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ABSTRACT

An innovative component of the Federally-sponsored Bingham County career education project is the Programed Activities for Career Exploration (PACE) Center, a mobile unit offering programed student activities to assist individual students in career planning. The mobile center visits each high school in the county; the sophomore year is selected as the target grade for the career exploration activities, which are limited in size to groups of 12. A variety of media formats geared to a wide range of academic capabilities (sound filmstrips, taped interviews, microfilm, books, and pamphlet files) are available to students in separate learning stations. The program consists of six components: (1) interest identification (Kuder E General Interest Survey), (2) exploration activities (exploration of 15-20 occupations), (3) self-appraisal activity, (4) decision-making activities (identification of the career that is of most interest to the individual), (5) career planning (in the PACE center or in small groups), and (6) career guidance (continuing contact between student and counselor). The report also discusses administrative details of the program such as scheduling, staff, budget, and physical facilities. More than two-thirds of the document consists of supplementary exhibits within the appendixes--information and worksheets, PACE questionnaire, facility layouts, equipment, and instructional materials. (EA)

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P A C E   C E N T E R

A Mobile Career Information and Exploration Center

Operated by

Bingham County Developmental Career Education  
Emphasizing Career Awareness, Orientation, Exploration,  
and Preparation for the World of Work

Exemplary Project in Vocational Education  
Conducted Under  
Part D of Public Law 90-537

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Blackfoot, Idaho 83221

CE 004 279

2/3

## Table of Contents

Introduction . . . . .	1
Participant Outcomes . . . . .	2
Program . . . . .	2
Scheduling . . . . .	4
Staffing . . . . .	4
Evaluation . . . . .	6
Budget . . . . .	7
Physical Facility . . . . .	8
Equipment and Materials . . . . .	10.

### Appendix

Exhibit A	Matching Interests and Occupations Information Sheet
Exhibit B	Job Comparison Worksheet
Exhibit C	My Career Exploration Worksheet
Exhibit D	Planning My Career Worksheet
Exhibit E	Career Information Aide Role Description
Exhibit F	PACE Questionnaire
Exhibit G	Figure I - Construction Floorplan PACE CENTER Figure II - Operational Layout PACE CENTER
Exhibit H	Equipment, Instructional Materials and Supplies PACE CENTER

## PACE CENTER

### INTRODUCTION

The Programmed Activities for Career Exploration (PACE) Center is a major innovative component of the Bingham County Developmental Career Education Project funded by the U. S. Office of Education under Part D of the Vocational Education Amendments of 1968. Its purpose is to provide occupational, educational, and career information to assist the individual in selecting a career field which is most compatible with the person's interests, aptitudes, abilities, and goals.

To meet this objective the PACE CENTER is housed in a 12' x 44' mobile unit supplied with the most recent career, occupational, and educational information. Maintaining a variety of media formats, including sound filmstrips, taped interviews, microfilm, books and pamphlet files, makes the Center usable by students with a wide range of academic capabilities. Modern audio-visual equipment, in separate learning stations, enables students to individualize exploration activities and utilize the materials to greatest advantage.

Student activities in the CENTER are "programmed" to meet individual needs and goals. In order to provide for meeting the participant outcomes listed below, a program which includes identification of interests, self-appraisal, career exploration, goal-setting and planning activities, was designed by Project Staff and high school counselors. The sophomore year was selected as a target grade for career exploration activities on a small group basis within the PACE CENTER. While the mobile unit is at each high school, all sophomore students have the opportunity to participate in the activities. Groups are limited to twelve in order to allow all students access to the materials they desire to explore. Once all sophomore students in a school have been given the opportunity to utilize the CENTER, other students are scheduled.

## Participant Outcomes for PACE CENTER

The following learner outcomes have been established for tenth grade participants of the PACE CENTER program:

All students will:

1. Complete the Kuder E General Interest Survey.
2. Explore information describing at least five occupations in each of three high interest areas as determined from the Kuder General Interest Survey.
3. Complete a self-appraisal activity identifying and evaluating individual skills, interests, aptitudes, values and goals.
4. Make a tentative or realistic career decision.
5. Complete a career planning activity, briefly outlining appropriate actions for achieving the career goal.
6. Discuss career decisions, goals, and plans with a guidance counselor, teacher, or Career Information Aide.

### Program

The program has five components designed to lead toward the achievement of the participant outcomes listed above. These components are:

- I. Interest Identification: This is generally accomplished by having all sophomore students complete the Kuder E General Interest Survey prior to entering the mobile unit. The Survey is administered by either counselors or Project Staff and interpreted to students in small classroom groups. Also at this time, a general introduction to the PACE Center is given to acquaint students with the types of activities and materials to be found in the Center as well as the reasons for student involvement. This component requires at least two hours of student time and is done in the school prior to the visitation of the Center.
- II. Exploration Activities: When students first come to the PACE Center, the aide gives a general introduction to the facility, including an overview of its purpose and goals. A sound filmstrip entitled "Choosing Your Career" is then viewed by the entire group to acquaint students with the process of career development. Following the filmstrip presentation students select, from their three highest

areas of interest as shown on the Kuder General Interest Survey, fifteen to twenty occupations for initial exploration. An information and worksheet entitled "Matching Interests and Occupations" is provided for assistance in identifying potential job fields. (See Appendix, Exhibit A) Students are then shown how to locate information and operate equipment.

The major portion of the time initially scheduled for student use of the Center is taken for exploration of career information. This activity is facilitated through the use of a "Job Comparison Worksheet" which students complete. (See Appendix, Exhibit A.) Students are also provided a folder in which to retain information and completed worksheets. These folders are retained by the school counselor for use in future guidance activities. They are also available to the student who wishes to return to PACE Center for additional exploration or other activities.

- III. Self-Appraisal Activity: This includes identification of personal traits, educational experiences, leisure-time interests, work experience, future plans, and skill possessed by the student. A short worksheet entitled "My Career Exploration Worksheet" facilitates the completion of this activity in the Center (See Appendix, Exhibit C)
- IV. Decision Making Activities: At two points in the PACE program, students make career decisions. The first is in the completion of "My Career Exploration Worksheet." Here the students identify the career which they are most interested in pursuing after they leave high school. The second is in the completion of the "Planning My Career" worksheet. (See Appendix, Exhibit D) Here students are requested to make career choices and to list some reasons for their choices.
- V. Planning: This activity is accomplished after students have completed the exploration and self-appraisal phases. Because of the scheduling differences in each high school, completion of this activity occurs in two ways. First, time permitting, sophomores are scheduled for a second visitation period in PACE Center. At this time, they are requested to complete the worksheet entitled "Planning My Career." (Appendix, Exhibit D) If it is not possible for students to have a second session in the unit, the planning activity is completed in small-group follow-up sessions with the school counselor, or as part of classroom activity directed by a teacher.
- VI. Career Guidance: As part of the overall utilization of PACE Center, students may conference with the high school counselor, Project Staff, or other teachers concerning occupational goals. In each high school, information centers have been established in which students may continue exploration activities initiated in the PACE Center. In addition, teachers assist students in guidance activities in the

classroom and encourage utilization of the resources provided by PACE and the counselor's office. The guidance program directed by each school counselor allows for continuing contact between student and counselor, thus insuring that the process of Career Exploration does not end with the PACE experience.

### Junior/Senior Program

The whole guidance personnel and Project staff determine what activities will best meet the needs of these student groups. Priority in scheduling goes to students who have had no opportunity to visit PACE Center. For these students, major emphasis is placed on the Exploration Activities described above, and in career guidance activities, especially conferring with the counselor.

As time permits at each high school, students who have previously visited the center may be scheduled to return. Students may then choose to recycle through as many of the program activities as each desires, making appropriate adjustments to goals and plans.

### Scheduling

PACE Center is allocated to each of the five high schools participating in the Project on the basis of student enrollment. The Center is scheduled at each site once during each semester. The target group--sophomore students--is given priority in the scheduling. Sophomores are scheduled by the school counselor in groups of twelve for a period of three hours. This makes it possible for the Center to accommodate twenty-four students per day. Once all sophomores have been given the opportunity to complete the PACE program, other students are scheduled to use the Center as it is available. For juniors and seniors, scheduling is usually accomplished through the Counselor's office in order to insure the Center is not overcrowded at any one time. In addition, teachers can make arrangements to bring students to the center during class periods. Allowing for flexibility in scheduling use of the Center maximizes individual opportunities for students, and allows for differences in needs between the high schools served.

### Staffing of PACE Center

At its inception, the PACE Center was staffed full-time by a vocational guidance counselor. An evaluation of the tasks required by the activities program determined that the expertise of a skilled counselor was not required to accomplish the basic objectives of the program, nor to adequately perform the various duties required in the operation of the Center.

As a result of this evaluation, a Career Information Aide was hired to operate the Center in cooperation with the guidance counselor in each of the participating high schools. A role description for the Career Information Aide is provided in the Appendix. (See Exhibit E) The Aide works closely with each counselor in the five high schools and counselors from time to time work with small groups of students in the Center.

## Training Program for Career Information Aide

The operation of a career information center by an aide requires that an adequate training program be made available to insure that the aide possesses some competency in dealing with students in such a setting. It is vitally important that the aide enjoy working with teenagers and is able to develop rapport easily and quickly. In addition, the goals of the training program for a career information aide include the following:

As a result of the training program the aide will:

1. Develop an understanding of the concept of Career Education and the goals of the local program.
2. Develop an understanding of the role of information and planning activities as part of the process of career development and career guidance.
3. Possess a working knowledge of career information resources and the materials houses in the Center.
4. Be able to operate and maintain the equipment in the Center.
5. Establish a working relationship with school personnel.

## Training Program Outline

In order to achieve the goals above the training program outline includes the following:

### I. Concepts of Career Education

- A. Philosophy and goals of Career Education
- B. National, state and local programs in Career Education

### II. Concepts of Career Guidance Programs

- A. Philosophy and goals of career guidance
- B. Process of Career Development and occupational choice
  1. Use of tests for interest and aptitude
  2. Interpretation of interest surveys
- C. Uses of Career Information in Guidance
  1. Printed and audio-visual materials available
  2. Locating career information
  3. Use of materials
  4. Use of non-media resources
  5. Operation of PACE Center
    - a. PACE Center activities
    - b. Materials and Equipment

### III. Practicum in operation

- A. Orientation
- B. Supervised operation of center



## Evaluation:

Project staff and high school counselors are involved in continuous evaluation of the PACE Center activities. Because of the nature of the small group activities, observation and conferencing with students enables Project staff to evaluate the program of activities directly on a day-to-day basis. In addition, a survey questionnaire is given to a representative sample of students who have completed the PACE Center activities. A copy of this form is included in the Appendix. (See Exhibit F)

## Budget Estimates for Facility, Equipment and Materials

Following is a summary of expenses projected for the establishment and operation of PACE Center. Project funds, of course, are utilized for the major portion of support. However, as the program continues in operation beyond the termination of the Project, expenses will be assumed by the local districts. Initially, costs per student are high, slightly over \$11 for each of the 2000 potential users; to establish the Center. Operations budgets beyond the first year reduce the costs to approximately \$3 per student.

Not included in the budget summary is the cost of moving the mobile unit from site to site. This will vary according to distance travelled and depend upon whether moving service is contracted or equipment is available for use in moving the unit. The project purchases a used tractor set up to transport mobile homes as this was determined to be of lower cost over a long-run operation period.

Budget Summary  
Estimates

	Project Funds	L.E.A. Contribution	Anticipated Second Year
<u>Staff:</u>			
Aide	\$ 4000.00		\$4000.00
<u>Facilities:</u>			
PACE Center Mobile Unit	8500.00		
Installation of utility access at site \$250		\$1250.00	
Utilities @ \$50 per month		450.00*	(450.00)*
Maintenance			200.00
<u>Equipment:</u>			
Office	460.00		
Fixtures	400.00		
Audio-visual	1600.00		200.00
<u>Instructional Materials:</u>			
Books & Pamphlets	600.00		50.00
Audio-visual	4100.00		500.00
<u>Consumable:</u>			
Testing	1100.00		500.00
Subscription services	80.00		80.00
Miscellaneous	100.00		50.00
<b>Totals</b>	<b>\$20,940.00</b>	<b>\$1700.00</b>	<b>\$5580.00</b>
			<b>\$(450)*</b>

\* LEA Contribution

PHYSICAL FACILITY  
PACE CENTER

DESCRIPTION

The PACE CENTER is a 12' x 48' (overall) mobile unit built by a mobile home builder. (See Appendix, Exhibit G for floorplan)

12' x 44' shell with 2" x 4" sidewall studs on 16" centers, 3/16" interior paneling (light oak), insulated with 3 1/2" insulation in the walls, 6 1/2" insulation in the ceiling, and 6 1/2" insulation in the floor. Aluminum foamcore insulated exterior siding. Interior cabinet and counter-top materials coordinated with paneling.

Inside is open with no cross-walls, full-length center-run fluorescent lighting, wall-to-wall carpeting and self-contained electric furnace with integral refrigerated air-conditioning, ducted under the floor to four vents.

Toilet and lavatory facilities are not included.

Two separated doorways are placed on the same side of the unit. Dead-bolt security locks and storm doors are provided. No windows are included.

Unit is towable, frame is reinforced. Stop, signal and marker lights are permanently attached and wired for quick-connect to towing vehicle. "Wide load" and flasher lights conforming to state law are permanently attached to the backs of the units. Tandem axles with electric brakes are provided; suspension is adequate for trailer weight and 2000 to 4000 pounds of installed equipment. Six storable leveling jacks and two portable stairs are provided for each unit.

Units require 150 amp. 220v/110v service with two external weather proofed junction boxes, one 100 amp. and one 50 amp. and two 15' heavy duty weatherproofed entrance cables, for connection to electrical service at site locations. Units are equipped with grounded 110v double outlet boxes located 32 inches apart on the full perimeter of each unit and 40" above the floor. All wiring meets applicable national, state and local codes.

Two fire extinguishers and other equipment necessitated by the Occupational Safety and Health Act is provided for each unit.

Interiors of each unit were constructed with the built-in counters and storage cabinets as noted in the floor plans.

Inasmuch as possible, construction conformed to trailer-house standards to minimize the cost factors of custom building the units.

## Recommended additions:

The following recommendations are a result of the operation of the mobile units. It is recommended that:

Exterior lights over the doorways be provided for safety and security.

Adequate ventilation be provided in addition to air conditioning.

Two rows of lights be positioned above counter work areas to prevent glare and shadows.

Heavy-duty storm doors or heavy duty trailer-house doors be provided.

## Specifications

Body Dimensions: 12' x 45'. (12' x 48' overall)

Doors: Two exterior doors, 2'8" x 6'8" with storm doors.

Steps: Two steel steps and landings for entrances that are lightweight, collapsible and easily transported.

Frame: Heavy duty frame and hitch.

Walls: 2" x 3" studs on 16" centers  
1/4" interior paneling  
.019 gauge ribbed-aluminum outside

Roof: Trusses with 1/2" plywood under heavy gauge aluminum.

Floors: 2" x 6" Standard fir joint on 16" centers, 3/4" particle board.

Insulation: Wall - 3 1/2" fiber glass  
Roof - 6" fiber glass  
Floor - 6" fiber glass

Lighting: Fluorescent direct lighting - 100 ft. candles at 30" above floor.

Undercoating: Asphalt based undercover or coating.

Tires and axle: Tandem axle and four electric brakes, Tires - eight ply nylon 14.7 x 5.

Carpeting: Carpeting throughout - 1/10 gauge, 270 pitch, 8.2 rows per inch, .150" pile height, 26.5 ounces per yard, shock proof/static free, soil/water/stain resistant, gold/green in color, primary and secondary jute back with rubber waffle type padding; color selection to be approved prior to installation.

## Equipment and Instructional Materials

The Appendix (See Exhibit H) contains a listing of the equipment, instructional materials and supplies utilized in the PACE Center during the first year of operation. Included is an estimate of costs and sources of supply.

Evaluation of Materials: This listing includes many of the best materials available in the fall of 1973. At this time, even more and better materials are on the market for use in occupational exploration. As these materials represent a major expense in the establishment of the Center, careful evaluation and selection procedures should be implemented to assure wise use of funds.

APPENDIX

Exhibit A  
Matching Interests and Occupations  
Information Sheet

## MATCHING INTERESTS & OCCUPATIONS

Identify your three highest interest areas above each column, then write in the JOB TITLE and the DOT #'s for as many jobs in each area as you would like to explore.

INTEREST AREA 1

INTEREST AREA 2

INTEREST AREA 3

JOB TITLE

DOT #

JOB TITLE

DOT #

JOB TITLE

DOT #









# MATCHING INTERESTS AND OCCUPATIONS

## COLLEGES and UNIVERSITIES

### IDAHO

BOISE STATE UNIVERSITY  
BOISE, IDAHO 83725

COLLEGE OF IDAHO  
CALDWELL, IDAHO 83605

COLLEGE OF SOUTHERN IDAHO  
P. O. BOX 1238  
TWIN FALLS, IDAHO 83301

IDAHO STATE UNIVERSITY  
POCATELLO, IDAHO 83209

LEWIS-CLARK STATE COLLEGE  
EIGHTH AVENUE AND SIXTH STREET  
LEWISTON, IDAHO 83501

NORTHWEST MARARENE COLLEGE  
NAMPA, IDAHO 83651

NORTH IDAHO COLLEGE  
1000 W. GARDEN AVENUE  
COEUR D'ALENE, IDAHO 83814

RICKS COLLEGE  
REXBURG, IDAHO 83440

UNIVERSITY OF IDAHO  
MOSCOW, IDAHO 83843

### UTAH

BRIGHAM YOUNG UNIVERSITY  
PROVO, UTAH 84601

UNIVERSITY OF UTAH  
SALT LAKE CITY, UTAH 84112

UTAH STATE UNIVERSITY  
LOGAN, UTAH 84321

WEBER STATE COLLEGE  
3750 HARRISON BOULEVARD  
OGDEN, UTAH 84403

## VOCATIONAL-TECHNICAL SCHOOLS

AREA VOCATIONAL-TECHNICAL SCHOOL  
BOISE STATE UNIVERSITY  
BOISE, IDAHO 83725

AREA VOCATIONAL-TECHNICAL SCHOOL  
COLLEGE OF SOUTHERN IDAHO  
P. O. BOX 1238  
TWIN FALLS, IDAHO 83301

EASTERN IDAHO VOCATIONAL-TECHNICAL SCHOOL  
IDAHO FALLS, IDAHO 83401

AREA VOCATIONAL-TECHNICAL SCHOOL  
IDAHO STATE UNIVERSITY  
POCATELLO, IDAHO 83201

AREA VOCATIONAL-TECHNICAL SCHOOL  
LEWIS-CLARK STATE COLLEGE  
LEWISTON, IDAHO 83501

AREA VOCATIONAL-TECHNICAL SCHOOL  
NORTH IDAHO COLLEGE  
1000 W. GARDEN AVENUE  
COEUR D'ALENE, IDAHO 83814

## PRIVATE SCHOOLS

(Listed in alphabetical order by cities in Idaho)

BRIGHAM MEMORIAL HOSPITAL, BLACKFOOT  
BOISE ACADEMY OF HAIR DESIGN, BOISE  
BOISE SECRETARIAL CENTER, BOISE  
HOLLYWOOD BEAUTY COLLEGE, BOISE  
IMPERIAL DOG GROOMING SCHOOL, BOISE  
LADY CATHERINE PROFESSIONAL BEAUTY COLLEGE, BOISE  
LINK'S SCHOOL OF BUSINESS, BOISE  
STATE BARBER and BEAUTY COLLEGE, BOISE  
CASSIA MEMORIAL HOSPITAL, BURLEY  
OVERLAND BEAUTY COLLEGE, BURLEY  
CALDWELL MEMORIAL HOSPITAL SCHOOL, CALDWELL  
HOLLYWOOD BEAUTY COLLEGE, CALDWELL  
KANE'S SCHOOL OF BEAUTY CULTURE, COEUR D'ALENE  
WILLIAM KNOX MEMORIAL HOSPITAL SCHOOL, EMERYT  
BERNINA SEWING CENTER, IDAHO FALLS  
GLENN E. CLARK, SECRETARIAL & ACCOUNTING COLLEGE,  
IDAHO FALLS

KING-LAWRENCE BEAUTY COLLEGE, IDAHO FALLS  
SACRED HEART HOSPITAL SCHOOL, IDAHO FALLS  
VOGUE BEAUTY COLLEGE, IDAHO FALLS  
MR NICK'S BEAUTY COLLEGE, LEWISTON  
GRITMAN MEMORIAL HOSPITAL SCHOOL, MOSCOW  
IDAHO COLLEGE OF BARBERING & MEN'S HAIR STYLING,  
NAMPA

PARKER'S HOLLYWOOD BEAUTY COLLEGE, NAMPA  
SUPERIOR WESTERN PROFESSIONAL BEAUTY COLLEGE, NAMPA  
PAYETTE BEAUTY COLLEGE, PAYETTE  
ST ANTHONY COMMUNITY HOSPITAL SCHOOL, POCATELLO  
KING-LAWRENCE BEAUTY COLLEGE, REXBURG  
BEAUTY ARTS ACADEMY, TWIN FALLS

MR. JUAN'S COLLEGE OF HAIR DESIGN, TWIN FALLS  
PARKER'S HOLLYWOOD BEAUTY COLLEGE, TWIN FALLS  
MOLLIE MOORE SCHOOL OF BROADCAST, TWIN FALLS  
TWIN FALLS BUSINESS COLLEGE, TWIN FALLS  
WESTERN NATIONAL SCHOOL OF HEAVY EQUIPMENT OPERATION,  
INC., WEISER,

## APPRENTICESHIP TRAINING

AIR CONDITIONING MECHANIC  
AIRCRAFT MECHANIC  
APPLIANCE SERVICEMAN  
AUTO BODY & FENDER REPAIR  
AUTO GLASS INSTALLER  
AUTO MACHINIST  
AUTO MECHANIC  
AUTO PAINTER  
BAKER  
BINDARY WORKER  
BLACKSMITH  
BALLERMAKER  
BLACKSMITH (R. R.)  
BRICKLAYER  
BUSINESS MACHINE SERVICEMAN  
BUTCHER  
CABINET MAKER  
CAMERAMAN (GRAPHIC ARTS)  
CANVAS WORKER  
CANNAN (R. R.)  
CARPENTER  
CEMENT MASON  
COMMUNICATIONS TECHNICIAN  
COMPOSING ROOM MACHINIST  
COMPOSITOR (PRINTING IND.)  
CONSTRUCTION INDUSTRY  
COOK  
DECORATOR (CONSTRUCTION IND.)  
DENTAL TECHNICIAN  
DIESEL-MECHANIC  
DRY-WALL TAPER  
ELECTRIC MOTOR REPAIRMAN  
ELECTRICIAN  
ELECTRONICS TECHNICIAN  
ELECTROPLATER  
ENGINEER (R. R.)  
FARM EQUIPMENT MECHANIC  
FIREMAN (R. R.)  
FLOOR COVERER  
GAS ENGINE REPAIR  
GLAZIER  
GUNSMITH  
HEAVY EQUIPMENT MECHANIC  
HEAVY EQUIPMENT OPERATOR  
IRON WORKER  
JEWELER  
LATHEE  
LINDHAM  
LOCKSMITH  
MACHINIST  
MALLER (PRINTING IND.)  
MEATCUTTER  
METAL POLISHER  
MILLMAN  
MONUMENT MAKER  
MOTOR BOAT MECHANICS  
MOTOR CYCLE MECHANIC  
OPERATING ENGINEER (CONSTRUCTION)  
OPTICAL TECHNICIAN  
PAINTER (CONSTRUCTION)  
PIPEFITTER  
PLASTERER  
PLATEMAKER (GRAPHIC ARTS)  
PLUMBER  
POWER PLANT MECHANIC  
PRESSMAN  
PRINTER  
PRINTING INDUSTRY  
PUMP REPAIRMAN (SERVICE STATION)  
RADIO/TV REPAIRMAN  
RAILROAD INDUSTRY  
REFRIGERATION MECHANIC  
ROOFER  
SHEETMETAL WORKER  
SIGN ELECTRICIAN  
SIGN PAINTER  
SMALL ENGINE REPAIR  
STEREOTYPY (GRAPHIC ARTS)  
TEXT/ANNING MAKER  
TRUCK MECHANIC  
TROWELER (CONSTRUCTION)  
UNOLSTERER  
WELL DRILLER

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BOISE, IDAHO 83724

DEPARTMENT OF EMPLOYMENT, LOCAL OFFICE

Exhibit B  
Job Comparison  
Worksheet

## Job Comparison Worksheet

On the following pages you will find a form on which you will be able to compare four different jobs. Choose at least one job that requires a college degree and one that requires completion of vocational or technical training. You will need to use a variety of materials in the Center to complete the worksheet. The information below will help you in completing the following pages.

JOB TITLE/NATURE OF WORK. List the job title and then briefly describe the tasks or type of work done on that job.

Education & Training. List the educational or training requirements for entering the job.

High School Courses. List any high school courses required for the job or needed to enter the next level of training for the job.

Salary and Fringe Benefits. List the salary or wages usually paid upon entering the job, and any fringe benefits (insurance, etc.) usually given.

Employment Outlook. Briefly describe the future of this job. Will more or fewer workers be required in the next ten years.

Opportunity for Advancement. List the jobs to which one might advance after entering the job of your choice.

Personal Qualifications. List briefly the personal qualifications such as physical size, type of personality or temperament, and special aptitudes required for job success.

Where Employed/Working Conditions. List the parts of the country in which most workers in the job are located. Describe briefly some of the conditions under which you would work. (Safe or hazardous? Noisy or quiet surrounding? Seasonal or steady? light shifts, others).

Advantages. List the advantages you would have on this job.

Disadvantages. List the disadvantages to this job.


Places for training or Education. List the name and location of the institutions, and the duration and cost of educational or training programs which would prepare you for the job. Try to list at least two for each job.

JOB TITLE NATURE OF THE WORK	EDUCATION AND TRAINING REQUIRED	HIGH SCHOOL COURSES NEEDED AND GRADES IN COURSE	SALARY AND FRINGE BENEFIT

DATE:

GRADE:

NAME:

EMPLOYMENT OUTLOOK	OPPORTUNITY FOR ADVANCEMENT	PERSONAL QUALIFICATIONS PHYSICAL, SOCIAL, APTITUDE	WHERE EMPLOYED WORKING CONDITIONS
<hr/>			
<hr/>			
<hr/>			
<hr/>			



PLACES FOR TRAINING AND/OR EDUCATION

COST

LENGTH

CITY/STATE

NAME

DISADVANTAGES

ADVANTAGES

Exhibit C  
My Career Exploration  
Worksheet

PACE CENTER

PROGRAMMED ACTIVITIES FOR CAREER EXPLORATION

M.L.Y

CAREER  
EXPLORATION  
WORKSHEET

Name \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

BINGHAM COUNTY CAREER EDUCATION PROJECT

Choosing an occupation is serious business. It is a decision that can change the whole course of your life. Job choice should be done systematically. Give it your best thought. With the help of your counselor, follow these three-steps:

1. Take stock of yourself
2. Consider job requirements
3. Consider your qualities with those required by the job.

Try to answer the following questions as you go through the process of tentatively choosing your vocation.

A. My Personal Traits:

- Do I like to (a) work alone or (b) with others.
- Do I like to (a) do the same thing over and over again or (b) perform a variety of job duties?
- Do I like to work to precise standards set by others or (b) use my own judgement?
- Do I like (a) to work in noise or confusion or (b) do I need it quiet?
- Do I like (a) working under pressure or (b) working in a relaxed situation?

B. My Educational Experiences

1. To the best of my memory I have received the following grades in these school subjects:

<u>Subject</u>	<u>9th Grade</u>	<u>10th Grade</u>
English (Literature)	_____	_____
Math (Algebra, etc.)	_____	_____
Science (general; Biology, etc.)	_____	_____
Social Studies (History, etc.)	_____	_____
Shop or Home Economics	_____	_____
Foreign Language	_____	_____
Speech	_____	_____
Physical Education	_____	_____
Others	_____	_____

2. Which two school subjects do I like most?

\_\_\_\_\_

3. Which two do I like least?

\_\_\_\_\_

4. In which did I get my highest grades?

\_\_\_\_\_

5. In which did I get my lowest grades?

\_\_\_\_\_

C. My Interests:

One of the first things you will do in exploring occupations is to determine your interests--that is the kind of activities you enjoy. Begin by answering the following questions.

1. My main hobbies and leisure-time activities are: \_\_\_\_\_

\_\_\_\_\_

2. Do I like to work inside or outside? \_\_\_\_\_

3. Would I like to work with people and/or animals? YES NO

4. Would I like to work with things or machines? YES NO

5. Would I like to work with information, symbols or ideas? YES NO

6. Is working in a clean place and keeping clean important to me? YES NO

7. What work experience have I had? \_\_\_\_\_

\_\_\_\_\_

What did I like about it? \_\_\_\_\_

\_\_\_\_\_

What did I dislike about it? \_\_\_\_\_

\_\_\_\_\_

8. My three highest interest areas as described by the Kuder General Interest Survey are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

9. The career which I am now interested in pursuing after I leave school. \_\_\_\_\_

In addition, other careers I am now interested in are:

1. \_\_\_\_\_
2. \_\_\_\_\_

D. My Plans

The statement below which best describes my plans regarding high school is:

\_\_\_\_\_ I plan to enroll in skill training courses which will help me get a job when I leave high school.

\_\_\_\_\_ I plan to leave high school before graduating.

\_\_\_\_\_ I plan to graduate from high school in 7 semesters.

\_\_\_\_\_ I plan to graduate from high school in 8 semesters.

The statement below which best identifies my plan for the year after I leave high school is?

\_\_\_\_\_ Go to work full-time

\_\_\_\_\_ Become an apprentice

\_\_\_\_\_ Join one of the military services

\_\_\_\_\_ Get married

\_\_\_\_\_ Attend a college or university

\_\_\_\_\_ Attend a business or vocational technical school.

WHAT I DO WELL  
(Mark an X in the right column)

	Very Good	Pretty Good	Not so Good
1. Skiing	_____	_____	_____
2. Swimming	_____	_____	_____
3. Tennis	_____	_____	_____
4. Bowling	_____	_____	_____
5. Team games (like football, baseball)	_____	_____	_____
6. Music (singing, instrumental)	_____	L _____	_____
7. Art	_____	_____	_____
8. Writing (poetry, stories)	_____	_____	_____
9. English	_____	_____	_____
10. Arithmetic	_____	_____	_____
11. Science	_____	_____	_____
12. History	_____	_____	_____
13. Home chores	✓ _____	_____	_____
14. Earning, spending money	_____	_____	_____
15. Working out problems through reasoning	_____	_____	_____
16. Working with my hands--sewing or shopwork, or making things, etc.	_____	_____	_____
17. Memorizing	_____	_____	_____
18. Other things I do well: _____	_____	_____	_____

Anything you may do well that is not on this list should be added.  
This is not meant to be complete, but to suggest certain strengths you  
may have that will remind you of others.

Exhibit D  
Planning My Career  
Worksheet



PLANNING MY CAREER

Name: \_\_\_\_\_

Ready or not, you're going to find yourself with a career one of these days. The question is, are you going to let it be accidental or are you going to plan and make it happen? The kind of a career you select will largely determine your "Life Style".

"LIFE STYLE":

how you live  
where you live  
time you have for your family  
type of house you live in  
the way you dress  
the way you speak

your friends and associates  
time for church and spiritual activities  
time for community work and activities  
how much money you make  
how much free time you have & how you use it.

The Life Style I Want

1. Where do I want to live? (small town, city, suburbs, country, pacific coast, south, or foreign country?) \_\_\_\_\_  
\_\_\_\_\_
2. How much time do I want for church activity? (Sundays off, evenings free, a large block of time for special activities?) \_\_\_\_\_  
\_\_\_\_\_
3. How much income do I want? (high income bracket, medium or low?) (pay isn't important--the type of career is.) \_\_\_\_\_  
\_\_\_\_\_
4. What kind and how much social activity do I want? (community leader, heavy social involvement, service clubs, just a quiet life with little community involvement) \_\_\_\_\_  
\_\_\_\_\_
5. Do I want to travel and move a great deal? (a career that calls for transfers to different areas of the country, done during the week but home on weekends, travel during the day, but home most nights, don't want to travel, don't want to have job transfers and move my home and family) \_\_\_\_\_  
\_\_\_\_\_
6. What hours do I want to work? (regular daytime hours, set my own work schedule, working evenings, shift work working weekends) \_\_\_\_\_  
\_\_\_\_\_
7. How much time do I want for family and leisure activities (time during summer, time in fall, time during winter, evenings, Saturday and Sunday) \_\_\_\_\_  
\_\_\_\_\_

My Interests, Abilities and Personal Qualities (Suggestions below)

1. What are my interests? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What are my abilities? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. What are my personal qualities? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Suggestions for "My Interests, Abilities and Personal Qualities?"

1. What are my Interests? (What do I like? What do I enjoy? Physical and outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, clerical, what am I interested in?)
2. What are my abilities? (What do I do well? Language usage, clerical speed and accuracy, mechanical, space relations, math ability, reasoning and understanding ideas, physical dexterity, coordination, mental, social skills, artistic, musical.)
3. What are my Personal Qualities? Dependable, honest, hard worker, well groomed, punctual, sincere, friendly, cooperative, mature, leadership ability, self-confident, willingness to accept instructions).

My Career Choices

Most careers are grouped in clusters. A cluster contains the occupations that have common characteristics (see page 4). For example, homemangement is a career that many find very satisfying and rewarding. It is listed under the "Consumer and Homemaking" cluster. Now's the time for you to make some career choices, either tentative or realistic. In the blanks below select occupations that most closely line up with your interests, abilities and personal qualities. But wait! Do they match up with the life style you want, too? List occupations you might like then some reasons for your choice.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Reasons for choices \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Now that you have made some decisions, you are ready to plan for your future career.

Suggestions for "Things I Can Do To Make My Career Happen"

1. Talk to a person in the career, ask them what the career is like. Most will be happy to talk to you.
2. Visit a job situation and see for yourself what the work is like. Get your counselor or parents to help set up the visit.
3. Volunteer for a community project (tutoring, ecology, hospital aide and others.)
4. Join a club or special interest group in your school or in the community.
5. Visit possible future schools--vocational schools, colleges, and universities welcome visitors.
6. Sit down and talk to Mom and Dad about life styles and careers.
7. Participate in high school career programs.
8. Talk to your high school counselor. Here's a good source of all kinds of information.
9. Read about your career choice--libraries, magazines, career books, brochures and books.
10. Get a part-time job that is related to the career area.
11. Talk to your minister--tell him about your tentative plans and ask for suggestions.
12. Select and register for classes that will better prepare you for the career.
13. Prepare a resume.

Things I Can Do To Make My Career Happen

1.	_____	Date	_____
	_____	Date	_____
2.	_____	Date	_____
	_____	Date	_____
3.	_____	Date	_____
	_____	Date	_____
4.	_____	Date	_____
	_____	Date	_____
5.	_____	Date	_____
	_____	Date	_____

Exhibit E.  
Career Information Aide  
Role Description

## ROLE DESCRIPTION OF CAREER INFORMATION AIDE

### Minimum Requirements:

- A. The Career Information Aide should be mature, pleasant and personable, possessing the ability to work equally well with school faculty and young adults. The person must be willing to develop an understanding of the concept and purpose of Career Education, the process of career development and the role of the career information services as provided through P.A.C.E. Center.
- B. The person should have actual work experience outside education as well as prior experiences as a teacher aide or at least one year of education or training beyond the secondary level.
- C. The person may have such additional or alternative qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Director of Career Education

JCB GOAL: Through an organized program of activities, provide career and guidance information to school faculty, students and other interested persons.

### 1.0 DUTIES AND RESPONSIBILITIES

- 1.1 Become thoroughly acquainted with all career and guidance information, materials and equipment assigned to PACE Center.
- 1.2 Present the Programmed Activities for Career Exploration to students and other interested persons who visit PACE Center.
- 1.3 Assist students and other interested persons in utilizing the equipment and information provided by PACE Center.
- 1.4 Become acquainted with resource and referral agents and personnel in the school and community who may provide additional career or guidance information and services to students.
- 1.5 Become acquainted with a wide variety of information concerning careers and student options for completing the transition from education to the world of work.

### 2.0 STAFF PERSONNEL

- 2.1 Actively work with school personnel in an effort to provide career and guidance information to all who may need the service.

### 3.0 PUPIL PERSONNEL SERVICES

- 3.1 Actively work with school guidance personnel to assist in the provision of career and guidance information to students, staff and all other interested persons.

- 3.2 Refer students and others who may desire additional assistance and information on careers or placement options to school guidance personnel or other appropriate personnel and/or agencies.

#### 4.0 MANAGEMENT AND EVALUATION

- 4.1 Maintain accurate records of students and other interested persons who visit or utilize PACE Center.
- 4.2 Assist in the completion of forms and reports to be submitted to the Director.

#### 5.0 FACILITIES, EQUIPMENT AND INSTRUCTIONAL MATERIALS

- 5.1 Maintain the inventory of facilities, equipment and materials assigned to PACE Center.
- 5.2 Maintain an accurate record of all materials or equipment loaned from PACE Center.
- 5.3 Be responsible for the day-to-day maintenance of PACE Center facilities, equipment and materials.

#### 6.0 SCHOOL-COMMUNITY RELATIONS

- 6.1 Provide information to the Director of Career Education, school personnel, students, patrons and all other interested parties of the goals, objectives and progress of the career education program.
- 6.2 Provide information to teachers, parents, students and other interested persons of the goals and objectives of the PACE Center.

#### 7.0 PROFESSIONAL GROWTH

- 7.1 Assumes responsibility for own professional growth and development; for keeping current with information and materials assigned to PACE Center and with sources and resources for student and faculty use.
- 7.2 Participate in growth activities for improvement of knowledge and skills through study, travel, conferences, workshops, professional organizations and self-appraisal.

#### 8.0 SUPPORTIVE SERVICES

- 8.1 Assist in the maintenance of cooperative working relationships between school personnel and the community.

9.0 ORGANIZATION and ADMINISTRATION

9.1 Be responsible to the Director of Career Education of the Bingham County Board for Cooperative Services.

9.2 Carry out such additional duties as may be determined by the Director.

TERMS OF EMPLOYMENT

Nine, ten, eleven or twelve month year. Salary and work year to be established by the Board.

EVALUATION

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Instructional Personnel.

Approved by \_\_\_\_\_ date \_\_\_\_\_

Reviewed and Agreed to by \_\_\_\_\_ (Incumbent) date \_\_\_\_\_

Exhibit F

PACE Questionnaire



P A C E QUESTIONNAIRE

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Instructions: For the questions below choose the best answer and circle the number of that answer in the column to the left.

- |         |   |
|---------|---|
| 1 2 3 4 | 1. How do you feel about the amount of time that you spent in PACE Center? (1) More time was needed (2) About the right amount of time was provided (3) Had too much time (4) I don't know. |
| 1 2     | 2. Would you like to have an opportunity to use the PACE Center again? (1) Yes (2) No   |
| 1 2 3 4 | 3. How do you feel about the helpfulness of the PACE Center?<br>(1) Very helpful (2) Helpful (3) Somewhat helpful<br>(4) Not helpful  |
| 1 2     | 4. Have you ever been given the opportunity to do activities similar to those which you did in the PACE Center? (1) Yes (2) No  |

If yes, in what grade? \_\_\_\_\_

In which activities did you participate while in the PACE Center?  
(Check all that apply)

- \_\_\_\_\_ looked at filmstrips on several occupations.
- \_\_\_\_\_ looked through a school or college catalog.
- \_\_\_\_\_ read one or more pamphlets on job(s) I was interested in.
- \_\_\_\_\_ took notes on job(s) I was interested in.
- \_\_\_\_\_ listened to tape(s) on occupations.
- \_\_\_\_\_ read information in reference books on jobs or work skills.
- /   looked at filmstrips about college, vocational-technical school or job training program.
- \_\_\_\_\_ looked at filmstrip on how to get a job.
- \_\_\_\_\_ talked to the teacher about job opportunities, schools, or career fields.

What suggestions do you have for improving the PACE Center?

\_\_\_\_\_

\_\_\_\_\_

Exhibit C

Figure I

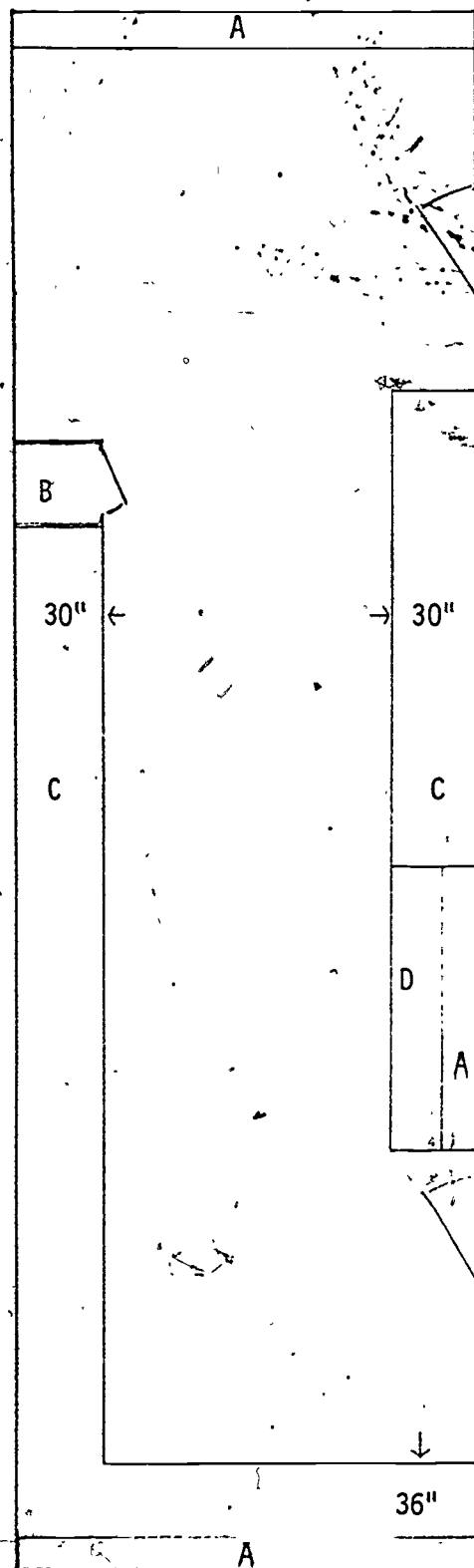
Construction Floorplan, PACE CENTER

Figure II

Operational Layout, PACE CENTER

APPENDIX G

Figure I



PROGRAMMED ACTIVITIES FOR CAREER EXPLORATION

Mobile Career Information Center

12' x 44'

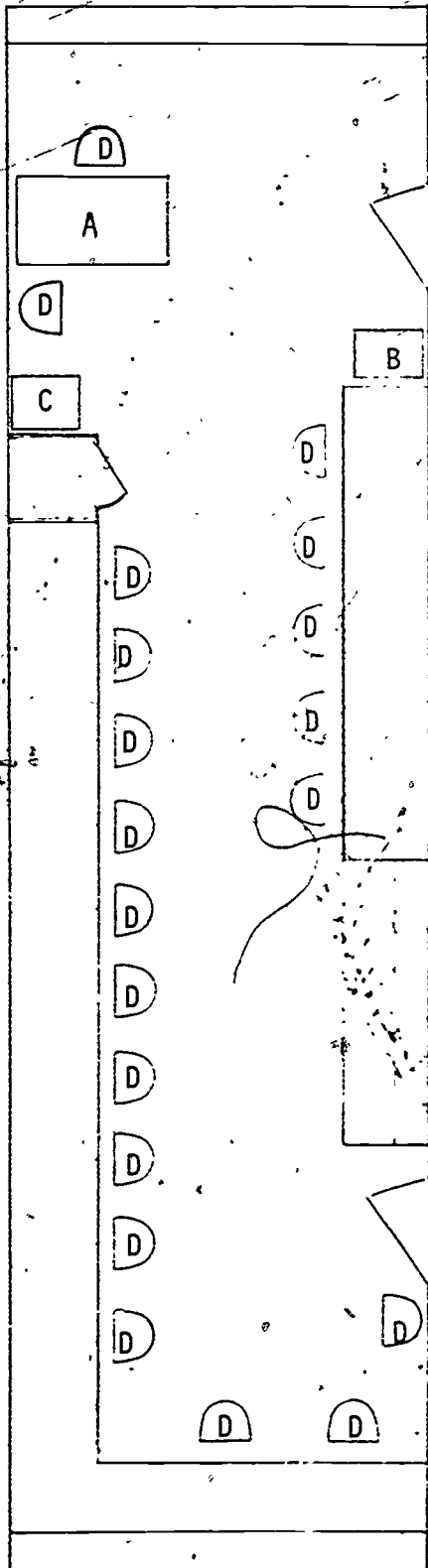
Scale: 3/16" = 1'

Construction Floor Plan

- A. Overhead storage cabinet: 18" high, 12" deep, 1 interior shelf
- B. Furnace location
- C. Counter, 29" high, attached to sidewall studs; support legs at 6' intervals
- D. Cabinet with counter: 36" high, 8' long, 30" wide

APPENDIX G

Figure II



PROGRAMMED ACTIVITIES FOR CAREER EXPLORATION

Mobile Career Information Center

12' x 44'

Scale: 3/16" = 1'

Operational Layout

- A. Aide's desk
- B. Tu-dror Career Information File
- C. Legal size file cabinet, 4-drawer
- D. Chair

17 LEARNING STATIONS

- 12 Audio/visual
- 2 Microfilm
- 3 Miscellaneous

Exhibit H  
Equipment, Instructional Materials and Supplies  
PACE CENTER

/

Equipment

<u>Quantity</u>	<u>Item Description</u>	<u>Estimate of Cost</u>	
		<u>Unit</u>	<u>Total</u>
1	3M Executive IV Microfiche Reader Printer	\$750.00	\$750.00
	Source: Yost Office Equipment 675 E. Anderson Idaho Falls, ID 83401		
1	DuKane A-V Matic Sound/Filmstrip viewer	275.00	275.00
	Source: Guidance Associates Pleasantville, New York		
10	Hudson Filmstrip Viewer	25.00	250.00
25	Pegboard bookracks (61-734)	1.95	48.75
6	Pegboard bookracks (61-723)	2.20	13.20
	Source: The Highsmith Company P.O. Box 25 Fort Atkinson, Wisconsin 53538		
6	Cassette tape recorder/player (Channel Master)	49.95	299.70
3	Cassette tape player w/AC Adaptor (Norelco 1100)	29.00	87.00
	Source: Carter Supply Co. 3208 Washington Blvd. Ogden, Utah		
3	Cassette tape player (AC) (Caliphone AV-15)	39.50	118.50
10	Headphones w/mini-plugs	6.25	62.50
10	Headphones w/1/4" phone plug	6.25	62.50
	Source: Stockdale, Inc. 2911 West 2300 South Salt Lake City; Utah 84119		

Equipment (continued)

<u>Quantity</u>	<u>Item Description</u>	<u>Estimate of Cost</u>	
		<u>Unit</u>	<u>Total</u>
1	Single Pedestal desk	125.00	125.00
1	4-drawer legal file cabinet	70.00	70.00
2	Waste baskets	5.00	10.00
1	Coat Rack	9.00	9.00
24	Chairs (Virco #9000)	9.90	237.60

Source: M & H Office Supply  
 101 West Pacific  
 Blackfoot, ID 83201

Instructional Materials

<u>Quantity</u>	<u>Item Description</u>	<u>Estimate of Cost</u>	
		<u>Unit</u>	<u>Total</u>
1:	Widening Occupational Roles Kit	\$170.00	\$170.00
1:	Occupational Exploration Kit	120.00	120.00
1	<u>KEYS</u> - Sound Filmstrips to accompany Kuder E. General Interest Survey	100.00	100.00
1 set	Junior Guidance Series Booklets	20.00	20.00
1 set,	Guidance Series Booklets	30.00	30.00
1 set	Occupational Information Briefs	85.00	85.00
	Source: Science Research Associates 259 East Erie St. Chicago, Illinois 60611		
1 set	<u>Education for Occupations</u> Sound/Filmstrip:	78.00	78.00
1 set	<u>Leisure Time--Busy or Bored?</u> Sound/Filmstrip	56.00	56.00
	Source: Eyegate House, Inc. 146-01 Archer Avenue Jamaica, N.Y. 11435		
1 set	<u>Accoustifone Career Exploration</u> Series Sound Filmstrips #401-420	59.50	1195.00
	Source: George Webb Audio-Visuals 937 East 33rd South Salt Lake City, Utah 84108		
1 each	Sound Filmstrip kits as listed below Cassette Format	41.50	581.00
	What you should know Before You Go to Work		
	Preparing for the Jobs of the 70's Jobs and Gender		
	Job Hunting: Where to Begin		
	Trouble at Work		
	On the Job: Four Trainees		



Instructional Materials (Continued)

<u>Quantity</u>	<u>Item Description</u>	<u>Estimate of Cost</u>	
		<u>Unit</u>	<u>Total</u>
	Liking your Job and your Life		
	A Job that Goes Someplace		
	Choosing Your Career		
	Preparing for the World of Work		
	College? It's Up to You		
	What to Expect at College		
	High School Course Selection and your Career		
	Your Job Interview		
	.....		
	Why Work at All	21.50	43.00
	Jobs for You: It's Happening in Home Economics		
	.....		
	People Who Work in Science	41.50	249.00
	People Who Create Art		
	People Who Help Others		
	People Who Organize Facts		
	People Who Make Things		
	People Who Influence Others		
	Source: Guidance Associates 757 Third Avenue New York, New York 10017		

Instructional Materials (Continued)

Quantity	Item Description	Estimate of Cost	
		Unit	Total
1 each	"Careers" sound filmstrips as listed .Cassette format (7)	44.00	308.00
	"Careers in Nursing"		
	"Careers in Journalism"		
	"Careers in Business Administration"		
	"Careers in Health Services"		
	"Careers in Education"		
	"Careers in Agriculture"		
	"Careers in Engineering"		
Source: Pathscope Educational Films, Inc. 71 Weyman Avenue New Rochelle, N.Y. 10802			
1 set	Dictionary of Occupational Titles (6 volumes)	23.25	23.25
1 set	Dictionary of Occupational Titles (Vol. I, II.)	14.00	14.00
7	Occupational Outlook Handbook	6.25	25.00
1 set	Occupational Outlook Handbook Reprint Series	16.25	16.25
1 set	Encyclopedia of Careers (Vol. I, II)	27.50	27.50
Source: Associated Publishers 355 State Street Los Altos, California 94022			
1	Occupational View Deck w/Viewer	160.00	160.00
1	College View Deck (2 & 4 year) w/viewer	160.00	160.00
1	Occupational Library in Tudor File	311.00	311.00
1	Occupational Microfile	65.00	65.00
1	Counselor's Professional Filing System	35.00	35.00

Source: Chronicle Guidance Publications  
Moravia, New York

Instructional Materials (Continued)

<u>Quantity</u>	<u>Item Description</u>	<u>Estimate of Cost</u>	
		<u>Unit</u>	<u>Total</u>
1 each	"American Occupations" series Cassette tapes (30) (Titles listed below)	4.90	147.00

Accountant/Advertising Workers  
 Actor-Actress/Astronomers  
 Architect/Technical Writer  
 Biochemist/Life Scientist  
 College Teacher/Engineering Science  
 Commercial Artist/Singers & Singing Teachers  
 Dancers/Musician and Music Teachers  
 Dental Assistant/Dental Lab Technicaan  
 Dentist/Dental Hygienist  
 Engineering/Types of Engineering  
 Forester/Forestry Aides  
 Home Economist/College Placement Officer  
 Interior Decorator/Industrial Designer  
 Lawyer/Landscape Architects  
 Librarian/Library Technicians  
 Mathematician/Statistician  
 Medical Laboratory Worker/Speech Pathologist & Audiologist  
 Occupational Therapist/Physical Therapist  
 Oceanographer/Mereorologist  
 Pharmacist/Optometrlist  
 Physicians/Osteopathic Physicians  
 Physicist/Chemist  
 Pilot I/Pilot II  
 Psychologist/Recreation Worker  
 Range Manager/Employment Counselor  
 School Counselor/Rehabilitation Counselor  
 Sociologist/Political Scientist  
 Stewardess/Flight Engineer  
 Surveyor/Social Worker  
 Veterinarian/Sanitarians

Source: Creative Studies, Inc.  
 P.O. Box 830  
 San Bernadino, CA 92402

Instructional Materials (Continued)

<u>Quantity</u>	<u>Item Description</u>	<u>Estimate of Cost</u>	
		<u>Unit</u>	<u>Total</u>
1 each	Hoffman Career Awareness Series Sound/Filmstrip (Titles listed below)	10.95	646.05
	Accountant		
	Admitting Clerk		
	Airline Pilot		
	Airline Stewardess		
	Animal Keeper		
	Architect		
	Auto Parts Counterman		
	Bank Officer		
	Bank Teller		
	Biochemist		
	Biologist		
	Bookkeeper		
	Chemical Engineer		
	Chemist		
	Civil Engineer		
	Copywriter		
	Costume Designer		
	Dairy Herdsman		
	Dental Assistant		
	Dental Hygienist		
	Dental Lab Technician		
	Dentist		
	Electrical Engineer		
	Electrocardiograph Technician		
	Fish & Game Warden		
	Florist		
	Forklift Operator		
	Geologist		
	Grocery Checker		
	Heavy Equipment Operator		
	Helicopter Pilot		
	Highway Patrol		
	Insurance Agent		
	Interior Designer		
	Lawyer		
	Librarian		
	Medical Lab Assistant		
	Medical Technologist		
	Mortician		
	Nurse Aide		
	Occupational Therapist		
	Optometrist		
	Orderly		
	Park Ranger		
	Pharmacist		
	Physical Therapist		
	Physician		
	Psychologist		
	Quality Control Inspector		
	Radio Announcer		
	Radiological Technician		
	Recreation Worker		
	Service Writer		
	Stock Clerk		
	Travel Agent		
	Veterinarian		
	Waiter/Waitress		
	Warehouseman		
	Watchmaker		

Source: Evans Supply, Inc.  
509 West 2nd North  
Salt Lake City, Utah 84116

Instructional Materials (Continued)

Quantity	Item Description	Estimate of Cost	
		Unit	Total
1 set	<u>Coping With</u> Series booklets	20.00	20.00
	Source: American Guidance Service, Inc. Publishers' Building Circle Pines, Minn. 55014		

Consumable Materials

1 yr. subscription	3-in-1 Service (for Occupational Information)	55.00	55.00
	Source: Chronicle Guidance Publications, Inc. Moravia New York 13118		

1 yr. subscription	American Trade Schools Directory	25.00	25.00
	Source: Croner Publications, Inc. 211-03 Jamaica Avenue Queens Village, New York 11428		

	Standard Office Supplies & Miscellaneous Equipment		100.00
	Kuder E-General Interest Survey		
116 pkgs.	Test booklets	7.60	981.60
8 pkgs.	Backboards	10.25	82.00
7 pkgs.	Punch Pins	5.25	36.75
	Source: Science Research Associates 259 East Erie St. Chicago, Illinois 60611		