	Colella, Wilson	10
Dental Assistant	Zier	27
Colonial Crafts Sewing	LEM	10
Manufacturing and Merchandising	LEM	10

Third Grade (Parochial)

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Electricity	Mrs Kelly, Sr. Patricia	33
Animal Care	Kelly, Chaudron	36

Fourth Grade

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Health Occupations	S. Toscano	28
Communications	A. Forbes	28
Colonial Crafts	—	145
The Dental Hygienist	—	—

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Technology for Children	Fruhling	19
Braillist	Fruhling	21
Photography--Photo-Offset	Fruhling	21
T4CP--Photography Workshop for Teachers	_____	—
Technology for Children	Fruhling	19
Health Occupations	Miss Person	13
Beauty Culture	Miss Person	13
Health Occupations	Kessler	25

#### Fourth Grade (Parochial)

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Health Occupations	_____	—
Colonial Crafts	Sr. Patricia	40
Electricity	_____	33

#### Fifth Grade

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Fingerprinting	Mosbrooker	25
Law Enforcement	Mosbrooker	25
Bilingual Careers	Trelles	17
Restaurant-Hotel Manage- ment	DiPeri, Giglento, and Higgins	60
Bilingual Careers	Trelles	17
Career Interviews	DeCondo, DePeri	25
Dental Lab Technician	DiPeri, Giglento, Higgins, Madden	100
Dental Hygenist	Di Peri, Gilento Higgins, Madden	100
Technology for Children	W. Cooke	18
Newspaper Photography	W. Cooke	18
Photography--Photo-Offset	W. Cooke	18
Carpentry Workshop	Cooke, Meyers, Fruhling, Sourifman	—

Fifth Grade (Parochial)

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Airport	Mrs. Matter	24
Health Occupations	---	--

Sixth Grade (Parochial)

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Health Occupations	Sr. Catherine	--
Trip to American Museum of Art	Sr. Ann	69
Communications	Sr. Rita	31

Middle School

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Nursing Careers	Plump	40
Telephone Careers	Ann Smith	300

Seventh Grade

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Trip to Whitney Museum	Sr. Mary Fiore	25
Health Occupations		33

Eighth Grade (Parochial)

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Photography	Sr. Mary Ann	14
Technology	Sr. Mary Ann	14
Marketing, Retailing, Buying	Sr. Mary Ann	23

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
United Nations Tour	Burke, Sr. Mary Ann	32
News Casting	B. Zock, Sr. Mary Downey	23
Teaching as a Career	Zock, Sr. Mary Downey	23

#### Middle School

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Field Trip to Jail (Government Careers)	Calise	30
Bergen County Government Plastics	Calise Vladyka	30 14
Clothing Manufacturing	Johnson	11
Vocational Reading Library	Savage	—
Trip to Metropolitan Mu- seum of Art	Szatanski	16
Trip to General Motors Assembly Plant	Corbin	11

#### High School

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Video Tape of Com- mercials	Capone	14
Field Trip to Volk- swagen	Kalfayan	12
Video Tape of Charm Consultant	Kalfayan	60
Field Trip to Austin Display	Capone	11
Video Tape of TWA Stewardess	Kraus	20
ABOVE Video Tape Shown to students	Kraus	25
Careers in Fashion Designing	Capone	15
Careers dealing with Chemistry	Bernardo	10

Ninth Grade

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Careers in Advertising Video Tape of Westshore Publishing Co.	Dobson	30
How to Fill out Job Applications	Heidecker, Acciardi	—

Eleventh Grade

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Trip to Blooming- dale's	Schlochau	—
Journalism Careers	Brancato	16
Careers in Journalism	Brancato	16
City Government Employ- ment	-----	—

Tenth and Eleventh Grades

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Field Trip to Stenotype School	-----	—
Field Trip to United Nations	Fishberg	43
How to Fill out Job Applications	Heidecker, Acciardi	30

Eleventh and Twelfth Grades

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Video Tape of Sport Fishery Biologist at Sandy Hook	-----	—
Guest Speaker from Montclair State	Mason	50

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Field Trip to Teterboro Airport	_____	—
Field Trip to Westchester Airport	Lane	20
Trip to Hills Brothers	_____	—
Trip to Lowe Paper Co.	_____	—
Art Seminar	Turner	—
Field Trip to Lever Bros., Faberge	_____	—

### Career Clubs

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Radio Kits	C. Clay	15
Trip to Teterboro Airport	C. Clay	15
Veterinarian	C. Clay	15
Doctor and Nurse	C. Clay	15
Photographer	C. Clay	15
Sewing	Parciaseppe	20
Carpentry	D'Arminio	19
Baking	Parciaseppe	20
Trip to Teterboro	D'Arminio	25
Electronics, Carpentry	F. Meirs	25
Sewing, Knitting, Cooking	Sr. Ann	25
Carpentry	B. Zoch	25
Trip to Teterboro Airport	B. Zoch	25
Sewing	B. Zoch	25
Real Estate	C. Clay	15
Auto Show	C. Clay	15
Dental Technician	C. Clay	15

### Evening Program

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Commercial Art	Shiefer	31
Typing, Commercial	Kraus, Minkewicz, Adams, Capone	100



<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Spanish-Speaking Project	Lane	10
Foods	Gagliostro	11
Printing	Detrick	9
Sewing	Wiatrak	38
Auto Mechanics	Ralston	43
Cabinet Making	Giordano	25

#### Guidance

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Bergen Community College Health Fair	Acciardi	8
Hoffman LaRoche meeting Committee	LeRose and Mackert	6
Film dealing with Careers in Medical Profession	Thomas	50
Special Occupations Project Adjustment Group	Tuppence	20
Job Placement	Acciardi	—
Trip to Wall Street	Tuppence	5

#### Special Education

<u>General Activity</u>	<u>Teacher</u>	<u>No. of Students</u>
Sheltered Workshop	Whitney	20
Sheltered Workshop	Whitney	20

Approximately two thousand students were involved in career development intra-curricular activities in 1970-71. Other data document activities of the career clubs, evening programs, guidance involvement, and special education involvement.

#### Results for 1971-72

A summary of the activities presented for the defined developmental stages for 1971-72 is presented in Table 1.

TABLE 1  
 CAREER ACTIVITIES BY DEVELOPMENTAL STAGE  
 FOR OBJECTIVE #1  
 1971-72

Stage	Career Experience Activity	Involvement	
		No. of teachers	No. of students*
Elementary	Speakers	62	1,240
	Visits	77	1,540
	Demonstrations	17	340
	"Hands-on" experiences	43	860
	Media presentation	17	340
	Role-playing	15	300
Middle School	Speakers	12	360
	Visits	21	630
	Media presentation	6	180
Senior School	Speakers	35	1,050
	Visits	23	690
	Media presentation	39	1,170

\*approximate

The approach of providing career education experiences at the defined developmental stages parallels research completed by Ginzberg, Roc, and Super. At the elementary stage, the implemented activities serve as a stage for exploration and self-discovery. These activities were implemented not only through the common method of speakers, visitations, and media, but through demonstrations and actual "hands-on" experiences.

It is again noted that the Career Development Center has provided support in terms of the career activities implemented. The Career Center supported all the activities which are documented, and more activities were probably completed.

#### Results for 1972-73

A summary of the activities presented for the defined developmental stages for 1972-73 is presented in Table 2.

TABLE 2  
CAREER ACTIVITIES BY DEVELOPMENTAL STAGE  
1972-73

Stage	Career Experience Activity	involvement	
		No. of teachers	No. of students*
Elementary	Speakers	18	440
	Visits	27	540
	Demonstrations	6	120
	"Hands-on" experiences	9	170
	Media presentations	1	30
Middle School	Speakers	2	50
	Visits	24	390
	"Hands-on" experiences	1	30
	Media presentations	3	70
Senior School	Speakers	6	70
	Visits	11	90
	Demonstrations	1	20
	Media presentations	9	170

\*approximate

The above summary reflects many new activities initiated during the 1972-73 project year. This summary does not reflect many of the activities completed in 1971-72 and repeated during the 1972-73 year.

Again, the approach of providing career education experiences at the defined developmental stages parallels research completed by Ginzberg, Roe, and Super. At the elementary stage, the implemented activities serve as stage for exploration and self-discovery. These activities were implemented not only through the common method of speakers, visitation, and media, but through demonstrations and actual "hands-on" experiences.

It should be noted that, as in previous project years, the Career Development Center has provided support in terms of the career activities implemented. The Career Center supported all the new activities which are documented, and more activities were probably completed.

## Objective #2

To provide sequential and continuous career development activities throughout all grade levels from pre-kindergarten to adult education.

Continuing programs have been described in the General Project Design and Procedure section of the present report. These programs were developed for the purpose of providing consistent information within the defined developmental stage over a longer time frame. Basically, consistency of input directed toward locally-defined goals is the goal for continuing programs.

## Results for 1970-71

Major continuing programs are described as to (1) description of program intent, (2) activities required to attain the program intent, (3) the student population participating in the program, and (4) the project staff responsible for implementation. The second descriptive phase of program procedures will outline programs at defined levels. Intra-curricular activities have been documented under objective #1.

## Program: Audiovisual Media

How an individual perceives himself and establishes an "operational" self-image is the outgrowth of a multiplicity of experiences and interactions. The opportunity to "see and hear" himself as a means of enhancing the changes for self-identity, rarely a part of the career development experience, can be highly effective in this type of project.

Experiences will be more meaningful when videoplayback, slides, or audio tapes are used to complement the learning exercise. This will be particularly true when the student is the "subject," regardless of when audio-visuals are used--pre-school to adult. Audiovisual media involvement during the various broad stages of career development will cut across preschool to adult in order to affect greater interrelatedness of experiences.

## Activities

1. Initiate and respond to requests from staff regarding locally-produced audiovisual materials.
2. Photograph and/or audio tape using various media, group activities, special information, data pertinent to any staff person's needs.

3. Maintain record of productions--report available material. Appendix D documents records of productions during the 1970-71 operational year.

### Enrollment

Serve pre-school to adult.

### Staff

One director  
One technician (part-time)

### Program: Public Information

Adequate, comprehensive information places the student in a better position to make important vocational decisions. Further, it enhances the understanding of parents, employers, and educators regarding career development.

### Activities

1. Prepare newsletters and other media for school and out-of-school groups.
2. Assist in school/industry activities.
3. Develop appropriate reporting format suitable to the various levels, pre-school to adult.
4. Meet parents, community, and PTA groups.
5. Meet with business, industrial, and labor representatives.

### Enrollment

Serve pre-school to adult

### Staff

One Public Relations person

### Program: School/Industry Coordination

Students whose education is updated and broadened through an on-going program of communications with business and industry should be more motivated because of the realistic experiences that result.

Where business, industry, and schools involve themselves in the development of each other's respective resources, the outcome should be more relevant to education and employment.

School/Industry coordination involvement cuts across the broad stages from pre-school to adult.

### Activities

1. Develop intra-curricular activities cooperatively with classroom teachers.
2. Assist in coordination of continuing programs.
3. Provide appropriate personnel from industry and business to assist educators in the development and evaluation of occupationally-oriented curricula.
4. Conduct in-service education programs for educators, both during the year and over the summer.
5. Actively seek areas of educational concern that could be improved more efficiently with community cooperation.
6. Cooperate with industry in the development of in-plant or industry-oriented education projects.

### Enrollment

Serve pre-school to adult

### Staff

One full-time person (elementary)  
 One part-time person (elementary)  
 One full-time person (middle and senior high school)

A basic outline of the specific programs involving students in exploratory, skill development, informational, and assessment experiences along a pre-school to adult continuum have been documented. Those programs presently operating and locally funded by the Hackensack School District have been included in this summary in order that the full spectrum of career development activities may be conceptualized.

Information related to developmental stages is presented in the following material. These stages have been designated as (1) elementary, (2) middle school, (3) high school, and (4) adult and out-of-school youth.

### Elementary Stage

The elementary stage is generally one of providing experiences where youngsters begin to establish attitude and behavior patterns relative to growth

in vocational awareness. These experiences usually include opportunities for the individual to begin to explore, cope, and clarify feelings of "self" as he interacts with his environment.

In Hackensack, an English as a Second Language program was provided for Spanish-speaking persons. In the area of Special Needs, classes for handicapped and retarded and educable were conducted. Further, the Head Start program was absorbed within the school district, so that at present all four-year-olds are accepted in pre-school classes throughout the district.

Another feature of the Hackensack School District is that it is one of the few districts employing counselors in the elementary school. Of the four elementary schools, two have had full-time counselors.

Programs in the Elementary Stage included:

Technology for Children

(a) Pilot units for elementary children

Intra-Curricular Activities

### Middle School Stage

The Middle School Stage is a period of broad vocational exploration on a more sophisticated level than the previous stage and leads to a specificity of choices for many students. At this stage, the student is generally more mature regarding the ability to judge his potential more realistically and make relevant educational decisions.

Contributing to the above climate, the Hackensack Middle School has four full-time counselors operating at a ratio of 250:1. A well organized vocational guidance segment of activity is presently operating. Articulation with Hackensack High School and the Bergen County Vocational/Technical School has been expanded. Industrial Arts shops cover six different areas of study and Home Economics operates on a full schedule. Special Needs students take shops, home economics, and other electives in regular classes while academic classes are held separately to provide a climate conducive to interaction at a level commensurate with abilities.

Programs in the Middle School Stage include:

Summer Program of Career Exploration

Introduction to Vocations (regular)

Intra-Curricular Activities

## High School Stage

The High School Stage is one of study, evaluation, in-depth testing of tentative choices, and development of specific skills according to potential, needs, interests, and opportunities. Orientation and placement in an appropriate "next step" including jobs, further training, and/or continuing education are essential aspects.

Cooperative Education programs operated in the areas of Distributive Education and Industrial Education. Cooperative Office of Education started September, 1970. A smoothly-operating program identified as Industrial Preparation was offered to students interested in the pursuit of "industrial" careers covering the full gamut up to professional interests. Job placement, part-time and full-time, was conducted through the Job Placement Office.

A special program for Alienated Youth was inaugurated during the school year 1969-70. Operating on a "cooperative school/work" basis, it serves the student who has become disenchanted with school.

A special critical feature of this stage is that the entire curriculum be designed in order that students representing many varied interests and abilities all be offered equal opportunity to experience career development encompassing sequence continuity.

Programs in the High School Stage include:

<u>Grade Level</u>	<u>Program</u>
9-12	Guidance and Counseling
9-12	Job Placement
9-12	Special Needs--Cooperative Employment Orientation
11-12	Cooperative Vocational Education: Industrial Education, Office Occupations, Home Economics, Distributive Education
12	Short-term Occupational Preparation
12	Employment Orientation
9-12	Pre-Vocational for Alienated Youth
10-12	Pre-Vocational Industrial Preparatory
12	Job Fair
9-12	Career Resource Center
9-12	Summer Remedial Instruction and On-the-Job Training Program



## Adult and Out-of-School Youth Stage

Operation "Second Chance," or possibly "first" for many disadvantaged persons, makes up the bulk of the programs in this project. Programs in this category have been carefully designed to incorporate the following aspects: outreach, orientation, education and occupational training, job counseling, and placement and follow-up.

Certain institutions, including community colleges, street academies, four-year colleges, and others offer special opportunities to the young adult who did not "make it" in the regular high school program.

The Department of Labor, and the Department of Community, also sponsor special opportunity programs for the disadvantaged.

Programs organized by the Hackensack Career Development Center include:

Occupational Awareness for Spanish-speaking adults  
Evening Adult Vocational (includes counseling)  
Job Placement Office

## Results for 1971-72

Major program support services provided by the Career Development Center included:

### Audiovisual Media

How an individual perceives himself and establishes an "operational" self-image is the outgrowth of a multiplicity of experiences and interactions. The opportunity to "see and hear" himself as a means of enhancing the chances for self-identity, rarely a part of the career development experience, can be highly effective in this type of project.

Experiences will be more meaningful when video-playback, audio tapes, or slides are used to complement the learning exercise. This will be particularly true when the student is the "subject," whether the subject is a preschooler or an adult. Audiovisual media involvement during the various broad stages of career development will cut across pre-school to adult levels in order to affect greater interrelatedness of experiences.

### Activities

1. Provision of locally-produced audiovisual materials, by initiation or upon staff request.

2. Photograph and/or audio tape using various media, group activities, special information, data pertinent to any staff person's needs.
3. Maintenance of a record of productions and production of a report of available material.

### Public Information

Adequate, comprehensive information places the student in a better position to make important vocational decisions. Further, it enhances the understanding of parents, employers, and educators regarding career development.

#### Activities

1. Preparation of newsletters and other media for school and out-of-school groups.
2. Assistance in the execution of school/industry activities.
3. Development of an appropriate reporting format suitable to the various levels--pre-school to adult.
4. Meetings with parents, community, and PTA groups.
5. Meetings with business, industrial, and labor representatives.

### School/Industry Coordination

Students whose education is updated and broadened through an ongoing program of communications with business and industry should be more motivated because of the realistic experiences that result.

Where business, industry, and schools involve themselves in the development of each other's respective resources, the outcome should be more relevant to education and employment.

School/industry coordination involvement cuts across the broad stages from pre-school to adult.

#### Activities

1. Development of intra-curricular activities cooperatively with classroom teachers.
2. Assistance in the coordination of continuing programs.

3. Provision of appropriate personnel from industry and business to assist educators in the development and evaluation of occupationally-oriented curricula.
4. Conduct of in-service education programs for educators, both during the year and over the summer.
5. Search for areas of educational concern that could be improved more efficiently with community cooperation.
6. Cooperation with industry in the development of in-plant or industry-oriented education projects.

In addition, Continuing Programs implemented at the defined developmental stage include:

#### Elementary Stage

Technology for Children

- a. Pilot units for elementary children

#### Middle School Stage

Summer Programs of Career Exploration

Introduction to Vocations (regular)

#### High School Stage

<u>Grade level</u>	<u>Program</u>
9-12	Guidance and Counseling
9-12	Job Placement
9-12	Special Needs--Cooperative Employment Orientation
11-12	Cooperative Vocational Education: Industrial Education Office Occupations Home Economics Distributive Education
12	Short-term Occupational Preparation
12	Employment Orientation
9-12	Pre-Vocational for Alienated Youth
10-12	Pre-Vocational Industrial Preparatory
12	Job Fair
9-12	Career Resource Center
9-12	Summer Remedial Instruction and On-the-Job Training Program
9-12	Proprietary School Fair

### Results for 1972-73

The efforts during the 1972-73 period reflect a continuation of the program activities documented during the previous two years of the project. In all instances, the project staff provided for program and activity impact at or above the levels for the first two years. The reader should refer to the 1971-72 results section for a description of the program and activities addressed during the 1972-73 year.

Table 3 provides the number of teachers and students involved in career activities relative to objective #2.

TABLE 3  
CAREER ACTIVITIES BY DEVELOPMENTAL STAGE  
1972-73

Stage	Career Experience Activity	Involvement	
		No. of teachers	No. of students*
Elementary	Speakers	18	440
	Visits	27	540
	Demonstrations	6	120
	"Hands-on" experiences	9	170
	Media presentations	1	30
Middle School	Speakers	2	50
	Visits	24	390
	"Hands-on" experiences	1	30
	Media presentations	3	70
Senior School	Speakers	6	70
	Visits	11	90
	Demonstrations	1	20
	Media presentations	9	170

\*approximate

### Objective #3

To establish a working model of a Career Development Center functioning within a school system which involves community agencies.

The project opened lines of communication and has actively involved a large number of agencies in career development activities. A sampling of these contacts for each operational year by category is presented below. A complete listing of all contacts is available in the Hackensack Career Development Program Offices.

### Results for 1970-71

#### 1. Community Affairs

Bergen County Chamber of Commerce: employment aids and facilitated contact with the business community.

Bergen County Medical Society: participated in their "Career Day."

Hackensack Hospital: tours, demonstrations, and speakers.

Humane Society: speaker

Bergen County Heart Association: speaker, demonstration.

YMCA: "Youth and Industry Program" sponsored by this organization.

#### 2. Continuing Education

Montclair State College: speaker, demonstration.

Bergen Community College: summer exploratory program planning.

Fairleigh Dickinson University: "Career Day" Dental Hygiene Clinic.

Roberts-Walsh Stenotype School: tour and demonstration.

Bergen Technical Training Center: intensive training program, tours, and demonstrations.

#### 3. Vocational-Technical Schools

Bergen County Vocational School: joint programs of career exploration involving visitations and use of facilities.

#### 4. State Department of Education

In frequent contact with State Department personnel concerning all facets of the project.

5. Department of Labor

Publications and job placement assistance.

6. Municipal and County Government

Hackensack Fire Department: tours, speakers, demonstrations.

Hackensack City Hall: tours.

Bergen County Court: tours.

Bergen County Prosecutor's Office: speaker.

Bergen County Probation Office: speaker.

7. Business/Industry/Labor

Bloomington's Department Store

People's Trust (local bank)

Singer Company

Jonathan Logan

Esso Research Center

Hills Brothers

Manhattan Drug Co.

B. Altman and Co.

Construction Industry Advancement

Fund

Bergen Record

Mariott Motel

Latin American Travel

Prentice-Hall Publishers

Lever Brothers

Faberge

N. J. Bell Telephone Co.

International Ladies' Garment

Workers Union

Results for 1971-72

The program opened lines of communication and has actively involved a large number of agencies in career development activities. A sampling of these contacts follows by category. A complete listing of all contacts is available in the program office.

1. Community Affairs
2. Continuing Education
3. Vocational-Technical Schools
4. State Department of Education
5. Department of Labor
6. Municipal and County Government
7. Business/Industry/Labor

A further description of the involvement through community agencies in 1971-72 can be found by examination of all the activities related to intra-curricular projects.

More intensified community involvement was established at the high school, sponsored jointly by the Career Development Center and the Social Studies Department. It was aimed at giving eleventh grade students career exposure in governmental and social service work. The program called for students to spend a full week at a city department or social service agency observing and participating in various types of jobs. The students could choose from among some fifteen agencies or city departments. Because participation in the program meant missing a week of school work, it was offered on a voluntary basis.

Approximately ninety students chose to participate. A survey conducted among the students showed that the great majority of those who chose not to participate did so because they felt it would be too difficult to catch up with missed school assignments. Most said they would have otherwise liked to participate in such a program.

All students who did participate were asked to evaluate their experiences upon their return to school. In general, their responses were most favorable and encouraging for the future possibilities of programs like this. Over 80 percent of the students responded that the week's experience had been of value to them. Over 60 percent said that it had made them aware of more career possibilities. Almost 80 percent felt the work they did for the agency had been of value to the community. Perhaps most significant is the fact that some 20 percent of the students said that their career plans had been influenced by the experience. In a number of cases, the students have continued to do volunteer work at these agencies in their free time.

The agencies were also asked to evaluate students in terms of their work and attitudes. The responses were overwhelmingly favorable.

Appendix E documents the agencies participating in the community volunteer program, while Appendix F presents responses to the Center related to the program and Appendix G presents a sample of student evaluation forms collected from this program.

### Results for 1972-73

The program continued to use lines of communication already established with agencies within the community (see 1971-72 results). A resulting product of the efforts was a "Career Education Resource Directory." This document provides a listing of the contacts made by staff in support of efforts to realize objective #3.

The year 1972-73 represents more intensified efforts to involve the schools and the agencies within the community and, as the documentation within the "Career Education Resource Directory" shows, the efforts have been very productive.

### Objective #4

To study the impact of career development activities on students.

### Results for 1970-71

Two approaches were incorporated for studying the impact of career development activities. First, the project designed evaluation sheets to be used for each individual school activity. Copies of such forms are presented in Appendix H. This information is available in the project office.

The second approach involved the development of a framework for planning and evaluating the activities under career development. Dr. Bruce W. Tuckman, Rutgers University, was contracted to draw up a taxonomy of career development stages. This document has been received and is titled, An Age-Graded Model for Career Development Education. Major sections included in the work are:

1. an analysis of the career development process into its basic components,
2. a composite model of general child development drawn from several prominent sources and related closely to career development components, and
3. suggested media and sample units for school activities within each developmental stage.

The center has limited copies available for in-office work.



### Results for 1971-72

To provide appropriate continuous feedback related to the planning, implementation, and effectiveness of the Career Development Program in working with short-term projects and continuing programs, a package monitoring and evaluation system was developed. The system specifically examined experiences presented to students. Such experiences consisted of field trips, guest speakers, career units, demonstrations, and utilization of media.

Initially, planning was emphasized and eight general planning areas were defined:

1. description of products or services and how they are produced or rendered
2. job classifications
3. working conditions
4. personal rewards
5. qualifications for employment
6. personal interaction with workers or visitors
7. experimentation with equipment or process
8. demonstration of product or service

For each of the general planning areas, the specific content of experiences and comments concerning expected outcomes were defined. For planning, it was suggested, if possible, that the teacher, the provider of information, and the Career Development Program person discuss the areas defined and decide what would be covered during the career development experience.

A third section of the report focused on preliminary and follow-up activities which the classroom teacher might incorporate into the programs. These ideas would be discussed between the teacher and the Career Development personnel and communicated to the provider of information.

Following the career experience, the Career Development representative and the classroom teacher would complete the monitoring section opposite the planned input. The monitoring based upon planned input was then judged, and markings were made into one of three areas: did not meet expectations, partially met expectations, or expectations were met.

After monitoring was completed, the Career Development representative and the classroom teacher would then meet to plan evaluation activities

and use of specific instruments. These instruments would include one or more of the following:

1. Documentation of the "Basis for Evaluation" judgments on the Cognitive Instrument (kindergarten through fifth grade).
2. Specification of individual or class evaluation on the Cognitive Instrument (kindergarten through fifth grade).
3. Completion of the affective instrument (kindergarten through fifth grade).
4. Completion of the affective instrument (sixth through twelfth grades).

Figure 5 presents the system schematic.

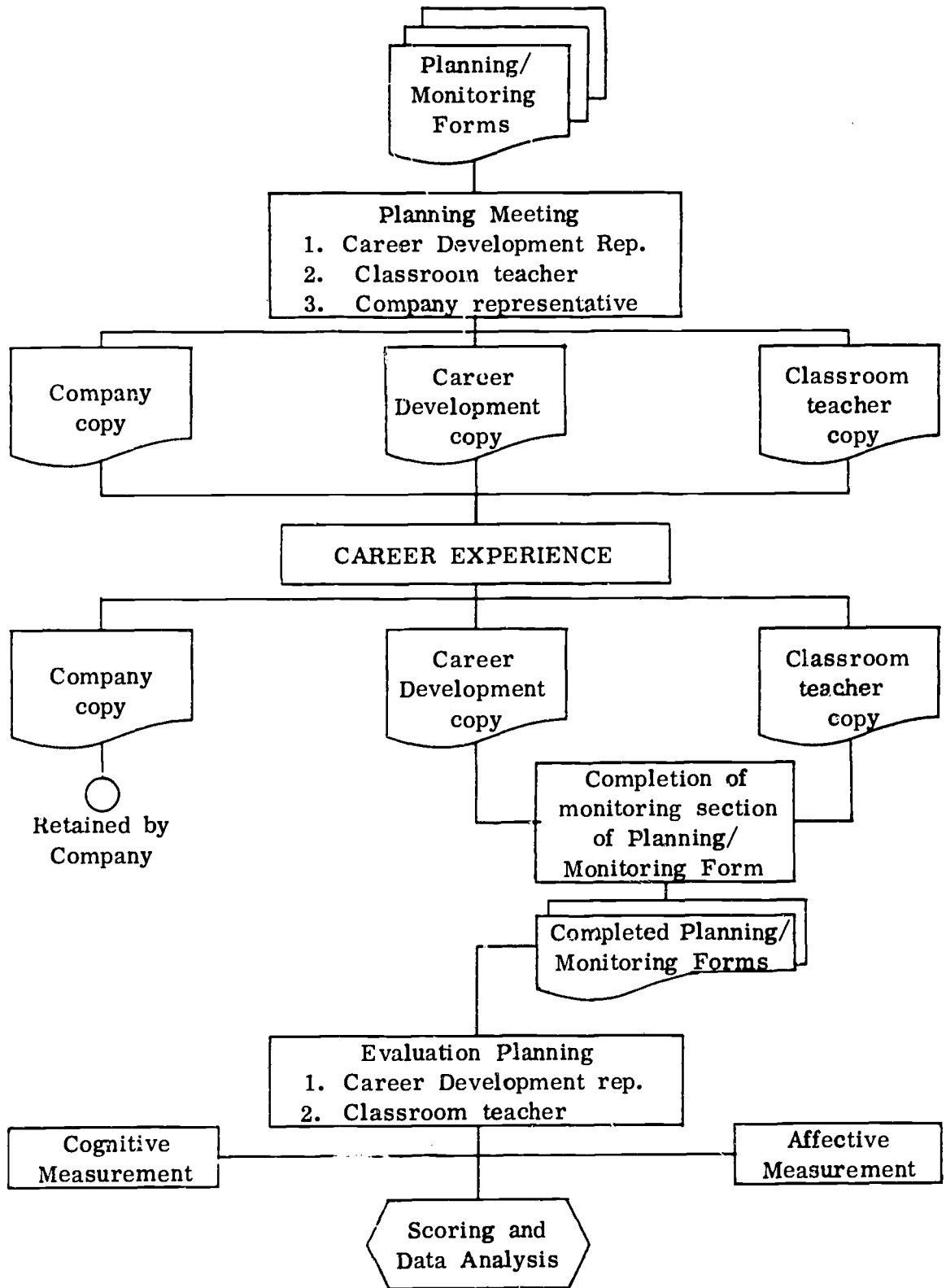


FIGURE 5

SYSTEM SCHEMATIC

The use of the system was not incorporated into the monitoring of a large percentage of the program activities. This was especially true for the elementary activities where only a very few monitoring forms were completed. Problems arose because of the time involved in coordinating the use and the limited amount of training provided in the actual use of the instrument.

It was noted from the teacher input form that the communication and planning proposed by the implementation of the Planning, Monitoring, Evaluation Instrument were valid. Nearly all of the suggestions and recommendations completed on the career development evaluation forms could have been made prior to the activity. The planning concept is valid and the staff will need to make decisions regarding the worth of the time needed to complete the planning document versus implementation of many activities without planning input from all parties involved. Cognitive and affective data were collected on a much greater percentage of cases.

A summary of the monitoring forms completed is presented in Table 4.

TABLE 4  
SUMMARY OF MONITORING FORMS  
1971-72

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Medical Technician (visit)	4	4	0	0	0
Pharm. Technician (visit)	4	8	0	0	8
Animals--Speaking on Dog Obedience	1	3	0	0	3
EC Design (cabinet makers)	0	11	3	3	5
Mack Wayne Plastic Plant (visit)	-	15	0	3	12
EKG Technician (speaking)	7	16	0	0	16
Howard Johnson's kitchen	7	1	0	1	0
Howard Johnson's kitchen	7	1	0	0	1
Meat Packing Plant (visit)	7	13	5	4	4
New Jersey Bell Telephone (visit)	8	22	6	13	3
Social Worker (speaking)	8	19	0	2	17
Medical Doctor (speaking)	10	20	20	0	0
Joe De Falco	10-12	15	1	0	14
Physicians Club (visit)	10-12	16	-	-	-
Physicians Club (visit)	10-12	21	5	0	16
Mrs. Ellis	11	9	1	3	5
James Payne	11	16	3	0	13
Bloomingdale's (speaking)	11	17	-	-	-
Cooking (speaking)	11	8	-	-	-
Nabisco R & D (speaking)	11	21	0	4	17
Nabisco (speaking)	11	20	0	0	20
P. Kraus (U.N.)	11-12	21	4	1	16
Custom Communications (video tape)	11-12	20	1	1	18
Bloomingdale's Fashion Manager (speaking)	11-12	17	0	5	12
Bloomingdale's Fashion Manager (visit)	11-12	13	-	-	-
TOTAL		347	49	40	204

### Results for 1972-73

There was a continued effort to provide appropriate feedback related to the planning, implementation, and effectiveness of the Career Development Program in working with short-term projects and continuing programs. This effort involved the continued use of the package monitoring and evaluation system described in earlier sections of this report. The types of experiences assessed through use of this system during the 1972-73 program year were field trips, guest speakers, career units, demonstrations, and utilization of media.

A summary of the monitoring forms completed during 1972-73 is presented in Table 5.

TABLE 5  
SUMMARY OF MONITORING FORMS  
1972-73

Activities	Grade level	Planned	Preliminary		Met
			not met	Activities partially met	
People's Trust Bank (speaker)	Pre-K	11	0	0	11
Dunkin' Donuts (visit)	Pre-K	20	1	6	6
Dental Students (role-playing)	Pre-K	9	0	1	5
Hospital (visit)	Pre-K	18	0	3	8
Nurses (speaker)	Pre-K	31	0	2	15
Pet Care - Cats (speaker)	K-1	7	2	2	14
Dog and Cat Hospital (visit)	1	15	2	1	17
Arts and Crafts	1	24	0	3	16
A & D Meat Market (visit)	1	13	0	0	13
Post Office (visit)	1	12	0	0	12
Dairy Products (preparation)	1	24	0	0	11
Cheese Factory and Dairy (visit)	1	17	1	6	4
Bergen County Extension Office (speaker)	2	10	10	12	3
Hudson River-East Blvd. (visit)	2	15	0	0	11
Mrs. Rosenbauer, R.N. (speaker)	2	7	0	0	20
SA Films (speaker)	3	25	0	0	25
Water Company (visit)	3	12	8	7	9
Bell Telephone Company (visit)	3	14	3	12	9
Bird Feeders and Houses	3-5	10	0	0	8
Jewelry (enamelling and design)	4	16	0	0	8
Newspaper (speaker and film)	4	12	0	2	7
Newspaper Printing	4	8	0	2	0
The Record	4	15	1	5	10
Dietician-Nutritionist (speaker)	4	16	0	3	11

TABLE 5 (continued)

## SUMMARY OF MONITORING FORMS

1972-73

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Photography Workshop	5	22	0	1	7
Developing (film and prints)	5	16	0	1	7
Business Operation (button-making)	5	26	0	2	12
Business Operation (button machine factory)	5	20	0	2	8
United Nations (visit)	5	12	0	9	10
EKG Demonstration	5	5	0	0	19
<u>The Record</u> (visit)	6	6	0	0	9
Sterling Forest (visit)	6	2	9	2	3
Sewing	6	8	0	0	11
Stock Market (film and speaker)	6	3	0	0	4
Marriott Motel (visit)	7	4	0	7	10
NBC Studios (visit)	7	6	0	8	9
D'Angelo's Farms (visit)	7	10	0	2	17
Grand Union Supermarket (visit)	7	2	0	14	3
Animal Hospital (visit)	7	4	0	1	13
Stanley Blackman Laboratory (visit)	7	2	0	4	13
Hospital Laboratory (visit)	7	2	0	2	12
Holy Name Hospital (visit)	7	5	0	0	14
NBC Studios (visit)	7	2	0	13	5
<u>The Record</u> (visit)	8	5	0	0	14
Post Office (speaker and film)	8	-	0	0	17
Film - Newspaper Careers	8	-	0	7	4
Teterboro Airport (visit)	8	4	0	0	12
NBC Studios (visit)	8	1	0	0	14



TABLE 5 (continued)  
SUMMARY OF MONITORING FORMS  
1972-73

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Newark Airport (visit)	8	5	0	3	1
Post Office (visit)	8	-	0	3	1
Bloomingtondale's Dept. Store (visit)	8	6	2	23	0
The Record (visit)	8	5	0	11	12
"People Who Help Others" (film)	9	14	0	6	11
Radio and Television (film)	9	-	9	7	8
Puppets (film)	9	1	0	6	10
"People Who Help Others" (film)	9	18	0	9	10
Television Production	9	22	0	0	22
FDA (speaker)	10	19	0	0	19
United Nations (speaker)	10	21	0	0	21
The Record (visit)	10	20	0	0	20
Heart Surgeon	10	18	0	0	18
Nabisco Research and Development (visit)	10	21	0	0	21
Metropolitan Pathology (visit)	10	20	0	0	20
Master Chef (speaker)	10	14	0	0	14
Newspapers (film)	11	13	0	0	13
United Airlines Flight Kitchens (visit)	11	19	0	0	19
Kessler Institute (visit)	11	21	0	0	9
Film Maker	11	21	0	0	21
Bridal Shop (visit)	11	40	0	0	20
Faberge (visit)	11	20	0	0	22
Sales (film)	12	15	0	0	16
"Your Job - Applying For It"	12	16	0	0	16

TABLE 5 (continued)  
SUMMARY OF MONITORING FORMS

1972-73

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Slides - Title Searcher	12	21	1	0	20
Banking (sreaker)	12	18	0	0	18
Tellefsen and Mader	12	18	0	0	18
Textiles (film)	12	17	0	0	17
Willow Run (visit)	Spec. Ed.	18	0	0	15
TOTAL		989	55	215	945

Of the planned activities, 59 percent were judged as completely met, 12 percent were judged as partially met, 14 percent were judged as not being met, and in 15 percent of the cases, monitoring activities were planned but not completed. It is also noted that nearly five hundred activities were completed during the year and approximately 10 percent were accompanied by monitoring information.

#### Objective #5

To make career development activities applicable to every student category including all special needs groups.

#### Results for 1970-71

The following documentation indicates the extent of career development services offered to special needs groups in 1970-71:

##### 1. Trainable classes

Eight students at the elementary level engaged in a project assembling and painting lamp kits.

##### 2. Educable Classes (elementary)

Eleven first and second grade students engaged in a sewing project involving field trips, demonstrations, and "hands-on" experience.

##### 3. Deaf Program Classes

Seventeen first and second grade students studied school system workers through a synchronized slide-sound show and visits to work sites.

##### 4. Immature, Emotionally Disturbed Classes

Thirty-one first grade students studied careers in animal care through classroom demonstrations by professionals and a visit to a pet shop.

Thirteen first grade students visited a wig salon for demonstrations and "hands-on" experience in care of wigs.

Thirteen first grade students studied careers as community helpers through a guided bus tour of the city.

Twelve second grade students engaged in a unit in baking using a portable oven purchased for their classroom.

Fifteen third grade students studied occupations of Indian origin involving a visit to a furrier and work in leathercraft.

#### 5. School Adjustment Program

Thirteen third grade students toured the local hospital and visited a dental clinic to study health occupations.

Six eighth grade students toured an automotive assembly plant.

#### 6. Educable Classes (high School)

Two groups of educable students each engaged in two work experience projects. The first project involved sorting, assembling, and packaging rubber washers for marketing. The second involved assembling radios from kits.

### Results for 1971-72

Career development activities for special needs groups followed the same implementation procedures as for students in the regular school programs. Special groups eligible for participation in these activities included:

1. trainable classes
2. educable classes (elementary)
3. deaf program classes
4. immature, emotionally disturbed classes
5. students in the social adjustment program classes
6. educable classes at the high school

All activities have been documented for the special education classes at Jackson Avenue and at the senior high school levels.

### Results for 1972-73

Career development activities during this period represented a continuation of implementation procedures adopted during the 1971-72 project year. The same special groups were identified as eligible for participation.

Documentation for these activities is entered under the special education classes at Jackson Avenue and at the senior high school levels.

### Objective #6

To provide students with a broad and accurate knowledge of occupations and career opportunities.

### Results for 1970-71

No formal assessment of objective #6 was conducted in 1970-71. This was the initial year of program operation and, although cognitive instruments were planned and developed, measurement procedures were not implemented during the funding period.

### Results for 1971-72

Five cognitive performance objectives were developed for kindergarten through fifth grade; one cognitive objective was developed for sixth through twelfth grades. The specific objectives are listed below. Scores were compiled according to the scoring and data analysis guidelines and recorded for each set of data. The complete set is recorded in Table 6 by activity and grade level.

### Cognitive Performance Objectives

1. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of product or service as measured by the teacher evaluation form, item one.
2. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of steps (process) as measured by the teacher evaluation form, item two.
3. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of use of product/service as measured by the teacher evaluation form, item three.

4. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of physical working conditions as measured by the teacher evaluation form, item four.
5. During the 1971-72 program year, students (kindergarten through fifth grade) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80 percent) of types of tasks as measured by the teacher evaluation form, item five.
6. During the 1971-72 program year, students (sixth through twelfth grades) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 50 percent) of applicable content as measured by a career experience questionnaire.

TABLE 6  
COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL  
1971-72

Activity	Grade level	Average percentage average
Visitation	Special Education L. E.	100
Speaking	Special Education L. E.	100
Visitation	Pre-kindergarten	100
Visitation	Pre-kindergarten	100
Speaking	First	75
Visitation	First	75
Speaking	First	80
Visitation	First	100
Speaking	First	100
Speaking	First	100
Speaking	First	100
Speaking	First	100
Speaking	Second	100
Speaking	Second	60
Visitation	Second	100
Visitation	Second	100
Visitation	Second	80
Visitation	Second	100
Visitation	Second	100
Speaking	Second	100
Visitation	Second	100
Visitation	Second	100
Visitation	Second	67
Speaking	Second	100
Speaking	Second	60
Speaking	Third	100
Speaking	Third	100
Visitation	Third	100
Visitation	Fourth	100
Speaking	Fourth	100
Speaking	Fourth	100
Speaking	Fourth	100
Visitation	Fourth	100
Speaking	Fourth	80
Speaking	Fourth	75
Speaking	Fourth	100

TABLE 6 (continued)  
 COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL  
 1971-72

Activity	Grade level	Average percentage correct
Speaking	Fourth	50
Visitation	Fourth	100
Speaking	Fourth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Speaking	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Speaking	Fifth	80
Speaking	Fifth	100
Visitation	Fifth	100
Visitation	Sixth	100
Visitation	Sixth	96
Speaking	Sixth, Seventh, Eighth	100
Speaking	Sixth, Seventh, Eighth	100
Visitation	Seventh and Eighth	100
Speaking	Seventh and Eighth	95
Visitation	Unknown	78
Visitation	Unknown	78
Visitation	Sixth	95
Speaking	Seventh	94
Visitation	Eighth	80
Speaking	Eighth	74
Speaking	Tenth	88
Speaking	Tenth, Eleventh, Twelfth	90
Visitation	Tenth, Eleventh, Twelfth	88
Visitation	Tenth, Eleventh, Twelfth	97
Speaking	Eleventh	50
Speaking	Eleventh	50
Speaking	Eleventh	53
Speaking	Eleventh	60



TABLE 7  
COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL  
1972-73

Activity	Grade level	Average percentage correct
Visitation	Special Education	80
Speaking	Pre-Kindergarten	40
Role Playing	Pre-Kindergarten	100
Speaking	Pre-Kindergarten	60
Visitation	Pre-Kindergarten	100
Speaking	Pre-Kindergarten	60
Speaking	Pre-Kindergarten	100
Speaking	Pre-Kindergarten	100
Speaking	Pre-Kindergarten, Kindergarten	100
Speaking	Kindergarten	100
Role Playing	Kindergarten	100
Visitation	Kindergarten	67
Speaking	Kindergarten	80
Speaking	Kindergarten	80
Speaking	Kindergarten	75
Speaking	Kindergarten	100
Speaking	Kindergarten	100
Speaking	First	100
Speaking	First	100
Speaking	First	80
Visitation	First	100
Visitation	First	100
Speaking	First	100
Hands-On	First	100
Hands-On	First	100
Hands-On	First	100
Hands-On	First	80
Hands-On	First	100
Speaking	First	100
Visitation	First	100
Visitation	First	100
Hands-On	First	100
Hands-On	First	100

TABLE 7 (continued)

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL  
1972-73

Activity	Grade level	Average percentage correct
Visitation	Second	100
Speaking	Second	100
Speaking	Second	100
Speaking	Second	100
Visitation	Second	100
Visitation	Second	50
Visitation	Second	60
Speaking	Second	100
Speaking	Second	100
Demonstration	Second	75
Visitation	Third	100
Visitation	Third	100
Speaking	Third, Fourth, Fifth	100
Hands-On	Third, Fourth, Fifth	100
Hands-On	Fourth	100
Hands-On	Fourth	100
Speaking	Fourth	75
Speaking	Fourth	100
Speaking	Fourth	80
Visitation	Fourth	100
Speaking	Fourth	80
Speaking	Fourth	75
Speaking	Fourth	100
Speaking	Fourth	80
Speaking	Fourth	80
Speaking	Fourth	100
Demonstration	Fourth	80
Visitation	Fourth	100
Media	Fourth	100
Speaking	Fourth	80
Demonstration	Fourth	100
Visitation	Fourth	100
Visitation	Fourth	100
Visitation	Fourth	100
Visitation	Fourth	100

TABLE 7 (continued)  
 COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL  
 1972-73

Activity	Grade level	Average percentage correct
Hands-On	Fifth	100
Hands-On	Fifth	100
Speaking	Fifth	100
Speaking	Fifth	100
Visitation	Fifth	100
Demonstration	Fifth	100
Visitation	Sixth	80
Visitation	Sixth	100
Visitation	Sixth	75
Hands-On	Sixth	100
Visitation	Eighth	100

The data indicate that the majority of the scores were at or above 80 percent correct. These data reflect primarily elementary scores and indicate that the objective was attained at the indicated proficiency level (80 percent) for elementary students. Only a limited number of scores were available at the middle and high school level. For this reason no report of cognitive scores is made for these levels. Extensive data were recorded for the affective dimension at the middle and high school levels and these scores are reported in the report of results for objective #7.

#### Objective #7

To increase students' awareness of themselves, their interests, and aptitudes relative to work.

#### Results for 1970-71

No formal assessment of objective #7 was conducted in 1970-71. This was the initial year of program operation and, although affective instruments were planned and developed, measurement procedures were not implemented during the funding period.

Results for 1971-72

The performance objective as stated in the career experience planning, monitoring, and evaluation system was:

During the 1971-72 program year, students participating in the Career Development Program will respond positively (with a proficiency greater than or equal to 80 percent) toward the career experiences as measured by the student affective instrument.

Table 8 presents, by activity, and grade level, the scores of the students who were assessed by this instrument.

TABLE 8  
AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL  
1971-72

Activity	Grade level	Average percentage correct
Speaking	Kindergarten	82
Speaking	Kindergarten	92
Visitation	First	90
Visitation	First	88
Visitation	First	88
Speaking	First	89
Speaking	First	85
Speaking	First	93
Speaking	First	91
Speaking	First	91
Speaking	First	84
Speaking	First	85
Speaking	First	87
Speaking	First	92
Visitation	Second	77
Visitation	Second	74
Visitation	Second	84
Visitation	Second	76
Visitation	Second	94
Speaking	Second	91
Visitation	Second	85
Visitation	Second	81
Visitation	Second	68
Speaking	Second	96
Speaking	Second	97

TABLE 8 (continued)  
 AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL  
 1971-72

Activity	Grade level	Average percentage correct
Project	Third	41
Visitation	Third	90
Speaking	Fourth	56
Speaking	Fourth	97
Speaking	Fourth	94
Speaking	Fourth	83
Visitation	Fourth	68
Visitation	Fourth	75
Speaking	Fourth	89
Speaking	Fourth	70
Speaking	Fourth	95
Speaking	Fourth	77
Visitation	Fourth	83
Speaking	Fourth	86
Visitation	Fourth, Fifth	87
Speaking	Fifth	88
Visitation	Fifth	89
Visitation	Unknown	72
Visitation	Unknown	92
Speaking	Unknown	92
Visitation	Sixth	77
Speaking	Seventh	81
Visitation	Seventh	49
Visitation	Seventh	72
Visitation	Seventh	74
Visitation	Eighth	49
Speaking	Eighth	82
Speaking	Eighth	81
Speaking	Tenth	84
Speaking	Tenth through twelfth	75
Visitation	Tenth through twelfth	86

TABLE 8 (continued)  
 AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL  
 1971-72

Activity	Grade level	Average percentage correct
Speaking	Eleventh	78
Speaking	Eleventh	86
Speaking	Eleventh	85
Speaking	Eleventh	62
Speaking	Eleventh	89
Speaking	Eleventh	82
Speaking	Eleventh, Twelfth	73
Visitation	Eleventh, Twelfth	83
Speaking	Eleventh, Twelfth	63
Visitation	Eleventh, Twelfth	68

Of the forty-two measures from the elementary schools, approximately 76 percent met the criterion of 80 percent or greater positive response. For the middle school, approximately 38 percent of the measures met the objective; while at the senior high school level, 54 percent of the measures met the 80 percent criteria established in the objective. Overall affective measures were collected on approximately 10 percent of the total career development experiences presented.

#### Results for 1972-73

The same performance objective as stated in the career experience planning, monitoring, and evaluation system for 1971-72 was used.

Table 9 presents, by activity and grade level, the scores of the students on the affective instrument.

TABLE 9  
AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL  
1972-73

Activity	Grade level	Average percentage correct
Visitation	Special Education	98
Speaking	Kindergarten	100
Speaking	Kindergarten	99
Speaking	First	95
Speaking	First	84
Speaking	First	100
Visitation	First	95
Visitation	First	84
Speaking	First	75
Hands-On	First	88
Hands-On	First	95
Hands-On	First	84
Speaking	First	89
Hands-On	First	89
Hands-On	First	85
Visitation	First	71
Visitation	First	91
Hands-On	First	96
Visitation	First	91
Visitation	First	87
Speaking	Second	92
Speaking	Second	97
Visitation	Second	80
Speaking	Second	89
Speaking	Second	64
Visitation	Second	92
Speaking	Second	74
Speaking	Second	66
Demonstration	Second	94
Visitation	Second	86
Speaking	Third	85
Demonstration	Third	88
Visitation	Third	68
Visitation	Third	82
Speaking	Fourth	81
Speaking	Fourth	87

TABLE 9 (continued)

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL  
1972-73

Activity	Grade level	Average percentage correct
Speaking	Fourth	93
Speaking	Fourth	92
Visitation	Fourth	96
Demonstration	Fourth	94
Speaking	Fourth	82
Speaking	Fourth	85
Speaking	Fourth	85
Visitation	Fourth	80
Visitation	Fourth	88
Media	Fourth	84
Speaking	Fourth	69
Demonstration	Fourth	58
Visitation	Fourth	81
Visitation	Fourth	88
Visitation	Fourth	85
Visitation	Fourth	60
Visitation	Fifth	91
Demonstration	Fifth	95
Hands-On	Fifth	76
Visitation	Sixth	72
Visitation	Sixth	29
Visitation	Sixth	48
Hands-On	Sixth	70
Media	Sixth	39
Visitation	Seventh	68
Visitation	Seventh	72
Visitation	Seventh	72
Visitation	Seventh	85
Visitation	Seventh	85
Visitation	Seventh	74
Visitation	Seventh	89
Visitation	Seventh	73
Visitation	Seventh	70
Visitation	Eighth	81
Visitation	Eighth	68
Visitation	Eighth	66



TABLE 9 (continued)  
 AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL  
 1972-73

Activity	Grade level	Average percentage correct
Visitation	Eighth	66
Visitation	Eighth	76
Visitation	Eighth	67
Visitation	Eighth	64
Visitation	Eighth	76
Speaker	Eighth	80
Media	Eighth	59
Media	Ninth	69
Media	Ninth	65
Demonstration	Ninth	74
Media	Ninth	64
Media	Ninth	57
Speaking	Tenth	88
Speaking	Tenth	82
Visitation	Tenth	52
Visitation	Tenth	71
Visitation	Tenth	73
Visitation	Tenth	72
Speaking	Tenth	44
Speaking	Tenth	70
Visitation	Eleventh	68
Visitation	Eleventh	78
Visitation	Eleventh	59
Media	Eleventh	50
Visitation	Eleventh	62
Visitation	Eleventh	71
Speaking	Eleventh	72
Speaking	Twelfth	54
Media	Twelfth	61
Media	Twelfth	43
Media	Twelfth	53
Visitation	Twelfth	68
Media	Twelfth	57

Of the fifty-five measures from the elementary schools, approximately 82 percent met the criterion of 80 percent or greater positive response. For the middle school, approximately 21 percent of the measures met the objective. At the senior high school level, 8 percent of the measures met the 80 percent criterion. Overall, affective measures were collected on approximately 15 percent of the total career development experiences provided.

#### Objective #8

To help students in developing decision-making skills necessary for a sound vocational choice.

#### Results for 1970-71

Students were provided with information through two major procedures: continuing programs and intra-curricular activities. Information related to continuing programs has been documented under objective #2 and intra-curricular activities have been documented under objective #1.

#### Results for 1971-72

The purpose of the continuing programs and intra-curricular activities was to provide experiences in which elementary students could participate in a period of exploration and self-discovery. The middle school program involved exploration on a more sophisticated level leading to greater specificity of goals based upon expanded knowledge of individual skill potential and greater self-awareness. The high school activities then involved the study, evaluation, and in-depth testing of tentative choices and expanded development of specific job skills in preparation for employment and/or continuing education.

Although developing decision-making skills is an important sequential concept, the importance at the high school level is noted. In planning the intra-curricular activities, the Hackensack staff attempted to incorporate this concept at all levels.

After completing the programs, the Career Development staff rated each activity in terms of whether or not the activity would assist in decision-making related to sound vocational choices.

Of the activities reviewed (middle school and high school programs), approximately 98 percent of the activities were rated as providing information for decision-making toward a sound vocational choice.

Asterisks corresponding to the activities for the middle and high school indicate activities related to decision-making.

Activities related to objective #3 also contributed to decision-making. It is noted that the evaluation forms for this activity specifically focused upon the value toward decision-making (see item #3, Appendix H).

### Results for 1972-73

The emphasis on the development of decision-making was initially recognized and documented during 1970-71. During 1971-72, this emphasis was designed more completely and activities were judged relative to their impact on decision-making development. This commitment to decision-making was continued during 1972-73. The staff attempted to incorporate this concept at all levels. At the end of the 1972-73 program year, the staff reviewed the activities at the middle and high school levels. Of the activities reviewed, the staff expressed the judgment that nearly all of them provided some form of information useful for decision-making toward a sound vocational choice.

### Objective #9

To influence teachers to think of career development activities as a necessary part of all course content.

The guidelines for involving school personnel in the program exist as verbal principles that have been followed. These guidelines are:

1. In the work with classroom teachers, the project personnel try to maintain enabling or facilitating roles rather than replacing the teacher in the classroom for the duration of the project. In keeping with this philosophy, the project tries to engage the teacher in mutual planning of the project and to encourage him to take as active a part as possible through all stages--planning, conducting, and follow-up evaluation.

2. For instigating projects in the schools, the project tries to motivate teachers and administrators to see the value of career development education so that the initial suggestion for a project will come from them and not from the project. To this end, the project initiates a series of presentations early in the school year to groups of teachers from all schools, levels, and departments explaining the function of the Center, the importance of career development education, and the specific ways in which the project could help them provide a vocational tinge to their classroom work. Request forms were distributed, filled out, and returned for any project teachers might wish to try. Through the newsletter, all school personnel were made aware of the types of things that could and were being done around the school system relative to career education. Exemplary projects such as the Colonial Crafts unit also served as concrete examples of career development activities and motivated teachers to consider such activities for their own classes. Many such projects were documented on video tape and other media for wider dissemination among school personnel.
3. As to the choice of subject or content for school projects, the project tried to encourage classroom teachers to see career development activities not as unrelated or isolated facets of curriculum, but rather as growing out of the on-going instruction. In this way, it was planned that such activities would become an integral part of the school curriculum at all levels.

### Results for 1970-71

A number of people from various facets of vocational education were involved in the program. The guideline for such involvement was to engage their services for specific projects where they were needed. In 1970-71 this involvement took the following forms:

1. Several industrial arts teachers from the high school have trained teachers of the Technology for Children Program in the use of tools, etc.
2. Several industrial arts and home economics teachers from the high school have taught courses in the Evening Adult Vocational Program sponsored by the Center.
3. Guidance and administrative personnel from the local vocational high school have worked with the Center in planning and conducting programs involving the use of their facilities and staff.

### Results for 1971-72

Appendix G presents the complete scope of Intra-Curricular Career Development activities presented during the 1971-72 school year.

For the elementary grades, the basic data presented have been related to the career areas associated with a wide variety of product and service-related activities. Table 10 presents the number of experiences associated with each career area by grade level.

TABLE 10  
ELEMENTARY CAREER EXPERIENCES BY GRADE LEVEL  
1971-72

Grade level	Number of career experiences	Number of students*
Pre-Kindergarten	12	120
Kindergarten	18	250
First	53	1,050
Second	39	800
Third	51	1,100
Fourth	38	950
Fifth	<u>51</u>	<u>1,200</u>
Total	262	5,470

\*approximate

Career experiences related to the middle and senior high school students have been summarized by department within each school unit. This information is presented in Table 11.

TABLE 11  
MIDDLE AND SENIOR HIGH SCHOOL CAREER EXPERIENCES  
BY DEPARTMENT  
1971-72

	Total number of career experiences	Number of students*
<u>Middle School</u>		
Art	1	10
English	7	250
Home Economics	1	175
Industrial Arts	4	80
Science	12	415
Social Studies	14	535
<u>Senior High School</u>		
Art	2	20
Business Education	12	305
English	16	400
Business Education	2	45
Foreign Language	8	475
Home Economics	8	125
Industrial Arts	6	185
Mathematics	6	120
Music	1	12
Physical Education	3	160
Science	13	240
Social Studies	9	160
Special Education	2	15

\*approximate

In addition to involvement through intra-curricular activities, the Career Experience Planning/Monitoring Form (see Appendix C) provided teacher input into three areas: planning, monitoring, and evaluation. These responsibilities were documented in the following three process objectives.

Process Objective #1 (Planning)

Prior to the career experience, a Career Development representative, the classroom teacher, and a representative of the company or organization will complete the planning section of a Career Experience Planning/Monitoring Form as follows:

1. Indicate the type and nature of the career experience on the top of the Career Experience Planning/Monitoring Form.
2. Indicate by checking in the designated spaces which items do not apply to the particular career experience.
3. For applicable items, a short statement of planned content and expected student behavioral outcomes should be noted.

Example: Field Trip to Fire Station

Nature of Product/Service: Services include (a) fire protection, (b) rescue operations. Students should know both services.

4. For applicable items, checkmarks should be made in designated columns to indicate those items for which preliminary activities are planned, and those items for which follow-up activities are planned.

#### Process Objective #2 (Monitoring)

Following the career experience, the Career Development representative and the classroom teacher will complete the monitoring section of the Career Experience Planning/Monitoring Form, indicating in the space provided for each applicable item the extent to which the career experience met expectations.

#### Process Objective #3 (Evaluation)

After monitoring has been completed, the Career Development representative and the classroom teacher will meet to plan evaluation activities and use of specific instruments as evidenced by:

1. documentation of the "Basis for Evaluation" judgments on the Cognitive Instrument (grades kindergarten through five).
2. specification of individual or class evaluation on the Cognitive Instrument (grades kindergarten through five).
3. completion of the Affective Instrument (grades kindergarten through five).
4. completion of keys for the Cognitive Instrument (grades six through twelve).

5. use of the Affective Instrument (grades six through twelve).

As documented under objective #6, the Planning, Monitoring, Evaluation Form was completed for approximately 10 percent of the career activities. It is also noted that the majority of the forms completed were completed for the middle and senior high schools. A second evaluation procedure was used for follow-up on the elementary level.

A review of the suggestions and recommendations from the evaluation forms revealed that the teachers did have many valid points to make. Further study of these recommendations and suggestions indicated that many of the comments documented by the teachers would have been useful for planning the career experience activities.

For the elementary grades, the basic data presented have been related to the career areas associated with a wide variety of product and service-related activities. Table 12 presents the number of experiences associated with each career area by grade level.

TABLE 12

ELEMENTARY CAREER EXPERIENCES BY GRADE LEVEL  
1972-73

Grade level	Number of career experiences	Number of students*
Kindergarten	2	40
First	18	340
Second	10	180
Third	3	70
Fourth	18	490
Fifth	<u>3</u>	<u>90</u>
Total	54	1,210

\*approximate

Career experiences related to the middle and senior high school students have been summarized by department within each school unity. This information is presented in Table 13.



TABLE 13  
MIDDLE AND SENIOR HIGH SCHOOL CAREER EXPERIENCES  
BY DEPARTMENT  
1972-73

	Total number of career experiences	Number of students*
<u>Middle School</u>		
Art	3	50
Business Education	4	50
Home Economics	3	50
Science	7	120
Social Studies	8	140
<u>Senior High School</u>		
Art	2	30
Business Education	9	130
Home Economics	3	30
Industrial Arts	1	10
Music	1	6
Science	4	40
Social Studies	7	120

\*approximate

#### Results for 1972-73

Teachers were directly involved in career development both through intra-curricular career development activities and through involvement with planning, monitoring, and evaluation. The latter reflects about 15 percent of the activities as documented by the summary of monitoring forms completed for activities during 1972-73.

#### Objective #10

To provide opportunities for job placement for eligible students in the Hackensack Public Schools.

#### Results for 1970-71

Toward the goal of 100 percent commitment to placement, the Job Placement Office engaged in the following activities:

1. Addressed service clubs, civic and church groups, and similar organizations informing them of the career development program and its purpose.
2. Made over one hundred visits to prospective employers for job development and information.
3. Made over five hundred telephone contacts with business and industry for job development and information.
4. Enlisted the cooperation of the New Jersey Employment Service and the New Jersey State Rehabilitation Bureau in giving tests, employment counseling, and job placement to dropouts, graduates, and current students.
5. In conjunction with the Hackensack Chamber of Commerce, organized a Job Fair for seniors. This involved more than twenty firms sending representatives to the high school to conduct job interviews.
6. Worked cooperatively with the local Manpower Training Center to organize an intensive training program for high school seniors.
7. Attended special meetings conducted by the Vocational Division of the New Jersey State Department of Education.
8. Attended conferences at schools of higher learning.
9. Conducted groups of students on field trips to various places of employment to make them more aware of the types of work available.
10. Worked with guidance counselors and Cooperative Work Program personnel at the high school regarding employment and vocational training for students.

As a result of these efforts, over two hundred students, drop-outs, and graduates have been placed in jobs. Most of them are still employed in these positions. In addition, communications between school, community agencies and employers have been greatly increased. In general, job placement and vocational opportunities of all kinds have been given greater recognition as part of the school's function.

#### Results for 1971-72

The job placement component has provided a variety of activities at the senior high school level related to career information as well as providing services specifically related to entering the labor market.

Table 14 presents a detailed breakdown of the activities related to the job placement component.

TABLE 14  
JOB PLACEMENT ACTIVITIES  
1971-72

	1971-72	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Number of individual counseling sessions	68	68	64	76	55	60	72	
Number of group counseling sessions	6	5	5	13	13	8	7	
Visits to business and industry	16	12	14	8	9	2	11	
Number of students referred for employment	52	55	43	22	42	48	67	
Number of students placed in employment	48	46	24	16	13	19	28	
Number of students referred/placed in further education training and dropouts	1	1	1	4	3	2	9	
Number of on-the-job observations	16	12	5	3	3	4	6	
Meetings attended this month	4	8	5	2	10	4	15	
Parents and/or teachers discussions	3	5	6	7	26	23	32	
Number of adults referred to Adult Education/GED	1	1	4	3	2	1	4	
Number of referrals to other agencies	2	3	4	4	6	3	9	
Number of adults requesting service	3	0	0	1	7	6	8	
Number of adults placed	3	0	0	1	3	6	8	
Mini-Trips	1	3	1	2	1	2	3	
Follow-ups on students placed	35	31	20	12	11	12	26	
Number of students registered during the month	68	68	64	76	55	60	72	
Number of students employed during the month	48	47	24	16	13	19	28	
Number of adults employed during the month	0	0	0	1	3	1	3	
Average hourly rate during the month	\$1.85	\$1.85	\$1.85	\$2.25	\$3.00	\$3.00	\$3.00	
Average hours per day during this month	5	5	5	5	5	5	5	

Overall activities may be summarized in the following twelve points:

1. Made addresses to service clubs, civic groups, church groups, and related organizations informing them of the Career Development Program and its purpose.
2. Made over one hundred visits to prospective employers for job development and information.
3. Made over five hundred telephone contacts with business and industry for job development and information.
4. Enlisted the cooperation of the New Jersey Employment Service, the New Jersey State Rehabilitation Bureau, and the Manpower "Apprentice Outreach" Program in giving tests, employment counseling, and job placement to dropouts, graduates, and current students.
5. Organized a Job Fair for seniors in conjunction with the Hackensack Chamber of Commerce. This involves more than twenty firms sending representatives to the high school to conduct job interviews.
6. Conducted a follow-up of the Job Fair.
7. Organized an intensive training program for high school seniors in cooperation with the local Manpower Training Center.  
  
Nineteen girls participated in the dental assistant's program; eighteen boys and one girl participated in the graphic arts program; two girls participated as keypunch operators; one girl participated as a clerk-typist; one boy participated in the machine shop program; four boys participated in the welding program; and one boy participated in the sheet metal program.
8. Attended special meetings conducted by the Vocational Division of the New Jersey State Department of Education.
9. Attended conferences at schools of higher learning.
10. Conducted groups of students on field trips to various places of employment to make them more aware of the types of work available.
11. Cooperated with guidance counselors and Cooperative Work Program personnel at the high school regarding employment and vocational training for students.
12. Developed the Proprietary School Fair "Next Step"
  - a. technical
  - b. trade
  - c. business

In addition to the extensive involvement at the senior high school level, a career development employment bureau was initiated as a special program in the fifth grade. The program description, general process objectives, and operational steps are described below.

### The Fifth Grade Program

An employment bureau and the provision of opportunities for on-the-job and in-school experiences were the means for providing fifth grade students with career education on a more individualized basis. These students (trainees) reported to various specialty teachers in the school (supervisors) for training and work activities. The supervisors wrote a job description and title for each job, including the skills and job tasks to be learned, and determine the desired qualifications. The duration of the work period was initially between two and three months, with options for changing jobs or renewal at the end of that period.

### Objectives

1. To provide students with particular talents and aptitudes with an opportunity to learn and perform related work tasks under the supervision of school personnel in specialty areas.
2. To familiarize students with world-of-work employment procedures such as filling out an application, using an employment bureau, going for an interview, and keeping time cards.
3. To develop a positive attitude toward punctuality, regular attendance, and assumed responsibility.

### Operational Steps and Descriptions

1. Jobs posted in classified ad format on a C.D.C. bulletin board at the school.
2. Initial interview with employment counselor to determine student's interest and job possibilities. Application form filled out.
3. Referral to appropriate supervisor for interview.
4. Post-interview with employment counselor to discuss outcome of meeting with staff member and possible redirection if necessary.
5. Job descriptions posted on C.D.C. bulletin board.

6. Open to fifth grade students.
7. Duration of employment: two to three months with option for renewal at end of period.
8. Working hours: during, before, or after school, as determined by supervisor with approval of student's assigned teacher. Trainees keep time cards.
9. Supplementation: a field trip related to the job arranged for students and supervisor twice yearly (January and June).

### Results for 1972-73

The job placement component has provided a variety of activities at the senior high school level related to career information as well as providing services specifically related to entering the labor market.

Table 15 presents a detailed breakdown of the activities related to the job placement component.

TABLE 15

JOB PLACEMENT ACTIVITIES  
1972-73

Number of individual counseling sessions	605
Number of group counseling sessions	41
Visits to business and industry	40
Number of students referred for employment	373
Number of students referred/placed in further education/training	24

For a more detailed description of the job placement activities, the reader should refer to the description documented in the results for 1971-72. The activities described for 1971-72 represent the scope of activities for job placement during 1972-73.

### Objective #11

To provide dissemination materials regarding the exemplary aspects of the Hackensack Vocational Education Project to interested individuals and groups at the local, state, and national levels.

Objective #11 was added for the purpose of reporting dissemination activities in the final evaluation report. Although dissemination activities have occurred throughout the operation of the project, these activities reached a peak rate during the 1972-73 school year. This is justifiable in that the products of the project must be field-tested and proven to be workable prior to release for dissemination purposes. Dissemination activities have occurred in four major areas during the implementation of the project. Those areas and references to related documentation are as follows:

1. Many individuals and groups have visited the project in order to gain a greater understanding of the working and implementation of the Hackensack Career Development Program. A list of visitors is located in the quarterly project reports.
2. Many news releases, speeches to local groups, and other types of information concerning the project have been developed and disseminated during the three years of project implementation. A sample of such items is provided in Appendix I.
3. A vast amount of curriculum materials related to the continuing programs of the project have been developed, field-tested and are available for dissemination.
4. A Career Education Resources Directory has been developed by the local staff for use in the Hackensack program. Although the document related specifically to Hackensack, New Jersey, and has been distributed to local staff, the concepts employed in its development should prove to be useful to other school districts in the implementation of Career Development Programs.

### Conclusions and Recommendations

The Hackensack Career Development Program has attained the objectives for the third and final program year. Since this represents the termination of the funded project effort, the evaluation has incorporated recommendations for local continuation of Career Development activities in the



opening Conclusions and Recommendations section found on page 13 of this report.

## APPENDICES

APPENDIX A

QUARTERLY REPORT

CAREER RESOURCE CENTER: A "PRE-K TO ADULT"  
MODEL FOR CAREER DEVELOPMENT

QUARTERLY REPORT

Project No.  
Grant or Contract No.

Career Resource Center: A "pre-K to Adult" Model for  
Career Development

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

Irving Moskowitz  
Hackensack Public Schools  
355 State Street  
Hackensack, New Jersey 07601

November 1970

113

*should have been dated  
September 30, 1970*

*1970-71  
school year*

Quarterly Report  
Project No. .  
Grant or Contract No.

Career Resource Center: A "pre-K  
to Adult" Model for Career  
Development

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

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

Irving Moskowitz  
Hackensack Public Schools, 355 State Street, Hackensack, New Jersey  
November 1970

PERIOD COVERED: FROM JULY TO NOVEMBER

MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

\* Summer Projects

- The summer staff of the Career Development Center developed curriculum materials directed primarily at the career decision-making process. This material includes several simulations (vocation games), a workbook providing a guided approach to making a career decision, and a series of language arts units in career development using a psycho-socio approach. One of these projects is now being implemented in several high school classrooms. Implementation is planned for the others as soon as they are printed and bound.
- The summer staff also worked on accumulating research materials of all kinds. As a result, the Center now has a sizable library of vocational books and has accumulated a wide range of pamphlets, games and curriculum materials related to career development.

\* Staffing

- The Center staff, including professional, clerical and part-time personnel, has been hired and organized.

\* Equipment

- The Center has been equipped with sufficient material, both hard and software, for full-scale operation into the foreseeable future. This includes audio-visual and media equipment, printing or publication resources, and a full complement of office equipment.

- \* Preparation for Operations-- The groundwork has been laid for commencing operations on a near full-scale basis.

- . Where necessary, staff members have received in-service training preparatory to conducting special programs.
- . A general staff orientation has been carried out.
- . A PERT chart has been drawn up identifying specific project areas and target dates for their full implementation.
- . Meetings have been conducted with school personnel at all levels to make them aware of the Center's services and to encourage them to use its resources. Follow-up meetings and individual contacts are now being planned.
- . Contact has been made with local private schools inviting their participation in certain of the Center's activities.

\* Advisory Council

- . A local advisory council has been appointed. Its five members include representatives from the medical profession, the business community and the industrial relations field.

\* Consultant

- . A consultant has been appointed as one of the preliminary steps in our evaluation program. We feel fortunate to have gotten for this position not only an outstanding man in his professional field, but also one who has shown great interest in our project and enthusiasm at being a part of it. He can also assemble a team of specialists to further fulfill our needs for in-depth evaluation.

\* Projects Begun -- four continuing projects are in actual operation.

- . Our Job Placement Office, located in the high school, has been functioning with encouraging results despite the present slowness in the job market.

- . A pilot Technology for Children program is beginning operation in one of our elementary schools. The teachers involved have received in-service training through workshops and observation of existing programs of this type.
- . Suggested by the Technology for Children program, a series of "sight and sound" experiences in occupations is beginning with children in our local Program for the Hearing Impaired through one of the teachers in this program.
- . A "Sheltered Workshop" project is being conducted for Special Education (educable) classes in our high school. These students are receiving "hands-on" occupational experience in their classrooms through actual work projects contracted from local business firms.

### SIGNIFICANT FINDINGS AND EVENTS

#### \* Format Flexibility

- . The format of the original program allows for a wider range and variety of career development projects than we had thought.

#### \* Teacher Reaction

- . Teachers at all levels have responded to the idea of the Center and its goals more enthusiastically than might have been expected at their first exposure to it. A minimum of "selling" has had to be done.
- . Secondary level teachers, who seem more academic or content oriented, will perhaps require more time to get accustomed to the idea of making career development a regular part of their course material.

### PROBLEMS

#### \* Delayed Notification

- . Until a week ago, our local Board of Education had received no official notice that the grant had been awarded. This incurred a delay in beginning full-scale operations.

### DISSEMINATION ACTIVITIES

#### \* Publications

- . Brochure (attached)
- . Newsletter (attached)



DATA COLLECTION

## \* ERIC

- . We have already received the following ERIC material:

ED 021 154	ED 032 418
" " 284	" " 429
" 022 219	" 034 243
" 024 075	" " 246
" " 755	" " 247
" 025 784	" " 875
" 026 532	" " 880
" 031 723	" " 881
" " 755	" " 882
" 032 398	" " 884
" " 399	" " 885
" " 400	" " 888
" " 401	

- . We have on order the following ERIC material:

ED 038 704	ED 039 403
" 039 375	" " 587
" " 386	" " 924

(To process this ERIC material we have a 3M Executive I Reader/Printer).

PROGRESS ON EVALUATION PLANS AND PROCEDURES

## \* Evaluation Format

- . With the State Department co-director, we developed a general format for evaluation procedures.

OTHER ACTIVITIES

None

STAFF UTILIZATION

## \* Additional School/Industry Coordinators

- . We have provided for two full-time School/Industry Coordinators instead of one. Our needs called for a coordinator on both elementary and secondary levels.

- . In addition, we have provided for a part-time elementary coordinator to assist our full-time person. These are key positions in our operation and seem to merit as much attention as we can give them.

**FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD**

**\* Full Implementation of Programs**

- . Within the next reporting period we expect to achieve full implementation of our programs on all school levels including cooperation with local private schools.

Enclosures - 3

QUARTERLY REPORT

Project No.  
Grant or Contract No.

Career Resource Center: A "pre-K to Adult" Model for  
Career Development

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

Irving Moskowitz  
Hackensack Public Schools  
355 State Street  
Hackensack, New Jersey 07601

December 31, 1970

*1970-71  
school year*

Quarterly Report

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Irving Moskowitz

Hackensack Public Schools, 355 State Street, Hackensack, New Jersey

December 31, 1970

MAJOR ACTIVITIES AND ACCOMPLISHMENTS DURING THIS PERIOD

## \* Continuing School Programs

## . Technology for Children

Several classroom activities have been initiated in this year-long program for the fourth and fifth grades in one elementary school. The most prominent is an extensive unit in photography in which the children will learn the mechanics of cameras, photography techniques, and printing and developing processes. "Hands-on" experience will be stressed throughout. A second, shorter unit in cosmetology was completed recently. It involved demonstrations and "hands-on experience" with wigs and hair dressing.

*Introduction to Occupations*  
 . Occupational Awareness Grade 8 40 students

A format for this year-long program was been established and certain activities have taken place. The format projects study units in five basic occupational categories - Plastic Technology, Electronics Technology, Automotive Technology, Masonry, and Rough Woodworking. Each unit will include an over-view of the occupation, classroom visits by industrial personnel, guidance sessions, one or more field trips to an occupational site, and "hands-on" experience in the job skills involved.

. Intensified Occupational Training *Apr. 12 - 12 students*

This is a cooperative program in conjunction with the Bergen Training Center, a federally funded program carried on at the local vocational high school. Through this program, twelfth grade students in Hackensack High School may enroll for courses in Machinist Training, Welding, Photo Offset Printing, Drafting, Sheet Metal, Clerk Typist, Key punch and Dental Assisting. The courses will meet each day for several hours either during school hours or in the evening. If necessary, students will be given released time from the high school to attend. Conducted through our Job Placement Office, the program has attracted 24 applicants thus far.

*For numbers  
see 1971  
Interim Report*

. Occupational Education for Spanish Speaking Adults

The purpose of this program is to teach English language skills in areas related to the working life. The focus will be on language skills needed for industrial terminology, job interviews, reading classified ads, filling out applications etc. The course will be given evenings using the facilities of our local Adult Basic Education Program. Two teachers have been selected, one from the latter program, the other an industrial arts teacher from the high school. They are now in the process of devising curriculum materials.

\* Short Term School Projects

. Journalism Project *An. 11, 12 - 37 students*

Working with an English teacher from the high school, Career Center personnel are video-taping a series of interviews with representatives of various journalistic careers. The interviews, most of which are being conducted at the subject's work locale, stress the nature of the work involved in publishing, editorial writing, interviewing, illustrating and reviewing, as well as career opportunities and preparation for these fields.

. Colonial Crafts Unit *An. 2, 3 - 125 students*

An extensive unit centering on a comparison of modern with Colonial occupations is in progress with five second and third grade classes at one of our elementary schools. The unit will engage students in research, instruction, demonstrations and "hands-on" experience with Colonial crafts, including candlemaking, weaving, cooking and baking, sewing, and carpentry. The inaugural activity was a recent trip to Phillipsburg Manor, a Colonial restoration in New York State.

. Advertising Careers Units *An. 9 - 30 students*

Working with an English teacher in the high school, Career Center personnel made a video tape in a local advertising agency documenting many phases of advertising job categories and career opportunities in the field. To make this a graphic presentation, agency personnel actually processed an ad that the students had devised as part of their classroom unit.

*An. 12-25 students*

Another project in advertising was carried out by the Senior Distributive Education class in the high school. In this case, the students wrote and video-taped a TV commercial with our technical assistance as part of a classroom study in advertising careers. Our School-Industry Coordinator also presented a background lecture in advertising job categories and opportunities in the field.

. Field Trip *An. 11, 12 - 11 students*

A group of eleven girls from commercial classes in the high school visited a nearby Volkswagen plant. They were shown a short film on the Volkswagen Corporation and given a guided tour of the entire plant. On the tour, they took photographs of significant work scenes for a slide show on occupations.

. Demonstration

*An. 4, 5 - 50 students*

Fourth and fifth grade students in one of our elementary grades were given a demonstration of an electrocardiogram by the EKG Supervisor of a nearby hospital. An EKG was performed on one of the boys in the group with accompanying explanation of the process. Afterwards, the students were allowed to use the equipment and were given charts illustrating EKG graphs for various diseases.

. Film

*An. 9-12 - 45 students*

A 27-minute film, A Matter of Opportunity, highlighting the need for career workers in the medical field was shown to a group of high school students. After the film, the Personnel Director of Hackensack Hospital answered questions about careers in medicine.

\* Community Projects

. Career Clubs

*10 + 11 y.A. clubs*

Career Clubs are being organized through five local churches. One of these has already begun activities with 22 members. The first of these was a demonstration of fire fighting by a local engine company and a talk by a fire lieutenant. The other four clubs are in the organizational stage.

\* Administrative Activities

. Advisory Council Meeting

The first meeting of our full Advisory Council was held last month to familiarize this group with our program and their prospective role in it. After a general orientation, the members were shown our facilities and given demonstrations of our media and other equipment which included several media presentations of past projects.

SIGNIFICANT FINDINGS AND EVENTS

\* Community Response

- . Thus far the response of business and community people to our program has been quite favorable. Our Career Clubs have received excellent support by local church administrators for their founding.
- . A number of business concerns have volunteered donations of equipment and material for our school projects. These include a dental chair, beautician's equipment, textile material, cotton batting, leather and yarn.

\*Schedule

- . In at least two of our programs, the establishment of Career Clubs and parochial school involvement, we are ahead of our Pert chart schedule.



\* Curriculum

- . We are finding it easier than expected to relate career development material to certain subject areas where some difficulty was anticipated. This is particularly true of English and social studies which at first do not appear to lend themselves to occupational material. The success thus far of our Colonial Crafts unit is a good indication of career development possibilities in the social studies curriculum.

PROBLEMS

\* Teacher Education

- . In a minority of cases, we have experienced difficulty in getting teachers to comprehend the nature and objectives of our program particularly how they might use our services to the best advantage of their students. No doubt, the newness of the career development and resource center concepts will require some time to be fully grasped by school personnel at all levels.

\* Administrative Resistance

- . In a few cases, we have not received as good cooperation as could be hoped from school principals making it difficult for us to implement our programs in those schools involved. This situation can be particularly detrimental to our efforts to provide blanket coverage when, as in one case, the school is a centralized one for certain grade levels.

DISSEMINATION ACTIVITIES

\* Newsletter (attached)

\* Commercial Newspapers (attached)

- . Newark Evening News article (Dec. 6, 1970)
- . Bergen Record article (Dec. 29, 1970)

## \* School Publications (attached)

- . Hackensack High School  
Voice articles (Dec. 1970)
- . Hackensack High School  
Tales of the Comet (Nov. 1970)

DATA COLLECTION

## \* ERIC

- . We have ordered the following ERIC numbers to add to our collection:

ED 041 237	ED 042 036
" " 574	" " 041
" " 795	" " 044
" 042 002	" " 046
" " 005	" " 059
" " 010	

## \* Illinois Project

- . We have been in contact with the Career Development for Children Project being carried on at Southern Illinois University. We have received from them a copy of their brochure and bibliography as well as a statement of their objectives and a career development taxonomy of their devising.

PROGRESS ON EVALUATION PLANS AND PROCEDURES

NONE

Other Activities

NONE

STAFF UTILIZATION

NONE

FUTURE ACTIVITIES PLANNED FOR NEXT REPORTING PERIOD

## \* Programs

- . We will begin implementing curriculum materials in local parochial schools shortly after January 15.
- . An evening division in occupational education for adults is being planned. For this we will use the high school industrial arts facilities.

130

# Their Careers Sta. In The 1st Grade

By ALICE OLICK  
Education Writer

What are you going to be when you grow up?

A unique career studies program in the Hackensack schools is aimed at helping children arrive at intelligent answers to that question.

Funded with approximately \$225,000 of federal and state money, the wide-ranging program tries to weave the world of work artfully into the school curriculum, awakening in youngsters exciting, positive attitudes about what they can become.

Staff and basic equipment for the project are housed at offices at 216 Main St. This resource center is the communication link between school and community.

Here, six educators, led by director Irving Moskowitz, plan and help carry out programs that will develop in children respect and understanding for the work-a-day world.

Career development, says Moskowitz, is an essential part of a person's personality development. Experiences will affect



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447-9339

attitudes, he asserts. "We're equipped to enable teachers to give career development experiences from four years to adulthood," he explains.

Through the program, Moskowitz and his staff hope to enable children to discover their own uniqueness, learn about occupations, and know how to make career decisions.

The classroom teacher generally determines when and to what extent to use the Career Development Center as part of the curriculum. The center calls on the center as a resource. The center people design activities, provide the

See CAREERS, Page A-5

Staff Photo by Joe Glardell

WARD A CAREER—Maria Portela adjusts a wig worn by Mary Leonard

# Their Careers Start In The 1st Grade

From Page A-1

speakers and materials, and arrange trips.

Because of the federal and state subsidy, the school district has been able to obtain a variety of materials and technological equipment to make this the most sophisticated and intensive program of its kind.

The U. S. Department of Health, Education, and Welfare provides the bulk of the money over a three-year period under Vocational Education Act Amendments of 1968. A government news release lists the project as an exemplary one "designed to create bridges between school and earning a living for young people, especially those with academic, socioeconomic, or other handicaps."

"You have to begin early with a child — catch him before he literally drops out in the second grade," says Harold R. Seltzer from the New Jersey Department of Education. Discussing the pilot program in Hackensack, Seltzer says, "For the first time we're trying to house within a single school district all the elements for occupational awareness and skills development."

Moskowitz hopes the plan, which began full-time in September, will reach eventually every youngster in the Hackensack school system.

A project already under way at Jackson Avenue School involves fourth- and fifth-graders working in carpentry, electronics, and photography. Appliances and equipment, such as sewing machines, ovens, electric calculators, table-top computers, and typewriters are used to stimulate curiosity and interest in modern technology.

Sometimes the program is as challenging to the teacher as it is to the child. "I don't know anything about carpentry," admits Miss Doris Fruhling, "but I'm learning."

An effort is made to involve parents. Teacher Winfred Cooke invited parents to a breakfast to explain the purpose of his class's projects. As a result, fathers pitched in and helped build a workbench.

Another project involves 125 7- and 8-year-olds and five teachers who over a three-month period will make a comparison of colonial and modern-day crafts based on first-hand experience. Resource people will be brought into the school, the children will take trips, and finally they will have the hands-on sensation of practicing what they've been learning about.

Particularly on the high school level there's extensive use of media equipment. While some projects are very broad in scope, a teacher may simply ask the center to provide a speaker on marine biology as an adjunct to a particular science lesson. There are special projects for handicapped children.

At Beech Street School, kindergartners will tour a building site, taking photographs and taping sounds, then later matching up pictures and noises.

The program is set up to give young children a wide spectrum of exposures. At the middle school stage more exploratory experiences are incorporated and by high school the effort is to zero in on specific interests.

How are the students responding? Wonderfully well, says Moskowitz. He explains why. "There are no captive audiences. They become doers in this."

# TV Tapes Brief Students

By ROBERT NESOFF

Evening News Staff Writer

HACKENSACK—The newly created Career Development Center in the Hackensack High School has substituted TV taped interviews for field trips.

Career center staff members taping a series of interviews with experts in various fields. At the conclusion it is expected that four to five half-hour tapes on a wide assortment of careers will be available for counsellors to use and for showing in classrooms.

"Instead of taking the students on field trips, we are bringing the field trips to the students," commented Peter Mackert of the career development center.

### 3-Year Program

The center is staffed by a group of Hackensack High School faculty members and former teachers who now devote all their time to the new program. The program is in the first year of an expected three-year period and has been funded by the government with more than \$100,000 for this year alone.

"We are able in this manner to give the students a first hand exposure to the working world,"

Mackert continued. "By using the television camera, slides and still photographs we can take an entire class any place the teacher wants to."

He explained that this manner of doing things saves the school and students the expense and

trouble of travel, but yet brings it all home.

"By conducting only one field trip and recording it on the tape," Mackert said, "we have it to use for posterity."

Using the tape also precludes the intervention of a thousand and one ills that may beset continued field trips. Should an item of higher priority come up, the teacher can change the schedule and still have the tape available for future showing.

The program is now receiving extensive use throughout the entire Hackensack school system from kindergarten through adult education classes.

### Brings Courses Alive

Mrs. Robin Brancato, the high school journalism adviser, commented that the tapes have given "life" to the courses she teaches.

"I feel that education has to get out of the four walls it is normally confined to," she said. "It makes sense that a journalism class should see what is going on outside."

Mrs. Brancato's class had just finished taping an interview with a working reporter. The tape

will be used in journalism courses and in English and creative writing classes.

She noted that the students do almost all the planning and preparation for the taping. They choose persons to be interviewed. They make preparations

for the interview by researching the subject, and then edit the tapes for final presentation.

**QUARTERLY REPORT**

**Project No.  
Grant or Contract No. OEC-0-70-5188 (361)**

**Career Resource Center: A "pre-K to Adult" Model for  
Career Development**

**Exemplary Project in Vocational Education  
Conducted Under  
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**Irving Moskowitz  
Hackensack Public Schools  
355 State Street  
Hackensack, New Jersey 07601**

**March 1971**

*1970-71  
School year*

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Quarterly Report

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March 1971