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ABSTRACT

The Career Education Center of the Harlandale Independent School District, San Antonio, Texas, has developed a K-12 series of career oriented curriculum guides (CE 001 005-16 and CE 001 075-84). This document outlines the proposed occupational followup study for students in grades 8-12 and for five years after leaving school. Personal data will be collected on a computer scanner sheet and a career development card, both of which will be updated yearly. Suggested uses for the collected data include: identification and development of needed skills, resources, facilities, and course offerings; demonstration of the scope and effectiveness of the career awareness program and related funding; involvement of industry, business and the community; and career guidance for students. The computer forms, data sheets and questionnaires are included. (SA)





6 FOLLOW-UP GRADES 8-12

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Career Education Center Harlandale School District 102 Genevieve San Antonio, Texas

FOLLOW - UP

Wilma O. McCrury

Career Education Center
Harlandale Independent School District
San Antonio, Texas





CAREER EDUCATION CENTER

MR. CHARLES N. BOGGESS, SUPERINTENDENT

MRS. LUCYLLE V. DEASEY, PROJECT DIRECTOR

HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS



PREFACE

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms expecially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess, Superintendent

Harlandale Independent School District

The Career Education Project has been conducted in compliance with the Civil Rights Act of 1964 and is funded by a grant from the U. S. Office of Education and the Texas Education Agency.

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OBJECTIVE:

To develop a program of occupational follow-up for every student leaving the school either by graduation or withdrawal for a period of five years after termination, and to annually up-date this information by contact through whatever media may be available.

PARTICIPANTS:

All pupils grades 8-12 will participate in this research follow-up program. All relevant data concerning each pupil will provide input for data analysis so that the effectiveness of each phase of the total career development program can be evaluated.

METHODS:

- 1. Collect personal data on Miscellaneous A/B IBM Scanner Sheet for active 8-12.
 - A. Should be done by students during advisory period--should be used as a learning tool as well as collecting information.
 - l. Sex
 - 2. Plan
 - 3. Parent or Guardian
 - 4. Present grade
 - 5. Student ID, Location only
 - 6. Local Use--Socio Economic
 - 7. Race Code
 - 8. Birthdate
 - 9. Today's Date
 - 10. Street Number
 - 11. Student's Social Security Number
 - 12. Street Name
 - 13. Zip Code
 - 14. Telephone Number
 - 15. Student's Name
 - 16. Parent's Name
- 2. Pre-Grid will be printed with personal information and returned to student for checking. On the bottom of pre-grid the student will enter his courses for the current year. All 8-12 courses are numbered on Computer Master Schedule.
- 3. Exits from student body will be filled in by exiting student when he withdraws as part of the withdrawal procedure. (Student Miscellaneous)
 - A. Student's Name
 - B. Location Code
 - C. Withdrawal (Mo Day Year)
 - D. Birthdate



E. Grade

- l. If your district allows students to withdraw without personal appearance of student or relative, this exit could be done by the registrar or counselor.
- F. Reason (registrar will code).
- 4. Late entries or re-entries--Student completes Miscellaneous A/B Scanner Sheet as per number 1 above, as part of entry procedure.
- 5. Career Development Card
 - A. First year of operation:
 - 1. Every student 8-12 will complete the appropriate section of the Career Development Card November 1.
 - 2. Cards will be turned in to Follow-up Office November 30.
 - 3. Information will be key punched into the Computer.
 - 4. Cards will be returned to student May I for up-date.
 - 5. Cards returned to Follow-up Office May 20.
 - 6. Up-Date will be key punched into Computer June 1.
 - B. Subsequent years: Only 8th grade will start Career Development Card as the card is designed to follow the student through grade 12.
 - C Cards will be filed while in Follow-up Office in aphabetical order by Advisories.
- 6. Graduate Follow-Up
 - A. Graduate Follow-up will be made by Follow-up Office in September.
 - l. Mailings
 - 2. Phone
 - B. Entry will be made on Postgraduate Card.
 - C. Information will be key punched into Computer from Postgraduate Card.
 - D. Postgraduate Cards will be attached to Career Development Card and filed alphabetically.
 - E. A.B.C. will be repeated for a period of five years.
- 7. Exits will be followed by the same procedure as postgraduate.
- 8. Computer is programed for the following print-outs:
 - A. Placement distribution by cluster and D.O.T. code.
 - B. Enrollment by name and/or numbers in each course, program, school, or district.
 - C. Distribution of enrollment by sex in all categories.
 - D. Distribution of enrollment by age in all categories.
 - E. Distribution of enrollment by ethnic background in all categories.
 - F. Distribution of enrollment by socio-economic status in all categories.
 - G. Number making career choice at each grade level 8-12.
 - H. Number changing career plans each grade level 8-12.
 - I. Number entering training for career first chosen.
 - I. Number leaving school before completion of training grades 8-12.
 - K. Number of dropouts entering full-time employment.
 - L. Number of students placed in part-time employment.
 - M. Number of students obtaining part-time employment through other means.
 - N. Number entering pre-employment training each grade 8-12.



- O. Number completing pre-employment training each grade 8-12.
- P. Number entering on-the-job training without pre-employment preparation, 8-12.
- Q. Number entering on-the-job training after pre-employment preparation, 8-12.
- R. Number entering full-time employment without OJT.
- S. Number entering full-time employment without any training.
- T. Number completing training and graduation.
- U. Number completing training but not graduating.
- V. Number graduating without occupational training.
- W. Number entering post-secondary training.
- X. Number entering degree programs.
- Y. Number completing degree programs.
- Z. Number completing post-secondary technical training less than Bachelor degree.
- AA. Number entering armed forces.
- BB. Number terminating who are not in labor force.
- CC. Reason not in labor force: Health, Marital, Economic, lack of salable skill, lack of interest, other.
- DD. Number entering armed forces who utilize skills developed through occupational training.
- EE. Number employed in occupational field for which trained.
- FF. Number entering occupation in related field.
- GG. Number entering employment in non-training related occupation.
- HH. Number employed part-time only.
- II. Number unemployed.
- II. Number employed satisfactorily prior to completion.
- KK. Average rate of compensation by occupational category at entry, 1 year, 3 years, 5 years.
- LL. Average of advancement by occupational category at 6 month, 1 year, 2 years, 5 years.
- MM. Number changing career occupation after completion of training.
- NN. Number returning for additional training after graduation or primary completion.
- OO. Total data on each pupil.



- 9. Use of Statistical Data compiled from Follow-Up Study.
 - A. To emphasize the development of salable skills as the primary objective of occupational education.
 - B. To show local and state boards of education evidence of the scope and effectiveness of a career awareness program.
 - C. To show members of legislature and of legislative committees the effectiveness of funds appropriated in providing the desired educational outcome.
 - D. With advisory councils to demonstrate evidence of placement and as a factor in determining need or lack of need for new programs or for need of redirection of existing courses.
 - E. As a promotional medium to stimulate industry and the busine community to increase participation and support of occupational education by providing placement opportunities both for on-the-job training and after completion.
 - F. To up-grade the image of occupational education at local and/or state level.
 - G. In-service workshops for local directors and supervisors of vocational education to focus attention on:
 - 1. Employment and placement trends.
 - 2. Reasons for effective or ineffective placement.
 - 3. Identification of courses with marginal value.
 - 4. Identification of causes for non-completion of training.
 - 5. Identification of programs which are strongly effective in a particular aspect of career development and training so that others may profit from their experiences.
 - H. T.E.A. consultants in conferring with local districts as a guide to recognition of need for establishment, redirection or elimination of occupational training courses.
 - I. Planning new schools and in redirection or expansion of existing ones.
 - J. Guidance of students to indicate relative opportunities in various fields for a particular geographic area, and as an indicator of the effectiveness of the training opportunities available.
 - K. As an evaluation tool to identify the strengths and weaknesses in local programs.
 - 1. By local employment agencies as a source of information concerning available trainee labor force.



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POSTGRADUATE RECORD

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Harlandale Independent School District

C. N. BOGGESS, SUPERINTE. IDENT

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SAN ANTONIO, TEXAS 78283

=		Program of the Harlandale School Distric information about our 1972 graduates.
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	\$60 - \$100 per week	
•	\$100 - \$150 per week	
Are you enr	olled in College?	If so, name of College

Sincerely,

Wilma O. McCrury Follow-Up Coordinator

WOM/mnt

as possible. No postage stamp is necessary.

Enclosure



Harlandale Independent School District

C. N. BOGGESS, SUPERINTENDENT

102 GENEVIEVE

SAN ANTONIO, TEXAS 78285

As a part of the Career Education Program of the Harlandale School District, we would like to have the following information about students who have withdrawn from our schools.

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Sincerely,

Wilma O. McCrury Follow-Up Coordinator



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PRINT THE REQUIRED INFORMATION IN THE BOXES PROVIDED. BELOW EACH BOX BLACKEN THE CIRCLE THAT IS LETTERED THE SAME AS THE LETTE: YOU HAVE PRINTED IN THE BOX, BLACKEN THE BLANK CIRCLE FOR ALL SPACES AND UNUSED BOXES (ALPHABETIC GRIDS ONLY).

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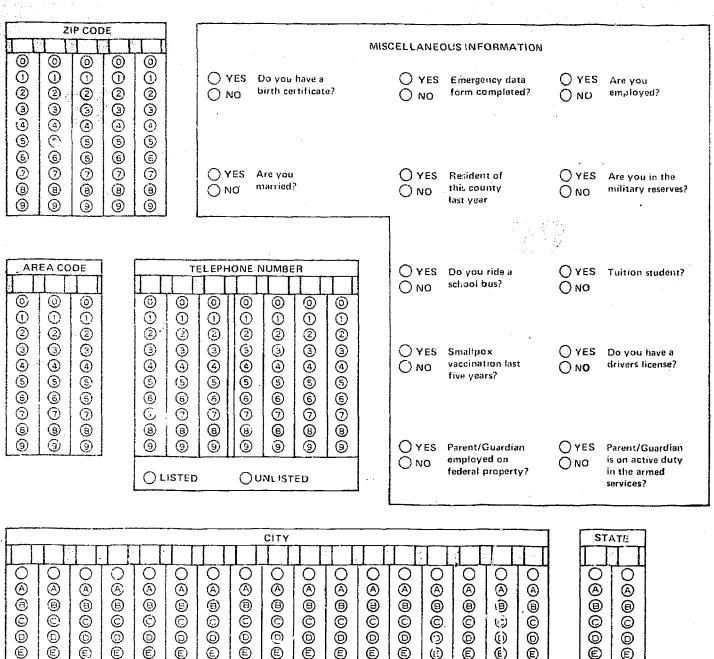
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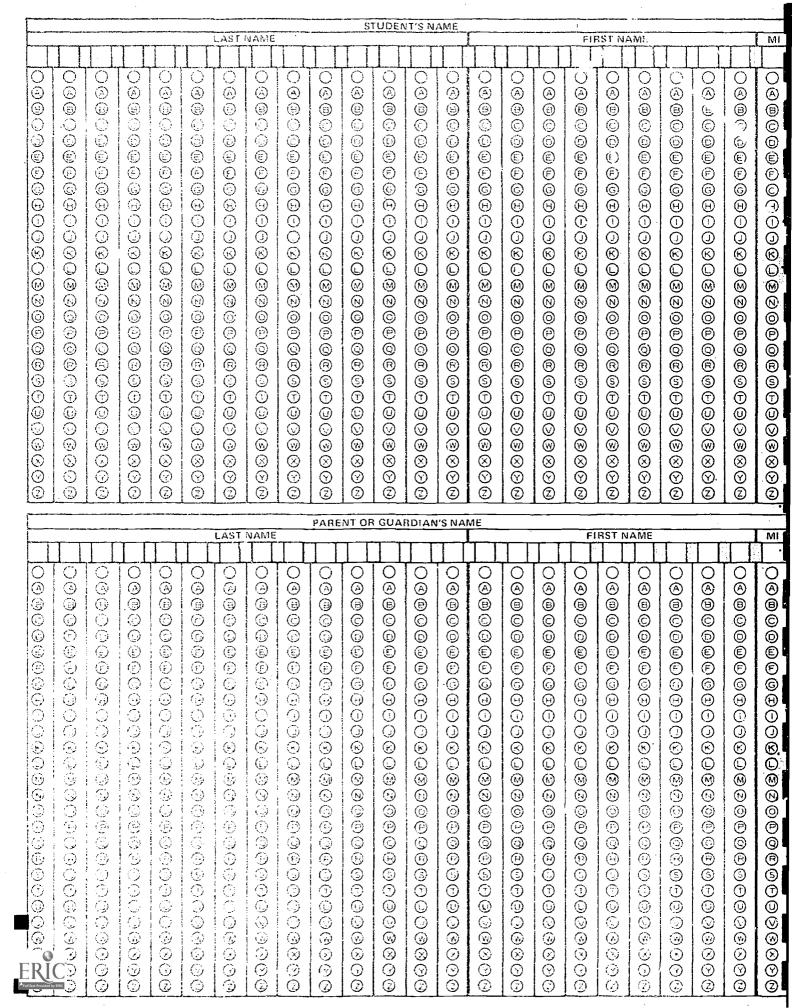
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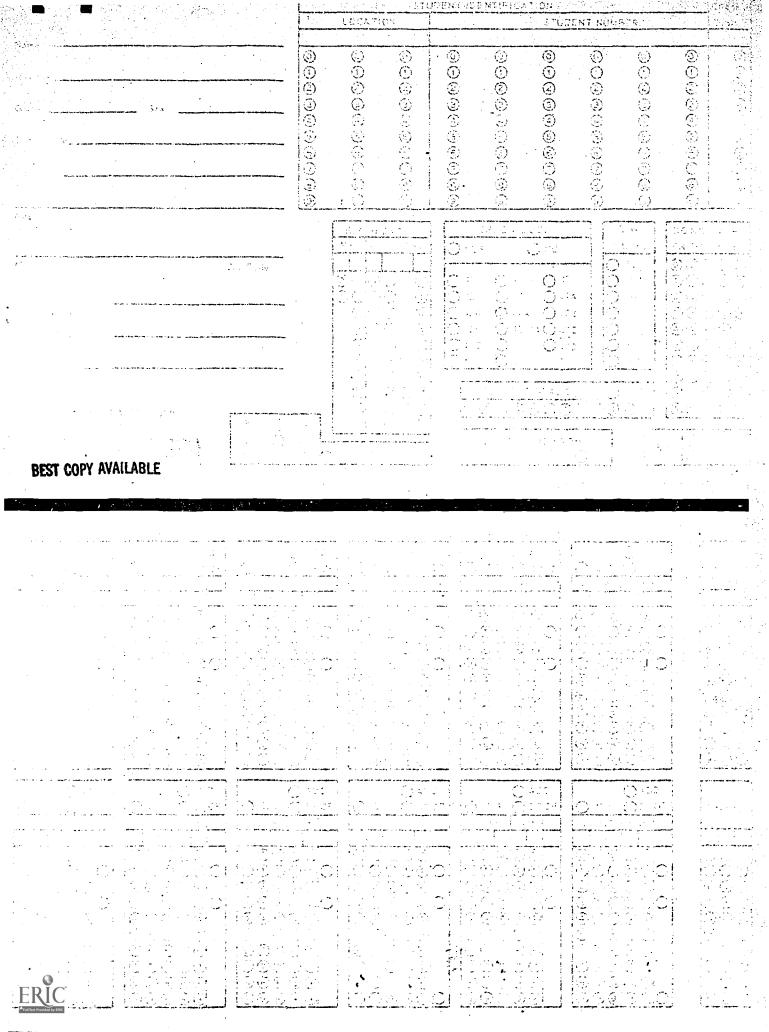
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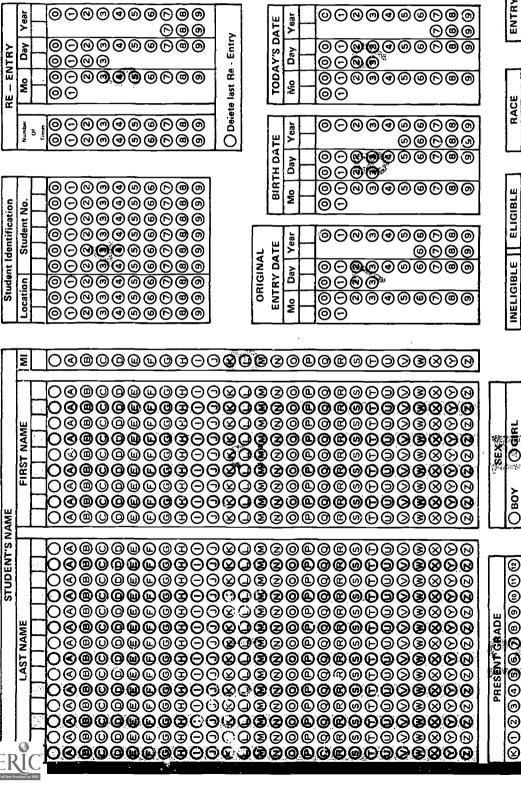


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INSTRUCTIONS

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