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ABSTRACT

Designed for the use of high school, area vocational center, and community college counselor-coordinators in career education, the handbook covers a variety of career-relevant activities, materials, and resources. Site visits to outstanding programs in career education in Illinois formed the basis for selection of contents. Beginning with sample correspondence relating to the appointment of a coordinator, the handbook is divided into sections, each focusing on a program objective and a series of obligations or challenges for the career counselor. The sections are: informing the school and community about career guidance; identifying and choosing programs and courses; determining experiences which contribute to the development of career planning skills; helping students seeking employment and/or further education; and collecting and using followup evidence. Detailed suggestions for activities and resources and sample instructional materials comprise the bulk of each section and are listed by subject area in an appendix. There are also references and a glossary. (MDW)

A HAND- BOOK FOR CAREER GUIDANCE COUN- SELORS

Developed by: Department of Vocational and Technical
Education
College of Education
University of Illinois, Urbana

Pursuant Contract PDC-A4-025,
Division of Vocational and Technical
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The project staff would like to acknowledge the contributions made by the following high schools, area vocational centers, and community colleges which were visited:

<u>Name of Institution</u>	<u>Post Office</u>
Black Hawk College	Moline, IL. 61265
Bradley University	Peoria, IL. 61600
Chicago Vocational School	Chicago, IL. 60617
Danville Junior College	Danville, IL. 61832
Dunbar High School	Chicago, IL. 60616
Highland High School	Highland, IL. 62249
Illinois Central College	East Peoria, IL. 61611
Illinois Vailey High School	Chillicothe, IL. 61523
LaSalle-Peru Area Vocational Center	LaSalle, IL. 61301
Late Afternoon High School	Peoria, IL. 61602
Manual High School	Peoria, IL. 61603
Moraine Valley Community College	Palos Hills, IL. 60465
Peoria Public School District 150*	Peoria, IL. 61603
Quincy Area Vocational Center	Quincy, IL. 62301
Richwoods High School	Peoria, IL. 61603
Sterling High School	Sterling, IL. 61081

These "on-site" visits uncovered many exemplary elements of career guidance which are reflected in suggested tasks and figures located throughout the Handbook.

Recognition is extended to the following thirteen consultants who assisted in reviewing the first draft and making suggestions for improving content and format:

<u>Name of Consultant</u>	<u>Institution</u>
Leodies Arburtha, Vice Principal	Chicago Vocational School
Elizabeth Babbs, parent	
Kenneth Benson, student	
DeWayne Davis, Head Counselor	Sterling High School
Wilbur Dickson, Director of Student Services	Danville Junior College
Lew Eckes, Principal	Late Afternoon High School, Peoria

*Career Awareness and Exploration Project

<u>Name of Consultant</u>	<u>Institution</u>
Jerry Homann, Counselor	Highland High School
Paul Huetteman, Assistant Dean of Student Services	Moraine Valley Community College
John Orcutt, Guidance Coordinator	LaSalle-Peru Area Voca- tional Center
Charles Pryor, Director	Career Awareness and Ex- ploration Project, Peoria
Ron Roberts, Head Counselor	Manual High School, Peoria
Dale Schmalz, Counselor	Highland High School
Barbara Yocum, Director	Adult Career Resource Cen- ter, Moraine Valley Community College

A special recognition is extended to over 100 teachers for reviewing and making suggestions for improving the first draft of the Handbook. These teachers were enrolled in three graduate courses offered by the University of Illinois:

VOTEC E476, Triton College, River Grove, Illinois
 VOTEC 476, University of Illinois, Urbana, Illinois
 VOTEC 459, Downers Grove High School, Downers Grove,
 Illinois

Special thanks is extended to two very competent and efficient secretaries:

Mrs. Nancy Sotzing - July 1 - December 15, 1973
 Mrs. Charity Armstrong - January 1 - July 15, 1974

FOREWORD

Each new movement in education seeks to be responsive to larger cultural concerns. So it is with career education in American schools in the 1970's. Many people believe students deserve to become better informed about the world of work. They also believe that the school and community should provide the wherewithal to promote this learning. Initially, the search for career guidance leadership has focused upon the office of the school counselor. When properly supported, this person's education and experience seem most appropriate to coordinate a learning program which has very personal significance, as well as larger implications for society at large.

The primary objective of this Handbook is to describe for the Counselor-Coordinator an array of career-relevant activities, and the personnel and materials which make them functional. Each of these activities is currently used or has been proposed by counselors whose programs have been judged to be exemplary. Refinement from a larger list has been achieved by reference to a Position Paper on Career Development, prepared by the AVA-NVGA Commission on Career Guidance and Vocational Education.

Each section of the Handbook presents a program objective and a series of obligations to challenge the Counselor-Coordinator to provide leadership for career guidance. The task which remains for the Counselor-Coordinator is to blend selected activities and suggested tasks with resources (figures and references) to implement the program objective.

The project staff has assumed that functional utility is the ultimate criterion by which this Handbook is to be judged. To that end, we have sought to make it:

- a. sufficiently inclusive to be of interest to numerous users
- b. generalizable across school populations
- c. timely, yet suggestive with regard to the uncertainties of tomorrow
- d. sufficiently stimulating to lead both to action and to reflection
- e. practical, readable, informative and reliable

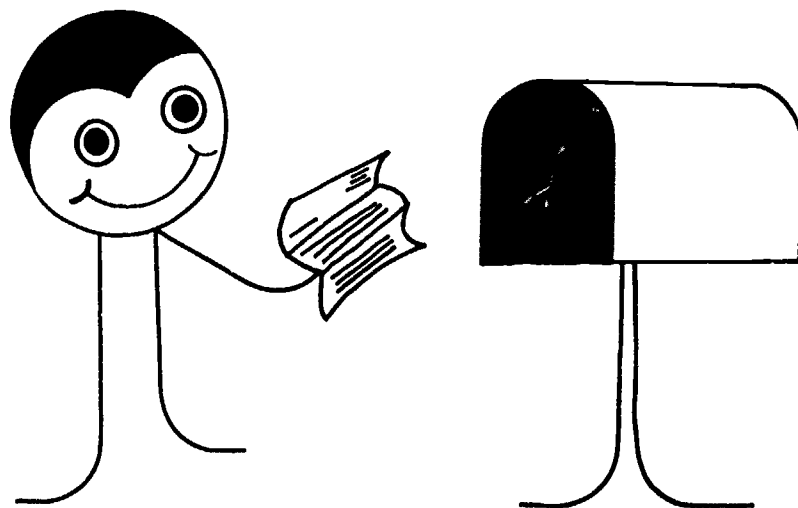
Counselors, teachers, administrators, parents and students have had an opportunity to review and comment on initial versions. The materials are ready now for more intensive and extensive evaluation. Project sponsors have seen fit to arrange a series of presentations to that end.

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COORDINATOR



You have been appointed . . .

E A S T W O O D H I G H S C H O O L

District 110

Anytown, Illinois 6 _____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

July 1, 197

Mr. Fred Councillor
6223 South Main Street
Anytown, Illinois 6 _____

Dear Fred,

Last evening the Board of Education confirmed your appointment as Coordinator of Career Guidance. The contract calls for 11 months, with a month for vacation.

The Board's discussion of your assignment went very much as did mine with you. Essentially, five broad duties have been defined. They are as follows:

1. Inform people about Career Guidance activities at Eastwood.
2. Arrange effective ways to assist students in program selection.
3. Develop a program of curricular and counseling activities which will help students make informed and meaningful career choices.
4. Organize placement for jobs and further education.
5. Conduct a follow-up program.

In one form or another, many of these activities go on now. We want to make certain that a "career emphasis" is built into each of them and into some new activities.

We understand that exemplary programs have the following characteristics in common:

Students make wise use of school and community resources to develop their career capabilities.

Large numbers of community residents are involved as career role models, and as advisors to the Career Guidance Program in the school.

Teachers, counselors and administrators promote adult and student interaction to gain career understanding and skill development.

July 1, 197

These are the criteria we will use to judge Career Guidance at Eastwood.

Perhaps the two of us should have an early look at the budget items which cover Career Guidance activities. Call or write at your earliest convenience.

Very truly yours,

J. C. Banker
Superintendent

JCB:cfa

Attachments

P.S. I have attached a copy of the statement for the Board, in which I proposed that we move ahead vigorously to implement Career Guidance concepts at Eastwood. You will note that the statement includes competency criteria for the coordinator of Career Guidance.

Memorandum

TO: Eastwood Board of Education

FROM: The Superintendent

Topic: Proposal to expand Career Guidance, and to appoint a Coordinator of Career Guidance

For many years, the State of Illinois has taken a leadership role in preparing young people for the world of work. As we each recognize, however, there are still large numbers of young people who leave high school unprepared to earn or to make decisions about how they should prepare themselves to earn. It is my purpose at this time to suggest that we redirect the student personnel program at Eastwood to feature Career Guidance. A Career Guidance program would have these objectives:

1. Acquaint students with career opportunities and options;
2. Teach students to recognize preferences and choices, and how they may be used to make career decisions;
3. Provide a vehicle by which the entire staff can contribute to the development of career skills and abilities.

In keeping with practice in exemplary programs, Career Guidance at Eastwood will be a "team" effort. I will appoint a Guidance Coordinator who knows program activities, and who knows how each member of the team can contribute, i.e. what teachers can do to enhance career growth, what counselors can do to foster career decisions, and what administrators can do to facilitate teaching and counseling for career goals. In addition, the coordinator will be prepared to help us involve large numbers of local citizens in our efforts to achieve the three objectives outlined above.

Any well-conceived school begins with an informed public and ends with well-prepared students. The second of these obvious facts serves to remind us that vigorous follow-up arrangements are needed so that Board members will have evidence as to what is (and is not) achieved when we add this new dimension to our total educational program. One would assume that this evidence would include data as to the whereabouts of our students for at least five years after they depart our classrooms, together with feedback from them as to which elements in their experiences were appropriate, and which were deficient for their purposes.

As you can see, this is a broad undertaking, and the selection of a person for the coordinator's role is crucial. The attachment describes criteria for the selection of a Coordinator. The suggestions come from a statement which has been adapted by the American Vocational Association and the National Vocational Guidance Association.

Attachment

CAREER GUIDANCE COORDINATOR¹
A GUIDE TO GREATER COMPETENCY

The competencies needed by the one person assigned responsibility for coordination of the Career Guidance program are as follows:

1. A thorough understanding of career development theory and research;
2. Skills in group process, human relations and consultation;
3. A knowledge of curriculum and how curriculum is developed;
4. An understanding of the relationship between values, goals, choices and information in decision making;
5. A knowledge of the history of work, its generic and its changing meanings;
6. An understanding of the changing nature of manpower, womanpower and economic outlooks; and
7. Familiarity with various strategies and resources for facilitating career development, including the utilization of the school, the community, and the home.

¹ With adaptations, from AVA-NVGA, "Position Paper on Career Development," AVA-NVGA Commission on Career Guidance and Vocational Education, 1972. American Vocational Association, 1510 H St. N W, Washington, D. C. 20005

6223 South Main Street
Anytown, Illinois 6____
July 10, 197

Superintendent J. D. Banker
District 110
Eastwood High School
Anytown, Illinois 6____

Dear Superintendent Banker:

Thank you for your letter of confirmation. If you are free, I'd like to hold a planning session with you on the morning of Wednesday, July 17. I'll be in your office at 9 a.m.

I've been thinking about each of the five elements you include in a career guidance program. Each seems to lend itself to a preparation, implementation and evaluation phase. In fact, I've already started a notebook which includes these five major sections. I'll bring it with me on Wednesday. Perhaps we can use it as a guide to our mutual efforts.

Very truly yours.

Fred Councillor

one year later

June 15, 197____

Superintendent J. D. Banker
District 110
Eastwood High School
Anytown, Illinois 6_____

Dear Superintendent Banker:

Thank you for the support you have provided career guidance activities during the past year. It has been graciously given; students, staff and school patrons have been most appreciative.

As I think back on the year, I believe it appropriate to enter into the record the many new responsibilities staff members have undertaken. If you haven't done so, I hope you will comment on these accomplishments when you have occasion to visit with the following people:

the principals - who helped us identify and incorporate into our program many new people and new instructional materials.

the counselors and vocational teachers - who have demonstrated for the rest of us ways to work with students, and to make the most of new resources whether they be people, places, or things.

the teachers - who have revised instructional procedures to help students understand themselves as well as the facts in the textbooks.

In addition, I'd like you to join me in conveying to the members of the advisory committees our special appreciation to them for a task well done. You see, I want them to know we need them again next year. And, by the way, if any leave our community before the fall term begins, the incumbents would like you to use the following criteria in selecting replacement(s):

People who think career guidance is a good idea
People whose presence broadens the total spectrum of representation
People with a reputation for reciprocal involvement in community ventures
People whose interests extend far beyond their own company and their own job
People who are oriented to the future: "some to one year, others to five, still others to twenty"

Yours for a better year next year,

Fred Councillor
Career Guidance Coordinator

FC:bc

Memorandum

TO: Fred Councillor

July 10, 197__

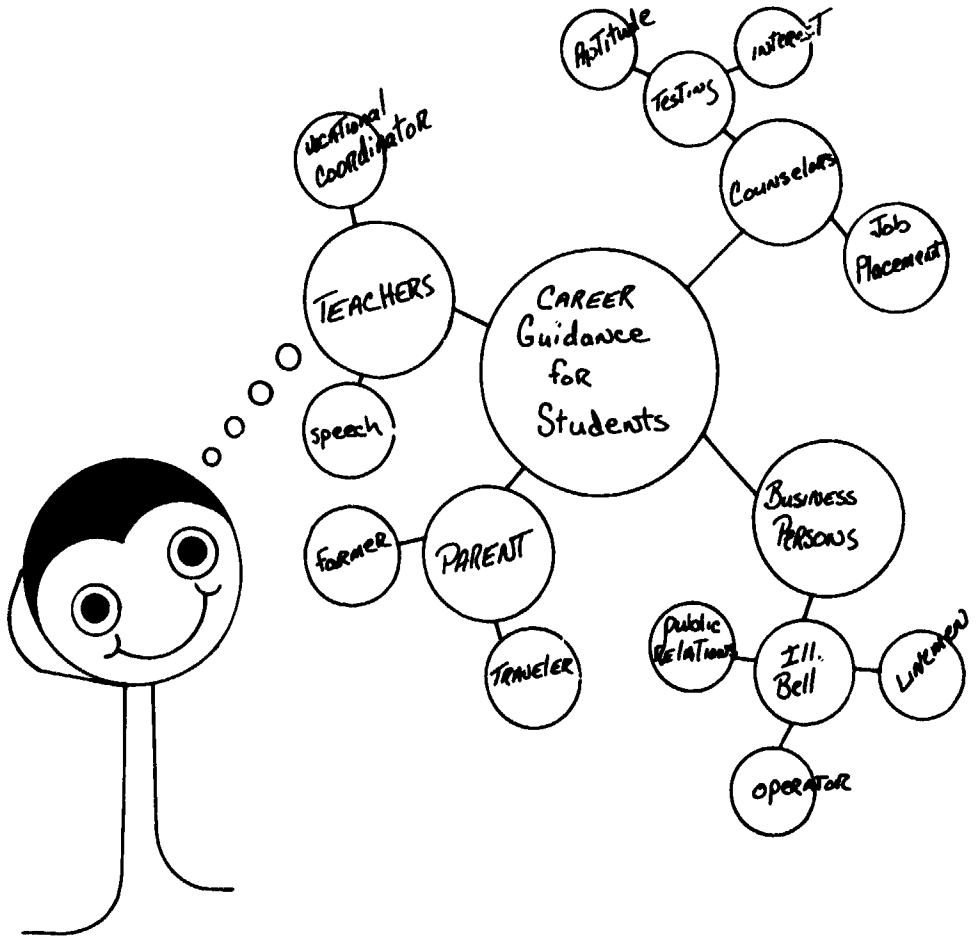
FROM: The Superintendent

I have your letter of June 15. The suggestions are quite appropriate, and you can count on me to follow through as you have suggested.

We are indebted to you and to all who provided input for the Career Guidance activities this year. You have "turned our program around," and we are grateful.

Now we can work on some refinements.

JDB



Coordinator's Plan for Involvement

SECTION A - Informing the School and Community About Career Guidance

The Coordinator's tasks are

to

inform himself

about the people who provide
access to communications
channels.

about the career activities for
students which have been (and
could be) described to the public.

then

initiate activities

to expand reporting

and

cooperate with others

to get the career guidance idea
incorporated in their information.

The objective is

to make certain that students, staff, parents,
and patrons know about and understand the
career guidance activities in the school.

**A. How can the school and community be
informed about career guidance?**

SECTION B - Identifying and Choosing Programs and Courses

The Coordinator's tasks are

to

articulate	for three student populations
registration and other "deciding activities"	incoming students incumbent students departing students
and	and for faculty and staff
arrange special activities	for subgroups that
testing counseling seminars	are not well served by traditional arrangements.

The objective is

to provide seminars, counseling, and testing to help students choose courses and activities they recognize to be career relevant for them.

B. How can students identify and choose programs and courses?

SECTION C - Determining Experiences Which Contribute to the
Development of Career Planning Skills

The coordinator's tasks are

to

conceptualize
(See Section E)

content and
organizational arrangements

and

develop resources

materials
people

to

implement a program

i.e. orchestrate the inputs

The objective is

to identify and make available to school staff,
the material and people resources which can
clarify school-work relationships for students.

**C. What experiences contribute to the
development of career planning skills?**

SECTION D - Helping Students Seeking Employment and/or Further Education

The Coordinator's tasks are

to

prepare the designated person(s)

to

provide services for three audiences

leading to

students

part-time or full-time

employers

institutional representatives

employment and/or education

The objective is

to provide appropriate counsel and help for students seeking jobs, continued educational opportunities and/or both.

D. What is appropriate help for students seeking employment and/or further education? 21

SECTION E - Collecting and Using Follow-Up Evidence

The Coordinator's tasks are

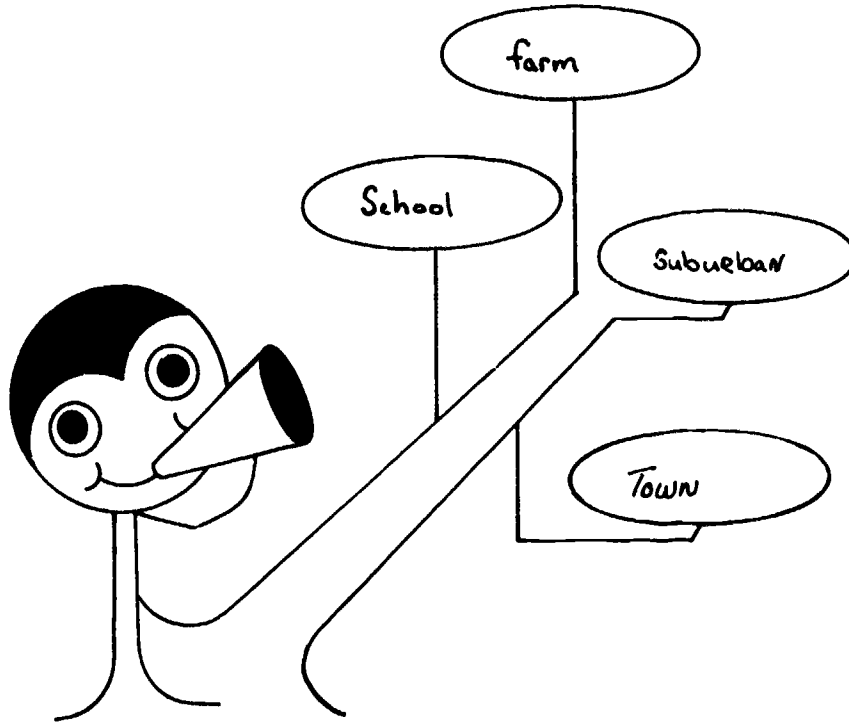
to	
specify	evidence to be collected
then	procedures to tap the sources of evidence
implement arrangements	for data collection
and	analysis reporting
initiate action	to integrate recommended changes in plans for the ensuing year.

The objective is

to collect evidence which contributes to knowledge about student competence and to program planning to increase student competence.

E. How can follow-up evidence be collected which contributes to program planning?

A. INFORM



How can the school and community be informed about career guidance?

GUIDE TO CONTENTS

SECTION A - Informing the School and Community About Career Guidance

The objective is

to make certain that students, staff, parents, and patrons know about and understand the career guidance activities in the school.

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7. Providing Information About Opportunities for Students with Special Needs	55

COORDINATOR'S OBLIGATIONS

Obligation 1 - Know the Media and the People

Get acquainted - fill in the blanks

<u>Media</u>	<u>Contact Person*</u>	<u>Topics</u>	<u>and</u>	<u>Dates</u>
Radio Station(s)				
<u>e.g. WDWS</u>	<u>Larry Stewart</u>	<u>Sports</u>		<u>all year</u>
_____	_____	_____		_____
_____	_____	_____		_____
Newspaper(s)	_____	_____		_____
Television	_____	_____		_____
Display Advertising	_____	_____		_____
School Paper				
<u>ours</u>	_____	_____		_____
<u>input schools</u>	_____	_____		_____
<u>receiving schools</u>	_____	_____		_____

Other Community Resources

	<u>Contact Person</u>	<u>Topics</u>	<u>and</u>	<u>Dates</u>
Service Clubs:				
_____	_____	_____		_____
_____	_____	_____		_____
Booster Clubs:				
_____	_____	_____		_____
_____	_____	_____		_____
Advisory Committees:	_____	_____		_____
Others:				
<u>e.g. Junior Achievement</u>	_____	_____		_____

*Check (✓) those who would make good members of an advisory committee.

Obligation 2 - Plan Optimum Coverage for Each Activity

. Make plans

- coincide with others

other personnel who initiate public releases

e.g. Administrators, athletic and drama coaches, music directors, coop coordinators, etc.

1. Get to know these people.
2. Understand their informing activities.

e.g.: Smith - band director

Uses media and a booster club.

- to publicize new or heretofore unnoticed activities with career guidance implications

e.g. shop and repair services
use T.V. fall (when lawnmowers are being stored)

e.g. classroom appearances of career representatives

use Newspapers year round

. Summarize Your Plans - Construct a Calendar of Significant Career Events

- for students and patrons

include: informing activity to accompany each event and,

confirmation of sponsors' approval.

Obligation 3 - Get Involved in Each Event

- . One week before each event on your calendar
 - offer your cooperation to the sponsor to
 - arrange media coverage
 - prepare releases
 - distribute releases
 - make phone calls

- . Day(s) of the event(s)
 - participate in whatever way(s) is (are) most appropriate
 - make notes on
 - school personnel who expressed interest
 - new format suggested by participants
 - efforts which didn't pay off
 - clip (or make notes) on releases which appear, committee minutes distributed, etc.

- . After the event - next day if possible
 - accumulate notes, clippings, etc. in a file folder
 - talk with the sponsor to get suggestions for improving quality and/or quantity of information next year
 - compliment individuals responsible for successful events

Obligation 4 - Find out What and/or Who was Overlooked

- . With the help of an ad hoc advisory group
which includes participants and planners

- agree on reasons for

- small crowds (or large crowds)

- unexpected demand (or absence of demand) for new course(s)

- teacher hesitancy to get involved (or desire to get involved)

- lack of understanding (or unusually good understanding)

- identify

- new Career Guidance activities to be featured next year

- new resources (people, money, facilities) to be available next year to facilitate informing

- specify

- which resources are most appropriate for purposes of different events

- overlooked activities which public should learn about

Obligation 5 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

INFORMING

1. Students know about career guidance activities.

0	1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor			Excellent		

Needs attention
1 year plan

Needs attention
5 year plan

2. Staff used all local resources for informing the public about career related activities.

0	1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor			Excellent		

3. Parents and patrons exhibit informed views on career guidance activities.

0	1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor			Excellent		

4. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in

197__ - 197__

1 2 3 4 5 6 7

197__ - 197__

1 2 3 4 5 6 7

and/or describe briefly some other activity which would serve the "informing" function well:

Suggested Tasks to Implement Activity

be easily modified to fit local needs.

7. Provide a positive contribution to the concerns of the other departments. Establish a rapport that is beneficial to everyone. Avoid topics and activities that would label the guidance department as self-edifying to the detriment of others.
8. Schedule an in-service training day centered around career education and career guidance.
9. Schedule an intensive workshop on career education. Invite outside "experts" and include community representatives. Or attend and help others to attend workshops scheduled by DVTE and/or state universities. A list of these workshops is usually included in State Side News.
10. Take school personnel on a field trip to businesses, industries, etc. A professional leave day could be taken. Make contact through Citizen's Organizations.
11. Establish a system whereby school personnel could receive actual on-the-job experience in key businesses or industries in your area during vacations.
12. Encourage your community college to organize career programs in conjunction with feeder schools (including the Area Vocational Centers) into meaningful programs.
13. Include ample references to the Area Vocational Center, especially, and to the community college in high school catalogs and handbooks. (This is done in both Highland and Sterling High Schools.)

Resources

Activity C.2, p. 17
Figure A.1.3 - Calendar of Workshops and Conferences.

Activity C.2, p. 17

Ref. 22
A Guidance Project to Investigate Characteristics of Entry Workers.

Figure A.1.1

LIST OF REFERENCE TEXTS

1. Bailey, Larry J. and Stadt, Ronald. Career Education: New Approaches to Human Development. Bloomington, Illinois: McKnight Publishing Company, 1973. [\$8.50 - paperback]
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7. Tolbert, E. L. Counseling for Career Development. Boston: Houghton-Mifflin Company, 1974. [\$9.50]

Houghton-Mifflin, Inc.
110 Tremont Street
Boston, MA 02107

Prentice-Hall, Inc.
Englewood Cliffs, NJ 07632

Charles E. Merrill Publishers
1300 Alum Creek Drive
Columbus, OH 43216

LIST OF PERIODICALS

1. American Vocational Journal. (Published monthly, September through May by the American Vocational Association, 1510 H Street, N.W., Washington, DC 20085) [\$4.00/year for non-members]
2. Illinois Career Education Journal. (Published quarterly by DVTE, 1035 Outer Park Drive, Springfield, IL 62706)
3. The Personnel and Guidance Journal. (Published monthly except July and August by the American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, DC 20009) [\$20.00/year for non-members]
4. State Side News. (Published five times each academic year by DVTE, 1035 Outer Park Drive, Springfield, IL 62706)
5. Vocational Guidance Quarterly. (Published September, December, March and June by the National Vocational Guidance Association through the American Personnel and Guidance Association, 1607 New Hampshire Ave., N.W., Washington, DC 20009) [\$8.00/year]

Figure A.1.2

AN EXCERPT FROM

"ARE YOU ON SPEAKING TERMS WITH THE GUIDANCE DEPARTMENT"

In an effort to develop a better working relationship with guidance personnel, the business education department could:

1. Invite guidance personnel to attend business education department meetings. Invitations to the counselors might be made on a rotating basis if the guidance department is large.
2. Conduct a survey of offices and stores in the employment area to obtain data which would point up the necessity of supplying capable business education graduates to fill the positions available. The Pennsylvania Department of Public Instruction publication, Questionnaires for the Use of a School District in Making a Survey of Business Offices and Stores and a Follow-Up Study of Graduates of the Business Course, is available as a source of reference to make such a survey.
3. Conduct a follow-up study of vocational business education graduates to obtain information which would serve as a basis for promoting the business education program with guidance personnel. A questionnaire for use in such a follow-up study is included in the publications referred to in point 2.
4. Encourage local businessmen to communicate with guidance personnel relative to the important role vocational business graduates have played in the operation of their offices.
5. Invite guidance personnel to attend a presentation on business and office occupations given to interested pupils.
6. Send each guidance counselor copies of all printed articles, especially those found in the local newspaper relative to the school's business education program.
7. Entertain the counselors of the guidance department at dinner. If a private dining room were reserved for the occasion, the business education department could present to and discuss with the guidance department the objectives of the business education program.
8. Invite guidance personnel to join the business teachers in attending those business education workshops, conferences, and conventions at which the objectives and problems of business education will be discussed.
9. Encourage guidance personnel to attend meetings of the business education advisory committee.
10. Channel to guidance personnel all literature that should be of interest to them. An example is the article "America's Most Wanted Students," from the July 27, 1965, issue of Look.
11. Prepare for each guidance counselor a list of suggested courses to be taken by pupils working toward specific occupational objectives.

Source: Selden, William and Swatt, Kenneth A. "Are You On Speaking Terms With the Guidance Department," Business Education Forum, October, 1969, pp. 6-7.

Figure A.1.2 - continued

12. Submit information to guidance personnel about the success that business graduates have had in college.
13. Invite guidance personnel to accompany business education classes on field trips to business and government offices.
14. Offer to help the guidance counselors prepare a series of information dissemination activities prior to the time of the pupil's curriculum choice.
15. Assist the guidance department to maintain up-to-date occupations files within the school.
16. Develop a deeper understanding of the counseling process.
17. Invite guidance personnel to speak to the Future Business Leaders of America (FBLA) chapter on topics such as employment trends or curriculum choice.

Through one or more of these activities the business education department should:

1. Show guidance personnel how some schools have successfully provided an accelerated program for above-average pupils that would enable them to take enough academic work for college admission and also develop a salable vocational business skill.
2. Seek to develop in the minds of guidance counselors the proper image of an office occupation. For example, guidance counselors should know how qualifications, duties, and responsibilities differ between a file clerk and a private secretary.
3. Make guidance personnel aware that openings in the field of business and office occupations are plentiful for both low-level clerical workers and high-level secretarial employees and that possibilities for advancement in an office situation are excellent.
4. Explain to guidance counselors that because of a high turnover of female office employees many businessmen would be glad to employ young men in this field if they have the necessary education.
5. Show guidance personnel the relationship between high school business subjects and future course work on the college level for those pupils who plan to major in business administration.
6. Explain how technological advances in office equipment have increased the need for adequately prepared office workers and created new positions attractive to male pupils.

GUIDANCE DEPARTMENT

Personnel in the guidance department have a responsibility for keeping the avenue of communication open. The guidance department could:

1. Learn as much as possible about the business education program by analyzing the data collected through surveys of businesses and follow-up studies of vocational business graduates and discussing this information with business education teachers.

Figure A.1.2 - continued

2. Invite business education teachers to attend guidance meetings when the business education curriculum will be discussed.
3. Consult the business education department when a problem arises in counseling a pupil on a program of instruction in business education.
4. Support the business education department in their efforts to improve their program to better serve the school population and the business community.
5. Counsel each pupil so that he becomes aware of his interests, aptitudes, and abilities. Provide him with information on the widest possible range of opportunities - education and occupational. Then, encourage the counselee to decide which educational program will best enable him to achieve his goals.

SCHOOL ADMINISTRATOR

One of the primary responsibilities of a school administrator is to promote close cooperation among the departments in the school. Because of this responsibility and by virtue of his authority, the school administrator is in a unique position to bring guidance counselors and business teachers to an understanding of each other's objectives and problems. In an effort to promote a better working relationship between the two departments, the administrator, in addition to encouraging what has been mentioned, could:

1. Provide released time and reimbursement of travel expenses for guidance personnel to attend business education workshops, conferences, and conventions at which the problems of business education are discussed.
2. Establish a curriculum committee composed of representatives of each department, including the guidance and business education department.
3. Suggest that the guidance department plan a meeting at which the chairman of each department would explain his program.
4. Request that the business education department, in cooperation with the guidance department, establish a placement service for vocational business graduates. The business education department head or a business teacher should be given time to effectively administer this service.

Figure A.1.3

CALENDAR

- February 4 Home Economics Joint Staff Conference, Illinois Department of Transportation, Springfield.
- January 5, 12, 19 and February 26 Environmental Occupations Workshop, Mount Carmel. For more information contact Dr. Thos. Stitt, Southern Illinois University, Carbondale (618/543-2421)
- January 21-23 Illinois Occupational Curriculum Project (IOCP) Workshop, Triton College, River Grove
- January 23 Elementary Occupational Information Workshop, Illini School, Caseyville
- February 6 Workshop for Occupational Education Teachers of Handicapped, 350 W. 154th St., South Holland
- February 6 Elementary Occupational Information Workshop, Holiday Inn, Benton
- February 9 Guidance Workshop in Career Education, Illinois Guidance & Personnel Association, sponsored by NW Suburban Chapter of the Harper Tr. College, Palatine
- February 13 Workshop for Occupational Education Teachers of Handicapped, Southern Illinois University Center, Edwardsville
- February 16, 23. and March 2, 9, 16 Environmental Occupational Workshop, Belleville. For more information contact Dr. Thomas Stitt, Southern Illinois University, Carbondale (618/543-2421)
- February 20 Workshop for Occupational Education Teachers of Handicapped, Holiday Inn, Mt. Vernon

Source: State Side News, January, 1974.

Figure A.2.1

THE PLACE OF CITIZEN'S ORGANIZATIONS

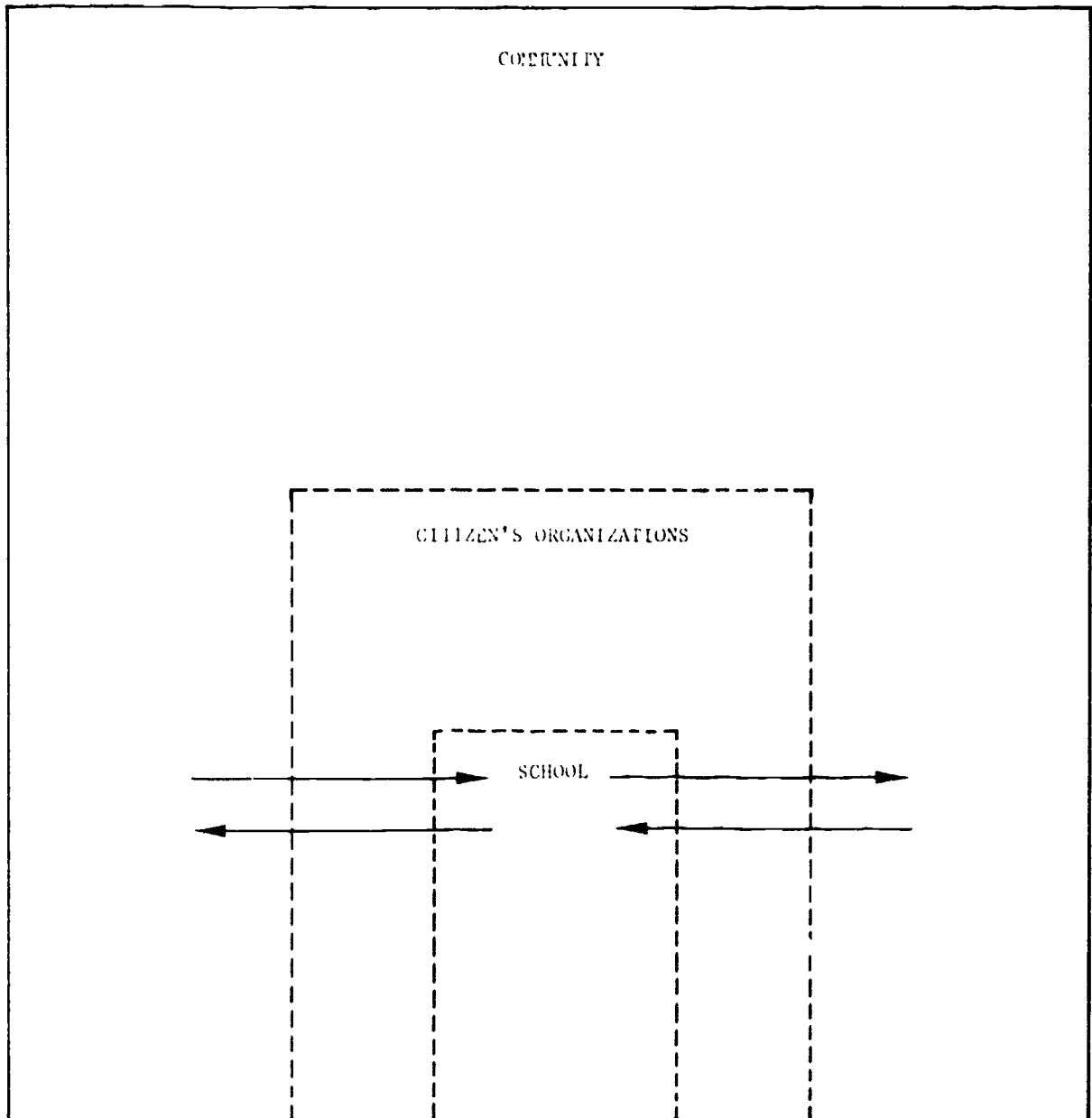


Figure A.2.2

CHECK LIST

CHAIRMAN'S ADVISORY COUNCIL CAN DO

Help for Teachers and Administrators

- * **Assisting school administrators and instructors in establishing a philosophy of career education**
- * **Assisting in the preparation of measurable objectives for career programs and courses**
- * **Maintaining all advisory council activity on an advisory status only, but at the same time realize the school needs your assistance to insure community relevance to local educational careers**
- * **Assisting in establishing career education programs and advising on the use of proper criteria of evaluation**
- * **Extending your expertise for clinics, in-service workshops, seminars and training programs to school career education faculty**
- * **Assisting in establishing teacher qualifications for specific career occupation teaching**
- * **Identifying substitute or resource instructors from the community to assist regular teachers in the classroom and/or teach in specialized program areas both day and evening**
- * **Assisting in preparing job descriptions on which course content may be used**
- * **Suggesting general occupational abilities necessary for a graduate of an occupational area to have in order to compete in the community job market**
- * **Providing criteria for awards and prizes to outstanding students**
- * **Identifying potential training stations for the placement of students in cooperative education programs**
- * **Arranging meetings to establish cooperative relationships between the schools and industry (also parents in high school or elementary schools)**

Student Career Selection, Placement and Evaluation

- * **Assisting in public relations procedures both externally and internally to encourage young people to consider vocational and technical education to include:**
 - assisting in the formulation of a speaker's bureau to make speeches to civic clubs, career day meetings, etc.**
 - assisting in establishment of procedures for approaching parents to provide vocational and/or technical information**

Source: Division of Vocational and Technical Education. Advisory Council Member, Bulletin No. 29-672. Springfield, Illinois: Division of Vocational and Technical Education.

Figure A.2.2 - continued

providing ideas for taking steps to acquaint younger students and teachers in lower grades with the programs

considering ideas for a system of visits to vocational center area schools to acquaint them with the programs available to them

assisting in procedures for approaching and providing information for guidance counselors who help encourage students into the programs

- * Assisting in the establishment of criteria and qualifications necessary for students to apply for admission to the vocational-technical programs, including use and interpretation of aptitude tests for student self analysis
- * Providing information concerning desirable aptitudes, education and experience preferred for entry-level jobs and in the area of higher job level specialization requiring advanced training
- * Arranging plant and/or field visits for students and instructors (also parents in high school or elementary) that are interesting and educational, and which in some instances may serve as classroom instruction as relevant to work experience information
- * Providing specialized vocational literature to teachers, counselors, parents and students; such as occupational folders, brochures, pamphlets, etc.
- * Assisting the instructors in the formation of accurate, realistic, specialized instructional projects for group and individualized instruction
- * Assisting in the development and obtaining of qualification, certification and licensing tests, including apprenticeship requirements to be used for initial employment of graduates
- * Participating in and helping to interpret surveys of local industry manpower needs, job availability, anticipated employment in the community and identification of employment areas
- * Assisting in placement of students in part-and full-time employment and advise in job placement of career program graduates
- * Assisting in establishing certain vocational-technical programs as recognized sources for craft apprenticeships
- * Assisting with procedures for continuous evaluation of the programs and follow-up evaluation of graduates for program accountability which spotlights the value of the program or programs to the community and its employment needs

Figure A.2.2 - continued

Educational Programs Pertaining to Career Information and Community-
Parent Involvement

- * Evaluating and issuing supporting recommendations on budgetary requests, physical conditions, adequacy of equipment and supplies, laboratory shops, classrooms, etc.
- * Assisting in the development and periodic evaluation of course content to assure its being up to date in meeting the changing skill and knowledge needs of the community, and employment area for business and industry
- * Obtaining needed school equipment and supplies on loan, as gifts, or at special prices
- * Assisting in the establishment of standards of proficiency to be met by students and helping with job analysis and task analysis in specialized areas
- * Assisting in the development of school procedures concerning the kinds and volume of production work or "live jobs" to be produced by students so that this work will be of instructional value in the educational program
- * Establishing and helping to maintain a library of specialized visual aids, magazines, and books concerning industry and business in conjunction with the school library
- * Assisting in the development of special educational and training programs for disadvantaged and handicapped students conducted with funds made available by the Manpower Development and Training Act, the Economic Opportunity Act, etc., in accordance with the needs of the community and representatives of the administrative agency
- * Assisting in the development of evening school skill improvement and technical courses for employed personnel on the continuing adult level
- * Assisting in the development of apprenticeship and on-the-job training related courses, in accordance with recommendations of local craft representatives and their specialized requirements
- * Arranging plant or field trip visits for teachers to upgrade their teaching background in particular occupational areas
- * Providing, whenever possible, training resources, i.e., raw materials, finished products, equipment, charts, posters, etc., for exhibit and instructional purposes in classrooms and shops
- * Assisting in making cost studies for specialized programs and courses
- * Assisting in establishing sequence of courses for proper student development in order that graduates will have proper training in job cluster areas to compete in the job market
- * Seeking the cooperation, when needed, from other agencies for career education

Figure A.2.2 - continued

Public Relations

- * Supporting career education in its direct relationship to the activities of local and state school officials, boards and legislative groups
- * Helping to obtain speakers to address trade and civic groups, school banquets and assembly programs which concern the development of career programs
- * Assisting in arranging for publicity subject to school review, by using their contacts with news media--such as newspapers, trade magazines, radio and television stations--that would not otherwise be available to the school
- * Participating in radio and T.V. programs designed to sell career education to the public
- * Participating in an "open house" for students, parents and other adults in the community
- * Inviting teachers, counselors, administrators and students to visit various plants and businesses

Activity 3

BRINGING THE COMMUNITY INTO THE SCHOOL

<u>Purpose of Activity</u>	<u>Implementors</u>
To make the school personnel and physical facilities available to citizens who want to see the school in action.	All School Personnel <hr style="width: 80%; margin: 5px auto;"/> (Local Leadership)
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Make the community feel welcome and needed when they come to the school. Many adults will be uneasy about entering a school uninvited. 2. Mail out "back-to-school" letters to parents in September inviting them into the school, and/or write an explicit newsletter invitation. 3. Invite parents and community leaders to "open houses," "career nights," etc. 4. Invite parents and other citizens to speak to students in classes. 5. Invite community organizations to meet in the school (Scouts, 4-H, etc.). 6. Provide specific adult programs. <ol style="list-style-type: none"> a. e.g.: A community swim program for adults (this has been useful at Black Hawk Community College in Moline to introduce the public to their new campus). b. Continuing education classes. Frequently, the most popular courses are those directly related to career training. This "hands on" experience with school equipment allows the adults to realistically evaluate the strengths and weaknesses of what the taxpayers are providing their young people. At Highland High School, two of the guidance counselors offered a continuing education course in career decision making which included group and individual guidance contact. 	<p>Figure A.3.1 - Letter to Parents.</p> <p>Figure A.3.2 - Invitation in Newsletter.</p> <p>Activity C.10, p. 45</p> <p>Figure A.3.3 - Utilization of Resource People in the Classroom.</p> <p>Activity C.8, p. 41</p> <p>Figure A.5.3 - Guidance Department News.</p>

Figure A.3.1

E A S T W O O D H I G H S C H O O L

District 110

Anytown, Illinois 6_____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Parents,

School is in session once again. Your sons and daughters have filled the hallways and classrooms. Teachers and staff have made plans and are already well into "Unit I." Football games are scheduled, bus routes are established, and summer memories are fading.

But something is missing. Someone is not here who is needed very much. Who can it be?

YOU!

Eastwood High School is your school, too. We need you. Come join us as we all work together to facilitate the growth of your child and the preparation for his or her place in our community.

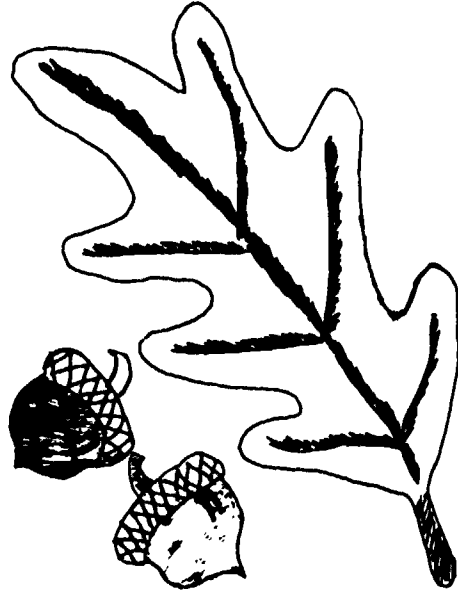
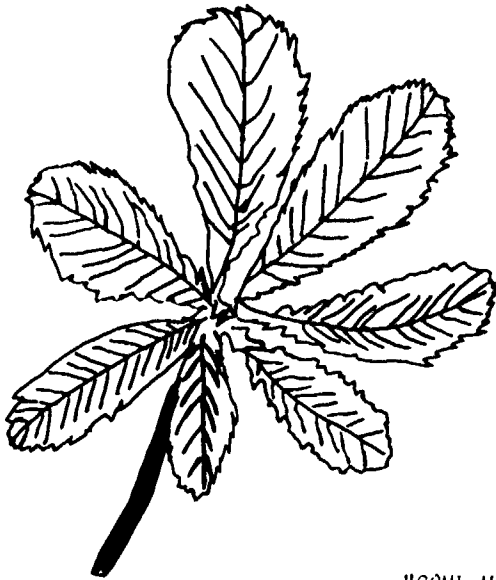
We will be contacting you soon to invite you to a particular program concerning your child. Meanwhile, please feel free to drop-in and look around.

See you soon,

Figure A.3.2

KNOW YOUR SCHOOLS

Highland Community Schools, Union District No., 5, Highland, Illinois
Olen W. Stratton, Supt. of Schools
September 28, 1973



"COME VISIT WITH US"

Our theme for this year to our parents, and other citizens is "come visit with us." Since we are working with your children, we should have a common goal. Your child's teacher, principal and superintendent welcome you.

The Board of Education and staff are sincerely working to do the best possible job under very trying circumstances. Our school continues to grow and while some temporary solutions may correct a small part of the problem, a major building program is inevitable.

The longer it is put off, the more costly it becomes in terms of dollars and more importantly in terms of lost opportunities for our students.

Will you help us plan for the future as well as present needs of our most important product --- children?

IN TODAY'S PAPER

- Page 1 - A message from Mr. Stratton
- Page 2 - For your information
- Page 3 - Our School Calendar
- Page 4 - High School
- Page 5 - High School
- Page 6 - Junior High

Figure A.3.3

UTILIZATION OF RESOURCE PEOPLE IN THE CLASSROOM

A. Purposes

- 1 To provide occupational expertise not normally available from staff and students
- 2 To aid instructors in their efforts to keep the course content relevant and current to the actual occupations
- 3 To make the course more interesting to practical, occupationally-minded students--to relieve the boredom of the same instruction with the "same old stuff"
- 4 To develop a relationship with community resources that will allow them to play an integral part in the educational programs of the local institutions
- 5 To provide accurate and usable employment information, particularly as it concerns job relations factors, such as, worker personality, working conditions, responsibilities, opportunities, etc
- 6 To provide students with the opportunity to meet with community workers who can serve as sources of information and possible future employers
- 7 To provide varied viewpoints within an occupational area
- 8 To provide career information in a specific occupational field
- 9 Hopefully, to improve the student's zeal for learning in his chosen field

B. How to Obtain Resource People

- 1 If the guidance department is working in vocational areas and will cooperate in obtaining resource people, then it is recommended that guidance personnel procure the resource people according to the instructor's request
- 2 If the guidance department is unproductive in this, then get together with a group of other vocational instructors in cooperation with the administration to compile a list of prospective resource people usable in certain situations
- 3 From a prearranged list of resource people with varied backgrounds, types of work and personalities, pick the one who will best fit the situation, subject matter, and expertise that you are seeking
- 4 The procurement of the resource person should be by those best acquainted with that person such as, you, other instructors, another businessman, the advisory committee, a student, a friend of yours, an administrator, guidance personnel, etc.
- 5 A Chamber of Commerce committee
- 6 A service club committee of the community

C. Procedure in Obtaining a Resource Person

- 1 If the resource person is a member of a firm, be sure permission of top management is obtained to use members of the firm. Management encouragement will not only provide the necessary release time from his job, but will provide the recognition the employee desires and will motivate him to do a better job in the classroom. Without management approval, many prospective resource people will be reluctant to accept under normal circumstances. Many educators follow the practice of contacting the person they want in the company, then asking that person to contact top management for the release time. This procedure works best when you are acquainted with the person and his status with his company
- 2 After obtaining the approval of the resource person, set the date to come to the school at least two weeks in advance, preferably 30 days. Send him a letter or

Source: Division of Vocational and Technical Education, State of Illinois.

Figure A.3.3 - continued

-2

card of acknowledgement and thanks for his acceptance immediately after the contact. Send a reminder card showing the date, time, room number and building, if necessary, your office location, and your name (if not personally acquainted), one week in advance. Then, call the resource person's place of work either the day before or the day he is expected. Be sure to obtain an acknowledgement that he is aware of the appointment and that he plans to be there at the appointed time.

- 3 Always have the resource person come to the school one-half hour ahead. If possible, either meet him personally or have someone meet with him to talk over the purpose of his visit and what he plans to say.
 - a. Note It is imperative that the resource person understand that he is not selling his individual company, nor is he recruiting for specific jobs. He is in the classroom to provide information regarding a certain occupation. This is necessary to prevent other companies in the same field from being unhappy about the resource person you choose to address your class. He should also be careful of the usage of trade terms that would need defining to uninformed students.
- 4 During this one-half hour before class, discuss with the resource person the student "interest sheet" that will be collected from each student at the end of his presentation. Explain that this is not an evaluation of his talk, rather it is used to determine whether the student felt that the talk was given.
 - a On the students' level of understanding
 - b What he actually understood about the subject matter
 - c Whether the student would suggest greater or less detail the next time that occupation is discussed

Allow the resource person to see the "interest sheets" if he requests it. If he is a potential repeater, it may help him to adjust his presentation to be of greater interest to the class.

- 5 Encourage a discussion period at the end of the presentation.
- 6 Instruct your students as to the type of questions they should ask of a resource person. For example, avoid the tendency by some students to say, "How much do you make?" Encourage them to ask, "What is the range of income on your type of work in this area?" etc.
- 7 Be sure to introduce your resource person to your immediate administrative superior. This makes both the administrator and the resource person feel that they are a part of the overall effort. In short, give the resource person the "V.I.P." treatment. He deserves it.
- 8 Obtain accurate and adequate background information about the resource person in order that you may give him a good introduction to the students. Also, be sure you know the proper spelling of his name.
- 9 Mail an appreciation letter to your resource person within a couple of days and send a copy to his management. This causes him to feel appreciated, enhances his prestige, and if he is good, makes it more probable that he will accept a return request later. Be sure to sign the letter personally or over the signature of the department head.

D. Criteria

- 1 Must have an obvious background of experience in the employment area that you desire to demonstrate to the class.
- 2 Must have a genuine interest to help the student. Often they will say, "I've always wanted to teach."
- 3 Must view the acceptance of the assignment as a challenge to their own abilities after you explain what you need.

Figure A.3.3 - continued

-3-

- 4 Must have the personality to "project" their knowledge to other people. Remember, more businessmen have been and are training and instructing people all the time... their own employees or the employees assigned to them as supervisors. Most will have had group meeting and instruction experience---not in the classroom, but under work circumstances
- 5 Does not have to be a member of supervision or management. Often the man on the job is the best resource person and often will reflect the approach the student will need for employment after graduation. Management has observed also that often when the man on the job is asked to explain his work before students, he takes greater subsequent pride in his work.
6. Must have a "positive outlook". A negative approach is discouraging to students. Avoid those who feel "no-one knows anything but me," or those who would say, "I wouldn't recommend my type of work to anyone."
- 7 Must have the ability and willingness to stay within the subject matter area that you desire for your class. Be sure you give him a clear understanding of this in advance with a time limit. Avoid long dissertations on a businessman's past successes, etc. This usually is boring to the average student.

All this sounds complicated. You will, however, find that it is simple and easy to work with after the initial beginning. The use of good resource people in your classes will enhance the respect that you have in the eyes of your students and will tend to increase your prestige as an educator in the community. Your administration also will often appreciate the better community relations.

Activity 4

GOING INTO THE COMMUNITY

<u>Purpose of Activity</u>	<u>Implementors</u>
To give community residents an opportunity to see the students' and teachers' skills in practice and alert the community to the strengths of the school's training program, and to show the community that the school appreciates its support.	Guidance Counselors Vocational Teachers Department Chairpersons Vocational Director <hr/> <u>(Local Leadership)</u>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none">1. Appear at community functions.<ol style="list-style-type: none">a. Join several community organizations.b. Make a list of community organizations and periodic community events and record the date and type of the last visit from your school.c. Maintain a "speakers list" of school personnel who are willing to speak at meetings.<ol style="list-style-type: none">1) Include non-speaking demonstrations.2) Distribute to community officials and organizations.3) Up-date at least yearly.d. Prepare a speech to serve as a guide for prospective speakers.e. Involve students as speakers and as performers or demonstrators.f. Develop an informal network of citizens and have informal <u>gatherings</u> in the homes of these citizens.2. Provide Community Service Projects.<ol style="list-style-type: none">a. Provide for adult supervision (either from the school or from the community), but let the students organize and direct activities.<ol style="list-style-type: none">1) This could be a class project.	Figure A.4.1 - Career Education Sample Speech.

Suggested Tasks to Implement Activity

- 2) This could be part of a "club" program of work.
 - b. Encourage volunteer participation. If it appears appropriate to reimburse the students for their time, solicit in advance the advice of appropriate businesses or professional services in the community. Student service projects should complement rather than compete with established businesses.
3. Visit in homes, offices and on-the-job.
 - a. Establish a list of community, industrial, business and professional leaders.
 - b. Make contact for an appointment in advance, preferably by telephone, or by mail. Later visits may be on a drop-in basis if the individual situation warrants this approach. Find out where the person feels most comfortable - at home or on-the-job.
 - c. Learn as much about the person to be visited to aid in maintaining conversation associated with his or her interest and responsibility.
 - d. Provide follow-up contact.
 - 1) Invite the person to school.
 - 2) Send a thank-you note or telephone a thank-you.
 - 3) Be sure to provide answers to any questions that might have been raised.

Resources

Figure A.4.2 - Examples of Community Projects.

Figure A.4.1

SAMPLE SPEECH EXPLAINING
CAREER EDUCATION TO A COMMUNITY GROUP

Note: Every opportunity should be taken to make the speech personal by involving the speaker's experiences, the experiences of the students, and the experiences of the listeners. Know the audience.

Build upon this speech with the program of the local school(s).

Attachments may be presented as handouts, projected as transparencies, (overhead projector) or drawn on a chalkboard or flipchart. Use color where possible.

This speech will last about ten to fifteen minutes as it is presently written.

* * * * *

Thank you _____ for the opportunity to be here with you. I trust that this opportunity reflects your concern for the future of your children and your neighbor's children. Since most of them are going to spend most of their adult life on-the-job in some career, it is important for us to help them prepare for this part of their lives.

It isn't easy anymore for a young person to choose a career. Our society is so highly technological, industrialized and automated that the number of jobs and careers is staggering even to the experts. It's hard enough sometimes to make choices and decisions from a relatively small list of possibilities. We can decide, for example, whether we want the beef dinner or the fish dinner. But when we are offered several different dishes of fish or beef, the choice becomes more involved. In choosing a career, we are offered thousands of different possibilities. We cannot afford to let this important choice be based upon haphazard circumstances.

Figure A.4.1 - continued

Students in our school(s) deserve a firm base upon which to make choices and plan for their futures. The job market is tight, but there have always been plenty of good opportunities for the young person who is properly trained, who is trained in needed fields, and whose training fits his own personality.

We also know today that most persons will make several job changes in their lifetime, sometimes moving to completely new occupations. Some of these changes will be forced upon the individual, while others are voluntary based upon the individual's perceived chances of getting ahead and enjoying his or her work. Workers who are totally at the mercy of the system serve neither themselves nor the system well. We all need an education that will prepare us for the world of work as it really is.

What then is career education? There are many good definitions around now. I like the one given by Kenneth B. Hoyt, who is a central figure in the U. S. Office of Education and has written many books and articles on career education. He says:

Career education is . . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual.

This definition assumes that everyone will work as adults. We may occasionally be dissatisfied with the kind of work we are doing, but to have no positive contribution to make to society through work is a very rare situation.

The stress here is on everyone. We are not talking here about helping the academically less able student find some place to pick up a few dollars. We are talking about helping all students determine how they are going to

Figure A.4.1 - continued

best live out a rewarding and satisfying life--satisfying to themselves and to society. We must remember that they are not going to make a career decision overnight. Determining a career is nearly as slow a process as growing itself. Each student will have his or her own timetable and route for growing, but we do have some general ideas of what a career map for developing a career should be. [Attachment 1]

Even as early as kindergarten, students need to be exposed to the value of work and to information about some careers. About grade 4 or 5 the student should begin to develop an awareness of his or her own abilities and aptitudes, and at grade 7 begin to explore what it is like in the world of work. At this level the student can choose and rechoose from the complete range of occupations. By the 9th or 10th grade a student is ready to explore a particular cluster* of occupations in depth and may begin to develop some specific entry level skills. During the final years in high school the student either takes the prerequisites for further education and training or fulfills intensive skill training for job entry.

You may by now be asking yourself how this relates to the vocational and technical courses we have had in the junior and senior high school for many years. (How many of you were asking that?) How many of you took a business, agricultural or shop class when you were in high school? (an appropriate comment on the response) These classes are useful, and indeed for many students are the key to their career development. But it is only a part of the total picture. [Attachment 2] suggests that vocational and technical training is part of the total career education program in the

*The five clusters used in the state of Illinois are: Applied Biological and Agricultural Occupations; Business, Marketing and Management Occupations; Health Occupations; Industrial Oriented Occupations; and Personal and Public Service Occupations.

Figure A.4.1 - continued

school(s), just as career education is a part of the total school curriculum. No one in career education is arguing for the elimination of any of the academic programs, but through career education the students can better see how their school experiences will be of use to them after they graduate. Some of the students may never enroll in a vocational course in the school, but they should all be guided and assisted in the process of career development.

You are also probably looking at the largest box in the figure [Attachment 2] which is the community. One of the most important points in career education is the need to involve nonschool individuals in helping the students develop their careers. A total team approach is needed, involving

- teachers
- guidance counselors
- administrators
- parents
- community leaders
- employers
- fellow students

Parents and neighbors are probably already helping students in many of the facets of career education, but these efforts can be coordinated and reflected in what the school is doing. That is to say, the school personnel do not always have the personal contact with the student that is needed to respond to his or her particular needs. When parents and neighbors are helping, they can assist the school to know what a student needs.

There is in our school a career guidance coordinator, Mr. _____, whose job it is to assist other members of the career guidance team in

Figure A.4.1 - continued

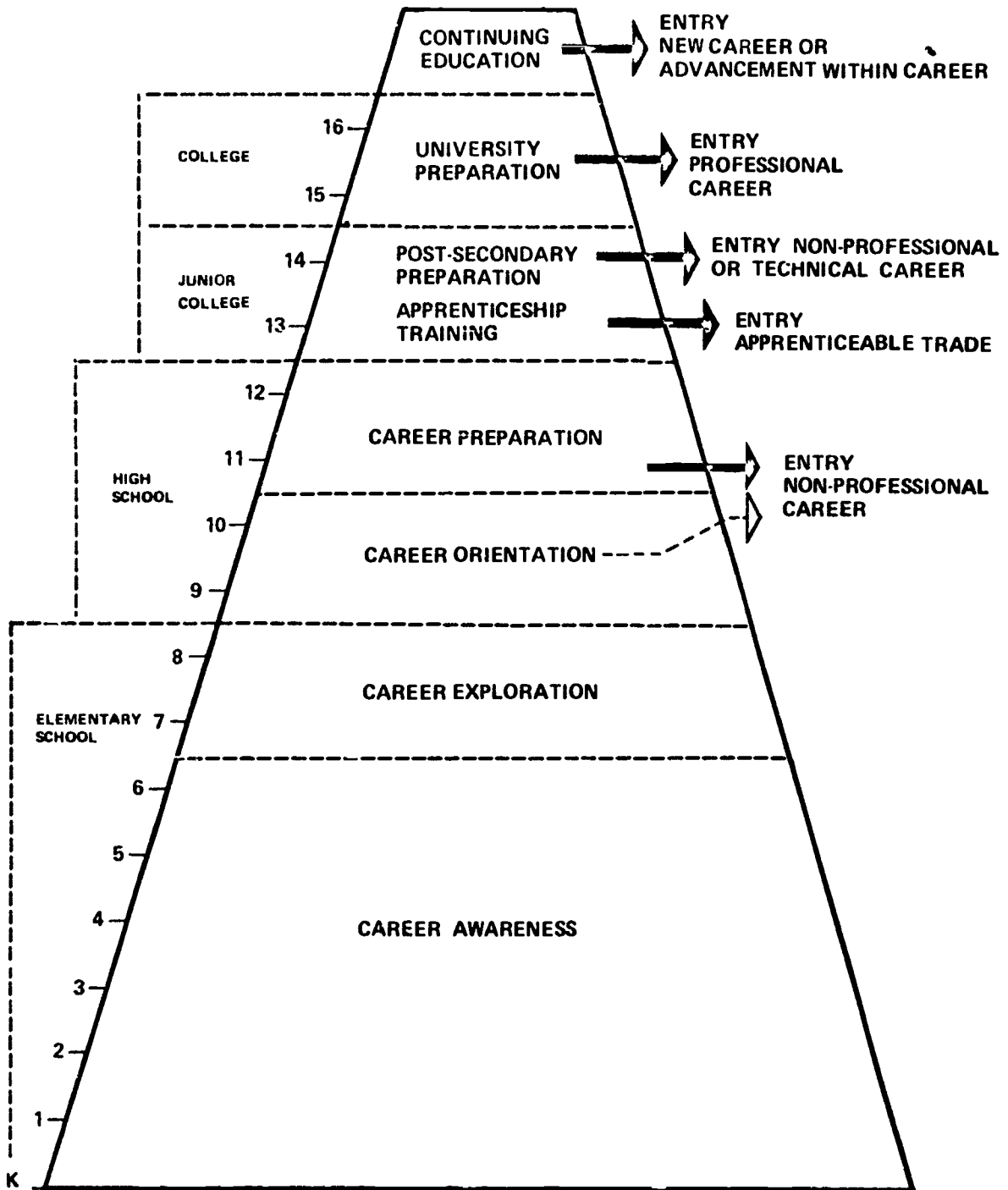
helping the students. He is eager for you as parents and citizens and community leaders to come to the school and learn more about your role in career guidance. Some of the basic areas, for example, where you could help are:

1. Identifying students for particular school programs, such as those offered in conjunction with the Area Vocational Center.
2. Providing information and experiences about specific careers you know well. Perhaps students can come to your place of work, or you can come to the school and talk to the students.
3. Assisting staff to help find part-time earning/learning jobs for students while in school and full-time jobs after leaving school.
4. Helping to evaluate the school's programs.

There are many more details I could give you, but let me stop now and let you ask me questions.

Figure A.4.1 - continued

(ATTACHMENT 1)
State of Illinois
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
1035 Outer Park Drive
Springfield Illinois 62706



Career Education ILLINOIS MODEL

Figure A.4.1 - continued

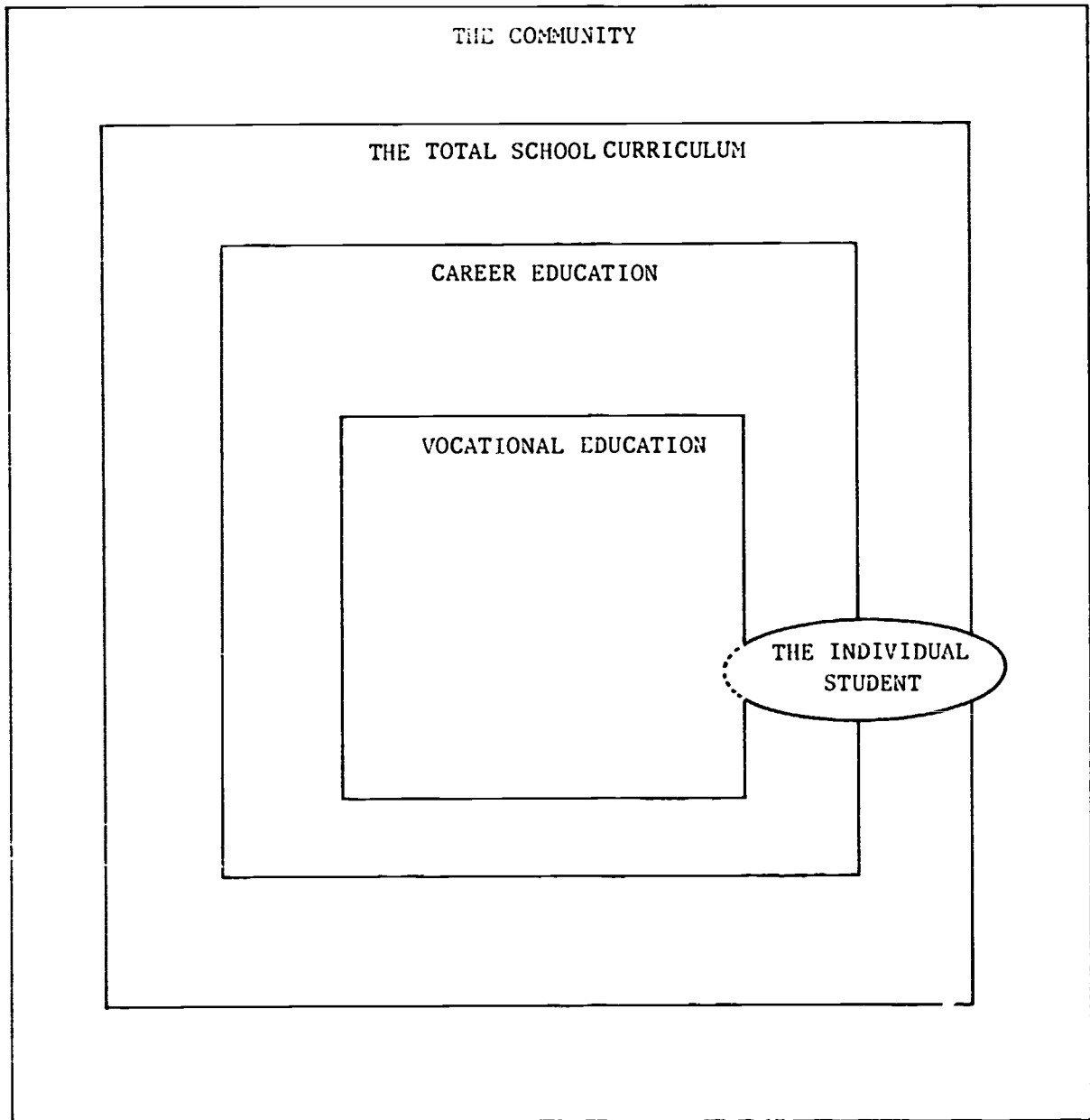


Figure A.4.2

IDEAS FOR COMMUNITY SERVICE PROJECTS

1. Typing/Steno service.
2. Auto repair service - common at many Vocational Centers.
3. Wood and metal construction.
4. Health and child care service.
5. Service to senior citizens.
6. Printing service.
7. Lawn and garden consultation (plant trees).
8. Playground equipment set up and maintenance.
9. Household small appliance repair.
10. Music instruction. (Teachers at Chicago Vocational School assist professional musicians to improve their scoring and composition skills.)

Activity 5

PROVIDING WRITTEN MATERIALS ABOUT THE SCHOOL

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To provide details about programs that can serve both to introduce the community to what the school is doing and to communicate specific information.</p>	<p>Media Coordinator Guidance Counselors Vocational Director Department Chairpersons</p> <hr style="width: 50%; margin: 0 auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<p>1. Prepare a school catalog or student handbook.</p> <p style="margin-left: 20px;">a. Determine the title based upon local attitudes. The distinction between catalogs and handbooks is not clear. In general, a handbook is smaller and its content directed more to the needs of presently enrolled students.</p> <p style="margin-left: 20px;">b. Review existing catalogs and handbooks from other schools in order to establish several alternatives in content and format</p> <p style="margin-left: 40px;">e.g. Illinois Central Valley High School at Chillicothe</p> <p style="margin-left: 40px;">Quincy Area Vocational Center</p> <p style="margin-left: 20px;">c. Develop a tentative table of contents.</p> <p style="margin-left: 20px;">d. Include a generous use of visual aids (photographs, characters, colors), interesting and appropriate quotations, a clear statement of contents, and a useable index.</p> <p style="margin-left: 20px;">e. Distribute as widely as possible. Do not limit distribution to students. Leave a few copies in waiting rooms (doctors' offices, barber and beauty shops, etc.)</p> <p style="margin-left: 20px;">f. Update yearly</p>	<p>Figure A.5.1 - Sample Table of Contents.</p>

Suggested Tasks to Implement Activity

2. Prepare newsletters.
 - a. Establish a regular schedule (such as monthly) so that the community will know when to expect newsletters.
 - b. Limit the length of items and the total newsletter to the bare essentials
 - c. Stress accomplishments and coming events. (For example, use a filled-in calendar)
 - d. Include guidance department news.
 - e. Include plenty of telephone numbers and names of school personnel.
 - f. Encourage student input
 - g. Distribute widely - to each household in the community.
3. Prepare flyers. Cover only one topic on a flyer. Make them simple to read and include drawings/art work.
4. Use Calling Cards. Include as much pertinent information as possible. One style can be easily folded at three places to a size that will fit well in a billfold.
5. Prepare Posters. A good example in color is available from the American Vocational Association. Distribute widely such as at shopping centers and recreational facilities
6. Prepare specific program Brochures. These can be available with catalogs, at places such as doctors' offices and beauty or barber shops.
7. Provide Window and Bumper Stickers. Black Hawk College at Moline has made these available free at registration in an attempt to make its sticker as popular as the "STP" sticker
8. Use community organizations, such as the Chamber of Commerce or Welcome Wagon to disseminate information
9. Use advertising space donated by businesses.

Resources

Figure A 3 2 - Invitation in Newsletter

Figure A 5 2 - Calendar of Events

Figure A 5 3 - Guidance Department News

Figure A.5.4 - Names and Telephone Numbers

Figure A 5 5 - Flyer

Figure A 5 6 - Calling Card

Figure A.5.7 - A V A Poster

Figure A 5 8 - Brochure

Figure A.5.1

TABLE OF CONTENTS - SCHOOL CATALOG

1. Maps of the school - campus and internal.
2. List of staff.
3. Calendars of events.
4. History of the school.
5. Objectives and philosophies.
6. Policies and rules.
7. Admissions and registration.
8. Fees.
9. Financial Assistance.
10. Services - including career guidance.
11. Organizations and Activities.
12. Awards and Honors.
13. Courses and Programs.

Figure A.5.2

INFORMATION

Saturday, September 22, 1973, Mr. Stratton received the distinguished Service Award for School Administrators presented at the Phi Delta Kappa Meeting in Carbondale, Illinois.

Parents of Seniors.....Graduation.

Announcement orders will be taken Wed., Nov. 7, 1973, over the lunch hours in the auditorium lobby. This early date is to accommodate our mid-year graduates.

kys

kys

JOIN THE PTA OF YOUR CENTER THIS YEAR!'

NO SCHOOL

October 8-----COLUMBUS DAY
November 12-----VETERAN'S DAY

OCTOBER CALENDAR					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1. Sophomore FB at O'Fallon	2. Grantfork P.T.A. Greenhand Initiation 8:00 P.M. in Aud & Ag.Rm.	3. Cross Country Highland Invitational Here	4. Freshmen FB at O'Fallon	5. Bethalto FB There Cross Country Waterloo Invitational There	6.
8. Columbus Day No School Sophomore FB Bethalto There Cross Country Jacksonville Invitational T.	9. Alhambra P.T.A.	10. Jr. Varsity Cheerleading Try Outs 4:15 P.M. in Jr. High Gym	11. Freshmen FB Bethalto Here Tom Watt Sales Night 6:30 PM Home Ec. Rm 11	12. Wood River FB Here End of 1st 6 wks	13. SW Area FB LA Conference At Alton 8:30 AM - 1:PM Coronation 8: PM H.H.S. Gym
15. Sophomore FB Wood River There Cross Country Bethalto There Highland P.T.A. H.S. Assembly First Gear 10:AM	16. Evening Concert First Gear 7:30PM in Aud.	17. Cross Country Conf. Meet at Triad	18. Freshmen FB Wood River There New Douglas PTA. Modernaires & Spirit of '76 Sing at Highland Manor 1:30-2:PM	19. Roxana FB Here	20.
22. Sophomore FB Roxana There Board Meeting	23. PSAT/NMSQT Pre-College Test for Juniors District CC Meets	24. International Fellowship Tea 4:30 Home Ec Room 11 -----American Education Week-----	25. Freshmen FB Roxana There 4:PM Modernaires & We Six sing at Chastains 1:30	26. Triad FB There	27.
29. Sophomore FB Triad Here	30.	31. Halloween	Nov. 1 Freshmen FB Triad Here Modernaires sing at Alhambra 7:45 P.M.	Nov. 2 Jerseyville FB Here End of 1st 9 Wks.	Nov. 3 State Final Cross Country Meets

Figure A.5.3

HIGHLAND HIGH SCHOOL

GUIDANCE DEPARTMENT NEWS . . .

Pre-College Test for Juniors planning to enter 4-year colleges, Oct. 23, cost \$2.50, sign up in Guidance Office.

Application to Colleges should be made after Oct. 1---especially to U of I and ISU (special education majors).

ACT, SAT Test Dates remaining for 12th graders--December, February, April.

Vocational Test for Seniors Oct. 25 at HHS...to help students select appropriate area of vocational study....free, sign up in Guidance Office.

16 Seniors to Graduate at Semester--Requirements: Meet all regular requirements for graduation, have permission of principal, counselor, parents. Diploma awarded in May.

SIU-E Instant Admissions Program now available at HHS for seniors..makes applying to SIU easy and fast...SIU-E rep. visits here in fall and spring.

College Planning Workshop for Seniors held last Mon. & Tues. to make college planning easier..49 seniors attended.

College Planning Workshop for Juniors will be held Oct. 2-3, students sign up in Guidance Office to attend.

College Reps Visiting HHS: 9/19-Ill. College; 9/26-SIU-E; 10/3-McKendree; 10/11-Bradley; 10/23-Millikin; 10/31-Monmouth. Juniors and Seniors are welcome to visit with representatives.

Counselor Program for Parents Thurs. nights during Adult Ed. Oct. 4- discussion on college admissions; 18th-junior college & vocational programs; 25th financial aid...remaining Thursday nights for individual appointments...sessions are free....attend as many as you like.

Applications For ISSC Financial Aids Program (for seniors planning to attend a school in Ill.) available in November.

Parents Encouraged to Call Counselors about any of the above information..654-2106...Mr. Schmalz, Mr. Homann, Miss Holthaus.

Figure A.5.4



OFFICE OF ADMISSIONS NEWSLETTER VOL. II NO. I

BLACK HAWK COLLEGE 6600 34th Avenue Moline, Illinois 61265 309/755-1311

DIRECTORY OF PERSONNEL - Any time you have questions concerning Black Hawk College, feel free to contact any of the people listed.

Charles J. Carlsen (Ext. 264) Dean of Student Services.

Bart Schiermeyer (Ext. 385) Director of Admissions and Records.
Admissions and registration information.

Gene Masters (Ext. 382) Director of Counseling. Information concerning career programs and the guidance and counseling services.

Dave Sprengle (Ext. 375) Director of Financial Aids. Information about the various forms of financial assistance and the procedure for applying.

Denton Smith (Ext. 204) Director of Athletics, Intramurals and Community Recreation.

Fred Peterson (Ext. 381) Coordinator of Transfer Programs. Information concerning programs which lead to a Bachelor's Degree. Also, information on Black Hawk College's Academic Advisement Program.

Sue Schauenberg (Ext. 382) Counselor.

John Parker (Ext. 382) Counselor - Basketball Coach.

Heather Holding (Ext. 382) Counselor.

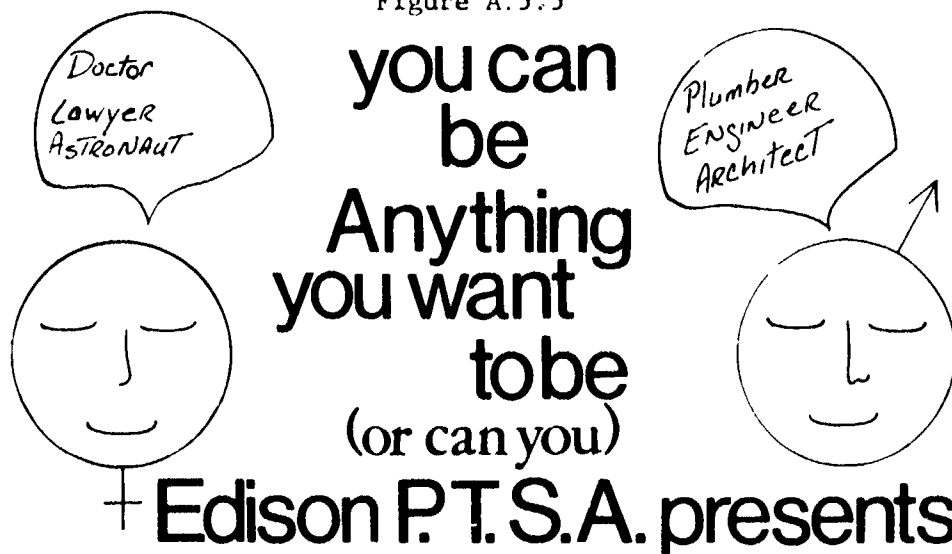
Larry Crawford (Ext. 382) Placement Officer. Assists students with employment opportunities after attending Black Hawk College and also coordinates job opportunities while attending Black Hawk College.

Patti Bufe (Ext. 346) Admissions Specialist. Assists in the admissions and recruitment of students.

Dorothy Kramer (Ext. 346) Registrar. Information concerning registration, class schedules, grading systems, etc.

Charles Stewart (Ext. 396) Director of Student Activities and Affirmative Action Officer.

Figure A.5.5



"role determinations in education: children in whose image"

A PANEL PRESENTATION AND INFORMAL DISCUSSION ON CAREER
SELECTION AND STEREOTYPES IN EDUCATION WITH GUEST SPEAKERS

PROF. DOROTHY MATTHEWS - ASSOC. PROF. OF ENGLISH, U. OF ILL.,
SPECIALIST IN ADOLESCENT AND CHILDREN'S LITERATURE,

MR. GARY SIEGEL - Ph.D CANDIDATE IN SOCIOLOGY, U. OF ILL.,
SPECIALIST IN OCCUPATIONAL CULTURES,

DR. SUSAN ROHRER - RESEARCH ASSOCIATE AND ASST. TO THE DEAN,
U. OF ILL. SCHOOL OF BASIC MEDICAL SCIENCE: AND

MRS. HELEN RADEMACHER - COUNSELOR, EDISON JR. HIGH SCHOOL

Mark your Calendar Now
For a Stimulating Evening
Wed. Dec 5th, 7.30 p.m.
at The Edison J.R. H.S. Cafeteria

Figure A.5.6



BLACK HAWK COLLEGE BOARD OF TRUSTEES

ADMINISTRATIVE OFFICERS



LARRY CRAWFORD
College Placement Officer

BLACK HAWK COLLEGE 6600 FAIR AVE MOULNE ILL 61265
(309) 755-1311

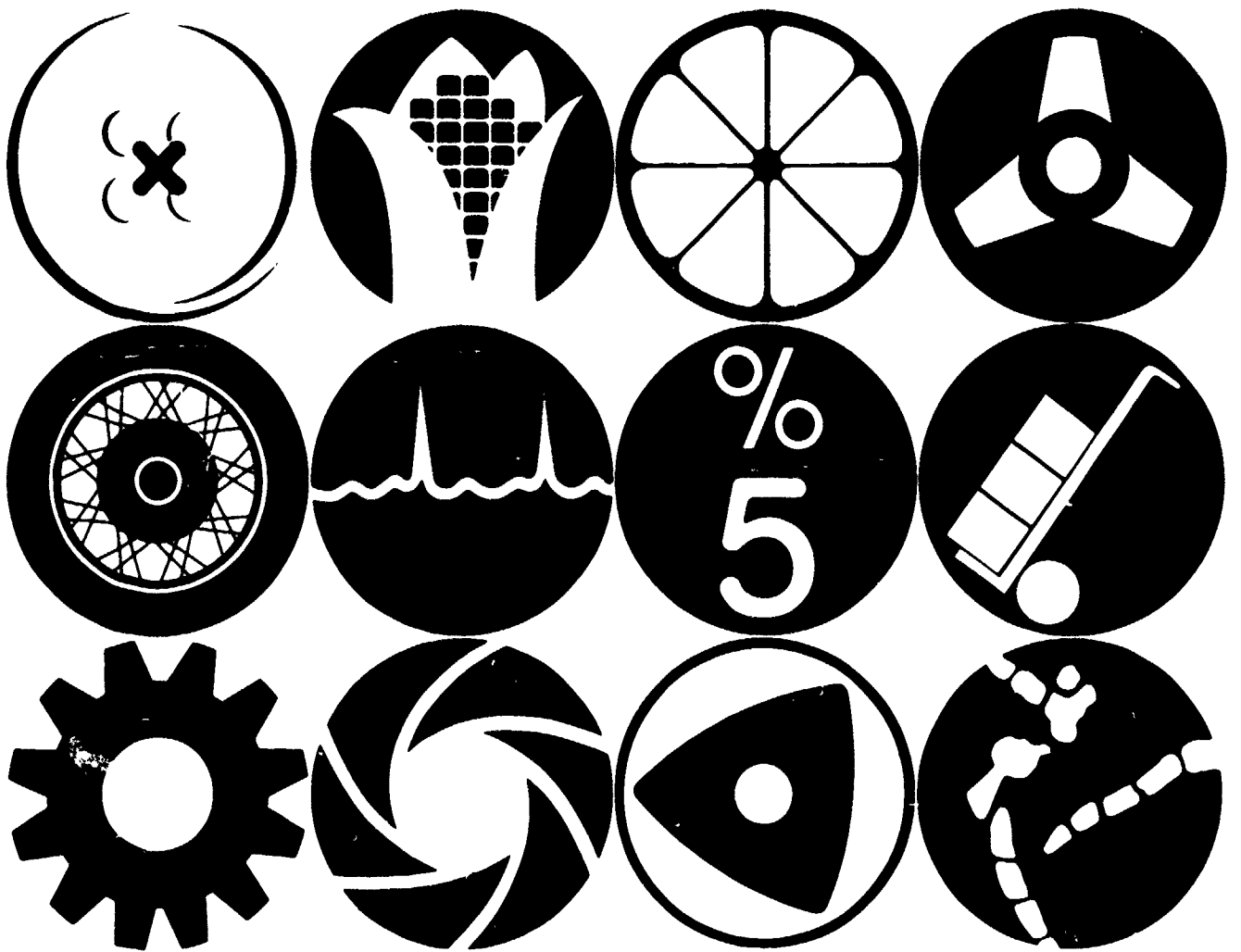
Building Occupied Sq. Ft. Cost

The above list includes development of site as well as the purchase of fixed and movable equipment.

Type of Student Quad Cities Campus East Campus Total

Figure A.5.7

Vocational Education Is For Everybody



DOES EACH HIGH SCHOOL STUDENT HAVE A COUNSELOR?

Yes. A student or parent may contact the counselor of his choice at any time. To make sure that every student is offered counselor assistance, each counselor takes responsibility for a certain group of students with whom they maintain contact until they leave school.

HOW DOES A HIGH SCHOOL STUDENT GET HELP FROM A COUNSELOR?

All high school students are encouraged to talk with the counselor of their choice at any time. A student may just stop by the guidance office or complete a conference request form which notifies the counselor to call that student in during a study hall period. Each high school student is contacted by a counselor sometime during the school year to discuss progress in school, future plans or any other area of concern to the student.

58

WHAT IS THE PURPOSE OF ELEMENTARY GUIDANCE?

Elementary school guidance services emphasize the early identification of pupils who need special assistance with their growth and development. The elementary counselor consults with teachers and parents and supports the total school program in providing for the total growth and development of all pupils.



HOW DO ELEMENTARY GUIDANCE SERVICES DIFFER FROM HIGH SCHOOL GUIDANCE SERVICES?

In general elementary counselors spend more time working with parents, teachers, and other adults to help children. High school guidance services are aimed more directly toward the student himself and concentrate on encouraging him to become increasingly more self-aware, self-disciplined, and self-directing.

CAN A COUNSELOR HELP A STUDENT GET BETTER GRADES?

Sometimes. If the student is sincerely interested in improving his study habits, the counselor can work out a plan with the student for self-improvement.

HOW CAN PARENTS WORK WITH A COUNSELOR TO HELP THEIR CHILD?

Any time parents feel that their child needs special assistance, they should contact the school and request a conference with the counselor. It would be worthwhile for all parents to get acquainted with the counselor at their child's attendance center to better understand the guidance services offered.

This brochure prepared by Dora Crothers (High School Teacher), Bill Kephart (Curriculum Director), Dale Lindholm (Mostville Teacher), Gary McNaught (Director of Guidance), Mary Poulos (High School Counselor), Ron Sandy (Elementary Counselor), Paul Souers (Rome Principal), Ted Sterling (Source Teacher), and students in Mrs. Crothers' English classes.

Answers to Questions about GUIDANCE SERVICES

Figure A.5.8



Illinois Valley Central Unit Dist. #321
Chillicothe, Illinois 61523

WHY DO WE NEED GUIDANCE SERVICES?

Guidance services are needed (a) to identify and assist students with educational and personal difficulties, (b) to help prevent children from developing problems which could affect their education, (c) to assist students in making decisions regarding future jobs or education beyond high school, and (d) to provide students with educational and personal experiences which allow them to lead satisfying and productive lives.

ARE GUIDANCE COUNSELORS JUST FOR PROBLEM STUDENTS?

No. Counselors are for all students. They work with parents, teachers, physicians, referral agencies and others in the community to assist any student.

SHOULD PARENTS WORRY WHEN THEY LEARN THAT THEIR SON OR DAUGHTER HAS BEEN "CALLED-IN" BY A COUNSELOR?

Not at all. The purpose of most visits with a counselor is very routine such as a schedule change or an annual conference. If something more serious is involved, the counselor will usually encourage the student to talk with his parents, or, in some cases, the counselor will call the parents.

ARE SCHOOL GUIDANCE COUNSELORS THE SAME AS PSYCHIATRISTS, PSYCHOLOGISTS, OR SOCIAL WORKERS?

Definitely not. Each of these is a specialist in his own field. School counselors are especially trained to work in elementary and secondary schools. If a student is in need of specialized assistance outside of the school, a counselor will advise parents as to how and where such assistance can be obtained.

WHAT IS SPECIAL EDUCATION?

The Special Education program provides special classes for children (a) with physical and mental handicaps, (b) in need of speech correction and (c) with learning disabilities. As a member of the Special Education Association of Peoria County, our district receives services from a school psychologist and a school social worker. Two speech correctionists are employed directly by our district.

IS THE GUIDANCE DEPARTMENT RESPONSIBLE FOR TESTING?

Yes. The testing program is coordinated by the Director of Guidance Group achievement and mental maturity tests along with individual screening tests and interest inventories are used to provide additional information about students. Such information is helpful in early identification of learning difficulties, course selections, career planning, job placement and college entrance.

HOW DOES THE GUIDANCE PROGRAM HELP EACH STUDENT PLAN FOR HIS FUTURE?

For students in kindergarten through grade eight, a program of "career awareness" is provided to better acquaint them with the world of work. When students enter high school, they are assisted in choosing courses which will provide an appropriate background for their future careers. During the sophomore year each student studies one or more career areas and is introduced to career files. Throughout high school, counselors assist students in planning for jobs and/or additional education.

DOES A HIGH SCHOOL COUNSELOR DECIDE WHICH SCHOOL SUBJECTS A STUDENT SHOULD TAKE?

No. The student and his parents are responsible for that decision. Counselors provide advice and information to help students and parents in choosing school subjects.



DO ILLINOIS VALLEY CENTRAL GUIDANCE COUNSELORS HAVE SPECIAL TRAINING OR QUALIFICATIONS?

Yes. All counselors in our district have met state requirements for special certification in guidance and have had successful teaching experiences prior to becoming counselors.

DO COUNSELORS WORK OUTSIDE OF THE SCHOOLS?

Yes. One of the more important services of the guidance counselors is to obtain assistance for students from community agencies. Counselors frequently refer students and parents to agencies outside of the school such as Tri-County Mental Health Clinic, Children and Family Services, Zeller Zone Center, medical doctors, Special Education Association.

Activity 6

DISSEMINATING INFORMATION THROUGH THE MASS MEDIA

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To utilize the impact and wide coverage available through mass media.</p>	<p>Media Coordinator Vocational Director Principal</p> <hr style="width: 80%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Designate a news release coordinator in each school or district. 2. Release news items to all local mass media. Encourage feature coverage by one media company, but avoid favoritism. 3. Prepare newspaper items. <ol style="list-style-type: none"> a. Write in newspaper style, which is relatively direct and short. b. Include a wide selection of possible photographs. 4. Participate in radio and television talk shows. 5. Broadcast announcements. <p style="margin-left: 20px;">e.g., Olney High School features a daily F.F.A. report during the noon market report.</p> 6. Use radio and television to disseminate career information and recruit students 	<p>Figure A.6.1 - Newspaper Article.</p> <p>Figure A.6.2 - Newspaper Photograph.</p> <p>Ref. 41 <u>Feasibility Study on the Use of T.V. for Public Health Recruitment.</u></p> <p>Ref. 29 <u>Graduate, then What - Jobs in Health (Radio use).</u></p>

Unique new music program at CVS called 'vocademic'

Figure A.6.1



MRS. GLADYS SWINEY

business, professional and commercial talents may be maintained.

BPCFC is an important arm of the program and is headed up by an important man, Charles Suber, of Downbeat Magazine, the little bible of th professional music world

Suber's council forms an integral part of the total Vocademic concept. It is responsible for programs and guest personalities necessary to meet program goals

THE PROGRAM written and arranged by Mrs Swiney and her staff last summer after many long days of study and research, is a super 4-year high school music curriculum wrapped in overtures and overtones of African culture and smart Flooight professionalism

When the students mainly Blacks complete this course, they are supposed to possess not only a deep and true cultural appreciation of the many musical forms, but skilled enough in the art to continue in college or to pursue professional careers.

The program is unique in its administrative structure

IN ADDITION to Mrs. Swiney, her staff, and Mrs Leona V. Brady, administrative consultant for vocational music and assistant CVS principal, there are two key groups upon whose shoulders have been placed the responsibility for the success of this program

A business professional-commercial education council was formed as a means by which direct communications with

VOCADOMIC is the odd sounding title for a unique, new program at Chicago Vocational High school this year that is making beautiful vibrations heard not only downtown, but all the way to the professional music world

Vocademic is a combination of the words vocational and academic.

It indicates that the new music curriculum at CVS is not just a vehicle to improve the technical musical abilities of the students, but their academic skills as well

"THIS PROGRAM aims to train the hand as well as the head.

"The hand is vocational and the head is academic and that is why I coined the expression 'Vocademic,'" said Mrs Gladys Swiney, who conceived the concept last Summer and gave birth to it this Winter

"The new music curriculum is the most profound, most thought provoking and most sensitive new development in the Chicago school system," said CVS principal Reginald V Brown Jr., about the pilot program spearheaded by Mrs Swiney, head of the CVS music department

Source The Southeast Sun. Vol. 1, No. 15, January 6, 1972.

Figure A.6.2



STUDENT OF THE MONTH. Nancy Ewing, a senior at Centennial, is this month's Cooperative Careers Education student of the month. A student in the health occupations division of the CCE program, Nancy receives high school credits for working three afternoons per week in the pediatrics section of Carle Foundation Hospital. She plans to attend St. John's Hospital School of Nursing in Springfield next year.

Source: Champaign - Urbana News Gazette, April 9, 1974.

Activity 7

PROVIDING INFORMATION ABOUT OPPORTUNITIES FOR STUDENTS WITH SPECIAL NEEDS

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To involve community people in the school's effort to make the education program responsive to the needs of <u>all</u> students, especially students with special needs.</p>	<p>Vocational Teachers Academic Teachers Citizens Advisory Committee Special Education Teachers</p> <hr/> <p>(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none">1. Form a committee or sub-committee within the citizen's advisory organizations. Inform the committee regarding the special needs of students and suggest how the committee can help. Plan and implement a program of work. Evaluate the results and revise plans.2. Become familiar with the types of organizations and agencies that teachers and administrators may contact in order to coordinate programs and services for the disadvantaged.3. Become familiar with the following agencies that may be contacted to increase coordination of programs and services for the handicapped.4. Search for ways and means of mainstreaming disadvantaged and handicapped students so that each will receive adequate preparation for entry into the world of work.5. Determine employment opportunities for disadvantaged/handicapped youth and adults.	<p>Activity A.2, p. 17</p> <p>Figure A.7.1 - Organizations and Agencies Serving the Disadvantaged.</p> <p>Figure A.7.2 - Organizations and Agencies Serving the Handicapped.</p> <p>Figure A.7.1 - Organizations and Agencies Serving the Disadvantaged.</p> <p>Figure A.7.3 - Justification for Serving Students With Special Needs.</p>

Suggested Tasks to Implement Activity

Resources

6. Promote special programs and gain community support by:
 - a. Advertisements in newspapers, and on radio and television.
 - b. Announcements through posters, flyers, brochures and other visual presentations.
 - c. Speaking to community groups, and local chapters of welfare organizations.
7. Identify community businesses willing to accept student trainees who are disadvantaged or handicapped.

Activity B.6, p. 45

Figure A.7 1

SOME ORGANIZATIONS AND AGENCIES SERVING THE DISADVANTAGED

Federal Agencies (State and Local Offices)

1. Vocational Rehabilitation Agency.
2. Bureau of Indian Affairs.
3. Immigration and Naturalization Services.
4. Veterans Administration.
5. Employment Services.
6. Manpower Development and Training Administration.
7. Model Cities.
8. JOBS - National Alliance of Businessmen.
9. Job Corps.
10. National Youth Corps.
11. Community Action Program.

Education Community Groups (public and private)

1. Compensatory Education - ESEA Title I Program, Headstart ESEA.
2. Adult basic education.
3. Parent-Teachers Associations.
4. Private nonprofit schools.
5. Library services.
6. Opportunities Industrialization Centers.
7. Migrant.
8. Bilingual.
9. Dropout prevention.

Institutions for the Neglected and Delinquent

1. Correctional institutions.
2. Reform schools.
3. Orphanages.
4. Foster homes.
5. Halfway houses.

Business/Industrial Community Groups

1. Employers.
2. Private employment agencies.
3. Trade/labor unions.

Special-Interest Groups

1. National Association for the Advancement of Colored People (NAACP).
2. Congress of Racial Equality (CORE).
3. Urban League.
4. League of United Latin American Citizens.
5. American GI Forum.
6. Service Employment Redevelopment.
7. Association of Mexican American Educators.
8. Indian Tribal Councils.
9. American Indian Education Association.
10. Churches.
11. Jewish Community Centers.
12. Y&A.

Figure A.7.2

ORGANIZATIONS AND AGENCIES SERVING THE HANDICAPPED

State Agencies (local office)

1. Governor's Committee for Employment of the Handicapped.
2. Department of Welfare.
3. Public Health Agency.
4. Mental Health Agency.
5. State agency for the blind.
6. State agency for the deaf.
7. Family service agency.

Private Nonprofit Organizations

1. Mental Health Association.
2. Mental Retardation Association.
3. Associations for the blind.
4. Associations for the deaf.
5. Crippled Childrens Society.
6. Veterans groups.
7. Goodwill Industries.

Citizens Organizations

1. Civic organizations such as Kiwanis, Lions, Rotary, Elks.
2. Parents' organizations for specific handicapped groups.
3. Health professionals, such as physicians, psychologists, nurses.

Figure A.7.3

JUSTIFICATION FOR MAINSTREAMING STUDENTS WITH SPECIAL NEEDS

The Vocational Education Act of 1963 shifted emphasis from limited occupational program categories, such as Agriculture, Business, Home Economics, Industrial, etc., to people in need of educational preparation. Equal opportunity was to be given to all students which included those with special needs.

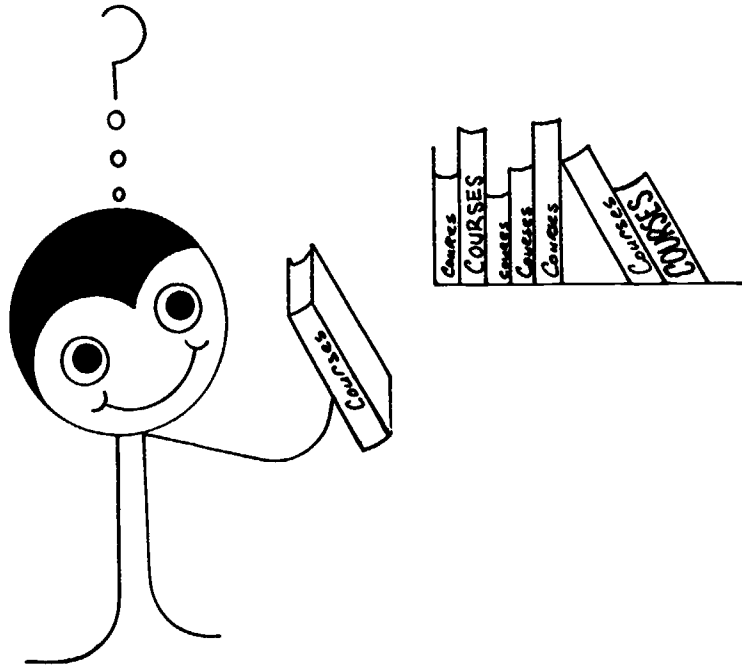
In 1968, a review of the progress made in following the mandate of the 1963 act revealed that states had not been successful in moving public school administrators to serve people with special needs. The 1968 amendments to the act of 1963 reemphasized that two groups of people shall be served: the Disadvantaged and the Handicapped.* Teeth were put into the legislative mandate by specifying that the disadvantaged were to receive 15% of the federal funds and the handicapped 10%.

Since the act of 1963 and the amendments of 1968 did not move public school educators to serve the disadvantaged and handicapped, a third step has been undertaken by people with special needs to gain their rights. With the aid of lawyers and due process of the courts, they are looking to the laws of the land demanding the rights to treatment, education, and employment.

Supporters of students with special needs will not permit educators to give token consideration to their educational needs. These students must be served within the mainstream of the educational program of the educational system. The instructional staff, facilities, programs and methods must adjust and be responsive to their needs which are unlike the needs of most students.

The guidance and special education coordinators must launch the effort of the school and the community to meet the needs of students who have not been in the mainstream.

* See Glossary for definitions of Disadvantaged and Handicapped.



How can students identify and choose programs and courses?

GUIDE TO CONTENTS

SECTION B - Identifying and Choosing Programs and Courses

The objective is

to provide seminars, counseling, and testing to help students choose courses and activities they recognize to be career relevant for them.

<u>Coordinator's Obligations</u>	<u>Page</u>
1. Develop a Calendar of "Deciding Events"	3
2. Become a Specialist in Efficiency and Effectiveness	4
3. Identify the Poorly Served Students	5
4. Evaluate and Replan Activities	6

<u>Alternative Activities</u>	
1. Identifying Students' Interests for Enrollment in Programs and Courses	7
2. Orienting Students About Occupational and Educational Opportunities	21
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COORDINATOR'S OBLIGATIONS

Obligation 1 - Develop a Calendar of "Deciding Events"

- Construct a calendar of events during registration and other "deciding" periods.
 - include
 - incoming students
 - incumbent students
 - departing students
 - incorporate
 - special events to improve the quality of decisions
 - e.g. slide-tape presentation for incoming students
 - deadlines for ordering test supplies, forms, etc.
- Distribute the calendar to all staff members
- Arrange* a needs-assessment project.
 - learn all you can about
 - undecided students
 - programs oversubscribed
 - programs undersubscribed
 - trends in student program requests
 - student knowledge about career planning

Testing:

Counseling:

Seminars:

*With the help of the Guidance Committee and selected others.

Obligation 2 - Become a Specialist in Efficiency and Effectiveness

. One week before each event on the Calendar,

- be certain responsible staff members have

received the materials they will use;

reserved appropriate facilities;

reminded all participants, staff,
and students about dates and
times

. Day of the event

- identify student problems

Ask students

staff

special observers

- observe accessibility arrangements:

which guidance and curriculum hand-
outs are overlooked?

where are the long lines of students?

where are unused staff?

what facilities are idle?

. Within one week after the event

- release information (to school authorities)

About enrollment patterns

interest revealed

unresolved dilemmas

Obligation 3 - Identify the Poorly Served Students

In cooperation with the Guidance Committee

- . Prepare* summary report which incorporates feedback from the needs-assessment projects.
reminder list of special efforts to help students make program decisions.
- . Agree upon unresolved, partially resolved, and resolved items in the summary report.
- . Specify alternative arrangements for unresolved and partially resolved items next year.
- . Thank* those who help with the needs-assessment project.

* The Coordinator, or his agent, produces the copy.

Obligation 4 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

PLANNING

- | | | Needs attention
1-year plan | Needs attention
5-year plan | | | | | | | | | | | | |
|---|--|--------------------------------|--------------------------------|---|---|---|---|--|--|--|--|--|--|--------------------------|--------------------------|
| 1. Students are making good choices of program and activities. | <table border="1" style="display: inline-table; text-align: center;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 2. Staff is going all-out to remediate student difficulties in program and activity selection. | <table border="1" style="display: inline-table; text-align: center;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 3. Most students are engaged in programs and activities they view as appropriate to their interests. | <table border="1" style="display: inline-table; text-align: center;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table> | 0 | 1 | 2 | 3 | 4 | 5 | | | | | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | | | | | | | | | | |
| | | | | | | | | | | | | | | | |
| 4. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in | | | | | | | | | | | | | | | |
| 197__ - 197__ | 1 2 3 4 5 6 | | | | | | | | | | | | | | |
| 197__ - 197__ | 1 2 3 4 5 6 | | | | | | | | | | | | | | |
| and/or describe briefly some other activity which would serve the "course and program planning" function well: | | | | | | | | | | | | | | | |

Activity 1

IDENTIFYING STUDENTS' INTERESTS FOR ENROLLMENT IN PROGRAMS AND COURSES

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To help all students select programs responsive to their expressed and measured interest, their stated plans, and other relevant considerations.</p>	<p>Principal Guidance Counselors Academic Teachers Vocational Teachers Special Education Coordinator School Nurse</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Contact sending schools to inventory interests associated with the five Illinois occupational areas. 2. Use student surveys to determine interest in occupational areas. 3. Use teacher's recommendation and/or referrals. 4. Obtain committee recommendations when helping students select alternative programs. 5. Review health records. 6. Review attendance records. 7. Work with the Special Education Coordinator and school psychologist to identify disadvantaged and handicapped. <ol style="list-style-type: none"> a. Mainstream students in regular programs and courses. b. Classify students for reporting for additional reimbursement. c. Follow suggestions in DVTE publication. 	<p>Figure B.1.1 - Suggested Procedure for Using One Inventory. Activity C.11, p. 55</p> <p>Figure B.1.2 - Agricultural Interests - Student Survey.</p> <p>Figure B.1.3 - Students' Recommendation Form.</p> <p>Figure B.1.4 - Teacher Referral Form.</p> <p>Figure B.1.5 - Utilizing A Principal's Committee.</p> <p>Figure B.1.6 - Attendance Referral.</p> <p>Figure B.1.7 - Attributes of Regular Program.</p> <p>Figure B.1.8 - Mainstreaming.</p> <p>Figure B.1.9 - Groups Likely to Show Disadvantage.</p> <p>Figure B.1.10 - Classifying the Disadvantaged.</p> <p>Figure B.1.11 - Classifying the Handicapped. Ref. 18</p> <p><u>Occupational Education for Disadvantaged and Handicapped.</u></p>

Figure B.1.1

INSTRUCTIONS FOR

THE APPLIED BIOLOGICAL AND AGRIBUSINESS INTEREST INVENTORY AND STUDENT SURVEY

Students

- STEP 1. Complete survey on reverse side of this page. Print or write very carefully.
- STEP 2. Print last name and first initial on the special answer sheet. Blacken with pencil the correct answer space under each letter of your name.
- STEP 3. Read instructions on first page of the test booklet. Answer the 100 questions on the special answer sheet. Blacken with pencil the answer position selected.

Teachers

- STEP 1. Place inventory materials on each desk before students arrive. They include:
- a. Inventory booklet (test).
 - b. Instruction and student survey sheet.
 - c. Machine-scoring answer sheet.
 - d. Pencil (soft carbon or regular machine scoring).
- STEP 2. Help students to systematically follow instructions and complete inventory.
- STEP 3. Collect materials after students have completed the inventory (approximately 30 minutes).
- STEP 4. *Show filmstrip, Opportunities in Agriculture.
- STEP 5. *Give the brochure entitled, We Want You, to each student.
- STEP 6. Score the inventory for each student following instructions included in the specimen set from Interstate Printers and Publishers, Danville, Illinois.
- STEP 7. Complete for your use a summary sheet for each student. **(See specimen set for example of sheet.)

* Available from Vocational Agriculture Service, University of Illinois, 434 Mumford Hall, Urbana, Illinois 61801.

** Available from Interstate Printers and Publishers. Order Specimen Set No. 1293 which contains the Applied Biological and Agribusiness Interest Inventory with all forms and instruction booklet.

Figure B.1.3

MATH

STUDENT'S NAME _____ DATE _____

TO FACULTY MEMBERS: We would appreciate your frank opinion concerning this student as you see him in terms of the following questions. This information will be handled in a professional manner.

I. Please indicate quarter grades for this student thus far this year in Math:

1st Qtr _____ 2nd Qtr _____ 3rd Qtr _____ (estimate)

II. Please appraise this student's math aptitude by placing an X on the scale below.

_____ Remedial Lower Half Upper Half Upper Quarter _____

III. If this student elects Math, which course would be most appropriate for him?

Remedial Math I _____ Introductory Algebra I H _____ Algebra II _____
Math I _____ Algebra _____ M _____

IV. Do you think this student will complete High School? Yes ___ No ___

V. This student may need special attention for the following reason(s):

___ Irregular attendance

___ Reading difficulty

___ Health

___ Speech

___ Hearing

___ Sight

Other (please comment) _____

Social mal-adjustment problem (please comment) _____

Has student been referred for Special Service? Yes ___ No ___

If yes, to whom? _____

Source: Sterling High School, eighth grade recommendation form.

Figure B.1.4

STERLING HIGH SCHOOL
REFERRAL TO COUNSELOR

DATE _____ TO COUNSELOR _____

REGARDING _____ FROM TEACHER _____

____ ATTENDANCE

____ INATTENTIVE

____ TARDINESS

____ LACK OF DAILY PREPARATION

____ POOR TEST SCORES

____ WORK TOO DIFFICULT

____ LACK OF MOTIVATION

____ READING DIFFICULTY

____ HEALTH (PLEASE COMMENT) _____

____ OTHER _____

COMMENTS: _____

REFERRAL RECOMMENDATION FOR BI-COUNTY SPECIAL EDUCATION

____ SPEECH

____ HEARING

____ SIGHT

*PLEASE DO NOT SEND STUDENT TO GUIDANCE OFFICE WITH THIS FORM. PLACE REFERRAL IN COUNSELOR'S MAILBOX AND STUDENT WILL BE CALLED IN FOR CONFERENCE.

Figure B.1.5

UTILIZING A PRINCIPAL'S COMMITTEE

1. Form a Principal's Committee composed of district high school principals together with their guidance counselors, teacher representatives and selected citizens.
2. Schedule committee meetings and recommend students who would profit by attending the late afternoon high school in Peoria.
3. Provide the committee with student's progress report.
Note: Students have the option to go back to their previous school after completing one semester.
4. Review and revise periodically criteria for recommending students.

Source: Late Afternoon High School, Peoria.

Figure B.1. 6

ATTENDANCE REFERRAL

To: Office of Student Services

From:

Date:

Re: Class attendance

(Student's Name) _____ has not been attending _____ (class.) He/She has a total of _____ absences to date.

I wish the following action to be taken:

1. _____ Determine the cause for student's absences. Action to be taken in the future.
2. _____ Notify student that he must arrange a conference with the instructor if he wishes to remain in class.
3. _____ Notify student that he must attend class or he will be dropped for poor attendance.
4. _____ Drop student from class for poor attendance.

Comments: _____

Action Taken: _____

Date _____ Assigned Counselor _____

Source: Danville Junior College.

Figure B.1.7

Attributes of a Regular Vocational Education Program

The wording of the Vocational Education Amendments of 1968 made it necessary for the U. S. Office of Education to establish a working statement for the term, Regular Vocational Education Program. One or more of the following attributes may apply to the requirement of a state to identify a regular vocational education program:

** A regular vocational education program is one that is planned and operated and meets established standards for similar programs within the rules and regulations of the State Board of Education and other certifying or licensing agencies.

** A regular vocational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program depends upon the ability of the student to reach the program objectives within the specific period of time allotted.

** A regular vocational education program usually has entrance requirements, such as reading ability at a specific grade level, and physical abilities which will permit the student to use standard facilities and equipment.

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, rev. ed. Washington, D. C.: U. S. Department of Health, Education, and Welfare, June 1972.

Figure B.1.8

MAINSTREAMING STUDENTS WITH SPECIAL NEEDS,
THE DISADVANTAGED AND HANDICAPPED

Mainstreaming

Regular school programs can be modified to be responsive to students with special needs and will permit these students to enter the educational mainstream. Teachers must work together to identify the capabilities of disadvantaged and handicapped students and design supplemental instruction and experiences to help students succeed in regular school programs.

Ways and Means

1. Involve the school and community in planning, conducting and evaluating instruction for students with special needs who are in regular school programs.
2. Identify disadvantaged and handicapped students who can and should be served.
3. Offer an instructional program staffed with teachers competent to meet the special needs of students.
4. Modify the instructional facilities, equipment and materials to best serve students with special needs.
5. Gain the cooperation of the business community providing opportunity for work experience and employment.
6. Utilize services and cooperate with other agencies serving the disadvantaged and handicapped.
7. Guide, advise and counsel students with special needs and their parents regarding the school's program to provide for their rights to treatment, education and employment.

Figure B.1.9

GROUPS OF INDIVIDUALS MOST LIKELY TO SHOW EFFECTS OF DISADVANTAGEMENT

- A. Non-English language background
 - 1. Spanish
 - 2. French
 - 3. Other
- B. Low family income
 - 1. on welfare
 - 2. not on welfare
- C. Dropouts
 - 1. actual
 - 2. potential
- D. Migrant worker family
- E. Dependent, neglected and/or delinquent youth
 - 1. Dependent and neglected youth
 - 2. Delinquent youth
- F. Racial/ethnic groups
 - 1. Negro/black
 - 2. American Indian
 - 3. Spanish surnames
 - 4. Other
- G. Adults beyond compulsory school attendance
 - 1. Functionally illiterate
 - 2. Unemployed/underemployed
 - 3. Offenders (confined or parole)
- H. Geographic - transportation isolated
 - 1. Rural isolation
 - 2. Urban isolation

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, rev. ed. Washington, D. C.: U. S. Department of Health, Education, and Welfare, June 1972.

Figure B.1.10

CLASSIFICATION OF DISADVANTAGED STUDENTS

- A. Academically disadvantaged. These individuals are not succeeding or cannot succeed in a regular school program because of at least one education deficiency:
1. Language
 2. Reading
 3. Computational
 4. General Education
- B. Socioeconomic or other nonacademic effect. These individuals, because of their background or experience, have developed attitudes which severely limit their ability to perform successfully in a regular school program:
1. Hostile or defiant attitude
 2. Passive or apathetic attitude
- C. Economically disadvantaged. These individuals are not succeeding in the regular school program for the following reasons:
1. Geographic isolation
 2. Unemployed or underemployed
 3. Economic assistance needed to enter or stay in school

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, rev. ed. Washington, D. C.: U. S. Department of Health, Education, and Welfare, June 1972.

Figure B.1.11

CLASSIFICATION OF STUDENTS ACCORDING TO HANDICAP

- A. Mentally retarded. These individuals' rate of intellectual development is significantly less than the normal rate and their potential for academic achievement is estimated to be markedly less than that expected of persons with a normal rate of intellectual development. Criteria for inclusion in these categories require professional diagnosis in which conditions such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation are ruled out as the primary cause of lack of ability to succeed. Mentally retarded may be classified as:

1. Educable retarded - 45 to 75 percent of normal.
2. Trainable retarded - 25 to 50 percent of normal.

It is important to note that individuals in the first group can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capability. Individuals in the second group can be trained for jobs which require single skills and in which adequate supervision is provided.

- B. Learning disability which includes individuals with conditions such as:

1. perceptual handicaps
2. brain injury
3. minimal brain dyslexia
4. development asphases
5. others

- C. Seriously emotionally disturbed individuals with psychiatric disturbance which limits their ability to govern their own behavior.

- D. Orthopedically handicapped (crippled). These individuals have limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal or neuro-muscular impairment.

- E. Visually handicapped.

1. partially sighted
2. blind

- F. Hearing impaired.

1. hard of hearing
2. deaf

- G. Speech impaired.

- H. Other health impaired. These individuals have limited strength, vitality and alertness because of chronic health problems.

- I. Multi-handicapped.

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, rev. ed. Washington, D. C.: U. S. Department of Health, Education, and Welfare, June 1972.

Suggested Tasks to Implement Activity

- g. Career Development Tests.
- 4. Identify members of the instructional staff who have had specialized occupational experience and use them as occupational resource specialists.
- 5. Invite upper class students to talk about occupational opportunities and educational programs. Use officers in student clubs such as the FFA, FHA, HERO, DECA, etc.
- 6. Encourage students to do a self-directed search for occupations that match their interest, aspiration, and ability. Use Holland's Self-Directed Search.

Resources

Figure B.2.2 - Sample Items.

Figure B.3.4 - Commonly Used Inventories.

Figure B.2.1

OCCUPATIONAL AREAS IN ILLINOIS

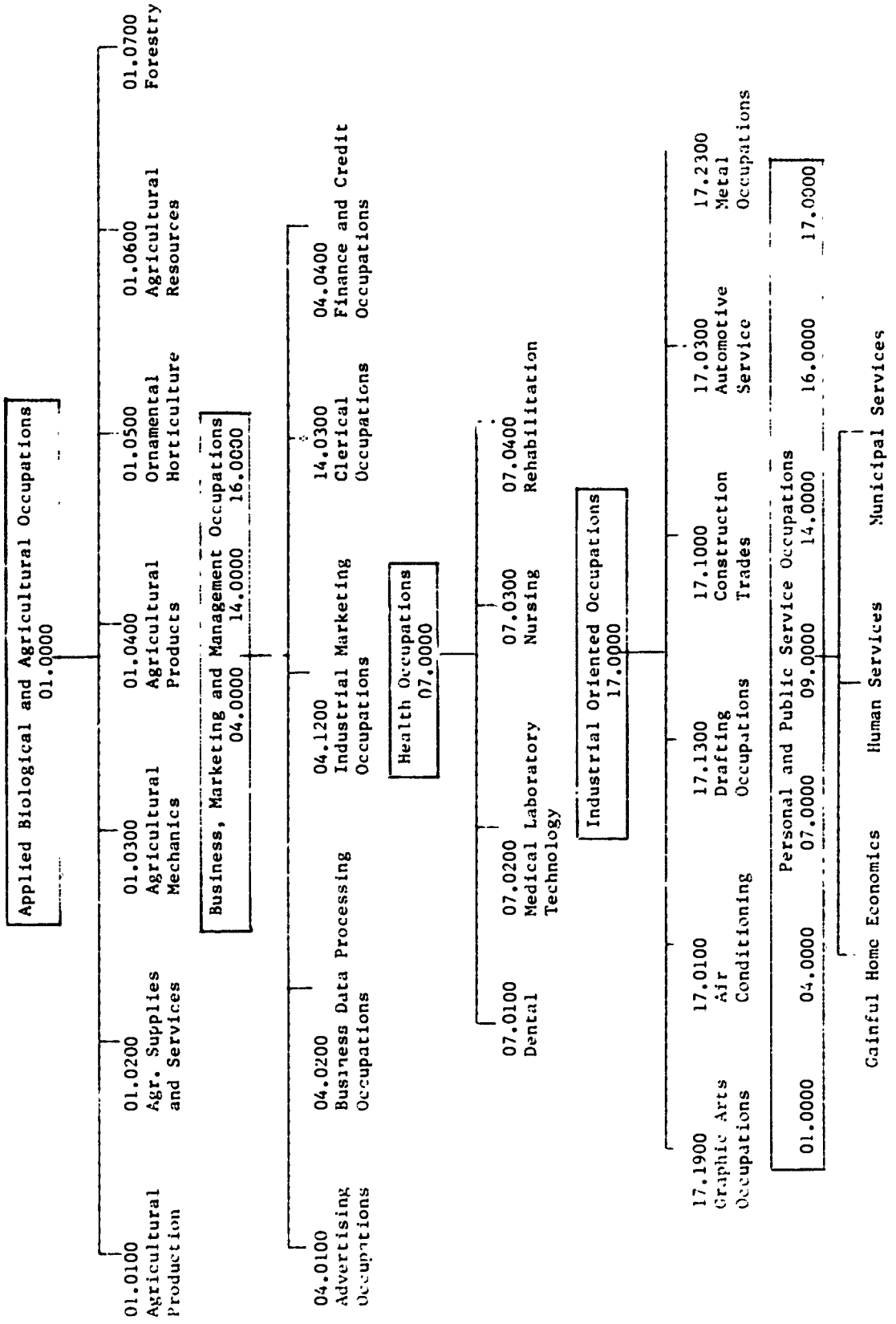


Figure B.2.2

SAMPLE ITEMS FROM STUDY OF STUDENT CAREER DEVELOPMENT

	ANSWER
Knowledge of Basic Career Development Principles	
1. Except for the income it provides, a person's job has little influence on his way of life	F
2. There is only one "right job" for a person in terms of his abilities.	F
Knowledge of Reality Factors	
1. Apprentices are paid while they learn.	T
2. Programs at 2-year community colleges are limited to students who want to transfer to 4-year colleges.	F
Knowledge of Career Planning Process	
1. Good career planning involves looking into several different occupations.	T
2. The earlier one chooses his life's work the better.	F
Knowledge of Occupations	
1. Having a friendly personality is especially important for success in which of the following jobs?	
a. Psychologist	c. Payroll Clerk
b. Airline Stewardess*	d. Bus Driver
2. Helping physically disabled people return to work is the job of a	
a. Medical Technologist	c. Clinical Psychologist
b. Rehabilitation Counselor*	d. Physiologist

Source: American College Testing Program, Iowa City, Iowa, 1973.

Activity 3

INTEGRATING INFORMATION ABOUT SELF AND CAREER OPPORTUNITIES

<u>Purpose of Activity</u>	<u>Implementors</u>
To help each student in collaboration with parents enter an educational program to prepare for occupational entry.	Guidance Counselors Vocational Teachers Academic Teachers <hr/> <p>(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
1. Schedule and conduct personal interviews with students. a. Have students assemble personal information about themselves. b. Administer interest inventories. c. Assist students in consideration of various programs. 2. Conduct parent conferences.	Activity C.15, p. 81 Figure B.3.1 - Self-Evaluation Form. Figure B.3.2 - Examples of Informal Assessment Tools. Ref. 35 <u>Values Clarification.</u> Ref. 30 <u>Career Development Kit.</u> Figure B.3.3 - Choosing a Job: An Experiment. Figure B.3.4 - Commonly Used Inventories. Ref. 10 "New Directions for Career Planning." Figure B.3.5 - Methods of Expressing Tests Scores. Activity C.11, p. 55 Figure B.3.6 - Conferring With Parents.

Figure B.3.1

SELF EVALUATION

NAME _____

Place a (+) beside each item that is above average, a (-) beside each item that is below average, and an item that is average needs no check.

- | | | |
|------------------------------|-------|--------------------------------------|
| 1. Health | _____ | <u>Health</u> |
| 2. Allergies | _____ | We ask the students in respect |
| 3. Eye sight | _____ | to occupation handicaps. The main |
| 4. Muscular control | _____ | objective is to have them consider |
| 5. Hearing | _____ | the significance of health factors |
| 6. Physical strength | _____ | and occupational choices. |
| 7. Weight | _____ | |
| 8. Height | _____ | |
| 9. English grade | _____ | <u>Achievement As Indicated</u> |
| 10. Math grade | _____ | <u>By Grade</u> |
| 11. Science grade | _____ | Achievement evaluation in |
| 12. Social Studies grade | _____ | respect to the average grade made in |
| 13. Home Economics grade | _____ | each area over the past three years. |
| 14. Shop grade | _____ | The students make an "0" if they |
| 15. Mechanical Drawing grade | _____ | didn't have the subject. |
| 16. Art grade | _____ | |
| 17. Music grade | _____ | |
| 18. Gym grade | _____ | |
| 19. Clerical grade | _____ | |

Source: Sterling High School.

Figure B.3.1 - continued

20. Social Science Ach.	_____	<u>Achievement As Indicated</u>
21. Science Ach.	_____	<u>By Test</u>
22. Math Ach.	_____	The counselor puts in the
23. English Ach.	_____	results of the achievement test the
24. Reading (average) Ach.	_____	students tool as incoming freshmen.
Reading speed	_____	(We use the ITED.) The students
25. Vocabulary Ach.	_____	evaluate their achievement in respect
		to the achievement test results and
		compare with grade achievement.

Interest (Stated) *Before they take the test, the students mark the areas they feel they will score higher in (+), low in (-) and leave the others blank.

		<u>Interest</u>	
		<u>by Kuder</u>	
26. Outdoor	_____	_____	<u>Interest</u>
27. Mechanical	_____	_____	*Using the same
28. Computational	_____	_____	symbols (+, -), they put
29. Science	_____	_____	in the results of the
30. Persuasive	_____	_____	Kuder test and compare
31. Artistic	_____	_____	what areas they scored
32. Literary	_____	_____	higher in and what areas
33. Musical	_____	_____	they thought they would
34. Social Service	_____	_____	score higher on.
35. Clerical	_____	_____	

Figure B.3.1 - continued

Abilities (Stated) *Same approach as with Kuder. Students predict their high aptitude areas before taking GATB.

	<u>Abilities</u> <u>by GATB</u>	
36. General learning ability	_____	*Results are placed here and compared with their own assessment.
37. Verbal aptitude	_____	
38. Numerical aptitude	_____	
39. Spatial aptitude	_____	
40. Form perception	_____	
41. Clerical perception	_____	
42. Motor coordination	_____	
43. Finger dexterity	_____	
44. Manual dexterity	_____	

My job today is going to school and gaining an education. In ten years I see myself doing _____

Which do I prefer?

- a. to work with things (motors, textiles, test tubes, etc.) _____
- b. to work with people _____
- c. to work with facts and ideas (writing, figures, research) _____
- d. to work indoors or outdoors _____
- e. to work in urban or rural community _____
- f. to move about or have "permanent" home _____

Figure B.3.1 - continued

What extracurricular activities do I enjoy most? _____

What do I do in my spare time? _____

What are my hobbies? _____

How I rate on the Kuder Inventory

1. My high interest areas are:

a.

b.

c.

2. Possible jobs related to these areas which attract my attention the most:

a.

e.

i.

b.

f.

j.

c.

g.

k.

d.

h.

l.

How I rate on the GATB

1. My high aptitudes are:

a.

b.

c.

Figure B.3.1 - continued

2. Possible jobs related to these aptitudes which attract my attention the most:

- | | | |
|----|----|----|
| a. | e. | i. |
| b. | f. | j. |
| c. | g. | k. |
| d. | h. | l. |

What occupations are indicated by both the Kuder and the GATB results? Which job families do they belong to?

- | | |
|----|----|
| a. | d. |
| b. | e. |
| c. | f. |

Careers related to the curriculum area (example - Science) in which I do the best work and have the most interest in. List curriculum area or areas:

1. _____ 2. _____

We hand out a complete listing of occupations under each academic area.

Possible occupations for further exploration:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

Careers related to (choose one and circle):

- (1) Dealing with Things (2) Dealing with Peoples (3) Dealing with Ideas

Possible occupations, in reference to my above selection, for further exploration:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

We hand out a list of occupations under: Things, People, or Ideas.

Figure B.3.1 - continued

PERSONAL PREFERENCES ON THE WORK SITUATION

Check those which you like and those which you dislike.

- 1. Work situation involving handling and/or management of money.
- 2. Work situation in which I would care for other people.
- 3. Work situation requiring acceptance of responsibility for others.
- 4. Work situation where I would sell things.
- 5. Work situation involving the use of mathematics.
- 6. Work situation requiring individual decision making.
- 7. Work situation where I would spend time with children.
- 8. Work situation requiring thinking fast.
- 9. Work situation in which I would meet many people.
- 10. Work situation depending on writing skill.
- 11. Work situation where I would use my physical strength.
- 12. Work situation where planning and organizing is central.
- 13. Work situation requiring frequent moving.
- 14. Work situation involving noise.
- 15. Work situation outdoors.
- 16. Work situation indoors.
- 17. Work situation where I use my hands and/or work with tools and machines.
- 18. Work situation requiring patience and accuracy.
- 19. Work situation where I work with other people.
- 20. Work situation where I have to take orders.
- 21. Work situation which is clean and orderly.
- 22. Work situation where I would be alone.
- 23. Work situation involving ideas and original thinking.
- 24. Work situation requiring close attention to time.
- 25. Work situation requiring study and research.

Figure B.3.1 - continued

THE GENERAL AREAS OF ALL OCCUPATIONS

- I. Professional - Professional occupations often require training, ranging from four to seven years. Many professions require college, and often licensing examinations are required.

Here are some examples of the professional occupational titles that appear in the Dictionary of Occupational Titles: Accountant and auditor, professor and instructor, engineer, teacher, social scientist.

- II. Semiprofessional - Semiprofessional occupations usually do not require the study of as much theory. The emphasis is more on knowledge of the technical and practical aspects of the work. Examples of occupational titles included are aviator, designer, draftsman, and photographer.
- III. Managerial - Managerial occupations center around supervisory work and/or leadership responsibility. Included are hotel and restaurant manager, buyer and department head, advertising agent, manager and superintendent of buildings, and railroad conductor.

- IV. Clerical - Occupations in this category consist mainly of routine-type work; however, speed and accuracy are very important in the skilled positions. Training in typing, shorthand, and frequently, bookkeeping is necessary for jobs of this type. Examples of jobs range from bookkeeper, clerk and library assistant to messenger, stenographer, typist, and telephone operator.

Some typical sales occupational titles are auctioneer, demonstrator, newsboy, sales clerk, and real estate salesman.

- V. Service - Occupations in this category are characterized as work done, or the performance of duties, for another person or other people. The four generally accepted groups included here are:

Domestic:	Occupational examples are day worker, cook, housekeeper.
Personal:	Barber, waiter, doorman, usher.
Protective:	Watchman, fireman, policeman, soldier.
Building service:	Janitor, porter, elevator operator.

- VI. Agricultural, Fishery and Forestry - The occupations in this category have a strong emphasis on outdoor work.

Agriculture:	Jobs included are dairy farmer, landscape gardener, nurseryman.
Fishery:	Examples are fisherman and oysterman, sponge and seaweed gatherer.
Forestry:	Examples are hunting and trapping guide, hunter and trapper.

Figure B.3.1 - continued

V.I. A - Skilled, B - Semiskilled, and C - Unskilled Occupations
 This category covers a variety of occupations both in (1) manufacturing and (2) nonmanufacturing industries.

- A1. Skilled occupations in manufacturing and related activities include baker, cloth grader, cabinetmaker, bookbinder and welder.
- A2. Skilled occupations in nonmanufacturing include bricklayer, bus driver, lineman, meat cutter and maintenance mechanic.
- B1. Semiskilled occupations in manufacturing and related activities include slicing machine operator, box maker, solderer and general assembler.
- B2. Semiskilled occupations in nonmanufacturing fields include wrecker, chauffeur, parking lot attendant, park caretaker and automobile mechanic helper.
- C1. Unskilled occupations in manufacturing and related activities include candy packer, packing machine feeder, rag sorter, stone feeder and shopboy.
- C2. Unskilled occupations in nonmanufacturing fields include carpenter helper, longshoreman, fuel attendant, park laborer and stock boy.

OCCUPATION CHECKLIST - CHECK YOUR PREFERENCES

Occupational Areas - Related to all occupations

_____ Professional Occupations

Examples:

- _____ Accountant
- _____ Actor and actress
- _____ Author
- _____ Chemist
- _____ Dentist
- _____ Engineer--metallurgical
- _____ Engineer--chemical
- _____ Engineer--civil
- _____ Engineer--electrical
- _____ Engineer--industrial
- _____ Engineer--mechanical
- _____ Engineer--mining
- _____ Lawyer
- _____ Musician
- _____ Pharmacist
- _____ Physician

_____ Agricultural, Fishery, Forestry

Examples:

- _____ Cotton farmer
- _____ Dairy farmer
- _____ Farm hand, general
- _____ Fisherman
- _____ Hunter and trapper
- _____ Truck farmer
- _____ Farm mechanic

_____ Sales

Examples:

- _____ Auctioneer
- _____ Salesman, insurance
- _____ Newsboy
- _____ Sales clerk
- _____ Salesperson
- _____ Huckster

Figure B.3.1 - continued

- _____ Teacher
 - _____ Trained nurse
 - _____ Veterinarian
 - _____ Natural scientist
 - _____ Social scientist
- _____ Semiprofessional Occupations
- Examples:
- _____ Aviator
 - _____ Decorator
 - _____ Dancer
 - _____ Designer
 - _____ Draftsman
 - _____ Laboratory technician
 - _____ Athlete
 - _____ Radio operator
 - _____ Showman
 - _____ Surveyor
 - _____ Technician
 - _____ Photographer
- _____ Managerial
- Examples:
- _____ Hotel and restaurant manager
 - _____ Wholesale manager
 - _____ Buyer
 - _____ Credit man
 - _____ Ship captain
 - _____ Purchasing agent
 - _____ Railroad conductor
 - _____ Inspector
- _____ Clerical
- Examples:
- _____ Bookkeeper
 - _____ Clerk
 - _____ Collector, bills and accounts
 - _____ Telegraph messenger
 - _____ Mail carrier
 - _____ Secretary
 - _____ Technical clerk
 - _____ Stenographer and typist
 - _____ Statistical clerk
 - _____ Stock clerk
 - _____ Telegraph operator
- _____ Service Occupations
- Examples:
- _____ Housekeeper
 - _____ Maid
 - _____ Cook
 - _____ Ship steward
 - _____ Barber
 - _____ Doorman
 - _____ Usher
 - _____ Watchman
 - _____ Policeman
 - _____ Soldier
- _____ Skilled, Semiskilled, Unskilled
- Examples:
- _____ Miller
 - _____ Weaver
 - _____ Tailor
 - _____ Cabinetmaker
 - _____ Upholsterer
 - _____ Photographer
 - _____ Jeweler
 - _____ Engraver
 - _____ Electricians
 - _____ Aircraft designer
 - _____ Optician
 - _____ Carpenter
 - _____ Plasterer
 - _____ Longshoreman
 - _____ Meatcutter
 - _____ Machinist
 - _____ Tool maker
 - _____ Foundryman
 - _____ Welder
 - _____ Photographic processing
 - _____ Oiler of machinery
 - _____ Mechanic and repairman
 - _____ Tool dresser

Figure B.3.2

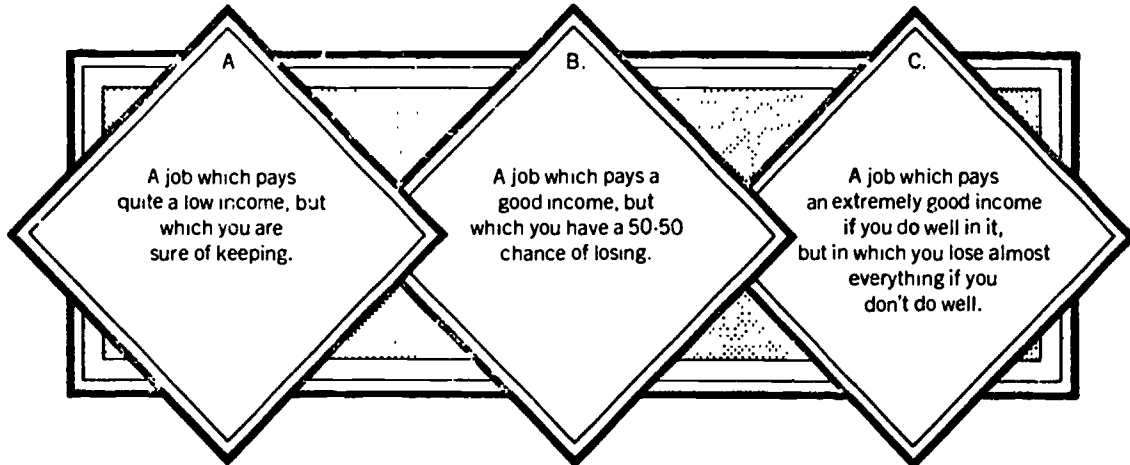
EXAMPLES OF INFORMAL ASSESSMENT TOOLS

TOOL	PURPOSE	RESOURCE
<p>"What's in Your Wallet?" Each person describes why 3 things in the wallet are valued.</p>	<p>Remind students about their personal values.</p>	<p>People with wallets (in handbags, briefcases, etc.)</p>
<p>"20 Things I Love To Do"</p>	<p>Note cost, work, change, etc. of 20 activities one enjoys.</p>	<p>J. C. Penney Forum, Spring/Summer, 1972</p>
<p>"Unfinished Sentences" e.g. I like people who. . . .</p>	<p>Explore one's value in- dicators.</p>	<p>J. C. Penney Forum, Spring/Summer, 1972</p>
<p>Look at self and attitude toward others.</p>	<p>Examine role models and stereotyping</p>	<p>J. C. Penney Forum, Spring/Summer, 1973</p>
<p>So you want to be a _____ ? e.g.: I can expect my spouse to regard my nights away from home</p>	<p>Relate real dilemmas to career decisions.</p>	<p><u>Career Orientation</u> Questionnaire for Junior College Students, by H. E. Craig and R. L. Stick- ler (Danville Junior College, Danville, Illinois)</p>
<p>A. As an opportunity to ex- cel for the firm.</p>		
<p>B. As a necessary evil to be tolerated.</p>		
<p>C. As an excuse to get away from home.</p>		

Figure B.3.3

Choosing a Job: An Experiment

Here's an experiment for you to try. If you had your choice, which job would you pick?



In Minnesota 46,000 high school seniors were asked the above question. For the total group, about 25% chose either A or C and nearly 50% chose B. However, there were differences within three groups: boys and girls, students who went on to college and those who went to work after high school, and students from cities and those from farm communities. Who would you guess would choose to take the greatest risks among these groups?

Answer: boys chose a greater risk than girls; college students a greater risk than graduates who were working; and city kids a greater risk than country kids. In fact, boys from the city who went to college chose risk C 44% of the time, and girls from the country who went to work only chose risk C 10% of the time.

Try to analyze your own choice of A, B, or C in order to learn more about yourself. What influenced your choice?

Your personal background _____

Your values _____

Your work experience _____

Your ambitions _____

Your present financial status _____

Your self-confidence _____

Other factors _____

Source: Gelatt, H. B.; Varenhorst, Barbara; Carey, Richard. Deciding.
New York: College Entrance Examination Board, 1972. Excerpt.

Figure B.3.4

COMMONLY USED INVENTORIES

INVENTORY	WHEN USED	PURPOSE	SUPPLIER	SPECIAL NOTES
1. General Aptitude Test Battery (GATB)	10th - 12th	Helps students understand themselves. Contains 12 tests which measure 9 aptitudes.	The Psychological Corporation 304 E. 4th St. NY., N.Y. 10017 or Illinois State Employment Service	(Vocational) Counselor interpretation is desirable.
2. Gordon Occupational Check List	10th - 12th	Identify work activities students like to do.	Harcourt Brace Jovanovich, Inc. 757 Third Avenue N.Y., N.Y. 10017	Keyed to the DOT.
3. Hall Occupational Orientation Inventory	7th - college	Provides help in making Career decisions based on own values.	Scholastic Testing Service 480 Meyer Road Bensenville, IL. 60106	Includes preferences for working conditions, leisure, etc.
4. Kuder Preference Record Vocational Form D and Personal Form AH	11th & 12th	Identify and measure interest patterns in broad occupational families. Identifies the kind of situation in which a person prefers to work.	Science Research Associates, Inc. 259 E. Erie St. Chicago, IL. 60611	Easy to score (any clerk).
5. Kuder DD Occupational Interest Survey	11th & 12th & adults	Differentiates more sharply between occupational groups.	"	Return to Science Research Associates for machine scoring.
6. Kuder E - General Interest Survey	junior and senior high	Basic measure of general interest, outdoor, scientific, etc.	"	

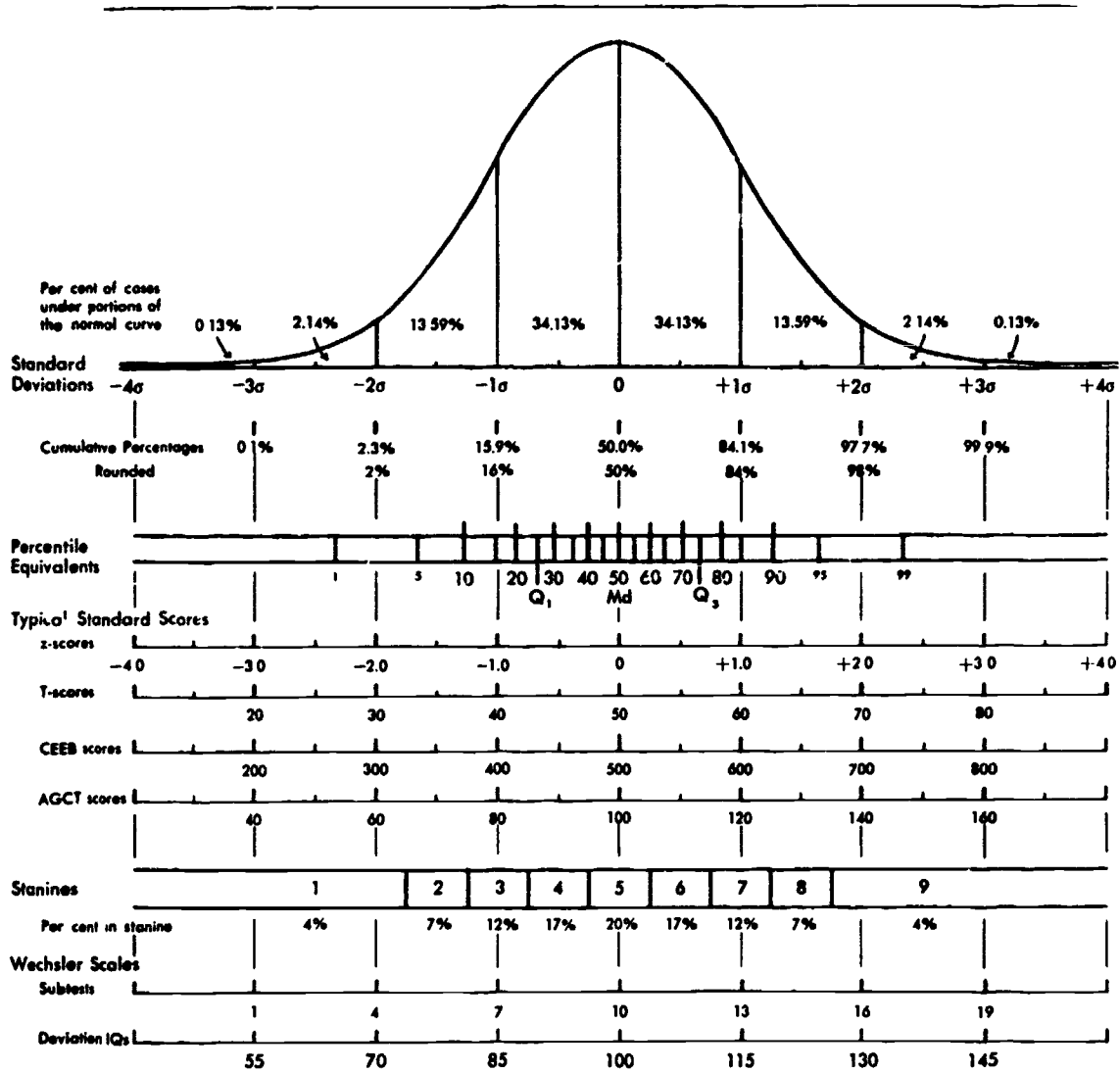
COMMONLY USED INVENTORIES - continued

INVENTORY	WHEN USED	PURPOSE	SUPPLIER	SPECIAL NOTES
7. Ohio Vocational Interest Survey (OVIS)	8th - 14th	Identifies interest patterns in 24 different types of occupations involving data, people, and things.	Harcourt Brace Jovanovich, Inc. 757 Third Ave. N. Y., N.Y. 10017	Uses the Publisher's scoring service. Based on the DOT.
8. Self-Directed Search	9th - 12th	Assesses personal resemblances to each of six personality types.	Holland, J. L. "A Counselor's Guide for the Self-Directed Search." Palo Alto, California: Consulting Psychologists Press, 1971.	Self-scored and self-interpreted.
9. Strong Vocational Interest Blank (SVIB)	Separate forms for men and women, preferably college.	Measures interest in over 50 occupations.	Stanford University Press, Stanford, Calif. 94305	Difficult to score. (Send back to the publisher.)

Figure B.3.4 - continued

Figure B.3.5

METHODS OF EXPRESSING TEST SCORES



NOTE This chart cannot be used to equate scores on one test to scores on another test. For example, both 600 on the CEEB and 120 on the AGCT are one standard deviation above their respective means, but they do not represent "equal" standings because the scores were obtained from different groups.

Source: Seashore, Harold G., ed. "Methods of Expressing Test Scores," Test Service Bulletin. New York: The Psychological Corporation, January, 1955, p. 2.

Figure B.3.6

CONFERRING WITH PARENTS

1. Involve student in conferences.
2. Solicit parents' views, opinions and recommendations.
3. Have parents complete appropriate forms approving choices made by their son or daughter.
4. Inform parents and student about occupational and educational opportunities in the school and community.
5. Schedule a home visit at least once a year if possible. (Student should be involved in selecting an appropriate time.)
6. Encourage teachers to make home visits.
7. Discuss student's vocational and educational plans.
8. Be as informal as possible during the visit so that both the student and parents can feel relaxed and appreciate your presence.
9. Encourage feedback from student and parents regarding short- and long-range plans for meeting occupational and educational goals.
10. Invite student and parents to visit center or campus if student is not already enrolled.

Activity 4

COORDINATING AND ARTICULATING EDUCATIONAL PROGRAMS

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To provide articulation among and between various educational levels.</p>	<p>Principal Guidance Counselors Department Chairpersons Vocational Director</p> <hr style="width: 80%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<p><u>Sending or Feeder Schools</u></p> <ol style="list-style-type: none"> 1. Utilize other students and alumni to assist when possible. 2. Make your own and/or purchase audio-visual aids, mass media, brochures, etc. for providing information. 3. Solicit aid of high school principals and guidance counselors. 4. Provide scholarship information. 5. Provide post-secondary school information. 6. Keep communication "open". 7. Set aside a day in the semester when students can visit host school. (Most counselors recommend a day during the spring semester.) 8. Encourage teachers to talk to students about specific programs. 9. Involve people in business and industry in providing information about job opportunities. <p><u>Receiving Schools</u></p> <ol style="list-style-type: none"> 1. Advertise program to feeder schools. 	<p style="text-align: center;">Activity C.16, p. 83</p>

Suggested Tasks to Implement Activity

2. Invite students and parents to visit educational institution.
 - a. Involve other staff members in planning for campus visitation.
 - b. Schedule group and individual sessions for prospective students and parents to inform them about the campus, educational offerings, financial aids, housing, employment, etc.
 - c. Involve alumni students in visitation day.
 - d. Conduct a tour of the campus.
3. Identify and visit schools which are sending fewer students than expected.
4. Involve counselors from sending (feeder) schools to work part-time at high school educational institutions (observed at Moraine Valley Community College).
5. Provide Handbooks to sender or feeder schools.
6. Provide opportunities for students to register for program after discussing their needs, interests, and abilities.
7. Conduct in-service training for high school counselors.

Resources

Activity 5

PROVIDING INFORMATION TO SUPPORT EDUCATIONAL PROGRAMS PLANNED BY STUDENTS

<p style="text-align: center;"><u>Purpose of Activity</u></p> <p>To inform and discuss with students basic academic skills and knowledges needed to follow their planned or proposed programs.</p>	<p style="text-align: center;"><u>Implementors</u></p> <p>Guidance Counselors Academic Teachers</p> <hr style="width: 80%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<p style="text-align: center;"><u>Suggested Tasks to Implement Activity</u></p> <ol style="list-style-type: none"> 1. Prepare a checklist for freshmen and sophomores preparing for post high school educational opportunities. 2. Conduct Educational Planning Workshops. <ol style="list-style-type: none"> a. Publicize workshop. b. Involve students in organizing and conducting workshops. c. Involve other staff members in planning and conducting workshops. d. Ask vocational teachers and members of business and industry to talk to students. e. Utilize panel discussion, individual and group reports, etc. to discuss entrance requirements and basic educational skills and knowledge needed for further education. f. Discuss with students the values of education in relation to further employment and life style. g. Utilize previously developed curriculum materials and activities. 	<p style="text-align: center;"><u>Resources</u></p> <p>Figure B.5.1 - Checklist.</p> <p>Activity C.8, p. 41 Activity C.14, p. 75 Activity C.16, p. 83</p> <p>Ref. 5 <u>Career Development for Children Project.</u></p>

Figure B.5.1

FRESHMAN - SOPHOMORE

Prepare for college long before your senior year. Your first three years of high school are important as more and more colleges base their admissions decisions on the work you do in the six semesters.

CHECKLIST FOR FRESHMEN AND SOPHOMORES PREPARING FOR COLLEGE

- _____ Work to your capacity in all your school subjects. Develop good study habits.
- _____ Spend some time each day trying to improve your reading comprehension and speed, and increase your vocabulary.
- _____ Get involved in school and community activities.
- _____ Use the college guidance materials in the school and public library.
- _____ Make a list of colleges to which you may want to apply.
- _____ Send to these colleges for catalogs.
- _____ Check on what high school courses are required for admission. Make sure you include these courses in your high school program.
- _____ Check the entrance requirements, the courses of study and the expenses of these colleges.
- _____ Make a list of the examinations needed for college admissions and begin to prepare for them.
- _____ Find out as much as you can about financial aid scholarships, loans and work study.
- _____ Discuss your plans for college with your parents.
- _____ Visit as many colleges as possible.
- _____ Try to save money from your part-time and summer jobs.
- _____ Learn as much as you can about many different kinds of vocations. This information will help you in your selection of a college.
- _____ Work closely with your guidance counselor, as you draw up your plans for attending college.

Source: Sterling High School.

Activity 6

INFORMING STUDENTS AND OTHERS ABOUT COOPERATIVE OCCUPATIONAL EDUCATION

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To inform students, parents, employers and others about the educational potential of cooperative occupational education (COE) and to identify students.</p>	<p>Guidance Counselors COE Teacher Coordinator Employers Students Parents</p> <hr style="width: 80%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Involve present and former COE students, parents, employers, and others in the development of promotional materials such as: <ol style="list-style-type: none"> a. COE handbook. b. Promotional brochure. c. Audio-visual presentation. 2. Utilize advisory council members, students, parents, employers and others for explaining the COE program. 3. Submit news articles to local and school papers. 4. Visit businesses which may be potential training stations. 5. Gain parental approval and support by: <ol style="list-style-type: none"> a. Writing letters to parents. b. Conducting home visits. c. Scheduling individual or group parent meeting. 6. Develop and administer a student application instrument. 	<p>Ref. 21 <u>WECEP Guide.</u></p> <p>Figure B.6.1 - Handbook Table of Contents. Figure B.6.2 - Brochure on Cooperative Education.</p> <p>Activity A.2, p. 17</p> <p>Figure B.6.3 - Informative Letter to Parents. Activity A.7, p. 55</p> <p>Figure B.3.6 - Conferring with Parents.</p> <p>Figure B.6.4 - Application.</p>

Suggested Tasks to Implement Activity

7. Develop student selection criteria for each COE program with consideration given to:
 - a. Student vocational interest.
 - b. Student aptitudes.
 - c. Student application and interview.
 - d. Student personality and character.
 - e. Faculty recommendations.
8. Help students recognize their interest and aptitudes with the aid of test scores.
9. Confer with students to determine how COE may contribute to their career plans.

Resources

Activity B.5, p. 43

Figure B.6.5 - Counselor Form.

Figure B.6.6 - Teacher Recommendation Form.

Figure B.6.7 - Dean's Acceptance Form.

Activity B.3, p. 55

Activity C.3, p. 23

Figure B.6.1

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Introduction of the Cooperative Career Education Program

Objectives and Goals of the Program

Advantages and Values of the Program

Cooperative Career Education Course

Objectives of the Course

Students Objectives Upon Completion of the C.O.E. Program

Grades and Credit Given for the C.O.E. Course

Rules and Regulations of the Program

Training Agreement

Units and Areas of Instruction in the C.O.E. Related Class

Training Plan On-the-Job

Evaluation Process

Summary

Glossary of Terms

Source: Handbook of Cooperative Occupational Education at Roanoke-Benson High School, adaptation.

Figure B.6.2

Employer Benefits

- Prior screening of applicants.
- School discipline prevails while on the job.
- Part-time employees provided.
- A source of skilled full time employees provided.
- Termination of unsatisfactory student learners no problem.
- 16 year old trainees do not violate most child labor laws.
- Provides a real service to the community, school, and student by helping to train skilled responsible citizens.

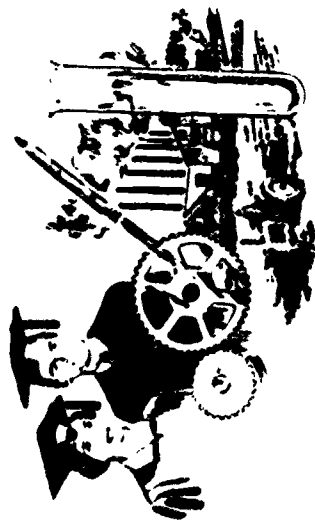


Student Benefits

- He or she earns and learns.
- School credit given for training on-the-job.
- Further education is encouraged.
- Develops work habits and attitudes for maturity.
- Academic grades usually show improvement.
- Helps determine career choices.

Cooperative Education Program

1. **Agricultural Related Occupations**
 - Landscaping and grounds maintenance
 - Horticulture
 - Feed and grain service
 - Conservation
2. **Distributive Education**
 - Retail and wholesale selling
 - Advertising and display work
 - Warehousing and distribution
 - Other marketing occupations
3. **Industrial Cooperative Education**
 - Mechanical repairs and services
 - Drafting
 - Welding
 - Other skilled industrial occupations
4. **Health Occupations**
 - Nurse aide
 - Dietitian aide
 - Ward clerk
 - Other health service occupations
5. **Personal and Public Service Occupations**
 - Beauty, etc.
 - Food preparation and services
 - Sewing occupations
 - Hotel and motel services
6. **Office Occupations**
 - Clerical and secretarial services
 - Data processing
 - Business machine operators
 - Other office jobs



THIS IS
COOPERATIVE EDUCATION

A VOCATIONAL EDUCATION PROGRAM
CONDUCTED BY

the Board of Education of the
Joliet Township High Schools
District 204

IN COOPERATION WITH
Joliet Area Industry and Business

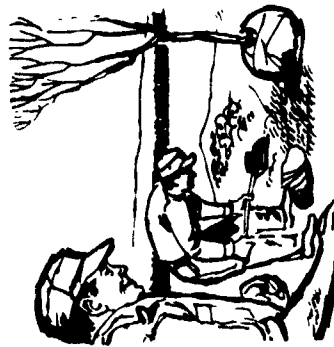
Dr. Arthur L. Bruning, *Superintendent*
Willis G. Shay, *Vocational Director*

For more information contact
Willis G. Shay, Vocational Director

Joliet Township High Schools
201 E. Jefferson Street
Joliet, Illinois 60432
Phone 727-4681

What It Is

Cooperative education is a state approved work training program providing students, 16 years or older, with the skills necessary to enter a gainful occupation upon graduation from high school. It is designed to provide vocational training in areas not usually covered in the regular curriculum. A n employer in business or industry provides a training station for the student-learner to develop skills necessary for a particular occupation.



The Student

- Indicates a genuine desire to enter a skilled or semi-skilled occupation on graduation.
- Talks to parents, counselor, and teacher-coordinator about the program.
- Meets school requirements.
- Fulfills job responsibilities.
- Gets along with fellow workers.



WHO DOES WHAT

The Employer

- Provides a job or training station.
- Accepts or rejects students.
- Is responsible for on-the-job training.
- Pays a beginners wage.
- Evaluates student progress.
- Works with teacher-coordinator.



How It Works

- Students (boys and girls) are employed in jobs during part of the school day.
- A student's school time is devoted to:
 - (a) required courses for graduation and
 - (b) a study of related and technical information for his or her job.
- A teacher-coordinator serves as liaison between employer and the school.
- A training plan is worked out between employer and teacher-coordinator.

The Teacher-Coordinator

- Selects, counsels, and guides students.
- Learns the interests and abilities of students.
- Selects and assigns training stations.
- Cooperates with school, parents, and employer.
- Teaches related information in school.
- Evaluates student progress.



Figure B.6.2 - continued

Figure B.6.3

Champaign Community Schools

UNIT SCHOOL DISTRICT NO 4 • CHAMPAIGN, ILLINOIS • 61820



**Better
Schools
Build
Better
Communities**

OFFICE OF Central High School
610 West University Avenue

Dear Mr./Mrs. _____

We have received an application indicating that _____ is interested in enrolling in the Cooperative Career Education program at Central. The following is a brief description of the program, its policies, its procedures, and its purpose.

The CCE program is designed to assist students in their transition from that of student to successful employee. The student will locate employment at an approved "training station" in the actual business or industrial community for a portion of the school day and is paid by the employer while exploring, analyzing, and perfecting salable skills in the actual work situation. The training station supervisor assists not only in a supervisory capacity, but also identifies potential strengths or weaknesses of the student which in turn is utilized by the CCE Coordinator in providing materials, instruction, advice, etc., for the benefit of the student. Both general "world-of-work" instruction and specific individualized lessons are provided students during the "on-campus" related class. "Continuing education" is emphasized. In fact, many of the CCE students continue their education by enrolling in post high school trade schools and colleges.

Employers (or supervisors) are required to verify, by signing the training memo, that they will act as a training agent before the student is placed on the "training station". Students are expected to sign and abide by the CCE regulations. The amount of credit the students earned is determined by the amount of the effort he/she has exhibited. Training station grades are based on Coordinator and employer evaluation of the student's progress.

If you have any questions about the program, please do not hesitate to phone us at 337-3949.

Thank you.

Sincerely,

Claude Murphy, Chairman
Cooperative Career Education

Figure B.6.4

STUDENT APPLICATION

Cooperative Occupational Education Program

Name _____ Birth date _____ Age _____ Sex _____

Address _____ City _____ Zip _____ Phone _____

Building: NE _____ NW _____ Campus _____ Year in School _____

Social Security No. _____ School ID _____

Father's name _____ Age _____ Education _____ Occupation _____

Father employed by _____

Mother's name _____ Age _____ Education _____ Occupational _____

Mother employed by _____

Number of brothers _____ Ages _____ Number of sisters _____ Ages _____

Have you had a serious illness recently? _____ If so, what? _____

Do you have any defects in: sight _____ hearing _____ body _____ heart _____ other _____

What precautions are necessary because of any of the above problems? _____

Do you have a driver's license? _____ Do you own a car? _____

Will you be able to provide your own transportation to your training station? _____

Are you working now? _____ Where? _____

What type of work do you desire training in while you are attending school?

First choice _____

Second choice _____

What type of work do you want to be doing five years from now? _____

Do you plan to continue your education after graduation? _____

Do your parents know you are making this application? _____

Do your parents approve? _____

Signature of parent or guardian _____

Signature of student _____ Date _____

Source: Harold L. Richards High School, Oak Lawn, adaptation.

Figure B.6.5

TO BE COMPLETED BY YOUR COUNSELOR

- 1) Please circle this student's year in school: 9/10/11/12
- 2) Is he/she passing in all subjects? Yes /No
- 3) Which subject would be dropped if Co-op is approved? _____
- 4) Does this student have sufficient credit to graduate without Co-op credit?
(in case the job does not last a full semester) Yes /No
- 5) Will Co-op make a positive contribution to the student's total educational
program? Yes /No
- 6) Do you recommend this student for Co-op Education? Yes /No

Comments: _____

Date

Counselor's signature

FOR THE COUNSELOR'S INFORMATION:

Except in some special cases no placements will be made in the Co-op Program thirty days after the beginning of the school year.

Sections a)3, a)4 and a)5 on page 2 (Conditions to be met by students) may be modified in some exceptional cases. Please discuss with Co-op Coordinator.

Source: Jersey High School.

Figure B.6.7

TO BE COMPLETED BY THE DEAN'S OFFICE

_____ is applying for Co-op Education, and in order to qualify must have an acceptable attendance and citizenship record in school, along with a favorable recommendation from the Dean's office. Would you please fill in the appropriate boxes and, if you wish, add any comments that may seem appropriate.

1) ATTENDANCE: Regular *5 / 4 / 3 / 2 / 1 / Irregular

Comments: _____

2) CITIZENSHIP: Satisfactory *5 / 4 / 3 / 2 / 1 / Unsatisfactory

Comments: _____

3) TARDINESS: Nil *5 / 4 / 3 / 2 / 1 / Excessive

Comments: _____

4) Recommended: / 5 / 4 / 3 / 2 / 1 / NOT RECOMMENDED

_____ Date

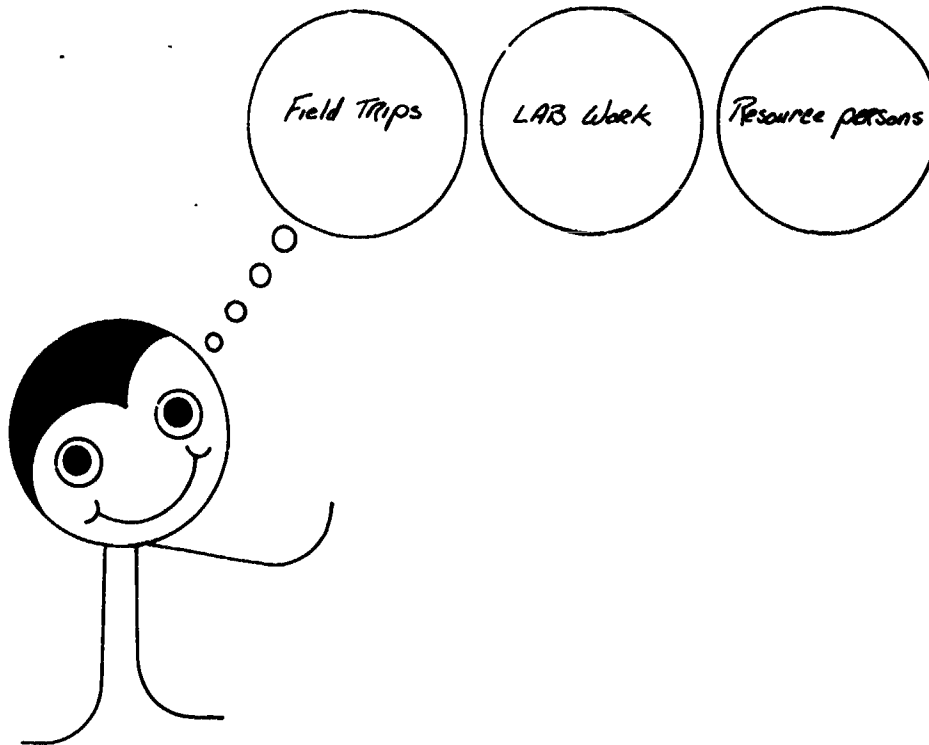
_____ Dean's signature

PLEASE RETURN THIS DIRECTLY TO THE COOPERATIVE EDUCATION COORDINATOR
OR TO HIS MAIL BOX

*The highest number represents the best performance or quality, and vice versa.
Please circle the appropriate number.

Source: Jersey High School.

C. PREPARE



What experiences contribute to the development of career planning skills?

GUIDE TO CONTENTS

SECTION C - Determining Experiences Which Contribute to the Development of Career Planning Skills

The objective is

to identify and make available to school staff, the material and people resources which can clarify school-work relationships for students.

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COORDINATOR'S OBLIGATIONS

Obligation 1 - Identify Resources and Activities

In consultation with the superintendent, and principals or others,

decisions are made as to

fiscal resources.

allocations, budget categories, etc.

staff resources

personnel available with and without other obligations

program dimensions

kinds of activities to be implemented

facilities

for routine and special events

and understandings reached as to

policy

formation of advisory committees, faculty/student committees

procedural arrangements

involvement of departmental staff

Obligation 2 - Plan for Broad Involvement

- . Recruit staff/students/citizens for Guidance Committee

criteria:

evidence of interest

current involvement is relevant

potential is high for strong contribution

- . Catalog Community Resources noting instructional significance

of people

places

things.

- . Plan needs-assessment research to fill gaps in content and quality of program.

- . Plan staff education on implementation of Career Education

concepts for

teachers and counselors

principals

administrators

guidance committee members

Obligation 3 - Supplement the Plans

. Provide personal support:

for routine and special activities

set up

arrangements

media involvement

presentation(s)

wrap up

. Collect data

for needs assessment

use of materials

services

facilities

equipment

judgements by community residents

staff

students

consultants

. Conduct in-service program*

for administrators

topics: goals and change

for counselors and teachers

topics: career relevant activities
teaching decision making
student need for summarizing experience

for guidance committee

topics: planning
evaluation

for principals

topics: proposal writing
legal context of career programs
industrial learning activities for teachers

*A variety of resource persons may be obtained from local, association, and university origins.

Obligation 4 - Analyze Quality and Quantity of the Involvement

In cooperation with Guidance Committee

- . **Prepare*** - **Annual Report to Administration**
 - Program content for students and staff**
 - Assessment feed-back**
 - Fiscal expenditures**
- **Digest of Annual Report for special audiences**
 - media**
 - citizens groups**
 - professional associations**
- . **Agree upon** - **Recommendations**
 - activities to be proposed, reduced, expanded**
 - ways to recognize contributions by administration, staff, community**
- . **Specify** - **Procedure**
 - to fill anticipated vacancies on the Guidance Committee**

***The guidance coordinator or an agent produces the copy.**

Obligation 5 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

PREPARING

- | | | | | | | | | | |
|---|--|---|---|---|---|---|---|--------------------------|--------------------------|
| 1. Most students are involved in school sponsored career oriented activities. | <table border="1" style="margin: auto;"> <tr> <td style="padding: 2px;">0</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> </tr> </table> | 0 | 1 | 2 | 3 | 4 | 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | | | | |
| | Poor Excellent | | | | | | | | |
| 2. Most students are getting acquainted with an expanded array of adult role models. | <table border="1" style="margin: auto;"> <tr> <td style="padding: 2px;">0</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> </tr> </table> | 0 | 1 | 2 | 3 | 4 | 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | | | | |
| | Poor Excellent | | | | | | | | |
| 3. <u>All</u> students have an opportunity to engage in items 1 and 2 above. | <table border="1" style="margin: auto;"> <tr> <td style="padding: 2px;">0</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> </tr> </table> | 0 | 1 | 2 | 3 | 4 | 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | | | | |
| | Poor Excellent | | | | | | | | |
| 4. Most staff are prepared to contribute to career guidance. | <table border="1" style="margin: auto;"> <tr> <td style="padding: 2px;">0</td> <td style="padding: 2px;">1</td> <td style="padding: 2px;">2</td> <td style="padding: 2px;">3</td> <td style="padding: 2px;">4</td> <td style="padding: 2px;">5</td> </tr> </table> | 0 | 1 | 2 | 3 | 4 | 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1 | 2 | 3 | 4 | 5 | | | | |
| | Poor Excellent | | | | | | | | |
| 5. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in | | | | | | | | | |

Needs attention 1-year plan

Needs attention 5-year plan

197__ - 197__	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
197__ - 197__	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

and/or describe briefly some other activity which would serve the "career preparation" function well:



Figure C.1.1

CAREER ORIENTATION UNITS FOR SOPHOMORES¹
EXAMPLES FROM SELECTED DEPARTMENTS²

Art, Speech, Drama and Music

Career Routes in the Cultural World

Business Education

Career Opportunities in Business

Advertising (Business Education and Graphic Arts)

Driver Education

The World of Driving

Foreign Languages

Career Opportunities in Foreign Languages

Industrial Arts

Opportunities and Expectations in the Industrial World

Social Studies

Economics of Careers

Careers in Government

²

Student Guidance Services

Self and Career Understanding

Job Getting Skills

Job Survival Skills

1

Suggestions developed in workshop of High School department chairpersons and teachers, Downers Grove, Illinois, Spring, 1974. Each unit includes topics for 6-8 weeks of instruction.

2

These examples assume initial and final input (analysis and synthesis) to be provided for each unit by staff in student guidance services.

Figure C.1.2

Mechanic:

Fractions - demonstrate names of tools which have different fractional sizes.

Decimals - discuss gapping spark plugs; tire sizes; over-hauling and reboring engines.

Landscaper:

Geometry - marking off plots; determining plant placement; area.

Fractions - pruning trees; computing fractional measurements.

Beverage Distributor:

Weights and measures - volume and shape of container.

Percentage - profit; percent alcoholic content; areas of sales distribution.

Stock and Bond Broker:

Integers - figuring rise and fall of stocks.

Fractions - amount of change in stocks.

Farmer:

Problem solving - figuring amount of seed and fertilizer needed.

Percentage - determining profit-loss.

Ratio and Proportion - diluting certain herbicides and insecticides.

Stock - amount of food consumed; cost of raising.

Stock Yards:

Weights and measures - weight of animal; cost per hundred-weight.

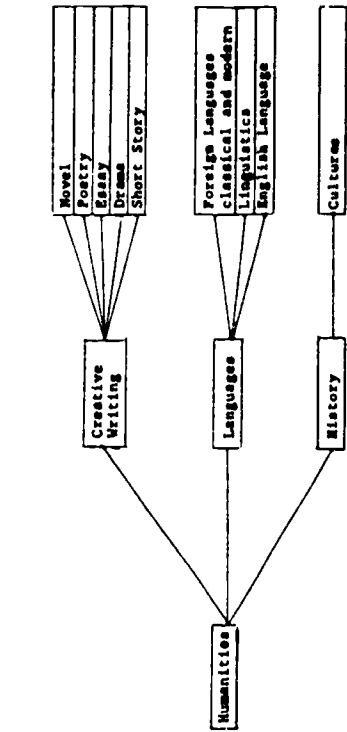
Figure C.1.3

Developed By: USOE/LVTE
 Draft
 Revised
 DATE: 4-1-71

Cluster for
FINE ARTS AND HUMANITIES

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Aft: Grade 12
-------------------------------------	---	---	--------------------------

Sights & Sound
 What Are The
 Occupations?
 Who Works
 In These
 Occupations?
 What Is Life
 Style Of
 People?
 Who Do People
 Work With?
 Where Are
 These Jobs?
 How Do They
 Accomplish
 Their Jobs?



Job Placement
 Apprenticeship
 and
 Adult Education
 Post-Secondary
 Occupational
 Skill Training
 Advanced
 Educator
 (4-Year Colleg-
 Or More)

Figure C.1.3 - continued

Developed by: USOE/C
 Draft
 Revised
 D.A.T. 4-1-71

Cluster for
FINE ARTS AND HUMANITIES

Elementary Education 1-2-3-4-5-6	Pre-Vocational and Exploratory 7-8-9	Skill Development and Related Knowledge 10-11-12	Options Art: Grade 12
-------------------------------------	---	---	--------------------------

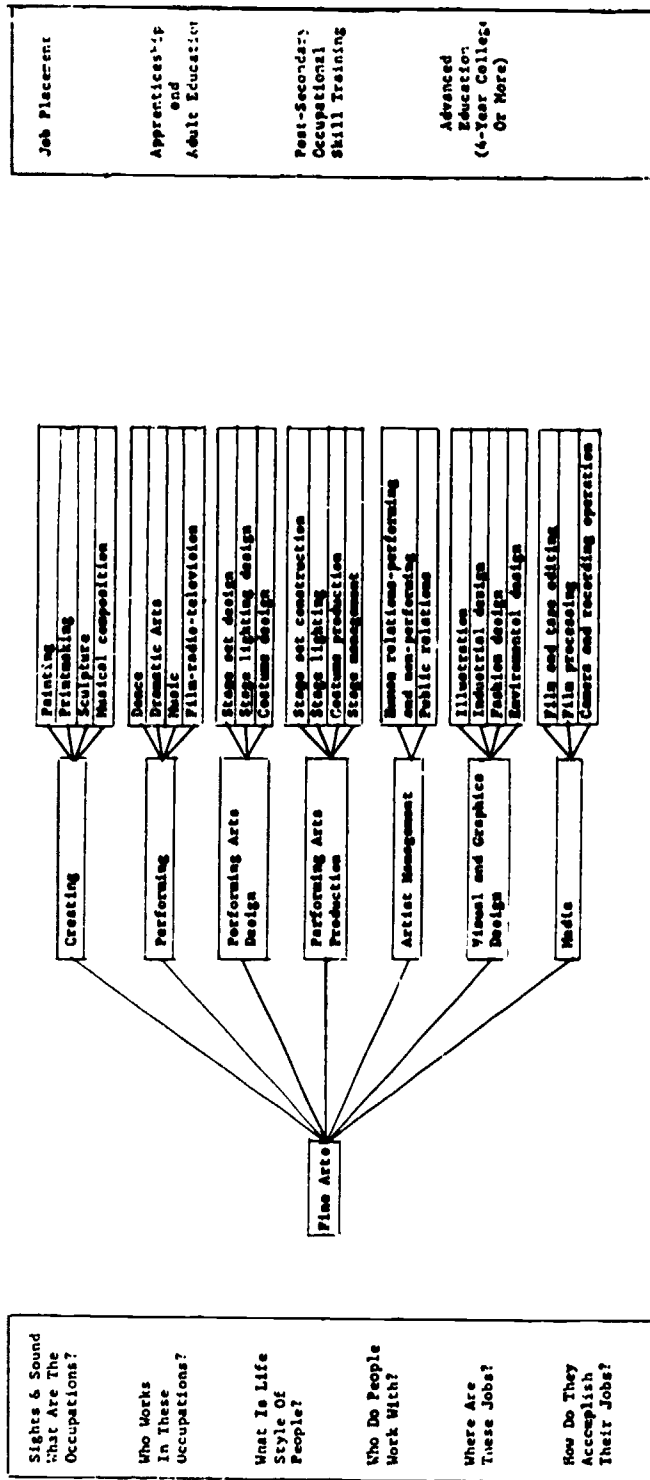


Figure C.1.4

VOCADOMIC MUSIC EDUCATION

Chicago Vocational High School

Summary

A. Objectives

Staff in the Department of Music, Chicago Vocational High School, maintains that education should emphasize the total development of the student as a productive person. Therefore, there is a need for a revised curriculum in music that will extend student participation beyond activities in band or chorus and will provide for a compensatory type of theoretical and applied music education with suitable intensity and depth for preparing a student for possible careers in music.

The proposal has two main objectives:

1. To provide students, especially Black disadvantaged students, with an awareness of the skills needed in the world of music and to help them acquire these skills so that they may use their music ability to earn their way in the world.
2. To provide an innovative curriculum in music education that will be easily adaptable to any general or vocational high school.

B. Procedures

1. To provide a Vocademic Music Education program in which vocational and academic subjects are combined for high school music majors.
2. To provide a curriculum guide for a sequential program in orchestra, vocal, and band training that will properly equip students with theoretical knowledge, performance ability, and academic tools comparable to their average level of attainment.

C. Evaluation

Evaluation for the program will utilize instruments designed on the local level and tests recommended by educators and other authorities in the field of music.

D. Staffing

Vocademic Music Education requires the following staff to implement its proposed program:

1. One Project Director
2. Six Vocademic Teachers
3. Two Ethnic Studies Teachers
4. One Counselor

Figure C.1.4 - continued

PROGRAM ABSTRACT

Vocademic Education is an innovative instructional program combining vocational and academic learning. Its purpose is to improve the technical abilities of students as well as their academic achievements so that the students will acquire a broad and thorough understanding of their vocations.

The Vocademic Education plan is one that could be applied to almost any vocation, considering that in any given field academic discipline is essential.

The proposal for this program provides for systematic sequential guidance in student growth and development as an orchestra, vocal, or band major. It also tests the worth and effectiveness of block programming and the interdisciplinary approach to academic achievement, skills, and desirable cultural behavior; ascertains the merits of a curriculum that will decrease class absenteeism, class cutting, tardiness, disruptions, and destruction of property and equipment; and shows that a closely supervised program fosters profitable "one to one" relationships, mutual understanding, greater communication, and feelings of belonging in both the student and the teacher. So often a gap is created between the student and the teacher, especially in the inner city schools and more often in the large, densely-populated areas. Psychologically both the student and the teacher reach out to each other, but this gap still develops because of impersonal, overcrowded, time-lacking situations. Therefore, it is deemed that this type of program will tend to alleviate some of the existing problems in our schools by providing the student with the skills of a given vocational field and help him develop academically, know himself, have a sense of projected direction, and gain respect for and rapport with those charged with the responsibility of assisting and guiding him in his chosen vocademic endeavors.

Suggested Tasks to Implement Activity

10. Assign students to send a thank-you letter.
11. Assist students in preparing and filing a news release.
12. Have students evaluate trip.

Resources

Figure C.2.3 - Your Comm Please!

Figure C.2.1

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Automotive Maintenance
300 Liberty Street
Peoria, Illinois 61602

Contact:
Mr. Ted Krosse
Mr. R. L. Kamin
Community Relations
672-5219

The Automotive Maintenance Department is a public utility, supplying electric power and natural gas to our customers. The Transportation Services Department's main responsibility is providing transportation to all other departments requiring this service. This is done by drawing up specifications for equipment which will fill our needs most economically, and by setting up a preventive maintenance schedule for each vehicle to keep it in good operating condition.

The Automotive Maintenance Department can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Ample parking facilities for buses and cars	Best times for visits are Tuesdays or Wednesdays in the morning during the months of November, January, May
Approximate time needed for interviews and visit is one hour	Two weeks advanced notification required
Representative jobs are crew leaders (mechanic) and garage foreman	Anticipated problems or constraints - Students are not allowed under vehicles when they are on hoists Students must stay in passage-ways Students are not allowed to handle equipment
Maximum number of students per visit is 30 and they must be 14 years of age or older.	
3 visits per year	Description of possible areas or departments to visit: Garage Area Electric Service Center 8420 N. University
Days to avoid are Monday and Friday	
Safety considerations are safety glasses must be worn at all times	
Special instructional materials are available through Ted Krosse	
Suggested follow-up activities are investigate other fleet facilities for comparison purposes	Source: Career Education, Peoria Public Schools.

Figure C.2.2

ARE YOU A KEEN OBSERVER?

WHAT: Field Trip
WHERE: Burnham City Hospital, 407 South Fourth St., Champaign, IL.
WHEN: Thursday, April 18, 1974
WHO: Monticello Eighth Graders, Monticello, IL.
WHY: Observation of persons in the "World of Workers"

Some suggested observations to make while on the field trip:

DO THE WORKERS IN THIS JOB

- look like they are enjoying their job?
- need educational training? how much?
- have an opportunity for a job in this career ten years from now?
- usually sit at a desk or table?
- stand still or move around?
- have a high level of noise in their work area?
- have normal hours of work?
- have irregular working hours?
- consider their work dangerous?
- wear special uniforms or other special clothing?
- have to be men? women? both?
- need special abilities or talents?
- have specific tasks to be performed?
- have to take special examinations (State Board Exams, etc.)?
- have opportunities for advancement?
- have to move often?
- like to move?
- feel excessively tired when they get home from work?
- use special tools or equipment in their work?
- need subject-related skills (math, science, reading, etc.)?
- depend upon other workers?
- have other workers depending upon them?
- get dirty while doing their work?
- appear polite and pleasant?
- belong to a Union?
- work with people or things?
- have any physical restrictions (age, height, weight, build, etc.)?
- work overtime or have a "busy season"?
- always have to be in a constant rush?
- have routine work or is it frequently changing?
- work independently or under close supervision?

Try to think of additional points to consider when observing workers at the hospital.

and

Think about whether YOU WOULD LIKE TO BE A WORKER IN THIS JOB.

Figure C.2.3

NAME _____

YOUR COMMENTS, PLEASE!

1. Did you enjoy the tour to Burnham City Hospital? YES _____ NO _____
Why?
2. Do you think it was worth our time to go? YES _____ NO _____
Why?
3. If you could go to Burnham City Hospital for a day, which person would you like to be with and assist?

Why?
4. What new occupational interests do you have as a result of our tour?
5. Which people looked like they were enjoying their jobs?
6. During our tour we saw people involved in many different occupations. List some of these occupations and the duties of a person in this occupation.
7. If we could go again, what could we do better?
8. Please describe any parts of the tour that you did not understand.
9. Are you interested in a health-related career? YES _____ NO _____
If yes, which one?

Activity 3

USING COOP JOBS TO TEACH CAREER PLANNING

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To optimize the opportunities COE provides for career development of students.</p>	<p>Coop Coordinator Vocational Teachers Guidance Counselors Principal</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Teach students to choose and plan career objectives. <ol style="list-style-type: none"> a. Employers, parents, and former and present COE students talk with groups of students about career opportunities. b. Counselors interpret test profiles and other available information. 2. Work with the student, employer and parents to develop an on-the-job training memorandum and plan. 3. Develop a procedure for evaluating the progress of students on the job. 4. Solicit the assistance of the guidance counselor, administrator, teachers, employers and other appropriate individuals on student matters such as the following: <ol style="list-style-type: none"> a. scheduling problems. b. personal and program problems. c. placement. d. training plan development or adjustment. e. job adjustment problems. 	<p>Activity C.8, p. 41 Activity C.11, p. 55</p> <p>Figure C.3.1 - Training memo Ref. 17 <u>Articulated Guide for COE.</u></p> <p>Figure C.3.2 - Evaluation Form</p> <p>Activity C.11, p. 55 Ref. 23 <u>A Study Guide for Placement Employment Programs</u></p>

Figure C.3.1

TRAINING MEMORANDUM

Rockford Public Schools

COOPERATIVE EDUCATION PROGRAM

The following persons, as part of this Cooperative Education Program agree:

- A. As a STUDENT to be part of the Cooperative Education Program by employment at _____ during the school year _____.

As a condition to my continued employment, I agree to:

1. Maintain regular attendance and punctuality at school and on the job, understanding that absence from school requires absence from work.
2. To notify my school and my employer if I am absent or tardy.
3. To make a continual effort to improve my efficiency and performance on the job.
4. To understand that failure to conform to the requirements of this employer or the coordinator will result in termination.

- B. As a PARENT to support this student in the Cooperative Education Program and agree to cooperate with the school and employer by seeing that the student complies with the requirements of the school and his employer.

C. As an EMPLOYER:

1. To provide employment for a suggested minimum of 15 hours per week as a _____
2. To encourage (a) good work habits.
(b) attitudes and habits which are desirable to successful employment.
(c) skills and techniques involved in the student's particular job.
3. To conform to all federal, state and local laws regarding wages, hours, health and safety.
4. To inform the coordinator if there is need to dismiss the student from employment.
5. To consult with the coordinator concerning student problems and at regular intervals to evaluate student performance on the job.

- D. As a COORDINATOR to make periodic visits for the purposes of evaluation and to be available for counsel in matters that affect the student's progress and training.

(student) (employer)

(parent) (supervisor)

(coordinator) (date of employment)

(beginning hourly rate)

WHITE - School Copy
CANARY - Employer Copy

Pink - Student Copy
Goldenrod - Coordinator's Copy

Figure C.3.2

Student's Name _____	Cooperative Career Education
Occupation Title _____	Trainee Evaluation Form
Cooperating Business _____	Champaign High Schools
Supervisor _____	Champaign, Illinois 61820
	Phone 337- _____
	Grading Period _____
	To Be Returned By _____

ACCURACY: Is the correctness of work duties performed.

makes frequent errors.	careless: makes recurrent errors.	usually accurate: makes only average number of errors.	requires little supervision, is exact and precise most of the time.	requires absolute minimum of supervision: is almost always accurate.
------------------------	-----------------------------------	--	---	--

COMMENTS:

ALERTNESS: Is the ability to grasp instructions, to meet changing conditions and to solve novel or problem situations.

slow to "catch on."	requires more than average instructions and explanations.	grasps instructions with average ability.	usually quick to understand and learn.	exceptionally keen and alert.
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COMMENTS:

FRIENDLINESS: is the sociability and warmth which an individual imparts in his attitude toward customers, other employees, his supervisor and the persons he may supervise.

very distant and aloof.	approachable: friendly once known by others.	warm, friendly, sociable.	very sociable and outgoing.	extremely sociable: excellent at establishing good will.
-------------------------	--	---------------------------	-----------------------------	--

COMMENTS:

PERSONALITY: is an individual's behavior characteristics or his personal suitability for the job.

personality unsatisfactory for this job.	personality questionable for this job.	personality satisfactory for this job.	very desirable personality for this job.	outstanding personality for this job.
--	--	--	--	---------------------------------------

COMMENTS:

Figure C.3.2 - continued

PERSONAL APPEARANCE: is the personal impression an individual makes on others. (Consider grooming, neatness and appropriateness of dress on the job.)

very untidy; inappropriate dress.	sometimes untidy and careless about personal appearance.	generally neat and clean; satis- factory personal appearance.	careful about personal appear- ance; appro- priate taste in dress.	unusually well groomed; very consistently dressed appro- priately.
---	---	--	--	--

COMMENTS:

ATTENDANCE: Is faithfulness in coming to work daily and conforming to work hours.

often absent without good excuse and/or frequently re- ports for work late.	lax in atten- dance and/or re- porting for work on time.	usually present and on time.	very prompt; regular in at- tendance.	always regular and prompt.
--	---	---------------------------------	---	-------------------------------

COMMENTS:

HOUSEKEEPING: is the orderliness and cleanliness in which an individual keeps his work area.

disorderly or untidy.	some tendency to be careless and untidy.	ordinarily keeps work area fairly neat.	quite conscien- tious about neatness and cleanliness.	unusually neat, clean and orderly.
--------------------------	--	---	--	---------------------------------------

COMMENTS:

DEPENDABILITY: is the ability to do required jobs well with minimum of supervision.

requires close supervision; is unreliable.	sometimes re- quires prompting.	usually takes care of necessary tasks and com- pletes with rea- sonable promptness.	requires little supervision; is reliable.	requires absolute minimum of super- vision.
--	------------------------------------	---	---	---

COMMENTS:

ATTITUDE: Is the way an individual reacts to the total work situation.

shows little interest in job.	complains about work, working conditions, fel- low employees.	accepts all res- ponsibilities of the job; cheerful, cooperative.	boosts morale; enthusiastic; takes initia- tive to learn more about job.	assumes responsi- bility for more than is expected for this job; helps fellow em- ployees.
-------------------------------------	--	--	--	---

COMMENTS:

Figure C.3.2 - continued

JOB KNOWLEDGE: is the information concerning work duties which an individual should know for a satisfactory job performance.

poorly informed about work duties.	lacks knowledge of some phases of work.	moderately informed; can answer most common questions.	understands all phases of work.	has complete mastery of all phases of job.
------------------------------------	---	--	---------------------------------	--

COMMENTS:

QUANTITY OF WORK: is the amount of work an individual does in a work day.

does not meet minimum requirements.	does just enough to get by.	volume of work is satisfactory.	very industrious; does more than is required.	superior work production record.
-------------------------------------	-----------------------------	---------------------------------	---	----------------------------------

COMMENTS:

STABILITY: is the ability to withstand pressure and to remain calm in crisis situations.

goes "to pieces" under pressure; is "jumpy" and nervous.	occasionally "blows up" under pressure, is easily irritated.	has average tolerance for crises; usually remains calm.	tolerates most pressure; likes crises more than the average person.	thrives under pressure; really enjoys solving crises.
--	--	---	---	---

COMMENTS:

COURTESY: is the polite attention an individual gives other people.

blunt; discourteous; antagonistic.	sometimes tactless.	agreeable and pleasant.	always very polite and willing to help.	inspiring to others in being courteous and very pleasant.
------------------------------------	---------------------	-------------------------	---	---

COMMENTS:

General Comments	Strong Points	Areas for Improvement
Signature of Evaluator _____		Date: _____
My Supervisor has discussed this evaluation with me: _____		Date _____ (signature)
Coordinator's Comments:		
Coordinator's Signature: _____		Date: _____

Activity 4

OBTAINING AND DISSEMINATING CAREER INFORMATION -

10 (RELATIVELY) EASY WAYS

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To familiarize students and staff with resources for career planning.</p>	<p>Guidance Counselors Teachers Principal</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Develop a "Source List" for Career Information. 2. Conduct surveys of jobs held by community residents. 3. Invite local employers and employees to your classroom. 4. Request to "be on the mailing list" for announcements of new career materials. 5. Encourage students to make audio tapes and visuals for a career collection. 6. Establish a budget item for subscriptions, rentals and purchase of career information. 7. Make special collections and displays e.g. women, minorities, non-traditional entrepreneurs. 8. Incorporate traditional resource materials in classroom research tasks. 	<p>Figure C.4.1 - Sources of Materials on Careers.</p> <p>Activity C.8, p. 41</p> <p>Activity C.7, p. 37</p> <p>Ref. 37 <u>Occup. Outlook Handbook</u></p> <p>Ref. 38 <u>Dict. of Occup. Titles</u></p> <p>Ref. 25 <u>Ency. of Career and Voc. Guid.</u></p> <p>Ref. 24 <u>Handbook of Agricultural Occupations</u></p>

Suggested Tasks to Implement Activity

9. Obtain Curriculum Guides from schools with Career Education projects.
e.g. Career Education
Peoria Public Schools
Peoria, Illinois
10. Install large bulletin boards which feature carry-away career information.

Resources

Figure C.4.1

Readily Accessible Sources of Materials on Careers

Trade and Industrial Journals

Labor Union publications

State Employment Service

Women's Bureau, U. S. Department of Labor

Manpower Administration, U. S. Department of Labor

Special Committees, U. S. House of Representatives and Senate

(e.g. Special Committee on Aging, U. S. Senate)

Classified Ads in Newspapers and Periodicals

Periodicals which emphasize Careers

e.g. Career World, POPEYE Career Comics

Chamber of Commerce

Film catalogs

Encyclopedias

Publisher's catalogs

Special publications by Corporations

e.g. FORUM, a publication of J. C. Penney Company

School Curriculum Guides

Activity 5

USING TELEPHONES TO GAIN ACCESSIBILITY TO GOOD INFORMATION

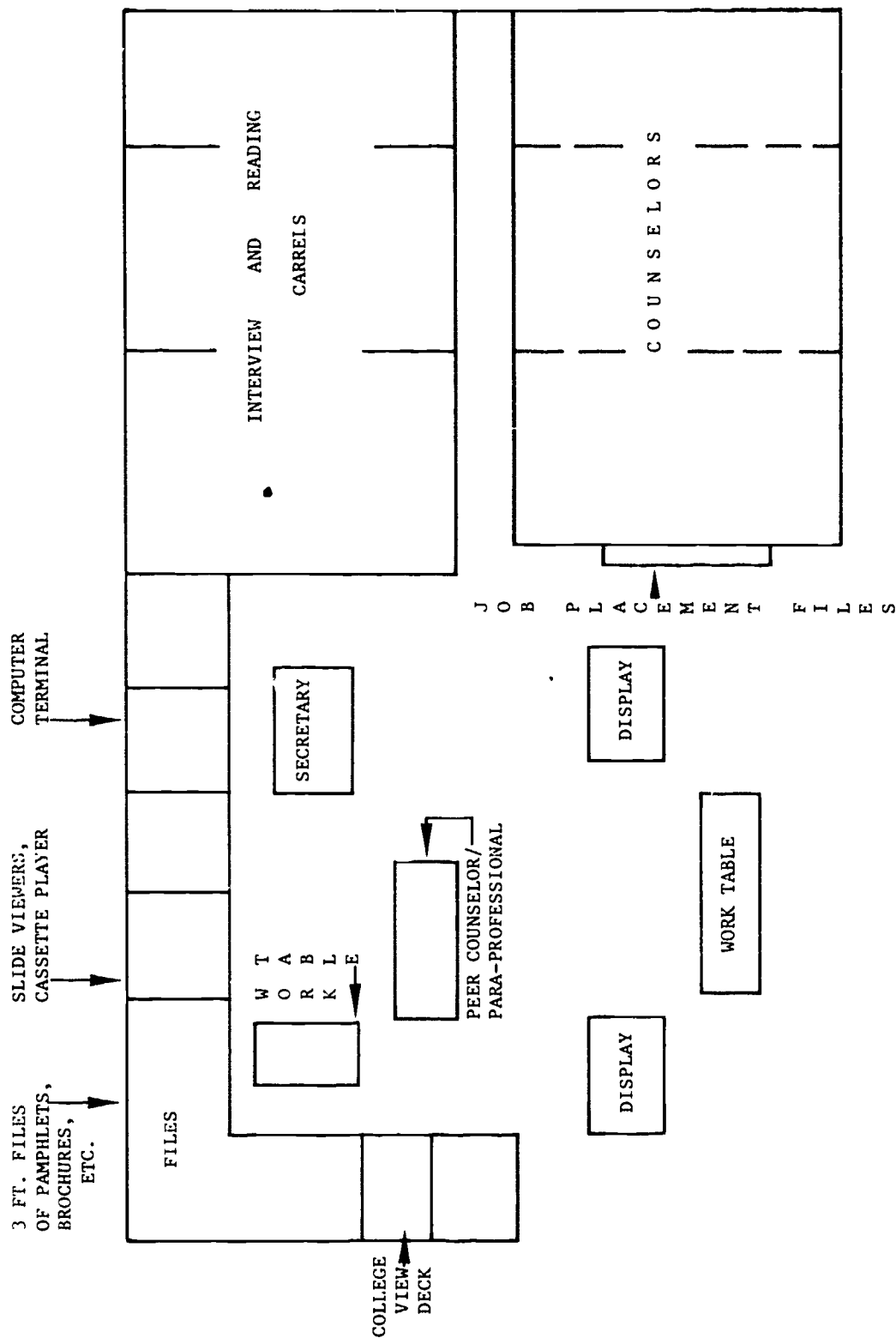
<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To provide students another means of access to career information.</p>	<p>Guidance Counselors Teachers Principal</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Contact the educational supervisor at the telephone company serving your area to secure information on services offered. <p style="margin-left: 20px;">e.g. Bell will set up a conference system which allows students in the classroom to listen and ask questions of persons called.</p> <p style="margin-left: 20px;">cost: varies across telephone companies, but generally very inexpensive, and is less expensive if the room already has a phone jack installed.</p> 2. Cooperate with other schools to establish telephone access to a career information bank. <p style="margin-left: 20px;">e.g. St. Louis (Mo.) area schools have mutual access to a career hot line.</p> 3. Utilize the telephone to allow students to talk to people in various careers relevant to area being studied. <p style="margin-left: 20px;">e.g. One school dialed a famous writer and the students were allowed to listen and talk to him.</p> 	

Activity 7

DEVELOPING CAREER RESOURCE CENTER

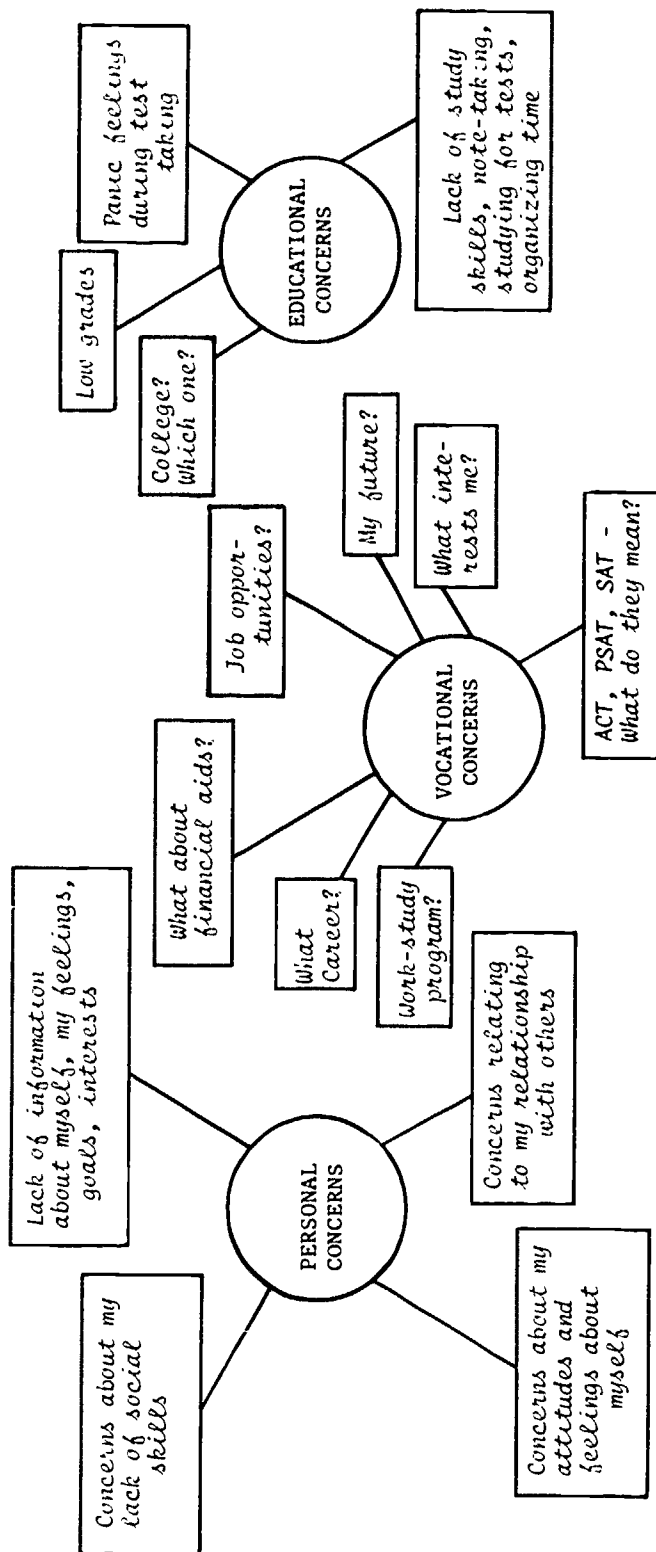
<u>Purpose of Activity</u>	<u>Implementors</u>
To provide a place for students to explore, pursue interests, and obtain knowledge of the world of work.	Teachers Librarian(s) Guidance Counselors <hr/> (Local Leadership)
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
1. Establish a steering committee of teachers, students, librarian and others to decide each of the following issues: <ul style="list-style-type: none">a. location and physical arrangementsb. criteria for acquiring, storing and displaying material.c. center hours and use policies. 2. Amass a collection.	Figure C.7.1 - Suggested Physical Arrangements. Figure C.7.2 - Bulletin Board Display. Figure C.7.3 - Career Corner Materials.

Figure C.7.1
SUGGESTED PHYSICAL ARRANGEMENTS



Source: Moraine Valley Community College, adaptation.

CHANGE OR ? TO ☺ CR !!!
 MAYBE WE CAN HELP



The circles and squares were of colored construction paper - the squares connected to the circles with colored yarn.

BULLETIN BOARD DISPLAY
 Source: Paris High School.



Figure C.7.3

CAREER CORNER MATERIALS - HOW AND WHAT TO COLLECT

How to Amass a Collection

Purchase books and subscriptions.

Get on the mailing list for information and education bulletins from publishing houses, schools, colleges, etc.

Invite contributions of educational materials from business, industry and government.

Establish a student clipping-service (collect newspaper articles).

Make your own directories, displays, etc.

What to Collect

Employment service vacancies, want-ads from the local paper(s).

Directories of local people resources.

Career games, simulations, films, information kits.

Career oriented periodicals for students.

Standard reference items, such as Occupational Outlook Handbook and the Dictionary of Occupational Titles.

Suggested Tasks to Implement Activity

11. Assign a student to introduce resource person to the group.
12. Mail a thank you letter to your resource person within a few days, and if appropriate, send a copy to his/her superior.

Resources

Figure C.9.1

PARENTS! The students at _____ need you to help them explore the world of workers.

Name (father) _____ (mother) _____

Address _____ Telephone _____

Father's occupation _____

Mother's occupation _____

Occupational experiences:

Previous occupations -

Would you be willing to visit our classroom and talk with students about your work experiences? _____

If not, can you make suggestions as to someone who might be willing?

Name _____

Telephone _____

Occupation _____

Hobbies or collections _____

Please list states or countries you have lived in _____

Activity 10

CONDUCTING PUBLICIZED CAREER EVENTS

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To provide large numbers of students first-hand information about an array of career opportunities.</p>	<p>Guidance Counselors Department Chairpersons</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Plan numerous special events, days fairs, etc. 2. Implement the plans with precision. <ol style="list-style-type: none"> a. Identify capable resource people. b. Tell resource people what to expect. c. Recruit and train aides for resource people. d. Explain to the faculty. e. Write the parents. f. Prepare the students. g. Publicize each event widely. 3. Evaluate each career event. <ol style="list-style-type: none"> a. Hand prepared forms to the presenters. b. Hand prepared forms to the listeners. 	<p>Figure C.10.1 - Examples of Illinois Career Events.</p> <p>Figure C.10.2 - Letter to Career Showcase Participants.</p> <p>Figure C.10.3 - Memo to Faculty about Project Big. Figure C.10.4 - Supt.'s Letter to District's Parents. Figure C.2.2 - Are You A Keen Observer? Activity C.8, p. 41 Figure C.10.5 - Advertising Brochure.</p> <p>Figure C.10.6 - Project Big Evaluation.</p> <p>Figure C.10.7 - Student Evaluation of Career Event.</p>

Figure C.10.1

EXAMPLES OF SPECIAL CAREER EVENTS IN ILLINOIS

Champaign schools conduct a "father" coffee before school.

Maine Township High School, Park Ridge, has a Career Night called "Project Big."

Danville Junior College conducts a departmental Career Day.

In the St. Louis area, a Career Fair lasts for one week.

Career Showcase, at Richwoods High School, Peoria, uses the school day.

Hersey High School, Arlington Heights, has a Sunday afternoon "open house."

Highland High School, Highland, devotes one full day to a Career Day.

Figure C.10.2

RICHWOODS HIGH SCHOOL

6301 N UNIVERSITY STREET
PEORIA ILLINOIS 61614

ROBERT E BAIETTO

RACHEL SHEPHERDSON

EVELYN J CAMPBELL
DEAN OF GIRLS

JOHN HATTON
DEAN OF BOYS

Date

Thank you very much for your willingness to participate in Richwoods Career Showcase. Without your cooperation this program could not be possible.

The objective of the program is to provide first hand information about particular occupations to students and make their present schooling more relevant.

Your business may have materials for you to bring along (pamphlets, etc.) which is quite acceptable. We would also like to video-tape your session with the students. If you object to video-tape or a tape recorder, please let us know. We would also like to know if you would be willing at some future date to have a small group of students spend an hour or two with you at your place of business. They would probably want to take pictures of you at work. This would be a one or two time deal and not an every week or every month affair. When you come to Richwoods on _____, a student will be waiting in the main office to greet you. He will take you to the room where the session will be held. Here are the kinds of things we think the students would like to hear about.

- What is your job title or description?
- Briefly describe what you do.
- What aptitudes or skills are important for your job?
- Do you have to deal with the public? If so, would you care to comment on this?
- If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?

Figure C.10.2 - continued

- What do you consider the best points of your job?
the worst?
- Is your job personally rewarding and fulfilling?
Do you enjoy going to work? Do you recommend it as
one of the alternatives students should consider?
- You may want to touch upon the financial aspect. Do
you consider the pay to be adequate, very good,
unsatisfactory?
- What is the outlook? Will this type of employment
exist when these students enter the world of work?
What changes in equipment, automation, personnel,
training requirements have you experienced in the
time you have been in this field?
- What training is required? (High school? Trade School?
College? Apprenticeship? Graduate degrees?)
- Is the field difficult to enter? (Union membership,
professional school entrance quotas, etc.)
- How does this type of career relate to what these
students do now in school?
- General information on working conditions, bosses,
employees, etc.

The session will be one hour in length. After you speak to the students they may want to ask questions. About the last five minutes someone from the guidance department will be on hand to close the session.

Again, thank you for your cooperation. We eagerly look forward to your visit.

Sincerely,

June Combs,
Director of Guidance

Shirley Horwedel,
Counselor

Figure C.10.3

Maine Township High School South

1111 South Dee Road
Park Ridge, Illinois 60068
Telephone 825-7711

Clyde K. Watson
Principal

Robert G. Barker
Assistant Principal

Robert V. Simonson
Assistant Principal

March 12, 1973

Dear Faculty Member:

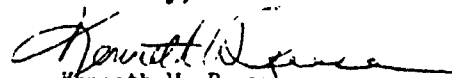
A fundamental purpose of education is to prepare the young to live a productive life. A basic concept of the current trend in career education is that educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work. Our main thrust is to prepare students for a successful life of work by increasing options for occupational choice. With this philosophy in mind, I would like to enlist your assistance in promoting the 1973 edition of PROJECT BIG, District 207's annual career night. This year PROJECT BIG will be held at Maine West on Thursday, March 22, from 7:00PM to 10:00PM.

Our purpose is to give students an opportunity to explore careers by talking directly with people who work in the occupations represented. Over 200 people will be at Maine West on March 22, representing over 150 occupations in trade, technical, business, scientific, medical, and professional careers.

The awareness of and the exposure to PROJECT BIG is the key to its success. It is my hope that each of you will discuss PROJECT BIG with your students and relate your subject area to career possibilities.

Any effort on your part to get the word out on PROJECT BIG will be appreciated.

Sincerely,


Kenneth H. Reese
Career Counselor
RB

KWR:a



Maine Township High School District 207

Richard R. Short
Superintendent

Ralph J. Frost Administration Center

1131 South Dee Road
Park Ridge, Illinois 60068
Telephone 696-3600

March 7, 1974

Dear Parents:

You are cordially invited to attend "Project Big" - Maine Township High School District 207's fifth annual Career Night - to be held at Maine Township High School East on Wednesday evening, March 27, from 7:00 to 9:30 p.m.

"Project Big" (Business-Industry-Growth) is considered one of the finest career-oriented programs in the country. Its purpose is to give students and parents an opportunity to explore career interests, and gain a broader understanding of the many vocations in industry and business by talking directly with people who work in the many occupations available in the surrounding area. Last year, 3,500 students and parents came to hear about job descriptions, become acquainted with skills and preparations needed for various careers, and visit the numerous business displays and exhibits.

Approximately 150 people representing over 100 occupations in trade, technical, business, scientific, medical and professional careers will be available to provide occupational information this year. We believe you, as parents, will find "Project Big" stimulating and worthwhile, and we are sure students will find it extremely helpful in getting a head start in career planning. It will also provide an opportunity for both students and parents to become acquainted with the many facets of the cooperative education program available at the Maine Township High Schools.

Save the date - Wednesday evening, March 27, from 7:00 to 9:30 p.m. - for "Project Big," Maine Township High School District 207's annual Career Night, at Maine Township High School East, Dempster Street and Potter Road, in Park Ridge.

Sincerely,

MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207

A handwritten signature in cursive script that reads "Richard R. Short".

RICHARD R. SHORT
Superintendent of Schools

PROJECT BIG CAREERS

Accounting	Education Elementary	Occupational Therapy
Accounting Industrial	Education Handicapped	Office Work-General
Advertising	Education-Preschool	Office Work-Secretarial
Air Conditioning and Refrigeration	Electrical Careers	Optometry
Airline Mechanic	Electronics	Patternmaker
Airline Pilot	Engineering Civil Structural	Personnel Management
Airline Reservatist	Engineering Chemical	Petroleum Industry and Production
Airline Stewardess	Engineering-Consulting	Pharmacy
Appliance Repair	Engineering Electrical	Photography
Apprenticeship Program	Engineering Industrial	Physical Therapy
Architecture	Engineering Technician	Physicians
Architecture Technologist	Fashion Design	Plastics
Artist	Fireman	Policeman
Autobody Repair	Florist	Postal Service
Automotive Parts and Service	Food Service	Printing and Binding
Automobile and Truck Mechanic	Food Store Management	Printing and Publishing
Baking	Foundry Man	Production Control
Banking-General	Graphic Arts	Public Relations
Banking-Loan Officer	Home Care Nursing	Radiologic Technology
Banking Operations	Horticulture	Radio-TV Servicing
Barber Hair Stylist	Hotel and Motel Management	Radio-TV Careers
Beautician	Illinois State Employment Service	Real Estate-Commercial
Bookkeeping	Inhalation Therapy	Real Estate-Residential
Building Construction	Insurance Careers	Recreation
Business Machine Repair and Service	Interior Design	Recreational Therapy
Business Management	Investments	Restaurant Management
Catering	Jeweler	Research and Development
Chef and Cook	Journalism	Retailing General
Chemistry	Law	Retail Management
Chemical Technicians	Legal Secretary	Sales Careers
Child Care	Librarian	Savings and Loan Financial Institutions
Commercial and Advertising Art	Machinist and Machine Trades	Service Station Occupations and Petroleum Related Occupations
Computer Programming	Manufacturing Careers	Social Work
Cooking Institutional	Marketing	Supermarket Careers
Conservation	Medical Laboratory Technician	Telephone Careers
Data Processing	Medical Technologist	Tool and Die
Dental Assistant	Metal Casting	Travel Agency Careers
Dentistry	Ministry	Trucking Industry Careers
Dental Hygienist	Modeling	Traffic Management
Dental Laboratory Technician	Mold Maker	United States Armed Forces
Design	Music Careers	Veterinarian
Drafting	Nuclear Medicine	
	Nurse Clinical Specialist	
	Nurse Liscensed Practical	
	Nurse Registered	
	Nutritionist	

PROJECT

Maine Township High School
District 207

CAREER NIGHT

Wednesday, March 27, 1974

7:00 - 10:00 p.m.

MAINE EAST HIGH SCHOOL

Dempster & Potter Rd.

Park Ridge, Illinois

Over 150 Career Fields Represented



Refreshments

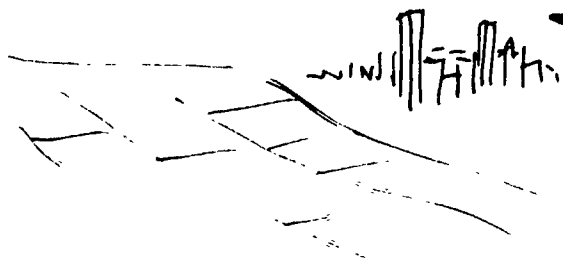


Figure C.10.6

PROJECT BIG PARTICIPANT EVALUATION

Your point of view as to the success of PROJECT BIG is solicited. It will assist the committee in having an even more effective event next year. Please complete the form tonight before leaving and return it to the registration desk at the front of the gym or give it to Mr. Keith Honn, Project Big Chairman. If you prefer to complete the evaluation at your place of work, an envelope will be provided for returning it within a week.

Mr. Keith A. Honn, Career Counselor
Maine Township High School East
2601 W. Dempster Street
Park Ridge, Illinois 60068

(check one)

1. Is this the first time you have participated? Yes No
2. Was the lead time given you to prepare for your participation sufficient? Yes No
3. Were the instructions given to you covering participation adequate? Yes No
4. Were the space and facilities provided for you satisfactory? Yes No
5. From your observation of the event itself, how would you rate the overall aspects of PROJECT BIG?
Poor Fair Good Excellent
6. Do you feel this kind of activity is helpful to the public relations aspect of your business or industry? Yes No
7. Are you satisfied regarding the frequency (once a year) of this kind of endeavor?
About right Not enough Too much
8. Estimate the number of people who visited you _____
9. Considering the interest expressed in your occupation and the number of people you talked to tonight, would you recommend that the occupation be included in next year's program? . . . Yes No

Your comments enlarging on any of the questions above or other aspects of making future Career Nights more effective are solicited. Please be frank and candid. We appreciate your participation and your comments. The value of this cannot be over-estimated.

(Your name) _____ (Career represented) _____

Figure C.10.7

PLEASE PRINT - (MUST BE FILLED OUT CLEARLY AND COMPLETELY--TURN IN AT END OF SESSION)

1. Class and teacher from which you were excused:

Class _____ Teacher _____ Hour _____

2. Student's Name _____
Last First Middle

3. Circle one: Soph. Jr. Sr. Counselor's Name _____

4. Name of Career Showcase Attended _____

5. Speaker's Name _____

6. Are you definitely interested in this career? (Circle one)

Yes No Maybe

7. Would you like to talk with your counselor about this career?

Yes No

8. Would you like to see your counselor about any other career?

Yes No

List careers which you would like to discuss:

Note to Teachers: Use this sheet as a check against your attendance list of those attending from your class. Please notify the Deans if there is a discrepancy. Also list any one whom you believe to have violated our rules. They will be denied admission to future showcases this year.

Source: Richwoods High School, adaptation.

Activity 11

HELPING STUDENTS MAKE INFORMED CAREER DECISIONS

<u>Purpose of Activity</u>	<u>Implementors</u>
To help students reexamine their thoughts about future careers.	Guidance Counselors Vocational Teachers Academic Teachers
	<hr/> (Local Leadership) <hr/>

<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
1. Administer published inventories of interests and aptitudes.	Figure B.3.4 - Commonly Used Inventories. Figure B.3.5 - Methods of Expressing Test Scores.
2. Introduce students to informal assessment tools.	Figure B.3.2 - Examples of Informal Assessment Tools.
3. Remind students of career opportunities.	Activity C.7, p. 37
4. Provide synthesizing experiences.	Figure C.11.1 - Personal Data Sheets. Ref. 31
a. With the student, go over all the material in his/her cumulative folder.	Agricultural Education in Public Schools
b. Select items from study guides.	Ref. 13 Deciding. Ref. 12 <u>Comparative Guidance and Placement Program.</u>
c. Conduct a Basic Decisions Seminar.	Figure C.11.2 - Basic Decisions Seminar Form. Figure B.3.3 - Choosing a Job: An Experiment.

Figure C.11.1

PERSONAL DATA SHEET

NAME _____ HIGH SCHOOL _____

ADDRESS _____ ADDRESS _____

APPROXIMATE RANK IN CLASS _____

ACADEMIC AVERAGE _____

COLLEGE BOARD SCORES:

PSAT Date _____ Verbal _____ Math _____

SAT Date _____ Verbal _____ Math _____

ACH Date _____ Scores: _____

ACT Date _____ Eng _____ Math _____ Soc St _____ Nat Sc _____

Composite _____

DESIRED MAJOR _____

ANTICIPATED CAREER _____

SUBJECTS TAKEN IN HIGH SCHOOL:

Grade 9

Grade 10

Grade 11

Grade 12

INTERESTS AND TALENTS:

EXTRA CURRICULAR ACTIVITIES:

WORK EXPERIENCE:

Figure C.11.1 - continued

COLLEGE ADMISSIONS CHECK LIST

Use this convenient check list to remind yourself of individual college admissions requirements and to record the progress of your application procedures.

College Name	Registration Deadline	Testing Date	Registration Deadline	Testing Date	Registration Deadline	Testing Date	Registration Deadline	Testing Date
College Address								
Prereq. Req. List								
Materials Received								
Application Deadline								
Application Fee								
Required Tests:								
PSAT								
SAT								
ACT								
Others								
Course Requirements Fulfilled								
Personal Interview Required								
Interview Appointment Requested								
Interview Date								
Interview Logistics Completed								

Figure C.11.1 - continued

References Required				
Names, Addresses of References				
References Complete				
Application Filed				
Transcript Forwarded				
College Reply Date				
Financial Aid Review				
Financial Interview Required				
Required Financial Forms:				
CSZ Parents' Confidential Statement				
ACT Family Financial Statement				
Others				

Source: Barre, Mary E. Counselor's Sourcebook for College Planning.

Figure C.11.2

Name _____

Basic Decisions Seminar
Fall, 1973

PUTTING IT TOGETHER

1. List your present occupational choice(s) and check () how certain you think they are.

<u>Present Occupational Choice(s)</u>	<u>Very Certain</u>	<u>Somewhat Certain</u>	<u>Not Certain</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Place an X in front of each occupation listed above that you had not considered prior to taking this course.

3. Circle each of the letters that are part of your Self-Directed Search Summary Code. Indicate, by using numbers 1, 2, 3, the order of the letters in your code.

<u>Order</u>	<u>Letter</u>	<u>Description</u>
_____	R	<u>Realistic</u> - includes skilled trades, technical and some service occupations
_____	I	<u>Investigative</u> - includes scientific and some technical occupations
_____	A	<u>Artistic</u> - includes artistic, musical, and literary occupations
_____	S	<u>Social</u> - includes educational and social welfare occupations
_____	E	<u>Enterprising</u> - includes managerial and sales occupations
_____	C	<u>Conventional</u> - includes office and clerical occupations

4. Check (✓) your primary (+) and secondary (0) interest areas as indicated by the Strong Vocational Interest Blank results. (The letters in parenthesis after each group represents the equivalent Self-Directed Search Code.)

Source: Moraine Valley Community College.

Figure C.11.2 - continued

<u>Females</u>		<u>Males</u>	
_____	I Music-Performing (A)	_____	I Biological Sciences (I)
_____	II Art (A)	_____	II Physical Sciences (I)
_____	III Verbal-Linguistic (E)	_____	III Technical Supervision (R,E)
_____	IV Social Service (S)	_____	IV Technical Applied and Outdoor (R)
_____	V Verbal-Scientific (I,S)	_____	V Social Service (S)
_____	VI Scientific (I)	_____	VI Esthetic (A)
_____	VII Military-Managerial (I,E)	_____	VII Business Administration (C,E)
_____	VIII Business (E,C)	_____	IX Public Contact (E)
_____	IX Home Economics (S)	_____	X Verbal-Linguistic (E)
_____	X Health Related (S)	_____	XI President-Mfg. (E)
_____	XI Nonprofessional (C)		

5. List five values that are important to you in considering an occupation.

6. List several personal needs that you would want satisfied by your occupation.

Figure C.11.2 - continued

7. What strengths (abilities, qualities, etc.) do you presently possess that will help you be successful in your future occupation?

8. What additional strengths do you need to develop in order to increase your chances of success in your future occupation?

9. (a) Looking at the above information (1-8) about yourself, summarize any consistent pattern in your occupational choice(s), interests, values and/or needs, and strengths.

- (b) From the above information (1-8), summarize any conflicts between your occupational choice(s), interests, values and/or needs, and strengths.

Figure C.12.1

EXAMPLES OF SIMULATION AND GAMES TO FOSTER CAREER DEVELOPMENT

1. Life Career Game. New York: Western Publishing Company, Inc.

Utilizes prepared materials, including cases, options available to the case individual, and expectancy tables based on census data. A simulation activity to teach 2 - 20 students about life cycles resulting from career decisions.

2. Job Experience Kits - Grades 9-12. Chicago: Science Research Associates.

Provides work-simulation experiences in 20 occupations. Students solve problems typical of each occupation. Allows for additional exploration of attitudes and feelings. Also provides interaction among members about work skills, values, and goals. Some kits include tools.

3. Man/Woman. Psychology Today magazine.

A game board with turns indicated by dice; problem cards as in Monopoly. Excellent for consciousness raising, especially when roles are reversed.

4. Economic System. New York: Western Publishing Company, Incorporated.

Requires players to take role of worker, farmer, manufacturer or miner. 7 - 13 players serve as producers, suppliers and consumers. Investment, creation of capital, trading, and taxation are required to win in thi. 2 - 4 hour game.

Figure C.12.2

DEVISE YOUR OWN CASE STUDIES AND OCCU-DRAMAS

Example:

A hypothetical pupil, similar to students in the group, goes job hunting via the Want Ad section of a local paper. Options are available. Each group member selects an option, explains his plan of procedure, and roleplays his/her activities to get the job.

Points to Keep in Mind:

1. Keep the design general, flexible, and realistic for the audience.
2. Stress problem solving.
3. Encourage brainstorming.
4. Don't make the first ones too long or complex.
5. Let students get involved in the construction of the case studies.

Gathering information about Paul



Use this worksheet to record what you will learn about a young man named Paul, so that you can help him make a career decision.

Information will be given to you about what is important to him—his values, skills, talents, personality traits, experiences at work, in the home, in the school and in his community. Begin with "Paul's Background Resume" (worksheet #2) then go on to "Paul Speaks About Himself" (worksheet #3) and finally note any other facts and impressions you pick up about him through "Statements made by Paul's Friends and Family." (worksheet #4)

<p>What Paul seems to value and hold important about work.</p>	<p>Personality traits and interests.</p>
<p>Skills and talents.</p>	<p>Work experience in the home, school and community, as well as jobs.</p>

Other points of information that you feel are important to record about Paul.

Source: J. C. Penney Company, Inc. "A Profile of Paul; A Case Study with Overhead Transparencies," Career Development Kit, 1974.

Paul's Background



Resume

Education:

High School: Graduated one year ago in a general education program.

Academic Record: Good in English, science, and math; fair marks in social studies, and languages; elected courses included: shop (woodworking), family-life, sociology, mechanical drawing, health and driver's education -- did well in all of these.

Extra Curricular Activities: Ridgefield High Students For A Cleaner Environment
Ridgefield Township Swim Team
Intramural Basketball Club
Camping

Post Secondary Education: Attending Community College in evenings; courses in: elementary psychology, photography, biology.

Work Experience:

Magic Garden Flower Shop -- part-time during senior year in high school.
Responsibilities: delivered flowers, assisted in floral arrangement during holiday season.

Ridgefield Recreation Center -- summer following senior year in high school.
Responsibilities: lifeguard at pool, assistant coach junior swim team.

Ruggles Garden Supply -- full-time following summer position, employed 6 months. Responsibilities: delivery of supplies, some planting and landscaping.

Red Robin Nursery School -- presently employed 4 months. Responsibilities: bus driver (drives children to and from school), handyman (small repairs of equipment and toys, cares for grounds around the school).

Volunteer Activities:

Assistant Coach Ridgefield Township Junior Swim Team, during summer and presently.

Paul speaks about himself

3

So, I'm nineteen, and I haven't got a job that my folks think is really right for me—but I don't think I'm so different from other kids my age.

My father, although he doesn't really pressure me, offered to pay for college or technical school after high school, but only on the condition that I enroll in a full time program. My mother kind of takes my side and tells Dad "I'm finding myself," which is really how I feel.

When I graduated from high school I found myself with no clear cut direction to take. I still needed time to explore several areas to decide what would be best for me. I've taken three courses at the local community college in three different areas—so you can't say I'm not trying. I did pretty good too.

I like my present job. Driving those little kids to nursery school has turned out to be fun. It amazes me how you look at kids differently when they're not your own brothers or sisters. But I must admit I wouldn't want to drive a bus forever.











There's a job opening up at the nursery school that I have a chance of getting. It would involve working with the children as a Child Care Assistant. Of course I'd have on-the-job training and would be required to take some child development courses at night. Mr. Patton, the Director of the nursery school, assures me it's a field both guys and girls are going into, but I'm hesitant.

I have to give this some thought if I'm going to commit myself to one area—maybe I should think about the other things that interest me like environmental science—the whole plant and ecology scene interests me—must be some good jobs in that field.

One of the teachers at work thinks I'd be good working with the children, but it's something I've never really tried before—I wonder what other people would think?

Statements made by Paul's friends & family



Mom:	"Saturday fishing trips and hikes were a regular thing for Paul. He and his younger brother, Johnny, were up and gone at the crack of dawn."	
Sister:	"Paul's got a really good sense of humor. He's an artistic person too, although he doesn't always show that side of his personality. He used to make great looking terrariums when he worked for the florist shop—gave me one for my birthday."	
Father:	"He had decent marks in school—I wonder what happened to his ambition?—I'm sure he'd make a great architect—look how well he did in mechanical drawing."	
Mr. Ruggles:	"I often wonder why Paul stopped working for me in my garden supply store. He was a good worker, even started taking on more responsibility and helped me in planning some landscaping projects. Guess he got tired of working only with me—he seems to enjoy being with people more than I do."	
A friend: from High School	"I could never stand the activity of a nursery school the way Paul does. My own brothers and sisters cause enough confusion, but then again Paul's always been more organized than I am. In high school he was one of the guys who planned the intramural basketball program."	
Mr. Patton: Director of Red Robin Nursery School	"I think Paul's a responsible individual, that's why I hired him for the bus driving job. He also takes care of the property and repairs items such as toys and broken equipment. I'm thinking about offering him a position working with the children in the nursery school. I just wish he wouldn't wear blue jeans to work—but that's his easy going style."	
Paul's brother: Johnny	"Paul's nice to me but sometimes he's pretty mean—like the time I went into his room, and accidentally broke the lamp he had made in shop class. I thought it was funny looking anyway—but I guess he was sort of proud of it."	
A friend:	"Paul's a generous person. He doesn't seem to worry about expenses, but if he plans to do all the things he's thinking of in the future . . . he better start saving now."	
Supervisor of Lifeguards: Ridgefield Park Pool	"I met Paul when he worked as a lifeguard and he has helped coach the junior swim team. He works well with the kids, but sometimes forgets the important details that are required on the job."	
A classmate: Ridgefield Community College	"Paul is a sensitive person. I noticed that when viewing some of the pictures he took for his portfolio in our photography class. He has a feeling for people and a good sense of design."	

Paul's Alternatives

5

Paul has been offered the job of Child Care Assistant by Mr. Patton, the Director of The Red Robin Nursery. As he begins to think over the decision he must make, he feels he is faced with three alternatives. Based on the information you have gathered about Paul, which alternative do you think he should take?

What information do you have to support this?

What values and needs will be met through this choice?

Are there some needs he will not be able to satisfy by making this particular choice?

What are other ways he might meet these needs?

Activity 13

TRYING CAREER-RELATED MINI COURSES

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To offer occupational survival skills to students.</p>	<p>Teachers Guidance Counselors Community Resource Persons</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Establish courses to be taught. <ul style="list-style-type: none"> e.g. <ol style="list-style-type: none"> a. problem solving. b. decision making. c. labor-management relations d. test taking e. personal relationships 2. Identify qualified persons to teach mini courses (a good opportunity to bring in parents or other community resource people to teach). 3. Establish facilities to be used. 4. Establish length of courses (days, week, hour, etc.). 5. Allow students to sign up for courses. They can be taken during their free time or during study halls. 	<p>Figure C.13.1 - Human Potential Seminar Brochure.</p>

OBJECTIVES

The ultimate goals are those of self-determination, self-motivation, and an increase in self-worth and self-confidence. Each participant, through his own efforts and through the group's interaction, achieves these goals as he

- becomes aware of his own value system
- becomes aware of new strengths and potentialities in himself and in others
- develops motivation to change what he perceives need- changing
- experiences a greater degree of control in his life
- relates to others in a more natural and meaningful manner
- enjoys everyday experiences more fully
- understands his achievement patterns and the ways in which they encourage or inhibit the use of individual potential
- becomes able to establish and to achieve immediate and long range goals that utilize his personal strengths and values

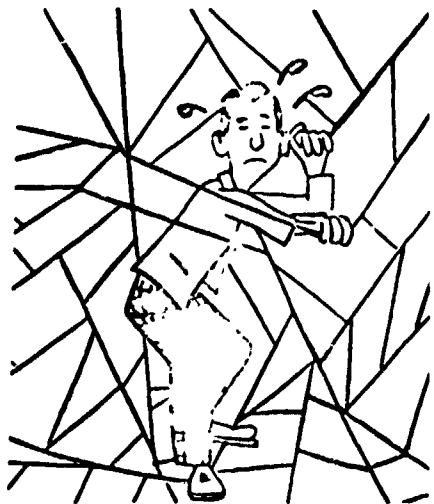
Figure C.13.1

PARTICIPANT RESPONSES

Following are typical responses from participants of campus Human Potential Seminar last semester

- "I was made aware of my own potential both"
- "The Human Potential Seminar was a truly rewarding experience"
- "I say in the Seminar the actual goal of bringing out the honesty in my own"
- "... a marvelous experience"
- "I decided you can't really change your personality. After you get to the personality seems to change"
- "I learned to express myself"

ILLINOIS CENTRAL COLLEGE
COUNSELING OFFICE
Post Office Box 2400
East Peoria, Illinois 61611



Hung Up On Who You Are, Where You're Going? Try . . .

HUMAN POTENTIAL SEMINAR

Psychology 190

Sponsored by Social Science Division
and Counseling Center

Illinois Central College — East Peoria, Illinois

Figure C.13.1 - continued

INTRODUCTION

Today's academic community, dedicated as it is to helping students acquire the body of knowledge and information needed for intelligent participation in a free, democratic society, often places students in an environment which fosters stress rather than a release of innate potential. Most students in this situation use only about 10 percent of their human potential: not only academic potential, but the potential to be creative, to feel, to think, to enter into meaningful personal relationships, to have fun and to develop one's self.

The faculty of the Social Sciences Division and the Counseling Center, realizing the community college's obligation to provide training directly aimed at student self discovery, self-acceptance and self-fulfillment, are offering small group experiences

known as HUMAN POTENTIAL SEMINARS.

The Human Potential Seminar may be taken as a credit course, Psy 190 1.

Human Potential Seminars, unlike group therapy or sensitivity training, focus on what is right with participants rather than on what is wrong with them. Students are exposed to positive growth experiences in which they learn of their individual capabilities for achievement and success, and of the personal strengths which they can use to motivate themselves toward realizing their full potential.

Participants develop an awareness of their personal value systems, and, through a systematic program of goal setting, they learn how to take increased direction over their own lives.

SEMINARS . . . AT A GLANCE

Human Potential Seminars in this series include a group of from seven to twelve participants, plus a leader, who assumes the role of facilitator. The groups meet once a week for eight weeks. Interested students should check the current class schedule to find dates and times groups will be offered.

The atmosphere of the Seminars is one of freedom and permissiveness, it is one which encourages mutual trust, understanding, honesty, acceptance and support. It is a situation in which people learn about themselves and others by dealing with themselves and with others within a group setting.

Members, therefore, are provided with an opportunity to grow as individuals in an atmosphere in which they are accepted as persons. This "accepting" concept implies just that, accepting another person as being valuable just because he is an individual human being — not because he is like, or different from others, but just because he "is."

When a person enters the Human Potential Seminar, there are five phases through which he passes as a part of the experience.

First, he engages in a personal unfoldment experience, during which he is encouraged to share as deeply as he can those experiences which he feels have contributed to his being the person that he now is.

This is followed by the achievement acknowledgment phase, in which each participant shares with the group, on a voluntary basis, experiences of achievement, success, or satisfaction he remembers having had in his life.

The third phase, goal establishment, is structured to help students become aware of how to achieve those things they want to achieve.

The fourth phase is value clarification, during which participants identify and rank values in order of importance. This activity helps each participant to become aware that an understanding of his values will help him to gain a greater degree of direction in his life.

Following this phase is a process called strength bombardment, in which each student voluntarily cites his personal strengths and invites group members to share the strengths which they see in him. Attention is also given by the group to what keeps a person from using his strengths fully.

A group fantasy then is constructed in which it is imagined what each person could be doing in the future if he used his strengths.

Activity 14

FORMING CAREER DISCUSSION GROUPS

<u>Purpose of Activity</u>	<u>Implementors</u>
To provide special opportunities for students to discuss career related concerns with peers.	Teachers Guidance Counselors <hr/> <u>(Local Leadership)</u>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
1. Let students identify topics of concern. 2. Familiarize yourself with the <ol style="list-style-type: none">details of good arrangements.procedures to assure group effectiveness.	Figure C.14.1 - You're Asking Me? Figure C.14.2 - 15 Career Related Topics. Figure C.14.3 - Characteristics of Good Arrangements. Figure C.14.4 - Techniques for Group Effectiveness.

You're Asking Me?

What Decisions In Life Are Most Difficult To Make? Why

Asked At St. Joseph-Ogden High School



Kelly Parker, sophomore: What I'm going to do when I get out school. The world's always changing.



Mickie Chapman, junior: What you're going to do with the rest of your life. And trying to decide how to answer this question.



Cindy Belenser, sophomore: I haven't really had to make any yet. I'm afraid about jobs, money, things like that in the future.



Penny Swallow, junior: Whether or not to continue school after you get out of high school. Whether you should go on to school to get a good education to get a good job or whether you should get married.



Mike Peters, junior: Trying to decide what job you want to take when you get out of high school. You might want to take one thing and you don't have the right experience for it.



Jane Brummet, junior: What you want to become. There are so many things that you can be, you have to make a choice. It's hard because I'm interested in several things.

Source: Champaign News-Gazette, April 27, 1974.

Figure C.14.2

1

15 CAREER RELATED TOPICS WHICH CONCERN HIGH SCHOOL STUDENTS

Why do people work?

How does one "choose" an occupation?

Are certain types of information required to make a career decision?

What are my qualifications?

What does a credit or personal reference mean?

Will I have to take any tests?

How do I know if I am seriously interested in a job?

Is it necessary to adopt certain job attitudes?

What obligations does the worker have to the employer?

Must I be regular in attendance?

Job interviews - why are they important?

What criteria should be considered in making a trade school choice, selecting an apprenticeship, etc.?

What are some of the problems minority groups encounter when making a career decision?

Are home and a career for me?

Which jobs will support my hobbies?

1

If you want more topics or more involvement:

Have students put unsigned statements of vocational problems in a box. Each pupil could then draw out a statement for group discussion.

If you want to see which topics are of greatest concern, ask your guidance director for copies of the Mooney Problem Check List. It's easy to administer and score.

Figure C.14.3

CHARACTERISTICS OF GOOD ARRANGEMENTS FOR GUIDANCE GROUPS

1. Divide students into groups of 8-10. These groups can be divided according to expressed interests in a particular occupation, or in topical groups to discuss general concerns in career planning. Groups can be student-led, teacher-led, parent-led, or para-professional-led.
2. Meet an hour each week at various times so as not to interrupt the same class each time; or utilize homeroom.
3. Divide the class - counselor could work with half of the class and a teacher with the other half. Should not conflict with other teaching duties.
4. Arrange for regular group sections and let students volunteer to be scheduled. Number of meetings depend on group preference and group progress. (Individual should be allowed to withdraw from the group if he or she wishes).
5. Pre-determine the time, place, and length of meetings.
6. Arrange for comfortable facilities and create an atmosphere that will encourage free and informal talking.

Figure C.14.4

TECHNIQUES TO ASSURE GROUP EFFECTIVENESS

1. Start and end on schedule.
2. Assist students in getting acquainted and learning group skills.
3. Develop a "we" feeling in the group.
4. Gather knowledge of students' background and interest.
5. Treat each student as a significant person and try to draw quiet members into group discussion.

Example:

 - a. Ask them questions you are sure they can answer, but also give them some questions to create thinking.
 - b. Ask for their opinion.
 - c. Ask them about their experiences in relation to the subject matter being discussed.
6. Listen to student ideas as well as words.

Remember: The group leader is not required to make any contributions if the group discussion is going well.
7. Discuss concerns, but avoid voting to settle arguments - attitudes are not changed by voting.
8. Utilize various questions to avoid "getting too far off the subject."

Example: "Where are we?"

"What other significant areas are there to cover?"
9. Summarize effectively:
 - a. Analyze.
 - b. Evaluate.
 - c. Clarify.
 - d. Emphasize principal parts.

Encourage students to "think" about themselves in relation to what has been discussed. "What are my goals? Do they fit my interests?", etc.

Activity 16

EXPANDING THE INPUT FOR EDUCATIONAL PLANNING

<u>Purpose of Activity</u>	<u>Implementors</u>
To help students obtain necessary information for education planning.	Guidance Counselors <hr style="width: 80%; margin: 0 auto;"/> (Local Leadership)
<u>Suggested Tasks for Implementation</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Post and hand out an "events calendar" for college-bound juniors and seniors. 2. Send parents a letter about post-high school planning. 3. Develop a hand-out on "Instructions for Filling out a College Application." 4. Conduct a parent-student seminar on college scholarships and financial assistance programs. 5. Conduct a senior status check. 6. Keep accessible, updated files on post-high school programs - arranged by categories suggested by student users. 7. Arrange an articulation day for students and parents to interview representatives from higher education. 	<p>Figure C.16.1 - Events Calendar.</p> <p>Figure C.16.2 - Letter to Parents from Counselors and General Information Sheets.</p> <p>Figure C.16.3 - Aid Application Procedure. Ref. 2 <u>How About College Financing?</u></p> <p>Figure C.16.4 - Senior Status Check.</p> <p>Figure C.16.5 - Area Schools for Career Training. Ref. 3 American Trade Schools Directory. Activity C.10, p. 45</p>

Figure C.16.1

JUNIOR YEAR

- September - Register through your counselor for the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) which will be administered in your school on October 23, 1973 (cost - \$2.50).
- Study PSAT/NMSQT Student Bulletin.
- Check with your counselor to make sure your courses meet college requirements.
- October - Take the PSAT/NMSQT.
- Remember that your first three years of high school are becoming important as more and more colleges are basing their admissions decisions on the work you do in the first six semesters.
- November - Start to explore information on colleges. See list on pages 4 and 5 for sources of information available from your counselor. Write to the colleges yourself for information and catalogs.
- December - Consider applying for a special college preparatory program for next summer. See your counselor for suggestions.
- Talk to teachers and graduates from your school about the colleges they have attended.
- January
&
February - Start lining up a summer job.
- Investigate financial aid possibilities.
- Check deadline dates for special scholarship competitions.
- March
&
April - Register for the May STA and April ACT. (Check deadlines.)
- Ask your counselor about obtaining registration fee waivers.
- Make sure your parents have a copy of their federal income tax return in a safe place so that you will be able to use the information in applying for financial aid.
- Ask your counselor for suggestions in preparing to take the test.
- Take ACT.
- May
&
June - Take the SAT.
- Discuss with your counselor your college choices.

Source: Sterling High School.

Figure C.16.1 - continued

COLLEGE BOUND CALENDAR

SENIOR YEAR

- September - Finalize the list of colleges to which you want to apply (usually three). Your selections should include at least one that you definitely feel will accept you.
- Remember that your first semester grades may determine whether the college accepts you.
- October
&
November - Submit Parents' Confidential Statement and/or Family Financial Statement.
- Submit Illinois State Monetary Award Application.
- Submit applications for admission and financial aid.
- Ask your counselor about fee waivers.
- Check with your counselor to determine whether you should take the ACT and/or SAT over. If so, register immediately.
- Submit test scores to college(s) that were not on your original registration form.
- December - Take SAT and/or ACT.
- Write to the colleges to which you have applied and ask to visit if you have not done so.
- Register for the Achievement Tests if you need them for any of the colleges to which you are applying.
- Check to see if you have done everything necessary for admissions and financial aid.
- January - Take the Achievement Tests.
- Check with your counselor and teachers to see that secondary school reports, letters of recommendation and transcripts have been sent.
- February
&
March - Have mid-year grades sent to the colleges that require them.
- Start looking for summer job.
- April
&
May - Most colleges will notify you of their decisions on admission and some on financial aid.
- Bring your letters of acceptance and/or rejection to your counselor as you hear from the colleges so he/she knows your status and will be able to assist you.
- Keep your counselor informed as you receive your financial aid package.
- Make a decision on accepting financial aid packages as you receive them.
- See your counselor for help.
- June - You must have your school send final transcripts.
- Continue to keep your counselor informed.

Figure C.16.2

STERLING HIGH SCHOOL
1608 Fourth Avenue
STERLING, ILLINOIS 61081

Dear Parents:

The counselors of Sterling High School feel that it would be beneficial for parents to receive general information concerning post high school planning for their sons and daughters. Therefore, we are taking this opportunity to send you in outline form some information which you might find worthwhile to discuss with them. The material which we have outlined very briefly in the attached information bulletin will be discussed with students. Since they do not always pass this information along, we feel that it might be helpful to you to have this information available to assist you in aiding your son or daughter plan their future.

Since the brief information bulletin cannot possibly answer all of your questions, please feel free to call or visit any of the counselors at the high school. They may be reached between 8:00 a.m. and 4:00 p.m. on school days at 625-6800 at the following extensions:

Mr. John Bishop	Extension 36
Miss Jane Farber	Extension 55
Miss Thomasine Cannell	Extension 29
Mr. Harold Cherry	Extension 53
Mr. Dewayne Davis	Extension 51

Your cooperation in helping us in our mutual concern is greatly appreciated.

Sincerely yours,

GUIDANCE DEPARTMENT

enclosure

Figure C.16.2 - continued

GENERAL INFORMATION CONCERNING POST HIGH SCHOOL PLANNING

The following information is related to educational planning after high school. Much of the information is applicable to vocational-technical schools as well as colleges and universities.

Admissions Test

- I. Most colleges will require prospective students to take either the American College Test (ACT) or Scholastic Aptitude Test (SAT).
- II. Colleges use these for various purposes
 - A. Selecting students for admission
 - B. As an aid for advising students
 - C. Placement
- III. The S.A.T.
 - A. Part of the College Entrance Examination Board test program (CEEB). Usually referred to as the "College Boards".
 - B. These tests consist of the three-hour SAT given in the morning, and a maximum of three - one hour Achievement Tests given in the afternoon.
 - C. Some schools require the SAT only, while others require the SAT and a certain number and type of achievement tests.
 - D. It is not recommended to take both the SAT and three achievement tests on the same day.
 - E. The test consists of a Verbal and Mathematical section. It is scored on a scale of 200 to 800.
 - F. The cost for SAT - \$6.50 - additional cost for Achievement Test.
 - G. Given five times throughout the year.
 - H. Test registration and booklets are available in the Guidance Office.
 - I. Do the registration yourself - not your parents.
- IV. The A.C.T.
 - A. Three-hour educational development test covering the fields of English, mathematics, the social studies, the natural sciences and word usage.
 - B. All state schools in Illinois require the ACT.
 - C. The ACT is scored on a scale of 1 to 36.
 - D. Illinois State Scholarships are awarded partly on the basis of the ACT.
 1. Juniors should take during the spring testing.
 - E. Test registration material and booklets are available in the Guidance Office.
 - F. Cost for ACT - \$6.50.
- V. When to take tests
 - A. Best to take tests as early as possible.
 1. ACT - spring testing
 2. SAT - spring or summer testing
 - B. You can take test more than once.
 1. Colleges will generally accept higher score.

Source: Sterling High School, adaptation.

Figure C.16.2 - continued

- VI. If you are unsure as to what colleges you are interested in, it is best to take both tests.
- A. Can take either ACT or SAT in the fall of your senior year.

Financing Education

- I. On the average, how students finance an education
 - A. Parents pay 40% to 50% from current incomes.
 - B. Students use their own savings and earnings to pay for almost 25%.
 - C. Parents pay another 10 to 15% from family savings and loans.
 - D. Scholarships provide only 10 to 20% of total college expenses

- II. How education may be financed
 - A. Family help - from savings, income
 - B. Insurance
 - C. Student earnings through work
 - D. Loans
 - E. Scholarships

- III. How colleges are helping students
 - A. Scholarships
 - B. Loans
 - C. Employment
 - D. Grants

- IV. Financial Aids
 - A. Most depend on two factors
 1. Educational promise as determined from school record and/or test
 - B. Recent tendency is for smaller scholarship awards but more available
 1. Very few scholarships available for large amounts
 - C. One of the best sources available is the college you wish to attend
 1. Write college for information
 2. College belonging to CEEB scholarship service (available from counselor)
 3. College belonging to ACT scholarship service (available from counselor)
 - D. Various types of eligibility for scholarships
 1. Certain rank in class
 2. Must take test - example: ACT, PSAT, etc.
 3. Must attend certain school
 4. Enter certain field - engineering, nursing, etc.
 5. Agree to employment
 6. Son or daughter of employer
 7. Must evidence need for assistance
 - E. Examples of Financial Aid
 1. Illinois State Commission
 - a. Take ACT
 - b. Upper half of class
 - c. Tuition up to \$1200
 2. Illinois State Grants
 - a. Applications available in the fall of senior year
 - b. Pays tuition up to \$1200, based on need
 3. Illinois County Scholarship
 - a. Take Test
 - b. Attend University of Illinois
 - c. Pays tuition and fees for four years

Figure C.16.2 - continued

4. Special Education Scholarship & Adult Education Teacher Scholarship
 - a. Sterling High School awards scholarship
 - b. Upper half of class and plan on teaching
 - c. May attend any state college
 - d. Pays tuition and fee for four years
 - e. Must sign statement of entering special education field
 5. General Motors
 - a. No limitation on course of study or career
 - b. Both young women and young men eligible
 - c. 387 four-year scholarships - from \$200-\$2000 a year depending on need
 6. Church related scholarships
 7. National association scholarships (Elks, PTA, etc.)
 8. Industrial scholarships
- F. Loans
1. National Defense Education Loan
 - a. Apply at college you enroll
 - b. May borrow up to \$1000 per year for 5 years
 - c. Not required to pay back until one year after graduation
 - d. 10 years to pay - 3% interest on unpaid principle after payment begins
 - e. Teacher will have 10% of loan cancelled for each consecutive year they teach up to a maximum of 50%
 2. State Guaranteed Loans
- G. Work
1. During school
 - a. Not recommended during freshman year
 - b. Contact employment service at school
 2. During summer
 - a. Colleges will expect
 - 1) Boys \$300 before freshman year, \$350 before sophomore, \$400 before junior and senior year
 - 2) Girls \$200 before freshman year, \$250 before sophomore, \$300 before junior and senior year
 3. May be able to secure job during Christmas vacation

College Applications

- I. Applying to colleges
 - A. When to apply
 1. As soon as possible in the fall of senior year
 - a. Check catalogue for earliest date
 - B. Securing application
 1. Write directly to college to which you are applying
 2. Address the letter to the Director of Admissions
 - C. How many colleges should you apply to?
 1. Will vary with the student
 - a. Depends on
 - 1) Type of student - rank in class and grades
 - 2) Type of school to which you are applying--how competitive
 - 3) Discuss with counselor

Figure C.16.2 - continued

- D. Sending in applications and transcripts
 - 1. Bring application to counselor and request transcript to be sent to college (include check for application fee)
- E. Cost of application
 - 1. Some colleges (increasing each year) require an application fee
 - 2. Generally from \$10.00 - \$25.00
- F. Hearing from colleges to which you have applied
 - 1. Colleges have different types of procedures in deciding on application
 - a. Some have rolling admissions
 - b. Some have an acceptance date deadline
- G. Upon receipt of notices of acceptance
 - 1. Make final selection
 - 2. Notify that school and other schools of your decision
 - 3. Notify your counselor
 - 4. Sending housing applications and room deposit if required, make any supplementary applications which are necessary, make appointments for placement testing, if available in advance
- II. Things colleges consider in accepting students
 - A. High school grades
 - B. Class rank
 - C. Subjects taken
 - D. Test results (SAT or ACT)
 - E. Recommendations
 - F. Extra-curricular activities
 - G. Autobiography (if required)
 - H. Meeting application deadlines

Visiting a College

- I. When
 - A. Best to make arrangements when high school is not in session
 - 1. Summer
 - 2. Teacher Institute
 - B. Important to see college when students are attending
 - 1. Not during a day when college students are not in attendance
- II. Procedure
 - A. Write or contact, in some way, appropriate individuals to inform them that you plan to visit
 - 1. Contact in enough time for them to notify you of how acceptable the date is
 - 2. Include in your notification what day and approximately what time you plan to arrive
- III. What to look for and do
 - A. Use guide which is found in the College Selection Guide
 - B. Facilities
 - C. Visit classes--if possible
 - D. Talk with students
 - E. Have a list of questions you wish to ask
 - 1. Have an idea of what you are looking for in a college

Figure C.16.2 - continued

- IV. What to do if you can't visit a college because of the distance away from home
 - A. Second best to a campus visit is a session with a college admissions officer at your school
 - B. You may know a recent graduate or a person now enrolled in the college you are interested in. Talking with such a person may be very helpful.

What School For Me

- I. Things to consider in selecting a school
 - A. Geographic location of school
 - 1. How far from Sterling?
 - 2. Transportation facilities
 - B. Type of school
 - 1. State supported
 - 2. Denominational
 - 3. Co-educational
 - 4. How are funds secured to finance the school?
 - C. Large or small school
 - 1. Enrollment
 - 2. Proportion of men to women
 - 3. Advantages of large or small school
 - D. How does the college rank in regard to my vocational preference?
 - 1. Does it have an outstanding department?
 - E. Admission requirements
 - 1. Are there certain limitations as to the number of entering freshmen?
 - 2. Are certain prerequisites required?
 - 3. How does your rank in the graduating class affect entrance?
 - 4. Is an admissions test required?
 - F. Recognition by Accrediting Association
 - 1. Is the school recognized by one or more of the various regional or National Associations?
 - G. Faculty of the College
 - 1. Are they recognized as authorities?
 - 2. How about their training and experience?
 - H. Cost
 - 1. What does tuition cost?
 - 2. What does tuition cover?
 - 3. Board, room, books, activity fees, etc.?
 - I. Housing facilities
 - 1. Dorms
 - 2. Fraternities
 - 3. Sororities
 - 4. Private Homes
 - J. Opportunities for self-help
 - 1. Does the college help in securing part-time work?
 - K. Scholarships available
 - 1. Kind
 - 2. Value
 - L. Do you desire an ROTC program?

*CAUTION:

Some vocational schools are interested in money only. Beware of signing anything without checking into the school and its program. Please feel free to consult with the high school counselors.

Figure C.16.3

OVERVIEW OF FINANCIAL AID APPLICATION PROCEDURE

Students and parents will want to make certain that they fully understand the basic steps in applying for admission and financial aid. Following is an overview of those steps, with a brief discussion of the rationale behind each.

1. Apply for admission to the school/college of your choice. Students may want to apply for admission to more than one institution in order to be reasonably certain of being accepted at one of them. While application procedures at most institutions will involve the writing of a college entrance examination (commonly either the ACT Assessment or the Scholastic Aptitude Test), eligibility for financial assistance through the major federal and state financial aid programs is not contingent upon these test scores. Remember that students do not receive financial aid until they have been admitted. The sooner the student processes his application for admission, the sooner he becomes eligible for financial support from the college, which is especially important if the college has limited funds and must disperse them on a first-come-first served basis.
2. Apply for financial aid at each college/school to which you apply for admission. The financial aid officer on each college or vocational school campus is just as important a contact as the campus admissions officer. His job is to provide financial assistance to needy students to the maximum extent possible. On most campuses in Illinois the student must make formal application for financial aid, usually by a specified deadline which may or may not be the same as the admissions application deadline for each campus. In addition to administering institutional funds, it is the financial aid officer who may be able to assist students through such federal financial aid programs as the Supplemental Educational Opportunity Grant, The National Direct Student Loan, and the federal College Work/Study program.
3. File the appropriate need analysis form. Eligibility for many financial aid dollars today is based upon financial need. The students and their parents are expected to contribute what they can from family income and assets toward college expenses, and the colleges and scholarship agencies will help to provide the rest. In order to assess the family's ability to contribute, many financial aid officers require that their students file either a Parents Confidential Statement (PCS) or a Family Financial Statement (FFS). The student can find out which form he should file from the financial aid officer or by consulting any one of many college handbooks which provide this information.
4. Apply for a Monetary Award from the Illinois State Scholarship Commission. Through the 1974-75 Monetary Award Program, students may receive up to \$1300 per year toward their tuition and fees at any approved Illinois college, university, hospital school of nursing. Counselors will be

Source: Sterling High School.

Figure C.16.3 - continued

receiving supplies of the new 1974-1975 Monetary Awards Applications in mid-November. Although the application deadline for the program is September 1, 1974, you are encouraged to apply as soon as possible.

5. Apply for the federal Basic Grant. The 1974-75 Basic Grant application forms are expected to be released in February, 1974, and supplies will be sent to high schools and colleges across the nation. Like the Monetary Award, Basic Grants are based upon financial need. Unlike the Monetary Award, Basic Grants can be used at approved vocational-trade schools throughout the nation.

Beyond these basic application procedures, many students each year find it necessary to apply for additional resources in order to meet their college expenses. They may apply for assistance through a variety of scholarship agencies, from private donors, from agencies of state government (such as the Department of Public Aid or the Division of Vocational Rehabilitation), or from the federal government (such as the Social Security or Veterans Administration). The Illinois Guaranteed Loan Program, which is also administered by the Illinois State Scholarship Commission, represents another source of assistance for students who have completed all other application procedures. Through this program students may borrow up to \$2500 per year--depending upon their class level--for both undergraduate and graduate study, with repayment beginning nine months after the cessation of full-time studies. Applications for this program may be requested by writing: Illinois Guaranteed Loan Program, P. O. Box 33, Deerfield, Illinois 60015.

Although the basic application steps appear above in numerical order, they need not be executed precisely in this order, as long as they are all completed as early as possible before either institutions or scholarship agencies have exhausted their funding.

Figure C.16.4

SENIOR CREDIT CHECK

Name _____

	<u>No. of Credits</u>		<u>No. of Credits</u>
1st year	_____	English (3)	_____
		Math (1)	_____
2nd year	_____	Science (1)	_____
		Physiology (½)	_____
3rd year	_____	Social Studies (2½)	_____
		Basic Speech (½)	_____
4th year	_____	P. E. (2)	_____
		Consumer Education	_____
5th year	_____	Driver Education	_____
Total (18)	_____		

Comments: _____

Subjects this year:

1st Semester

2nd Semester

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Do you have a part-time job? _____ Where? _____

FUTURE PLANS: What are your Career Plans? _____

FURTHER EDUCATION: Yes _____ No _____. At which school or schools are you considering? _____

Have you taken the ACT _____ SAT _____. Do you have any questions concerning the application procedure? _____ (Do not sign with a school without checking its reputation.)

Will you need financial assistance? Yes _____ No _____

Are you aware of the various financial assistance possibilities? Yes _____ No _____

Extra-Curricular Activities in School

Outside of School

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	

Signature _____

Source: Sterling High School.

Figure C.16.5

AREA SCHOOLS FOR CAREER TRAINING

Barber Schools

1. Aurora Barber College 103 S. LaSalle St., Aurora, IL. 60505
2. Lincoln Barber Colleges A) 653 15th Ave., East Moline, IL 61244
B) 522 7th Street, Rockford, IL 61104
3. Madison Barber College 427 17th Street, Rock Island 61201
4. Mid-West Barber College 4015 S.W. Adams Street, Peoria, IL 61605
5. Peoria Barber College 1315 Garden Street, Peoria, IL 61602
6. Rockford Barber College 509 W. State Street, Rockford, IL 61101

Beauty Culture Schools

1. Sterling School of Beauty Culture, Inc. 211 E. 3rd Street, Sterling, IL 61081
2. Alberto's Institute of Cosm. 100 S. Longwood St., Rockford IL 61108
3. Carl Sandburg College - Dept. of Cosm. 234 E. Main St., Galesburg, IL 61401
4. Cele Whan Academy of Beauty, Inc. 1623 11th St., Rock Island, IL 61201
5. Flamingo Beauty College 310-12 Liberty St., Peoria, IL. 61602
6. Fox Valley Beauty Culture Academy 35-37 W. Galena Blvd., Aurora, IL 60504
7. Lamolo School of Beauty Culture 301 W. Main Street, Freeport, IL 61032
8. LaSalle School of Beauty Culture 112 Wright Street, LaSalle, IL 61301
9. Moline Beauty School 1413 Fifth Avenue, Moline, IL 61265
10. Rockford Beauty Academy, Inc. 307 W. State St., Rockford, IL 61101
11. Rock Island Beauty College 1909 Second Ave., Rock Island, IL 61201
12. Sterling Cosmetology School, Inc. 1608 Fifth Ave., Moline, IL 61265

Practical Nursing Schools

1. Black Hawk College-Sch. of Practical Nursing 2122 25th Ave., Rock Island 61201
2. Peoria School of Practical Nursing 509 W. High Street, Peoria, IL 61606
3. Rockford School of Practical Nursing 201 S. Madison, Rockford, IL 61101
4. St. Mary's Hospital-Sch. of Practical Nursing 1015 O'Connor, LaSalle, IL 61301
5. Sauk Valley College-Sch. of Practical Nursing River Campus Rt. 1, Dixon, IL 61021

Source: Sterling High School.

Figure C.16.5 - continued

Professional Nursing Schools

1. Northern Illinois University - Dept. of Nursing 255 Normal Rd., DeKalb, IL 60115
(Baccalaureate)
2. Black Hawk College-Sch. of Nursing 1001 16th St., Moline, IL 61265
(Associate Degree)
3. Illinois Central College - Sch. of Nursing P. O. Box 2400, E. Peoria, IL 61611
(Associate Degree)
4. Illinois Valley Comm. College of Nursing R. R. 1, Oglesby, IL 61348
(Associate Degree)
5. Rock Valley College-Sch. of Nursing 3301 N. Mulford Rd., Rockford, IL 61111
(Associate Degree)
6. Sauk Valley College-Sch. of Nursing River Campus R. R. 1, Dixon, IL 61021
(Associate Degree)

Diploma 3 years:

7. Copley Hospital Lincoln & Western Ave., Aurora, IL 60507
8. Freeport Memorial 1133 W. Stephenson, Freeport, IL 61032
9. Lutheran Hospital 555 Sixth St., Moline, IL 61265
10. Methodist Hospital of Central Illinois 221 N. E. Glen Oak, Peoria, IL 61603
11. Moline Public Hospital 635 10th Ave., Moline, IL 61265
12. Rockford Memorial Hospital-Sch. of Nursing 2400 Rockton Ave., Rockford, IL 61103
13. St. Anthony Hospital 767 30th St., Rock Island, IL 61201
14. St. Anthony Hospital 1411 E. State St., Rockford, IL 61101
15. St. Francis Hospital 211 Greenleaf St., Peoria, IL 61603
16. Swedish-American Hospital 1316 Charles St., Rockford, IL 61101

Private Vocational Schools

1. Bear Automotive Safety Service School 2103 5th Ave., Rock Island, IL 61201
2. Hobart Welding School 1467 N. Main St., East Peoria, IL 61611
3. Institute of Drafting & Technology $\frac{1}{2}$ mile South on Hwy. 78, Morrison, IL.
61270
4. JoAnne's School of Charm & Modeling 77 S. Broadway-Lower Level, Aurora, IL.
60504
5. Rock Island Radio Electronic-T.V. Sch. 111 $\frac{1}{2}$ 18th St., Rock Island, IL 61201
6. Rock Island Technical School, Inc. 202 W. Second St., Milan, IL 61264

Figure C.16.5 - continued

Illinois Public Junior College - Career Programs

- Key: (A) Associate Degree
 (C) Certificate Program (Less than two years of concentration)
 (B) Both - Associate and Certificate Programs

I. Black Hawk College - Moline, Illinois

- | | |
|-----------------------------------|-----------------------------------|
| A. Business-General (A) | L. Office Procedures (A) |
| B. Data Processing-Operators (C) | M. Secretarial Science (A) |
| C. Data Processing-Programmer (A) | N. Chemistry Technology (A) |
| D. Inhalation Therapy (A) | O. Machine-Mechanical (C) |
| E. Medical Record Technician (C) | P. Electronics (A) |
| F. Nursing-Associate Degree (A) | R. Mechanical Technology (A) |
| G. Nursing-Aide (C) | Q. Industrial Engineering (A) |
| H. Fire Science (B) | S. Production (B) |
| I. Law Enforcement (B) | T. Radio - T. V. Broadcasting (A) |
| J. Legal Secretary (B) | U. Welding (C) |
| K. Medical Secretary (A) | |

II. Highland College - Freeport, Illinois

- | | |
|--|--------------------------------------|
| A. Agriculture - Business Management (A) | H. Secretarial Science (A) |
| B. Agriculture - Mechanical (A) | I. Auto Technology-Sales-Service (A) |
| C. Agriculture - Production (A) | J. Chemistry Technology (A) |
| D. Accounting (A) | K. Machine - Mechanical (A) |
| E. Business - General (A) | L. Electronics (A) |
| F. Data Processing - Programmer (A) | M. Mechanical Technology Design (A) |
| G. Nursing - Aide (C) | |

III. Illinois Central College - Peoria, Illinois

- | | |
|--|--|
| A. Agriculture - Business Management (A) | Q. Cooperative Education (A) |
| B. Agriculture - Marketing (A) | R. Secretarial Science (A) |
| C. Agriculture - Mechanical (A) | S. Stenographic (C) |
| D. Agriculture - Service-Supplies-Equip. (A) | T. Automotive Tech.-Sales-Service (A) |
| E. Accounting | U. Chemistry Technology (A) |
| F. Mid-Management-Marketing-Retailing (A) | V. Civil Tech.-Concrete-Structural (C) |
| G. Motor Freight-Traffic Transportation (B) | W. Drafting - Architectural (A) |
| H. Data Processing-Programmer (A) | X. Machine - Mechanical (A) |
| I. Medical Records Technician (A) | Y. Electronics (B) |
| J. Nursing - Associate Degree (A) | Z. Mechanical Tech. - Design (A) |
| K. Nursing - Licensed Practical (C) | XX Production (A) |
| L. Operating Room Technician (C) | XX. Automotive Mechanic (C) |
| M. Physical Therapy (A) | XX. Building Construction Trades |
| N. Child Care-Development (A) | XX. Commercial Art (A) |
| O. Police Science (AP) | XX. Machinest - General (C) |
| P. Clerical - General (C) | |

IV. Illinois Valley - Oglesby, Illinois

- | | |
|--|----------------------------------|
| A. Agriculture - Business Management (A) | E. Secretarial Science (A) |
| B. Business - General (A) | F. Electronics (A) |
| C. Data Processing - Programmer (A) | G. Mechanical Tech. - Design (A) |
| D. Nursing - Aide (A) | H. Tool & Die - General (C) |

Figure C.16.5 - continued

V. Rock Valley College - Rockford, Illinois

- | | |
|--|--|
| A. Accounting (A) | O. Clerical - General (C) |
| B. Business - General (A) | P. Office Practice-Secretarial-
Executive Secretarial (A) |
| C. Mid-Management - Marketing - Retailing
(A) | Q. Secretarial Science (A) |
| D. Real Estate - Insurance (A) | R. Stenographic (C) |
| E. Data Processing - operator (A) | S. Automotive Technology-Sales-Service
(A) |
| F. Data Processing - Programmer (A) | T. Aviation - Ground Operation (A) |
| G. Dental Assisting (C) | U. Pilot (A) |
| H. Inhalation Therapy (A) | V. Machine - Mechanical (C) |
| I. Medical Health Technician (A) | W. Electronics (A) |
| J. Nursing - Associate Degree (A) | X. Industrial Engineering (A) |
| K. Fire Science (A) | Y. Instrumentation - Process Control(A) |
| L. Police Science (A) | Z. Mechanical Technology - Design (A) |
| M. Recreational Leadership (A) | XX. Commercial Art (A) |
| N. Teacher Aide (C) | |

VI. Sauk Valley College - Dixon, Illinois

- | | |
|---|---|
| A. Agriculture - Business Management (A) | N. Radiologic Technician (A) |
| B. Agriculture - Mechanical (A) | O. Child Care - Development (A) |
| C. Agriculture - Services - Supplies -
Equipment (A) | P. Library Technician (A) |
| D. Accounting (A) | Q. Police Science (A) |
| E. Marketing - Retailing - Salesmanship (A) | R. Teacher Aide (A) |
| F. Mid-Management - Marketing - Retailing (A) | |
| G. Mid-Management - General (A) | S. Office Procedures (A) |
| H. Data Processing - Programmer (A) | T. Secretarial Science (A) |
| I. Real Estate - Insurance (A) | U. Automotive Technology-Sales-Service
(A) |
| J. Medical Laboratory Technician (A) | V. Instrumentation - Process Control(A) |
| K. Medical Records Technician (A) | W. Mechanical Technology - Design (A) |
| L. Nursing - Licensed Practical (C) | |
| M. Nursing - Associate Degree (A) | |

VII. Eastern Iowa Community College - Clinton, Iowa

- A. Technical Drafting - Construction - Manufacturing (A)
- B. Electronic Engineering Technology (A)
- C. Nursing - Licensed Practical (C)

***Near Future -- Secretarial Program -- Teacher Aide Program

Activity 17

MAKING ARRANGEMENTS FOR STUDENTS WITH SPECIAL NEEDS

<u>Purpose of Activity</u>	<u>Implementors</u>
To assure access to career development activities.	Superintendent Principal Vocational Director Special Education Coordinator
	<hr/> <u>(Local Leadership)</u>

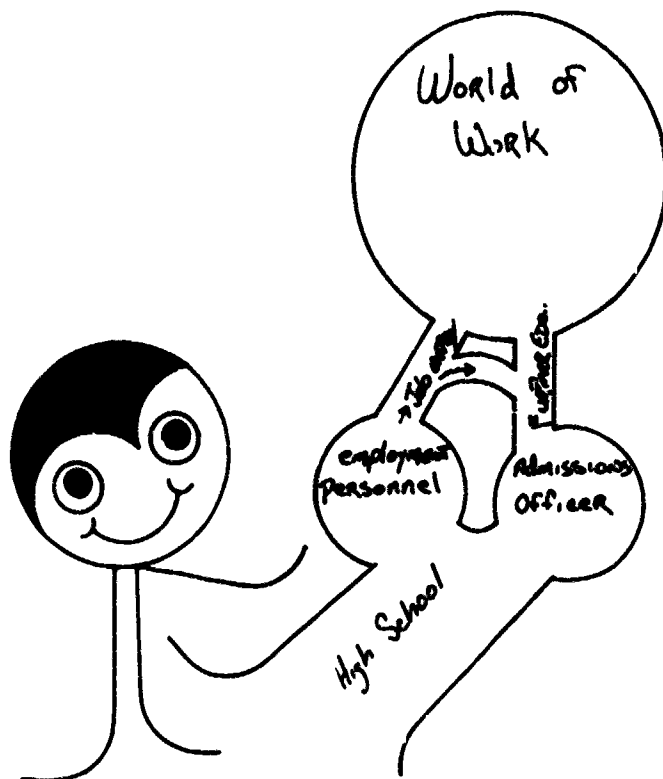
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
1. Identify students with special needs.	Activity B.1, p. 9
2. Introduce modifications to support career development	Figure C.17.1 - Critical Questions.
3. Integrate school and agency efforts to secure employment.	Activity A.7, p. 55, Figures A.7.1 and A.7.2

Figure C.17.1

SOME CRITICAL QUESTIONS IN THE DESIGN OF MODIFICATIONS
TO SUPPORT STUDENTS WITH SPECIAL NEEDS

1. **Equipment and facilities**
Are they adequate? Are they available?
2. **Scheduled Events**
Can these students participate?
3. **Curriculum design**
Is content related to career planning and implementation?
4. **Instructional Procedures**
Are inadequate or inoperative sense organs supplemented?
Is there orientation for students whose language and cultural differences are extreme?
Are appropriate tutorial services available?
5. **Administrative policies**
Are they sensitive to newly recognized need?
Do they support those who would respond to need?
6. **Parental practices**
How can new elements be introduced in family routines?
7. **Employer standards**
Are job qualifications correlated positively with task requirements?

Source: Office of Education. Suggested Utilization of Resources and Guide for Expenditures, Revised Edition. Washington, D.C.: U. S. Department of Health, Education, and Welfare, June 1972.



What is appropriate help for students seeking employment and/or further education?

GUIDE TO CONTENTS

SECTION D - Helping Students Seeking Employment and/or Further Education

The objective is

to provide appropriate counsel and help for
students seeking jobs, continued educational
opportunities and/or both.

<u>Coordinator's Obligations</u>	<u>Page</u>
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3. Evaluate the Scatter Pattern	5
4. Evaluate and Replan Activities	6
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2. Informing Students, Employers, Institutional Representatives and Others of the Placement Service	11
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COORDINATOR'S OBLIGATIONS

Obligation 1 - Develop Procedures

- . Recruit Staff for Job and Educational Placement
criteria: Successful work experience in
business and industry
Trained in personnel management
Committed to positive regard for all
people
Work harmoniously with everyone
Speak and write clearly
Well-informed about work and educa-
tion
Eligible for appropriate certification

With the assistance of a special Advisory Committee,

- . Develop policy for placement services
items: clearinghouse arrangements
who receives service
coordinate service with instructors
working relationships with employers
coordinate with coop and work-study
- . Develop forms to gather and transmit information
 - resumes
 - applications
 - registration
- . Contact representatives to establish visitors schedule
inform about school programs
- . Reserve facilities for student traffic
visitor traffic

Obligation 2 - Stimulate Understanding of the Services

. Interpret Placement Arrangements

talk about to school patrons
 student preparation employer representatives
 mutual advantages other agencies
 policies colleges and universities

. Visit employment sites to learn
 with placement staff conditions of employment
 career opportunities there
 adequacy of employee preparation
 employee motivation
 employer motivation
 need for adjustment counseling

. Review daily report of confirmed placements
 unfilled positions
 available students

. Visit post-secondary to facilitate articulation for
 schools and universities students
 identify admissions officers

. Provide personal support for routine and special activities
 arrangements
 visibility
 feedback
 representation with school administration

Obligation 3 - Evaluate the Scatter Pattern

. Prepare reports of evidence collected about

placement effectiveness relative
to current manpower data

adequacy of student preparations

job skills

related activities

productivity of placement office

interviews held

placements achieved

effectiveness of special events

In cooperation with the Guidance Committee and the ad hoc
Advisory Committee

. Specify

changes to be recommended

arrangements to provide ser-
vice

policies

topics to include in follow-up
studies

. Agree upon

procedural arrangements

use of advisory groups

assessment of needs

staff development and deploy-
ment

visibility for placement

Obligation 4 - Evaluate and Replan Activities

CHECKLIST FOR PERSONAL EVALUATION

PLACING

1. Students obtain satisfying employment.

0	1	2	3	4	5
Poor			Excellent		

Needs attention
1-year plan

Needs attention
5-year plan

2. Students find alternative ways to extend their education.

0	1	2	3	4	5
Poor			Excellent		

3. Local business and industry make appropriate use of school placement facilities.

0	1	2	3	4	5
Poor			Excellent		

4. All state, regional, and a significant number of national institutions understand programs available to local students.

0	1	2	3	4	5
Poor			Excellent		

5. Circle the number of one or more activities (in this section of the Handbook) you would add to improve your program in

197__ - 197__

1 2 3 4 5 6 7

197__ - 197__

1 2 3 4 5 6 7

and/or describe briefly some other activity which would serve the "placement" function well:

Activity 1

DEVELOPING A PLACEMENT OFFICE IN THE SCHOOL

<u>Purpose of Activity</u>	<u>Implementors</u>
To provide resources to perform job and educational placement services.	Administrator Placement Coordinator Guidance Counselors <hr/> (Local Leadership)
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none">1. Select a person as the school placement officer.2. Develop operational procedures for the placement office. Utilize advisory council to advise on procedures.3. Designate a room or corner of a room as the placement office.4. Obtain file cabinets for student records, list of employers, technical schools, colleges, and job information.5. Arrange for telephone service.6. Secure bulletin boards and wall racks for displaying job information and further training opportunities.	Figure D.1.1 - Job Placement Principles. Figure D.1.2 - Office Needs.

Figure D.1.1

JOB PLACEMENT PRINCIPLES

A single office should be identified as a central clearinghouse of job information for the entire school system or district. All information about job openings, job descriptions, salary, employee benefits, applicants recommended, and persons placed should be available in this central office. Employers, students, and staff should find such a centralized office convenient, efficient, and responsible.

Job placement programs should serve all students who seek full-time employment. Schools should be willing to work with each student who enrolls in a vocational education program, graduates as well as early school leavers.

Job placement services and procedures should coordinate with co-operative work-experience and work-study programs. All programs that involve contact and close working relationships with employers should be coordinated to avoid unnecessary duplication of requests for information and confused responsibility among the participants in the programs.

Close working relationships should be developed with employers and personnel managers. Job placement personnel need to know the people who do the hiring, to understand their employee needs, they also must help employers understand the nature of the school's program of occupational preparation, and the level of skills and competence to be expected of the graduates. Membership in personnel manager and employer groups and personal visits with employers or their employment officers is recommended.

The job placement coordinator position requires special qualifications. While the job placement coordinator should have many of the same qualities as other guidance personnel, his job requires some additional qualifications and experiences. Experience in business or industry is highly desirable, if not essential. At least an internship in personnel management is recommended. He must also be knowledgeable as to current labor laws and fair employment practices. Few guidance personnel are prepared to fill the job placement function; even if prepared, they should not be expected to assume placement responsibilities in addition to counseling responsibilities. The job placement function needs and deserves full time attention.

Source: McCracken, David. Targeted Communications for Instituting Vocational Placement and Followup. Interim Report. Columbus, Ohio: Ohio State University, 1971. Adaptation.

Figure D.1.2

RESOURCE SUGGESTIONS FOR A PLACEMENT SERVICE

In developing budget and space allocations for placement programs, consideration must be given to the following:

1. Clerical help
2. Office and reception space
3. Interviewing rooms
4. Phone services
5. General office equipment and supplies
6. Reproduction equipment
7. Files
8. Transportation

Some of these items may already be available in the schools. The extent that they represent increased costs is dependent on existing school programs and services. They represent minimal considerations in providing a placement program, and in total represent a definite increase in the school budget.

Activity 2

INFORMING STUDENTS, EMPLOYERS, INSTITUTIONAL REPRESENTATIVES AND OTHERS OF THE PLACEMENT SERVICE

<p style="text-align: center;"><u>Purpose of Activity</u></p> <p>To encourage students, employers and others to use the placement service.</p>	<p style="text-align: center;"><u>Implementors</u></p> <p>Placement Coordinator Guidance Counselors Students Employers</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<p style="text-align: center;"><u>Suggested Tasks to Implement Activity</u></p> <ol style="list-style-type: none"> 1. Develop and distribute brochures and materials describing the placement services. 2. Inform students, employers, and institutional representatives of the service by: <ol style="list-style-type: none"> a. letter. b. group guidance sessions. 3. Provide news releases to local and school news media. 	<p style="text-align: center;"><u>Resources</u></p> <p>Figure D.2.1 - Brochure Content.</p> <p>Figure D.2.2 - Letter to Employers.</p> <p>Figure D.2.3 - News Release.</p>

Figure D.2.1

FORMAT OF A BROCHURE

a. Cover and back pages.

<p>A HIGH SCHOOL GRADUATE MAY BE YOUR NEXT EMPLOYEE . . .</p> <p>Eastwood High School offers a PLACEMENT SERVICE</p> <p>CALL: 900-1000</p> <p>Place your job requisitions with us.</p> <p>KEEP IN TOUCH!!!!!!!</p>	<p>NEED HELP ? Parttime Summer Fulltime Mornings Afternoons Evenings</p>
--	--

b. Inside pages.

<p>Descriptions of students' training in the school's programs:</p> <ul style="list-style-type: none">● Applied Biological and Agricultural Occupations● Business, Marketing, and Management Occupations	<ul style="list-style-type: none">● Health Occupations● Industrial Oriented Occupations● Personal and Public Service Occupations
---	--

Highland Community Schools

Unit District No. 5

Board of Education Office

1800 L. Central Avenue

HIGHLAND ILLINOIS 62210

OLIN W. STRATTON
Superintendent of Schools

March 19, 1973

Dear Employer:

The rush for jobs is on. Students who will be graduating, are currently seeking part-time or full-time employment. Many of them are seeking this employment in the Highland area. According to a recent survey, 80% of those graduates of the class of 1972 that went to work got their first job in Highland. This speaks well of the employers in Highland.

The Guidance Department at Highland High School would like to thank you for employing so many of our past graduates and would like to take this opportunity to offer you our services to make your selection of this years graduates for employment easier. To aid you in this selection process, we would like to offer our facilities to you for receiving applications for employment and also for making initial interviews. We feel that if you selected a day to come to our high school to both interview and take applications, that this could aid you in your selection of new employees.

Many students at Highland High School have participated in the cooperative work experience program over the past three years and many more have been involved in the Collinsville Area Vocational School. We feel that these two programs along with our own outstanding curriculum can offer you a better trained and highly qualified employee.

The counselors feel that we can be of service to both you and the community. If you would be interested in setting aside a day, please contact the Guidance Department at Highland High School. Our phone number is 654-2106, extension J7. Your co-operation is greatly appreciated.

Sincerely,

Jerry Homann
Guidance Counselor

JH:ck

Source: Highland High School, adaptation.

Figure D.2.3

FOR IMMEDIATE RELEASE !!

EASTWOOD HIGH SCHOOL OFFERS PLACEMENT SERVICE.

A job placement service is being offered to students at Eastwood High School. The services will include part-time placement for students in school as well as placement for full-time work and further education after graduation.

Superintendent J. C. Banker reports that Mr. George Stout, the recently employed placement coordinator, is currently preparing to contact employers and personnel managers about the new service being offered at Eastwood.

Mr. Stout reports that students may register individually at the placement office beginning next Monday or participate in group guidance sessions to receive assistance in developing a placement file. Students, parents, and citizens are welcome to visit the placement office at the school at any time to learn more about the services provided. The placement office is located adjacent to the guidance office in the high school. For more information, call 900-1000 and ask for Mr. George Stout, placement coordinator.

Figure D.3.1

EASTWOOD HIGH SCHOOL

District 110

Anytown, Illinois 6 _____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Employer:

To expand our services the Eastwood High School is providing placement services for high school graduates and students wanting part-time work. Several of our graduates will have completed training in agricultural, business and marketing, health, personal and public service, and industrial occupations. We also have students wishing part-time work to gain experience in occupations for which they are training.

Please fill out the survey card enclosed. A member of our citizens advisory committee will contact you later next week to pick it up.

Thank you for your cooperation.

Sincerely,

Joe Richards, Chairman
Citizens Advisory Committee

George Stout
Placement Coordinator

JR:cfa

Enclosure

Figure D.3.2

EMPLOYER IDENTIFICATION SURVEY CARD

1. Name of Firm and Address _____
2. Owner/Manager _____
3. Employer/Personnel Director _____
4. Telephone _____
5. No. of full time employees _____ part time employees _____
6. Job positions in firm Specific Qualifications

7. Anticipated number of employees who will be needed
next year _____ in five years _____ (list titles on back).

Figure D.3.3

Thank you for responding to our community employer survey. We want to continue to identify job placement opportunities for our graduates.

We will try to keep you informed of our progress. Please let us know of any change in your future needs for part-time or full-time workers.

Yours truly,

Placement Coordinator
Senior Counselor

Source: Herrin High School, adaptation.

Figure D.3.4

MATERIALS AVAILABLE FROM THE
ILLINOIS STATE EMPLOYMENT SERVICE

Pamphlets

Four Important Answers for Youth Looking for Jobs.

Merchandising Your Job Talents

Timely Tips for Job Seekers

You're Already Old Enough. . .

Film

How to Interview for a Job

Services and Miscellaneous Materials

Advice on the Operation of a Placement Service

Job Application Forms

Job Counseling

Figure D.3.5

HOW TO GET ACQUAINTED "DOWNTOWN"

- * Visit each employer and personnel manager. Make this visit an orientation session for both parties.
- * Take coffee breaks where and when businessmen meet for coffee.
- * Attend civic clubs such as Rotary, Kiwanis, Lions, Chamber of Commerce. Offer to speak or present programs on the school's vocational training and job placement program.
- * Subscribe to trade and business journals.
- * Get acquainted with the local Illinois State Employment Service.
- * Contact local county agencies for the physically and mentally handicapped.

Figure D.3.6

(SAMPLE LETTER FOR STUDENTS TO REQUEST COLLEGE MATERIAL)

Your Street Address
Your City, State, Zip Code
Date

Director of Admissions
Name of College
City, State, Zip Code

Dear Director:

I am a student at _____ (Name of your school) _____ and want to learn more about _____ (Name of institution) _____. I would appreciate receiving the following materials:

1. A general bulletin explaining entrance requirements, tuition and fees, and program offerings.
2. Information about scholarships and loans.
3. Information related to _____ (Give your area of interest) _____.

Sincerely yours,

(Your signature)

(Your name--typed or printed)

ACTIVITY 4

DEVELOPING A STUDENT PLACEMENT FILE

<u>Purpose of Activity</u>	<u>Implementors</u>
To develop a file on each student who registers for work with the placement office.	Placement Coordinator Coop Coordinator Guidance Counselors <hr/> <p>(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none">1. Develop forms for placement file.<ol style="list-style-type: none">a. Placement File Card.b. Personal Data Sheet.c. Reference form.d. Release Form.2. Schedule group guidance or class sessions to disseminate placement materials and to assist students in completing the file.3. Send a letter and forms to references listed by the student.4. Develop a file for each student who registers with the placement office. Forms can be printed on 5" x 8" cards and fastened together for each student's file.5. Develop and disseminate part-time employment request forms through bulletin board displays, group guidance sessions, and cooperative education classes.	Figure D.4.1 - Placement File Card. Figure D.4.2 - Personal Data Sheets. Figure D.4.3 - Reference Form. Figure D.4.4 - Placement Record Release Form. Figure D.4.3 - Reference Form. Figure D.4.5 - Reference Letter. Figure D.4.2 - Personal Data Sheets. Activity C.14, p. 75 Figure D.4.6 - Part-time Employment Request Form.

Figure D.4.3

REFERENCE FORM

REFERFNC E STATEMENT FOR _____ FILE NO. _____

HOW LONG AND UNDER WHAT CIRCUMSTANCES HAVE YOU KNOWN THIS PERSON _____

RATING AS COMPARED WITH _____
(indicate the groups of persons you are comparing this person with)

<u>QUALITIES</u>	<u>SUPERIOR</u>	<u>ABOVE AVERAGE</u>	<u>AVERAGE</u>	<u>BELOW AVERAGE</u>
<u>Ability to work with others</u>				
<u>Originality and Creativity</u>				
<u>Appearance, Manner & Poise</u>				
<u>Oral Expression</u>				
<u>Written Expression</u>				
<u>Motivation</u>				
<u>Ability</u>				

COMMENTS:

DATE: _____ SIGNATURE _____

TITLE AND PROFESSIONAL ADDRESS: _____

Source: Illinois Central College, adaptation.

Figure D.4.4.

PLACEMENT RECORD RELEASE

File No. _____

The Eastwood High School Placement Office has my permission to release the information in my placement file to prospective employers and school and college officials.

Type or Print Name

Signature

Figure D.4.5

(LETTERHEAD OF YOUR SCHOOL)

Reference:

FILE NO:

Dear _____:

The above named student is completing a file in our office and has given your name as a reference. Students are encouraged to personally contact the people they wish references from requesting their assistance in bringing their placement file up to date.

Your cooperation in completing the enclosed reference form and returning it to the Placement Office will be appreciated. A self-addressed, stamped envelope is enclosed for your convenience.

The form you complete will become a part of the student's placement file at _____ (Name of school) _____. The file is considered confidential and will be made available only to prospective employers and school and college officials.

Very truly yours,

Placement Coordinator

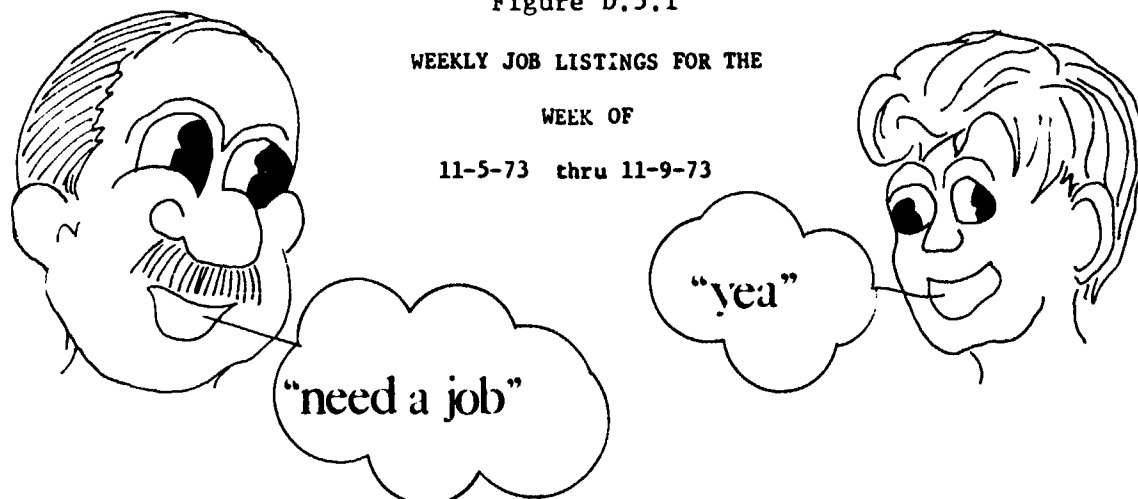
Source: Illinois Central College, adaptation.

Activity 5

INFORMING STUDENTS OF EMPLOYMENT AND EDUCATIONAL OPPORTUNITIES

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To make students aware of the opportunities available to them for employment and further education.</p>	<p>Placement Coordinator Department Chairpersons Students Coop Coordinator</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Publish and distribute a weekly job listing. 2. Place "Help Wanted" cards on the placement office bulletin board. Leave the filled position cards up for a few days and put a colored sign marked "filled" on the card. 3. Develop and maintain a continuing job listing notebook in the placement office and departmental offices. Involve students in keeping the notebooks up to date. 4. Provide educational opportunities and scholarship information in a "career corner." 5. Coordinate employment opportunities with the cooperative occupational education coordinator. 6. Direct students to respond to acceptance notices from institutions to which they applied for admission. 	<p>Figure D.5.1 - Weekly Job Listing. Figure D.5.2 - Help Wanted Card.</p> <p>Figure D.5.2 - Help Wanted Card.</p> <p>Activity B.4, p. 41</p> <p>Section A, Activity C.3, p. 23</p> <p>Figure D.5.3 - Letter to All Seniors.</p>

Figure D.5.1



The Weekly Job Scene

		<u>JOB GUIDE #</u>
<u>CASHIER</u>	Maxwell City - full time or part time	274
<u>CLERK</u>	Burger King - part time	646
	Caravette's Liquor Store	643
<u>DELIVERY</u>	Merchant's Data Processing - part time	642
<u>INVENTORY CONTROL CLERK</u>	Inland Steel Container - full time	271
<u>JANITORIAL</u>	Pride Janitor Service - part time	649
<u>LAB TECHNICIAN</u>	Bearcat Tire Co. - part time	651
<u>MAINTENANCE</u>	Bluhm Reality - full time or part time	273
<u>MANAGEMENT TRAINEE</u>	Beneficial Finance - full time	270
<u>MESSENGER</u>	K. C. Composition - part time	641
<u>OFFICE WORK</u>	S. W. Suburban Board of Realtors - part time	650
<u>PHONE SOLICITATION</u>	Mike Tansey - part time	644
<u>PUBLIC SAFETY OFFICER</u>	VILLAGE OF GLENCOE - full time	272
<u>SALES CLERK</u>	Friendly Oaks - part time	645
<u>SECRETARY</u>	1st National Bank of Oak Lawn - full time or part time	269

Source: Moraine Valley Community College.

Figure D.5.2

<u>HELP WANTED</u>	
NAME OF FIRM	_____
TYPE OF WORK	_____
QUALIFICATIONS	_____
RATE OF PAY	_____ HOURS PER WEEK _____
WORKING HOURS	_____
SEE PLACEMENT OFFICE	

Source: Sterling High School, adaptation.

Figure D.5.3

TO: All Seniors

FROM:

Soon colleges will be sending their letters of acceptance or rejection to their applicants. When you receive an acceptance from the school you wish to attend, be sure to follow its instructions concerning payment of fees, selection of courses, housing reservations, etc. If the college does not require anything immediately, acknowledge the acceptance with a letter to the Director of Admissions stating your plans to attend the college.

At the same time you should write to the other colleges which accepted you. Thank them for their consideration and ask them to withdraw your name from the rolls. You should explain that you have decided to attend another college and should name the college you have chosen. In withdrawing your name, you are giving an acceptance possibility to another applicant who may have been placed on a waiting list.

The courtesy of notifying colleges of your plans is the last important phase of the college application process and should be completed as carefully and accurately as the activities which preceded it.

Source: Barre, Mary E. Counselor's Sourcebook for College Planning. New York: Houghton Mifflin Company, 1969. Adaptation.

Activity 6

PREPARING STUDENTS TO APPLY FOR A JOB

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To equip students with job seeking and job application skills.</p>	<p>Placement Coordinator Vocational Teachers Academic Teachers Guidance Counselors</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Conduct an employment seminar or group guidance session for students. 2. Instruct students in preparing a resume. 3. Assist students in writing a sample letter of application. 4. Assist the student in preparing for and conducting a job interview: <ol style="list-style-type: none"> a. Group guidance sessions. b. Employment seminars. c. Academic or vocational classes. 5. Provide legal and labor union information to students. 6. Assist students in applying to institutions for further education. 	<p>Activity C.14, p. 75</p> <p>Figure D.6.1 - Worksheet for Developing Resume.</p> <p>Figure D.6.2 - Outline of Letter of Application.</p> <p>Figure D.6.3 - Preparation for the Personal Interview.</p>

Figure D.6.1

WORKSHEET FOR DEVELOPING RESUME

Date _____

PERSONAL DATA

NAME _____ Social Security No. _____

Address _____
Number Street City State Zip

Telephone _____
Area Code Number

Marital Status: _____

Height _____ Weight _____ Birthdate _____

Education _____

SUBJECTS STUDIED

WORK EXPERIENCE (List last employment first)

NAME OF FIRM	ADDRESS	TITLE	EMPLOYED FRGM - TO	BRIEF DESCRIPTION OF DUTIES
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

STUDENT ACTIVITIES

SPECIAL SKILLS

Source: Moraine Valley Community College, adaptation.

Figure D.6.1 - continued

REFERENCES

<u>Name</u>	<u>Address</u>
_____	_____
_____	_____
_____	_____

SPECIAL REQUIREMENTS:

Date Available: _____

Salary: _____

Location: _____

Figure D.6.2

OUTLINE OF LETTER OF APPLICATION

11521 S. LaGrange Road
Palos Hills, IL 60465
April 1, 1971

Allow 2 or 3
spaces here.
Use complete
title and
address.

Mr. George Allen
Director of Personnel
Midwest Transportation Company
9432 South Central Avenue
Oak Lawn, Illinois

If you know
the name,
always use it
rather than
"Dear Sir."

Dear Mr. Allen:

Opening paragraph: State why you are writing, name the position or type of work for which you are applying and mention how you heard of the opening or organization.

Middle paragraphs: Explain why you are interested in working for this employer and specify your reasons for desiring this type of work. If you have had experience, be sure to point out any work experience or other abilities related to the type of work for which you are applying.

Middle paragraphs: Refer the reader to the attached application blank, resume (which gives a summary of your qualifications) or whatever media you are using to illustrate your training, interests and experience.

Closing paragraph: Have an appropriate closing to pave the way for the interview by asking for an appointment, by giving your phone number, or by offering some similar suggestion to facilitate an immediate and favorable reply. Ending your letter with a question encourages a reply.

Always sign
letter.

Sincerely,

Top and bottom
margin should be
equal.

Mary Jones

Enclosure

If a resume or
other enclosure
is used, note in
letter.

Source: Moraine Valley Community College.

Figure D.6.3

PREPARATION FOR THE PERSONAL JOB INTERVIEW

How will you appear?

You are not ready for a personal interview until you have done certain "homework."

Give yourself a mirror test. Stand in front of a full-length mirror to see whether you have that "employable" look. Could you pass under close scrutiny of the interviewer; or do you have a split seam somewhere, or an uneven hem line, careless make-up, run-over heels, unpolished shoes, or dirty hands?

Are the colors you are wearing in harmony? Do your clothes look as if they belonged to you, or do they look "borrowed"? And are they appropriate for the occasion-- for the office and not for a party? And are they appropriate for bending and stooping? for sitting at a desk? while taking dictation? for meeting the public?

Your appearance should be such that the employer could say, "Sit down at this desk. We shall be proud to introduce you as our new employee."

When you are satisfied that your appearance will be an asset to you, then put all concern for your appearance from your mind, at least until after your interview. Much of self-consciousness, which is definitely not desirable, comes from being overconscious of your appearance. You must be able to take your mind off yourself and think about the person with whom you are talking and about the subjects under discussion.

In addition, keep in mind the following interview reminders:

1. Make a last-minute check of personal appearance before leaving home.
2. Go to the interview unaccompanied.
3. Allow yourself plenty of time to arrive for the interview.
4. Maintain a pleasant attitude toward the receptionist.
5. Do not be impatient or show signs of nervousness if kept waiting for the interview.
6. Greet the interviewer with a warm smile.
7. Call the interviewer by name.
8. Shake the interviewer's hand firmly.
9. Be seated only after interviewer asks you to.
10. Sit and stand erect; don't lean against the wall, chair, or a desk.
11. Don't put your purse or gloves on the interviewer's desk.
12. Let the employer take the lead in the conversation.

Source: Instructional Materials Laboratory. Job Application and Interview. Columbia, Mo. University of Missouri, July 1973.
Adaptation.

Figure D.6.3 - continued

13. Answer all questions completely.
14. Be polite and courteous--do not interrupt!
15. Have a resume and examples of work available for quick reference.
16. Make an extra effort to express yourself clearly--take time to think through your answers, use proper grammar, don't swear, avoid the use of slang, and look the interviewer in the eye.
17. Be sincere and enthusiastic.
18. Avoid smoking, chewing gum, eating candy, giggling, and squirming in the chair.
19. Don't try to flatter the interviewer.
20. Tell the truth about yourself and your experiences.
21. Speak well of former employers and associates.
22. Be positive.
23. Watch for a sign that the interview is over.
24. Thank the interviewer for his time.
25. Leave promptly.

If you do not get the job, these might be some of the reasons:

1. Poor grooming habits.
2. Poor character--chip on your shoulder, bad attitude toward work, overly emotional, late for the interview, belittled previous employers and acquaintances.
3. Sloppy writing on application blank--didn't follow directions, didn't answer all questions, didn't write clearly.
4. Did not tell the truth.
5. Overly fussy about working conditions.
6. Poor school records, bad grades, too many absences or tardies.

Activity 7

REFERRING STUDENTS TO POTENTIAL EMPLOYERS

<u>Purpose of Activity</u>	<u>Implementors</u>
To assist students in making an initial contact with a potential employer.	Placement Coordinator <hr/> (Local Leadership)
<u>Suggested Tasks to Implement Activity</u>	<u>References</u>
<ol style="list-style-type: none">1. Develop a referral card to be used to introduce students to employers. The card should be completed by the placement coordinator and carried by the student.2. Counsel students to apply for jobs for which they have special skills.3. Encourage students to write a follow-up letter thanking the employer for the interview.4. Teach students to evaluate their job interview.5. Assist employers in recognizing the competencies of handicapped students.	Figure D.7.1 - Card of Introduction. Figure D.7.2 - Interview Follow-up Letter. Figure D.7.3 - Evaluating the Job Interview.

Figure D.7.1

CARD FOR JOB INTRODUCTION

NAME OF SCHOOL _____		DATE _____	JOB NO. _____
REFERRAL FOR:			
Name _____	Appointment Date _____	Day _____	Time _____
Company _____			
Address _____		City _____	State _____
Position _____			
Attn: _____		Phone _____	
FOR INFORMATION ABOUT THIS REFERRAL			
Contact _____	Title _____	Phone _____	

Source: Illinois Central College, adaptation.

Figure D.7.2

SAMPLE INTERVIEW FOLLOW-UP LETTER

627 South Main
Anytown, Illinois 6_____

May 9, 1974

Mr. William Jones
Owner-Manager
Farm and Garden Store
405 Elm Street
Anytown, Illinois 6_____

Dear Mr. Jones:

Thank you for interviewing me for the sales clerk position in your store. I am sincerely interested in the job. I feel that I could perform the duties which the position requires. I will be available for work on June 1, 1974, the day after I graduate from Eastwood High School. You may call me at home after 3:30 p.m. The number is 369-3507.

Sincerely yours,

Mark James

Figure D.7.3

EVALUATING THE JOB INTERVIEW

Did you handle yourself properly during the job interview? Rate yourself using the check list below. Then, have someone also rate you and compare the two ratings. This should help you to identify those areas in which you are strong and those in which you need improvement.

	Yes	No	Not Sure
How you looked:			
1. Clothing clean and well-pressed?	---	---	---
2. Clothing conservative in style and color and appropriate for applying for a job?	---	---	---
3. Body clean and free from odor?	---	---	---
4. Hair trimmed, clean, combed?	---	---	---
5. Shoes clean and polished?	---	---	---
How you acted:			
6. Greeted interviewer with a smile and called him by name?	---	---	---
7. Stated your name proudly?	---	---	---
8. Shook interviewer's hand firmly?	---	---	---
9. Sat only when asked to do so?	---	---	---
10. Looked interviewer in the eye?	---	---	---
11. Listened carefully to what interviewer had to say?	---	---	---
12. Took the time to think questions through before answering?	---	---	---
13. Placed your gloves and purse on the floor beside your chair rather than on the interviewer's desk?	---	---	---
14. Emphasized what you could do for the firm rather than what the firm could do for you?	---	---	---
15. Spoke well of previous employers and associates?	---	---	---
16. Refrained from arguing with the employer?	---	---	---
17. Showed your desire to work?	---	---	---
18. Were open to new ideas?	---	---	---

Source: Instructional Materials Laboratory. Job Application and Interview. Columbia, Mo.: University of Missouri, July 1973.

Figure D.7.3 - continued

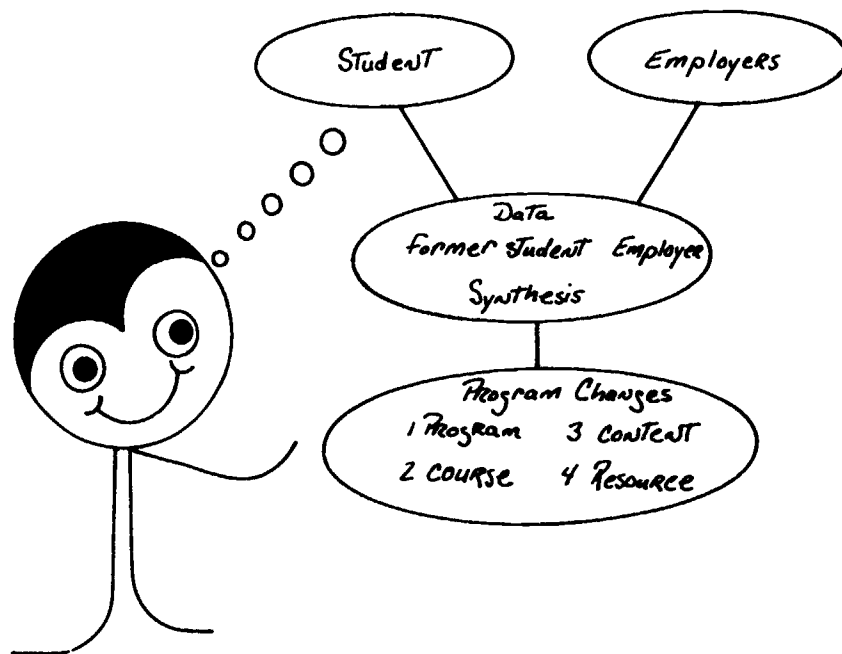
	Yes	No	Not Sure
19. Were courteous and tactful?	_____	_____	_____
20. Were enthusiastic about school, work and life in general?	_____	_____	_____
21. Asked questions about the job and the company?	_____	_____	_____
22. Demonstrated your sense of humor (if situation was appropriate)?	_____	_____	_____
23. Were prepared to tell the employer how you could be of benefit to his company?	_____	_____	_____
24. Did not lie or exaggerate your qualifications or experiences?	_____	_____	_____
25. Emphasized what you can do, not who you know?	_____	_____	_____
26. Did not chew gum, smoke, or eat candy?	_____	_____	_____
27. Stuck to the point and answered the questions briefly but completely?	_____	_____	_____
28. Were on time for the interview?	_____	_____	_____
29. Thanked the interviewer for his time before leaving?	_____	_____	_____
30. Thanked the receptionist or secretary for being helpful before leaving?	_____	_____	_____
TOTAL POINTS	_____	_____	_____

Total points:

Give yourself 3 points for each "yes," 2 points for each "not sure," and 0 points for each "no." Add your points for the total score.

Rating scale: 82-90 The kind of help we want
 76-81 Will make someone good help
 70-75 Try harder
 Less than 70 Did you really want a job?

E. FOLLOW-UP



How can follow-up evidence be collected which contributes to program planning?

GUIDE TO CONTENTS

SECTION E - Collecting and Using Follow-Up Evidence

The objective is

to collect evidence which contributes to knowledge about student competence and to program planning to increase student competence.

<u>Coordinator's Obligations</u>	<u>Page</u>
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2. Assign High Priority to Data Collection and Reporting	4
3. Interpret Results and Reformulate Guidance Plans	5
4. Evaluate and Replan Activities	6
 <u>Alternative Activities</u>	
1. Planning Follow-Up Procedures	7
2. Soliciting Follow-Up Information from Former Students	15
3. Obtaining Follow-Up Information from Employers	23
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COORDINATOR'S OBLIGATIONS

Obligation 1 - Organize to Collect Evidence

- . Specify* evidence to be collected
 audiences to be contacted
- . Establish procedures to collect data
 analyze data
- . Formulate checklists of instructions for
 mailed questionnaires
 personal interviews
- . Schedule follow-up activities
 to balance staff load
 maximize response
 support planning ventures

* In cooperation with the Guidance Committee.

Obligation 2 - Assign High Priority to Data Collection and Reporting

- . Provide personal support to keep data collection and analysis on schedule
 - collect supplies
 - mailing lists
 - supplementary staff
 - arrange appointment schedules
 - publicity
 - data analysis
 - improvise to increase returns
- . Interview respondents/non-respondents
 - re: data collection processes
 - day of week
 - advance publicity
 - offensive items
 - length
 - complexity
- . Write "synthesizing" reports which incorporate information
 - Facts about non-persisters
 - Special services for students with special needs
 - Community resource contributed to career guidance activities
 - Recent employment trends
 - Historical data on college attendance

Obligation 3 - Interpret Results and Reformulate Guidance Plans

- . Prepare study reports to specifications outlined below
- . Initiate program revisions

to specifications outlined below

In cooperation with the Guidance Committee

- . Specify topics to be included in reports*
 - to administrator's planning committees
 - to school staff
 - to general public (see Figure #3)

- . Agree upon items to receive special attention

1 year plan

5 year plan

committee evaluation of current program**

strengths

weaknesses

uncertainties

recommendations as to

other reports to be prepared

distribution of reports

uses of reports

* Recognition and accreditation visits require reports, some parts of which may be incorporated for local purposes.

** Use OSPI, DVTE, NCA standards to guide this evaluation.

Activity 1

PLANNING FOLLOW-UP PROCEDURES

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To identify procedures for collecting information from former students that can be used to assess the effectiveness of school programs and services.</p>	<p>Placement Coordinator Vocational Education Director School Administrator</p> <hr style="width: 80%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Organize a committee to plan and promote follow-up activities. The committee may be composed of the following: <ol style="list-style-type: none"> a. School Administrator b. Placement Coordinator c. Guidance Coordinator d. Vocational Director e. Teacher(s) f. Cooperative Education Coordinator 2. Develop a pre-graduation follow-up instrument to collect basic information from students. 3. Prepare students for follow-up activities prior to their departure: <ol style="list-style-type: none"> a. Administer Pre-graduation Follow-up Questionnaire. b. Conduct group guidance sessions to explain how follow-up information will be collected and used. c. Share previous follow-up reports. 4. Develop follow-up instruments. Different instruments may be needed for one-year, three-year, five-year, ten-year follow-ups; and for non-returning students. 5. Develop a follow-up activities schedule and use practices that will encourage response. 	<p>Figure E.1.1 - Checklist of Followup Information. Figure E.1.2 - Pre-Graduation Follow-Up Questionnaire.</p> <p>Figure E.1.2 - Pre-Graduation Follow-up Questionnaire.</p> <p>Figure E.1.3 - One-Year Follow-Up Survey.</p> <p>Figure E.1.4 - Procedures to Encourage Responses.</p>

Figure E.1.1

CHECKLIST OF FOLLOWUP INFORMATION

Item	Pre- Graduation	One- Year	Three- Year	Five- Year	Ten- Year
1. Name	X	X	X	X	X
2. Permanent mailing address	X	X	X	X	X
3. Social security number	X	X	X	X	X
4. Courses taken (areas of specialization)	X	X	X	X	X
5. Plans for more formal education	X	X	X	X	X
6. Future employment plans	X	X	X	X	
7. Since you left this school, have you sought full-time employment?		X	X		
8. If you did not seek full-time employment when you left this school, indicate the reason.		X	X	X	
9. Did you seek part-time employment when you left this school?		X	X		
10. If you sought part-time employment, instead of full-time employment, indicate the reason.		X	X		
11. How many full-time jobs have you held since you left this school?		X	X	X	X
12. What is your job? (job description)		X	X	X	X
13. Does your job relate closely to the training you received?		X	X	X	X
14. Did your school training adequately prepare you for your first job?		X			

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971 - adaptation.

Figure E.1.1 - continued

Item	Pre- Graduation	One- Year	Three- Year	Five- Year	Ten- Year
15. What was your beginning hourly wage on your first full-time job after leaving this school?		X			
16. How did you get your first full-time job?		X			
17. After you got your first job, have you ever again used any of the job placement services provided by the school?		X	X	X	X
18. What is the most you have earned on a full-time job?		X	X	X	X
19. What is the location of your present job or most recent job?		X	X	X	X
20. What is your current employment status?		X	X	X	X
21. Were you satisfied with the training you received in this school?		X	X		
22. Since you left this school, have you enrolled in any additional education programs?		X	X	X	X
23. Are you now enrolled in an education program?		X	X	X	X
24. Are you interested in getting more training?		X	X	X	X
25. What kind of training are you interested in receiving?		X	X	X	X
26. What are some problems you faced in the transition from school to work or more education?		X	X	X	X
27. Are you satisfied with your work role?		X	X	X	X
28. What courses and/or teachers were most helpful?		X	X		

Figure E.1.2

PRE-GRADUATION FOLLOW-UP QUESTIONNAIRE

As a graduating senior you can help evaluate the job the high school has done in preparing you for the world of work or continuing education.

This is a questionnaire which is very important. In future years, we will want to maintain a contact with you through follow-up studies, so please be accurate in writing the information requested.

Try to give your honest opinion on all the questions. You will not be reprimanded for sincere criticism. This is a chance for you to help improve your high school.

1. NAME _____ DATE _____
2. SOCIAL SECURITY NUMBER _____
3. PARENTS' NAMES _____ PHONE _____
4. PARENTS' ADDRESS _____
5. GRANDPARENTS' NAMES _____ ADDRESS _____
6. SEX _____ DATE OF BIRTH _____
7. Do you plan to continue your formal education this summer or next fall?
 yes full-time
 no part-time

If answered yes, Name of School _____
Type of School _____
Area of Specialization _____

8. Have you accepted employment for this summer or next fall?
 yes full-time
 no part-time

If answered yes, Name of Firm _____
Address of Firm _____
Title of Position _____

If answered no, do you plan to seek employment for this summer or next fall?

- yes full-time
 no part-time

If answered yes, type of position desired _____

9. What was your area of specialization in high school? _____
10. Which high school courses or experiences have been most valuable to you?

11. What suggestions do you have for improving our school?

Source: Chillicothe High School - adaptation.

Figure E.1.3

ONE-YEAR FOLLOW-UP SURVEY - CLASS OF _____

Date _____

Name _____ Address _____ Phone _____

I. For Those Employed Full Time (If unemployed at present, please indicate in A.)

- A. Employed by _____
- B. Time Employed by Present Company _____
- C. Present Job Title _____
- D. Name of Immediate Supervisor _____
- E. (Optional) Present Salary Per Month (Sample: X would indicate 350)

300	400	500	600	700	800	900
- F. Are you working in a related occupation according to the education received at _____ (Name of your school) _____
- G. To what extent did training received at _____ (Name of school) _____ help you with what you are presently doing: Much _____ Some _____ Little _____ Uncertain _____
- H. Suggest how _____ (Name of your school) _____ could better prepare future graduates.

II. For Those Continuing Their Education

- A. Name of School _____ Address _____ Date Entered _____
 - B. Type of School _____ Area of Study _____
 - C. Did Preparation at _____ (Name of your school) _____ Help Much _____ Some _____
 Little _____ Uncertain _____
- Please comment _____

III. For Those in Service

- A. Which branch are you in? _____ Enlisted _____ Drafted _____

IV. For Everybody

- A. Guidance received was: Excellent _____ Good _____ Average _____ Fair _____ Poor _____
- B. Was adequate academic education available? Yes _____ No _____
- C. Was adequate vocational training available? Yes _____ No _____
- D. Rate student needs for following services in column one and your satisfaction with service in column two:

1 = Great	1 = Good
2 = Average	2 = Average
3 = Little	3 = Poor
4 = Uncertain	4 = Uncertain

	(One) Rating	(Two) Satisfaction
1. Assistance in Making Occupational Choice	_____	_____
2. Assistance in Preparation for a Job	_____	_____
3. Getting a Job	_____	_____
4. Personal Problems	_____	_____
5. Assistance in Obtaining Further Education	_____	_____

Source: Black Hawk College - adaptation.

Figure E.1.4

PROCEDURES TO ENCOURAGE RESPONSES TO FOLLOW-UP QUESTIONNAIRE

Procedures to increase the rate of return:

1. Prepare students prior to graduation, concerning the purpose of following up graduates and the kinds of information they will be expected to provide.
2. Use short and uncomplicated instruments, asking only necessary and relevant questions.
3. Provide prepaid return mail.
4. Avoid personal information as much as possible.
5. Place difficult questions last.
6. Offer to mail out the address list and a few words about classmates to all who respond.
7. Send a newspaper clipping about the study along with the questionnaire.
8. Use colored or unusual types of instruments to attract their attention.
9. Use a personalized cover letter signed by a former teacher or counselor.

The school should strive for at least 60 to 75 percent return on questionnaires. Achievement of this rate of return generally requires a series of followup contacts after the initial instrument has been sent. To further validate the data, a sample of 5 to 10 percent of the non-respondents should be contacted by telephone or in person to determine if they differ from the respondents.

Data Collection Procedure

Send a card or letter to the former student prior to mailing the followup instrument. The purpose of this card or letter is to alert the graduate that he will soon be receiving an important instrument which he is urged to complete and return as soon as possible. The following mailing pattern is suggested at one week intervals:

- First mailing -- mail the followup instrument, the cover letter, and the return envelope; stamped and addressed.
- Second mailing -- mail the first thank you--reminder card.
- Third mailing -- mail the second followup instrument, the second cover letter, and the return envelope; stamped and addressed.
- Fourth mailing -- mail the second thank you--reminder card.

The cover letter should be brief, but indicate the purpose of the study, the uses to be made of the findings, the importance of hearing from everyone in the class, a suggested date for returning the form and assurance of the confidentiality of the information to be provided. If at all possible, the cover letter should be signed by a person whom the former student will recognize and trust.

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio. Ohio State University, 1971, adaptation.

Figure E.1.4 - continued

Followup instruments should be mailed so that the former student receives it during the early part of the week. When using a multiple mailing approach, use a different strategy on subsequent contacts.

Letterheads and return addresses with which the former students can easily identify should be used. The physical appearance of the materials should be of professional layout and designed to arouse interest.

Instruments of comparable construction and content should be used each year. Collection of similar data from year to year allows comparisons to be made between years and between classes. However, the design of the instrument, its contents, and any comparisons made must take into consideration changes in the program objectives.

Suggested Tasks to Implement Activity

6. Prepare and mail a thank-you letter to respondents.
7. Contact non-returning students (or their parents) to determine their current status. Maintain a record of persons contacted and the findings.

Resources

Figure E.2.3 - Thank You Letter.

Figure E.2.4 - Oral Interview Outline.

Figure E.2.1

EASTWOOD HIGH SCHOOL

District 110

Anytown, Illinois 6 _____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Former Student:

Greetings from Eastwood! We are having another successful year at Eastwood. Our football team had another winning season. I am also pleased to report that Eastwood is in the process of enhancing the curriculum by implementing career education at all levels.

We at Eastwood want to maintain a contact with our former students. We can best do this through periodic follow-up surveys. As a former student of Eastwood, you are in a good position to provide information that will contribute evidence for program evaluation and planning.

Enclosed is a follow-up questionnaire to be completed and returned in the self-addressed envelope. All information will be considered confidential. May I request that you complete and return the questionnaire by March 1st? With your help we will be able to continue to improve the school program and services.

Your participation in this important activity is appreciated. Please inform us if the school can assist you in any way.

Sincerely,

Jane Page

Jane Page
Chairperson, Follow-up Committee

JP:cfa

Enclosure

P.S. Bill: Mr. Edwards asked me to tell you that an Industrial Cooperative Education program will be added to the curriculum next year.

JP

Figure E.2.2

EASTWOOD HIGH SCHOOL

District 110

Anytown, Illinois 6 _____

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON, Vocational Director

Dear Former Student:

Did we miss you? About two weeks ago we mailed a follow-up questionnaire to all members of the Eastwood graduating class of 1973. Perhaps you did not receive the questionnaire or have not had time to fill it out.

To insure your participation in this important activity, I am enclosing another copy of the questionnaire. Please complete it today and return it in the enclosed envelope.

Sincerely yours,

Jane Page
Chairperson, Follow-up Committee

JP:efa

Enclosure

Figure E.2.3

EASTWOOD HIGH SCHOOL

District 110

Angleton, Texas 6

J. D. BANKER, Superintendent

BARBARA Y. TAYLOR, Principal
J. D. ROBINSON,
Vocational Director

Dear Former Student:

Thank you for returning the follow-up questionnaire which we sent to you recently. You have aided us in our attempt to evaluate and improve our school curriculum and services. Your continued interest in and support of Eastwood High School is appreciated. We will conduct another follow-up study of the graduating class of 1973 in about three years.

Sincerely yours,

Jane Page
Chairperson, Follow-up Committee

JP:cfa

Figure E.2.4

INTERVIEW OUTLINE FOR FOLLOW-UP OF
NON-RETURNING (PRESUMED DROP-OUTS) STUDENTS

(Oral Interview--Not To Be Mailed)

	(T - "p")	(S)	(D - "p")
X	X	X	X
			X
			X

If dropout cannot or won't give a face to face interview, use questions as noted:

Telephone to dropout = T - "d-o"
 Telephone to parent or informed person = T - "p"
 On-site visit with parent or informed person = S - "p"

1. What are you presently doing?

- a. Going to school? _____ Full-Time _____ Part-Time
 Name of School _____
- b. Working? _____ Full-Time _____ Part-Time
- c. Unemployed? _____ Housewife _____ Other
- d. Have you attempted any school, college or job training since high school?
 _____ Yes _____ No

What institution? _____

2. Which type of program best describes your course of study when you were in high school?

_____ College Prep _____ Vocational _____ No Specific Program

Were you ever in a coop program in high school?

_____ Yes _____ No

3. While in high school how much help, and what kind of help, did you receive in planning for employment or further post-high school training?

Source: Developed by Votec 199 class at the University of Illinois, Urbana in cooperation with Urbana High School.

Figure E.2.4 - continued

	(I - "p")	(S - "p")	(T - "d-o")	
X	X	X	X	4. Did you graduate with your class? _____ Yes _____ No If you did not graduate with your class, a. Did you complete the work for a GED (General Education Diploma)? _____ Yes _____ No If category 4 fits, then proceed with oral interview as follows:
X	X	X	X	5. Why did you leave high school? Did any school people influence your decision? Can you recall how it all seemed to you at that time? _____ _____
X	X	X	X	6. Were there courses you really liked? Courses you hated? Which ones were they? Tell us about them!
X	X	X	X	7. Were you involved in school sponsored activities like sports, music, clubs, plays, etc.? How often did you participate?
X	X	X	X	8. Did you like or dislike school while you were there? If you disliked it, can you remember when you first decided it was not a good thing? What did you dislike most? What did you like about it?
X	X	X	X	9. Since you left school, how have you spent your time up until now? _____ Travel _____ Work _____ Play What have you done for each? <u>Travel</u> <u>Work (Marriage)</u> <u>Play</u>

Figure E.2.4 - continued

	(T - "p")	(S - "p")	(T - "d-o")	
X	X	X	X	10. What kind of school program would have been appropriate for guys like you?
		X	X	11. Does dropping out of school make for problems that you would not have had if you had finished? Do you need a high school diploma?
		X	X	12. Did <u>anyone</u> at the school try to help you learn and be involved? If so, who?
		X	X	13. Can you give me an example of unfair treatment you observed or experienced in school?
X	X	X	X	14. Did you cut classes? _____ Some? _____ A Lot? What did you do when you cut? _____ _____
		X	X	15. Did you have part-time jobs while you were still in school? _____ Yes _____ No Except for pay, what is the difference between going to work and going to school? _____ _____ _____
	X	X	X	16. What school rules should be changed? _____ _____ _____ _____

Activity 3

OBTAINING FOLLOW-UP INFORMATION FROM EMPLOYERS AND EDUCATIONAL REPRESENTATIVES

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To obtain evidence that will contribute to knowledge about former students' employment and educational competence and to maintain communications with other educational institutions and industry.</p>	<p>Placement Coordinator School Administrator Vocational Education Director Cooperative Education Director</p> <hr style="width: 80%; margin: 5px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Identify employers of former students by asking appropriate questions on follow-up questionnaire. 2. Develop employer and institutional follow-up questionnaires. 3. Notify former students by mail that their employers and colleges will be contacted as a part of the follow-up services of the school. 4. Mail questionnaires with a cover letter to the employers and colleges. Letter should be personalized and reference should be made to each former student. 5. Conduct personal interviews with selected employers and college representatives to collect specific job and educational information. 	<p>Activity E.1, p. 7</p> <p>Figure E.3.1 - Employer Follow-Up. Figure E.3.2 - Institutional Follow-Up. Figure E.3.3 - Letter or Postcard sent to Graduates.</p> <p>Figure E.3.4 - Cover Letter.</p> <p>Figure E.3.5 - Employer Interview Schedule.</p>

Figure E.3.1

EMPLOYER FOLLOWUP

In addition to following up former students, employer reactions should be sought. Employers usually will cooperate and give candid evaluations of the employee and his training program. Care must be exercised so that employers of large firms are not overburdened with followup instruments. It is suggested that such employers be asked to respond to only one questionnaire about each program in which he employed one of the school's graduates.

The following questions are some which may be asked of an employer:

1. How many total employees?
2. What are the major job descriptions of your employees?
3. Are you satisfied with the performance of vocational program graduates?
4. Are there any particularly strong areas in the graduate's training?
5. What additional pre-employment skills are needed by the employees?
6. What is the advancement rate and level of job entry of vocational education graduates compared with non-vocational students?
7. What is your projected need for additional workers in the next two years?
8. Has the relationship with the school placement service been satisfactory? How might it be improved?

The information received from employers should be considered together with data collected from vocational education graduates to serve as a basis for program evaluation and planning.

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971, adaptation.

Figure E.3.2

INSTITUTIONAL FOLLOW-UP

Inquiries should be made about individuals and groups seeking further education. Evidence that will contribute to knowledge about former students' educational competence should be requested from institutions. Former students should be grouped by institutions and identified by name. Grouping and inquiries should be by college or program for large institutions.

The following questions are some which may be asked of representatives of educational institutions attended by former students:

1. Are the referenced persons currently enrolled in your institution?
2. What is the area of study of each person?
3. How is each individual progressing in his/her educational program?
4. Are there any particularly strong areas in the education of the group?
5. What additional pre-college education skills are needed by the group?
6. How does the academic achievement of this group compare with students from other schools?
7. Has your relationship with _____ been satisfactory?
(Name of School)
How may it be improved?

The information received from educational institutions should be considered together with data collected from other sources to serve as evidence for evaluation and planning.

Figure E.3.3

LETTER OR POSTCARD SENT TO GRADUATES

Within a few weeks we will be sending your employer (or college) a Follow-Up Questionnaire. The purpose of the questionnaire is to evaluate the education you received at (Name of School) . We need this information to keep our programs relevant to the needs of students.

If you have any questions about this follow-up, please call me.

_____, Chairperson,
Follow-Up Committee

gkh

Source: Moraine Valley Community College, adaptation.

Figure E.3.4

As an employer of one of our graduates, you can help us determine how well our training programs are preparing students for employment. We are trying to train graduates who meet your needs.

Please refer the accompanying questionnaire to the immediate supervisor of the graduate named at the top of the first page.

Supervisors' responses will help us identify strengths and limitations of our occupational training programs. These responses will be held in confidence and will be reported only in a summary report.

Within a few days, a staff member will call to arrange a short interview with the graduate's supervisor. The completed questionnaire will be picked up by the staff member during the interview.

Sincerely yours,

_____, Chairperson
Employer Follow-Up Sub-Committee

gkh

Enclosure

Source: Moraine Valley Community College, adaptation.

Figure E.3.5

EMPLOYER INTERVIEW SCHEDULE

Name of Employee: _____ Date: _____

Employer: _____

Name of Person Evaluating This Employee: _____

Title: _____

* * * * *

1. "Describe a situation when this employee performed a job-related task very effectively."

"Next, specify the abilities, techniques and skills this employee used in performing this task."

(Record these responses in verbatim.)

2. "Describe a situation when this employee performed a job-related task very ineffectively."

"Next, specify the abilities, techniques and skills this employee used in performing this task."

(Record these responses in verbatim.)

Source: Moraine Valley Community College, adaptation.

Figure E.3.5 - continued

3. "What has been (was) this employee's greatest strength?"

4. "What has been (was) this employee's greatest weakness?"

5. "Please tell me the number of the answer choice which best states your evaluation." (Hand employer answer card, side 1 up.)

(Say) "This employee's chances for advancement, compared with your other employees in similar positions, are (were)?" (Circle employer's response.)

1 - Better 2 - Same 3 - Not as Good 4 - No Chance at All 5 - No Opinion

6. "Use the other side of the response card (side 2). Based on your observations of this employee's training, would you employ more MVCC graduates for this same position?"

1 - Definitely 2 - Maybe 3 - Definitely Not 4 - No Opinion

7. "Other comments on this graduate's preparation for this position:"

8. "Does the employer desire a copy of this final report?"

_____ Yes

_____ No

Concluding Remarks

"Your responses in no way individually reflect upon your employee. We are undertaking a thorough evaluation of our programs and will strengthen them whenever the results of interviews such as this one indicate the need."

Pick up the questionnaire. If the questionnaire is not complete, ascertain when it will be finished. Leave a return envelope if questionnaire is not completed.

Name of Interviewer: _____

Activity 4

REPORTING AND INTERPRETING FOLLOW-UP INFORMATION

<u>Purpose of Activity</u>	<u>Implementors</u>
<p>To transform follow-up findings into workable evidence for use in measuring the effectiveness of school services and for use in program revision.</p>	<p>Placement Coordinator School Administrator Vocational Education Director</p> <hr style="width: 50%; margin: 10px auto;"/> <p style="text-align: center;">(Local Leadership)</p>
<u>Suggested Tasks to Implement Activity</u>	<u>Resources</u>
<ol style="list-style-type: none"> 1. Prepare a report to describe the follow-up activities and to summarize the findings. 2. Summarize follow-up data using graphs, charts, and tables. 3. Interpret follow-up evidence to appropriate individuals and groups for use in evaluating and revising current programs. Appropriate groups may include one or more of the following: <ol style="list-style-type: none"> a. Program planning and evaluation committees. b. School faculty. c. School administrators. d. Advisory committees. e. Students. f. Parents. g. Employers. 4. Prepare abstracts of follow-up reports for distribution to news media and large groups. 	<p>Figure E.4.1 - Contents for Follow-Up Report.</p> <p>Figure E.4.2 - Preparing the Followup Report.</p> <p>Figure E.4.3 - Summary Form. Figure E.4.4 - Interpretation of Follow-Up Data.</p>

Figure E.4.1

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Source: Moraine Valley Community College.

PREPARING FOLLOW-UP REPORT

Use of the Followup Report

Followup data may be used:

1. As a basis for modification of the curriculum in terms of graduate employment and job skill information.
2. To show employment trends and job mobility.
3. To determine additional educational programs needed by former students.
4. To determine the effectiveness of the guidance department and other special services.
5. To justify the continued existence of a current program.
6. With legislative committees to show the effectiveness of programs of vocational education.
7. To upgrade the public image of vocational training.
8. To show the services provided to people by the vocational education program.
9. For publicity purposes.

Preparation of the Report

The compilation and analysis of student followup data and the organization of the final report are determined by the original purpose and objectives of the study. Data must be compiled and analyzed so that information and comparisons about the various parts of the vocational program are clearly presented. The use of tables, charts, and graphs may be used to improve clarity and understanding.

Dissemination of the Report

Findings of the followup study should be supplied to all persons interested in or responsible for any part of the school program, including administrators, school board members, vocational teachers, "general" education teachers, counselors, regional supervisors, and the State Department of Education.

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971, adaptation.

Figure E.4.3

SUMMARY OF POST-HIGH SCHOOL PLANS FOR 1973 GRADUATES

	Number	Percent
Four-Year Colleges	—	—
Junior Colleges	—	—
Special and Vocational Schools (Nursing, Business, Beauty, Trade, etc.) Apprenticeship	—	—
Armed Services	—	—
Jobs (Definite)	—	—
Jobs (Seeking)	—	—
Housewife	—	—
TOTAL	100	100

Source: Illinois Valley Central High School, adaptation.

Figure E.4.4

INTERPRETATION OF FOLLOW-UP DATA

Following the analysis of data and preparation of the final report, a difficult and important part remains--comparing the information against original program objectives, identifying implications for the local program, and suggesting program modifications. To achieve these tasks, the following strategy is suggested:

Involve all persons - Everyone involved in the local vocational education program must be included in the data interpretation process (i.e., vocational teachers, "general" education teachers, guidance personnel, placement coordinator, administrator, and the local director of vocational education.)

Local director should assume leadership - The local director should assume responsibility for presiding over a joint meeting and insuring that everyone has received a copy of the followup report several days prior to the session.

Involve the advisory council - Utilizing the followup information to evaluate the effectiveness of the vocational training program is a task that cannot be done in isolation from the work world. As has been noted earlier, lay advisory councils can provide a linkage between the vocational program and business and industry. Several members of the advisory council may employ graduates of the vocational program and are aware of strengths and limitations in the training program. They can lend their special expertise in translating student followup data into needed vocational program modifications and changes.

Evaluate the vocational program in terms of its objectives - Each vocational program area, guidance services, and the job placement service should be evaluated. Decisions concerning vocational program adjustments should be based upon followup data secured in terms of the program's ability to achieve its original objectives. Program objectives which appear inappropriate or unachievable should be revised.

Source: McCracken, J. David. Targeted Communications for Instituting Vocational Placement and Followup, Interim Report. Columbus, Ohio: Ohio State University, 1971, excerpt.

APPENDIX

GUIDE TO CONTENTS

APPENDIX

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GLOSSARY

ADVISORY COUNCIL OR ADVISORY COMMITTEE

A group of persons selected to collectively advise regarding educational efforts within the community. Members are predominantly from outside the field of education and are selected because of specialized knowledge. Such committees may function under names other than advisory committee. (Ref. 15)

CAREER DEVELOPMENT

A lifelong process which involves a series of experience, decisions, and interactions, and which, taken cumulatively, results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally. (Ref. 40)

CAREER EDUCATION

A term denoting the total effort by educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood, and orienting the entire educational plan into one, unified, career-based system. (Ref. 16)

CAREER GUIDANCE ACTIVITIES

Organized actions to promote one or more of the purposes of career guidance.

CAREER GUIDANCE PROGRAM

Coordinated school sponsored activities which assist the individual to assimilate and integrate knowledge, experience and appreciations related to:

1. Self-understanding, which includes a person's relationship to his own characteristics and perceptions, and his relationship to others and the environment.
2. Understanding of the work society and those factors that affect its constant change, including worker attitudes and discipline.
3. Awareness of the part leisure time may play in a person's life.
4. Understanding of the necessity for and the multitude of factors to be considered in career planning.
5. Understanding of the information and skills necessary to achieve self-fulfillment in work and leisure. (Ref. 4)

COOPERATIVE OCCUPATIONAL EDUCATION

An instructional plan which combines learning experiences gained through regularly scheduled supervised employment in the community and vocationally oriented in-school instruction. (Ref. 17)

DISADVANTAGED PERSONS

Individuals who have an academic, socioeconomic, cultural or other disadvantage which prevents them from succeeding in a regular school program designed for persons without such a disadvantage, and, who, for that reason, need a program modification, supplemental service and/or a special program in order to benefit from regular educational programs. (Ref. 18)

FOLLOW-UP STUDY

A survey to determine what jobs and/or educational programs former students have entered and pursued over a span of time and how effective their education has been in relationship to the job and/or educational program. (Ref. 40)

GUIDANCE COORDINATOR, CAREER GUIDANCE COORDINATOR, OR COUNSELOR-COORDINATOR

An educator who provides local leadership to plan and initiate a career guidance program.

GUIDANCE COUNSELOR

An experienced and trained person who helps other individuals to understand themselves and their opportunities, to make appropriate adjustments, decisions, and choices in the light of their unique characteristics, and to initiate courses of training or work in harmony with their selection. (Ref. 17)

GUIDANCE TEAM OR CAREER GUIDANCE TEAM

A group of persons in the student's environment which has appropriate understandings and competencies to serve as facilitator and change agent in (1) assisting in school curriculum development and instructional methods; (2) assisting the individual in his career development; and (3) communicating with parents and others. Members of the team include (not only) guidance counselors, vocational educators, academic teachers, principals, parents, peers, and employers, but also others in the community. (Ref. 4)

HANDICAPPED PERSONS

Individuals who have a mental or physical handicap which prevents them from succeeding in a regular school program designed for persons without such a handicap, and who, for that reason, need a program modification, supplemental services and/or special educational activities in order to benefit from educational programs. (Ref. 18)

OCCUPATIONAL EDUCATION OR VOCATIONAL EDUCATION

An organized sequence of learning experiences on a regular or systematic basis consisting of occupational theory, practice and skill development for students. (Ref. 40)

OCCUPATIONAL INFORMATION

Systematically organized data used by guidance and teaching personnel for the purpose of helping persons make a vocational choice. Material concerns the nature of the work, duties, responsibilities, and compensations involved in the various careers and includes information about employment outlook, promotional opportunities, and entrance requirements. (Ref. 40)

OCCUPATIONAL OBJECTIVE OR CAREER OBJECTIVE

A specific recognized career goal, selected by the student, the attainment of which is the purpose for his or her instruction. (Ref. 40)

PLACEMENT COORDINATOR

A person who provides local leadership to plan and initiate placement services.

PLACEMENT SERVICES OR PLACEMENT ACTIVITIES

A series of coordinated activities for students planning further education or seeking part-time or full-time employment. (Ref. 40)

SCHOOL GUIDANCE COMMITTEE

A group of school staff and students to collectively advise regarding career guidance activities in the school. Members are selected because of their personal experience with career guidance activities and their interest in generating an expanded cadre of involved school and community people.

VOCATIONAL COUNSELING OR CAREER COUNSELING

Assistance to individuals in making vocational choices and clarifying vocational goals. It often involves testing and interpretation of aptitudes, interests, personality factors, etc. (Ref. 40)

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NOTE: See Figure A.1.1 for additional list of reference texts and periodicals.

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