

DOCUMENT RESUME

ED 112 169

95

CE 004 997

**TITLE** A Comprehensive Vocational Education Program for Career Development in Grades K-14: Appendix. Final Report.

**INSTITUTION** Pinellas County District School Board, Clearwater, Fla.

**SPONS AGENCY** Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

**BUREAU NO** BR-V-261018L

**PUB DATE** 30 Jun 73

**GRANT** OEG-0-72-0735

**NOTE** 323p.; For report, see CE 004 614. Some pages removed because they would not reproduce in microfiche; remaining pages are the best copy available

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**IDENTIFIERS** Florida (Pinellas County)

**ABSTRACT**

The document is a compilation of Pinellas County Comprehensive Career Education Project materials consisting of 13 appendixes covering the following topics: contracts (34 pages), an evaluation sheet (1 page), media reports on the project (11 pages), a school principal's questionnaire (2 pages), 26 product evaluation instruments (99 pages), product evaluation scoring keys (8 pages), copies of critical correspondence (41 pages), organization charts and job descriptions (12 pages), a list of steering committees members (4 pages), quarterly reports (39 pages), an explanation of the counselor/occupational specialist/teacher team (10 pages), a list of career activities (24 pages), an evaluation checklist, and the project's career education resolution (2 pages). (BP)

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ED112169

APPENDIX  
FINAL REPORT

Project No. V 261018L  
Grant No. OEG-0-72-0735

A Comprehensive Vocational Education Program  
for Career Development in Grades K-14

Research and Development Project in Vocational Education  
Conducted Under  
Part C of Public Law 90-576

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

School Board of Pinellas County, Florida

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- Dr. Charles J. Crist, Vice-Chairman
- Mr. Calvin A. Hunsinger
- Mrs. Martha Rudy Wallace
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U.S. DEPARTMENT OF HEALTH,  
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Mr. Jack B. Shumate  
Executive Assistant Superintendent, VTAE

Mrs. Myrtle E. Hunt  
Director, Career Education  
850 - 34th Street South  
St. Petersburg, Florida 33711

2/3

June 30, 1973

CE 004 997

FLOYD T. CHRISTIAN  
Commissioner of Education  
Department of Education  
Tallahassee, Florida

JOE D. MILLS  
Director  
Division of Vocational, Technical and Adult Education

E. A. EMMEHAINZ  
Assistant Director  
Division of Vocational, Technical and Adult Education

KENNETH M. EADDY  
Bureau Chief  
Vocational Research and Evaluation  
Division of Vocational, Technical and Adult Education

CAREER EDUCATION STAFF

Mrs. Myrtle E. Hunt, Director

Mrs. Dorothy Snidow, Supervisor  
Evaluation and Curriculum

Mr. Donald Rosenberger, Supervisor  
Elementary

Mr. Clarence Givens, Coordinator  
Guidance Services

Mr. Thomas Noble, Coordinator  
Placement Services

Mrs. Marie Charles, Vocational Consultant  
Business Education

Mr. George Cary, Vocational Consultant  
Trade & Technical

Mrs. Crystal Coester, Occupational Specialist

Mrs. Marie Camanse, Data Control Coordinator

Mrs. Ruth Dikman, Executive Secretary

Mrs. Bonnie Ahrens, Clerk

Mrs. Dorothy Bitterli, Clerk

EVALUATION CONSULTANTS

Internal Evaluator: Dr. Tom Justiz

External Evaluator: Dr. Allen B. Moore, Site Team Director  
Southern Association of Colleges and Schools

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**APPENDIX A**

**CONTRACTS**



FLOYD T. CHRISTIAN  
COMMISSIONER

STATE OF FLORIDA  
DEPARTMENT OF EDUCATION

TALLAHASSEE 32304

CARL W. PROEHL  
DIRECTOR  
DIVISION OF VOCATIONAL, TECHNICAL  
AND ADULT EDUCATION

February 15, 1972

Mr. Nicholas G. Mangin, Superintendent  
Pinellas County School Board  
P.O. Box 4688  
Clearwater, Florida 33518

Dear Superintendent Mangin:

The following projects have been recommended by Dr. Carl W. Proehl, Director, Division of Vocational, Technical, and Adult Education, for funding in the amounts indicated. Signed copies of the proposals are attached.

We trust that this financial assistance will help you in the development of your vocational and technical education programs.

<u>Project Number</u>	<u>School</u>	<u>Occupation or Program</u>	<u>Amount</u>
973 CC2-001	County-Wide	Comprehensive Vocational Educational Program	\$ 280,556.00

Sincerely,

*Floyd T. Christian*  
Floyd T. Christian

Enclosure

cc: Mr. Joseph Anthony  
Mr. Joe D. Mills



To be submitted in duplicate to the Director of The  
Vocational, Technical and Adult Education Division

DEPARTMENT OF EDUCATION

Tallahassee, Florida 32304

Part C

Project No. CC 2-001  
(State Office Use)

Special Grant Request

Fiscal Period -- ~~1971~~, \_\_\_\_\_ through June 30, \_\_\_\_\_

Name of Educational Agency or Other Public Institution School Board of Pinellas County, Florida  
Jan. 3, 1972 June 30, 1973

Address of Educational Agency or Other Public Institution 1960 E. Druid Road - P. O. Box 4688, Clearwater, Florida 3351

Name and position of supervisor immediately responsible for supervision of program \_\_\_\_\_

Mr. Joe D. Mills, Executive Assistant Superintendent

Title: Comprehensive Vocational Educational Program for Career Development in Grades K-14 for Pinellas County School District

Provide the following information on this sheet and through the use of attachments according to directions on the reverse of this form:

Identify the type of Special Grant Request applied for by placing a check (✓) in the appropriate box.

- I. Nature of Proposed Project (Attachment A)
- II. Need for Proposed Project (Attachment B)
- III. Procedure of Proposed Project (Attachment C)
- IV. Personnel (Attachment D)
- V. Cost Factors (Attachment H)

Administration & Supervision	
Evaluation	
Teacher Education	
Research	
Curriculum Development	
Exemplary Program	
Other (specify)	

Amount of federal funds requested \$ 280,557.00

(Public Institution Use Only)

It is understood that if this grant is approved the educational agency or other public institution agrees to abide by all regulations of the State Board for Vocational Education as described in the Florida State Plan for the Administration of Vocational Education.

\_\_\_\_\_  
Head of Institution

\_\_\_\_\_  
State Agency Executive Officer

(County Board Use Only)

B. T. ...  
County Superintendent

...  
County Board Chairman

(State Office Use Only)

ACTION BY PROJECT COORDINATING COMMITTEE

(✓) Approved ( ) Disapproved ( ) Further Information requested

Date 1-17-72 Reimbursement (Grant) not to exceed \$ 280,556.00

...  
Administrator, Projects and Grants

Authorized:

TOTAL SALARY	\$ <u>181,147.00</u>
TOTAL TRAVEL	\$ <u>20,500.00</u>
TOTAL EQUIPMENT	\$ <u>4,200.00</u>
TOTAL SUPPLIES	\$ <u>43,609.00</u>
TOTAL OTHER	\$ <u>31,100.00</u>
<b>TOTAL GRAND TOTAL</b>	\$ <u>280,556.00</u>

...  
Director, Vocational, Technical and Adult Education  
for Commissioner of Education and Executive Officer



**DEPARTMENT OF EDUCATION**

Floyd T. Christian, Commissioner  
Division of Vocational, Technical, and Adult Education  
Carl. W. Proehl, Director  
Tallahassee, Florida

School
District
Occupational Program

**INFORMATION FOR REIMBURSEMENT OF PURCHASE OF EQUIPMENT AND SUPPLIES**

1	2	3	4	5
Item No.	Quantity	Description of Item	Total Cost	Code E or S
		Equipment to be selected for each of four (4) components		4,200
		Guidance Supplies and Services (Loom, FAIS, Testing, Workshops, Schools, etc.)		30,092
		Workshop (Elementary and Secondary) materials and supplies		6,500
		Office supplies, duplication, reproduction, computer forms and cards, curricula materials		7,017
		<u>OTHER</u>		
		Services including project evaluation, testing, scoring, printing, communications		31,100
			<b>TOTAL</b>	<b>\$78,909</b>

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**STATE DEPARTMENT OF EDUCATION**  
 Floyd T. Christian, Commissioner  
 Division of Vocational, Technical, and Adult Education  
 Tallahassee, Florida

**INFORMATION FOR REIMBURSEMENT OF LOCAL TRAVEL EXPENSES**

1	2	3
Name of Person	Position	Amount Requested
	Project Staff	9,000
	Consultant to All Project Components	1,500
	Counselors and Staff (Guidance)	5,000
	Field Trips (Including Guidance)	5,000
	<b>13</b>	<b>TOTAL</b>
		<b>\$20,500</b>

W. G. Mangin  
Superintendent

January 12, 1972

Dr. Carl Proehl, Director  
Adult Vocational Division  
State Department of Education  
Knott Building  
Tallahassee, Florida 32304

Dear Dr. Proehl:

Subject: Florida Research and Development Career Education Special  
Grant Request January 3, 1972 - June 30, 1973

This letter is in response to your request for plans to operate this Part "C" demonstration, testing and development program by the Pinellas County School System.

Plans have been developed in accordance with the USOE Policy Paper - AVTE-V72-1, dated September 9, 1971.

Vocational programs in Pinellas County cover a broad range of constantly expanding secondary, post-secondary and adult services including cooperative work experience, junior high school level occupational exploration and career awareness, high school and post-secondary level skill development and job entry training.

The recent assignment of the state placement follow-up phase to the State Management Information System, operated by the Pinellas County Vocational-Technical and Adult Education Division, will be correlated with this career development project.

This project is designed to bring together the components of operating VTAE programs; study and integrate effective elements of other programs and projects (academic and vocational) to build a composite articulated program of Career Education.

The following components will be the basic elements of this project:

1. An elementary program designed to increase student self awareness; develop favorable attitudes about the personal, social and economic significance of work; and to increase career awareness of students in terms of the broad range of options open to them in the world-of work.

2. Programs at the junior high school levels to improve career orientation and meaningful exploratory experiences.
3. Programs at grade levels 10-14 to improve job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities.
4. The continuation and expansion of a vocational counseling and guidance service to students at all grade levels.
5. A centralized system designed and initiated to assure placement of all students in a job, a post-secondary occupational program or baccalaureate program.
6. An inservice orientation program for teachers, administrators and supportive staff to acquaint them with goals, methods and techniques of the career development program.
7. An effective articulation plan (curricula, counseling, teaching and administration) for all levels.

The concepts of the components are outlined below:

1. Elementary School Component:

The primary objective will be to study projects and approaches, current curricula needs, etc. to restructure techniques and materials for increased student career awareness. During the early months of 1972, an elementary specialist will be employed to make a search of literature and demonstration elementary school career education projects in Florida and other states to identify promising approaches, techniques and materials for increasing career awareness of elementary school students. A committee of outstanding teachers will be selected from each grade level, 1 through 6, and shall work with the teachers in exploring potential revisions of existing elementary curricula in order to re-focus it around the career development theme. The committee will operate on a part-time basis during the spring of 1972, and shall field-trial a variety of techniques and materials. During July and August of 1972, the committee shall work on a full-time basis to structure a complete elementary component. In August of 1972, the pre-school workshop for elementary teachers shall be devoted to inservice training in career education. Teachers shall be introduced to the overall program and the specific techniques and materials for each grade level. During 1972-73, the career education program shall be operated in selected elementary schools located in the district. Results of pre and post-tests shall be used as a basis for making judgements about the effectiveness of various treatments in terms of student outcomes and for making recommendations for program improvement.

2. Junior High School Component:

This component will focus on the possible expansion of the junior high school level cluster approach to career orientation and exploratory experiences leading to more meaningful senior high school student career choices and skill development training at the high school, post-secondary or baccalaureate.

Junior high schools will participate in this program to continue use of previously developed curricula to provide realistic career orientation and exploratory experiences to youth in Pinellas County. Expansion of in-depth exploration will hopefully provide students with a background for a more realistic choice of vocational courses in senior high school grades, or if a student leaves school some basic employability and job skills.

Project study will cover selected learning experiences, organizing for sequence, continuity and integration and evaluating the program as a basis for making judgements about the adequacy of stated objectives, effectiveness of experiences, and efficiency or organizational structure.

3. Secondary and Post-Secondary School Component:

The secondary and post-secondary institutions selected will participate in the project by continuing the highly realistic programs previously developed to prepare youth and adults for successful entry and advancement into occupations for which they have been trained. Cooperative work experience programs have long been an integral part of the curricula; however, it is hypothesized that courses and programs in these schools may become more meaningful if greater emphasis is placed upon methodology and techniques for increasing joint school and industry working arrangements. The component operation will use personnel from business and industry as resource persons. District school personnel will be assisted by University and Department of Education personnel to plan and conduct the program.

4. Guidance and Counseling Component:

Career emphasis at all levels of guidance and counseling by both counselors and teachers will be a primary objective of this component. Plans cover participation by students, parents and employers, as well as school staff members.

(The component will include career development theory and instructional techniques.) Inservice programs will emphasize the role of placement services for all students participating in the comprehensive career development model. Consultants from the Department of Education and Universities shall work cooperatively with local educators to plan and implement the inservice training program. The model program shall be designed to include:



1. Program goals of participating schools.
  2. Concepts presently associated with evaluation and processes of change.
  3. Guidance criteria in terms of students behavioral objectives.
5. Placement Component:

As an extension to the guidance and counseling component, a placement service will be coordinated. The staff shall work cooperatively with guidance counselors, cooperative education coordinators, Neighborhood Youth Corps directors, vocational teachers, work study coordinators and the employment security agency. Potential employers will be identified to place students who have completed training programs, dropped out of school and wish to work full-time, and are graduating. Records of part-time and full-time job opportunities will be established and maintained. In June of 1972, placement service personnel will make extensive efforts to assure that students leave the career development program and are placed in a job or in further educational programs. Assistance shall also be provided to high school students desiring summer employment. The business and industry community will participate in planning curricula, placement services and job opportunities.

Throughout the 1972-73 school year, placement service personnel shall continue to function and refine procedures on the basis of accumulated experience. They shall also provide curriculum committees in the school district with recommendations for improvement in the on-going educational program. As stated previously, this element will operate through correlation with the project proposal now under consideration by the State Department. Thus, funding will not be included in this project grant request.

6. Inservice Training Component:

This component with programs for teachers, counselors, administrators and supervisors is vital to the total operation of all the elements of this project.

During the summer of 1972 an inservice education program must be conducted for teachers, administrators and supportive personnel in participating schools for orienting them to the broad goals of a comprehensive vocational program for career development; and more specifically to the objectives, selection of learning experiences, organizational structure and evaluation processes necessary for successful participation in the program.



All components of the project will be designed to emphasize careful product and process measurements. Specialists from the Research Coordinating Unit (RCU) will work with personnel in each component of the project to develop assessment techniques and program revision.

Methods and procedures shall be accurately documented and maintained. Cost data shall be maintained in order to yield data to establish cost/effectiveness ratios as a basis for judging potential transportability of successful components.

The project shall be integrated into operating programs at various grade levels. For example, activities designed to increase self-awareness and career awareness of students shall be conducted as integral parts of ongoing studies in the language arts, mathematics, science, social studies and vocational programs.

The duration of this project shall be 18 months, beginning January 1, 1972 and terminating June 30, 1973.

In accordance with USOE guidelines, the project will include a third-party evaluation to assess the effectiveness of each project component, and the overall success of the total project.

The names and qualifications of principal district staff members who will implement the project are:

Project Director: (Will have total responsibility for planning, implementation and coordination of all components of the project)

Name:

Qualifications

To be selected

At least a Masters degree in vocational education, with three years effective teaching experience and several years work experience outside the field of education. Supervisory or Administrative experience will be useful and preference will be given to an applicant having such experience, other factors being equal.

Elementary Specialist: (To coordinate elementary school activities of the project full-time)

Name

Qualifications

To be selected

At least a Bachelors degree in elementary education with three years successful teaching experience will be required. Preference will be given to applicants who have work experience outside the field of education and/or a Masters degree in a closely related field. Exhibited work in programs to orient elementary students to the world-of-work is desirable for this position.

Dr. Carl Proehl

January 12, 1972

Project Specialist for Guidance: (To coordinate guidance activities of the project full-time)

Name

Qualifications

To be selected

At least a Masters degree in guidance with five years of successful guidance plus teaching experience at more than one school level is required. Supervisory and administrative experience will be useful. Work Experience outside the field of education is also required.

Occupational Specialist: (Para-professionals to work directly with the guidance specialist on a full-time basis)

Name

Qualifications

To be selected

College or university educational requirements are not as important in this job as successful work experience and the ability to communicate with students. Persons assigned to this position must furnish evidence of at least six years successful work experience and must exhibit the ability to communicate successfully with school students, especially potential dropouts.

The attached VTAD-2A, B and C, Attachment H forms list the requested budget items.

We will appreciate your prompt reply to this Grant Request in order to begin implementation as soon as possible.

Cordially yours,

*Joe D. Mills*

Joe D. Mills  
Executive Assistant Superintendent

JDM/H/s

Enclosures (2)



N. G. MANGIN  
SUPERINTENDENT

JOE D. MILLS, EXECUTIVE  
ASSISTANT SUPERINTENDENT

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

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CITY CENTER FOR LEARNING • 850 - 34th STREET SOUTH • ST. PETERSBURG, FLA. 33711 • PH: 898-6755

September 22, 1972

Dr. K. M. Eaddy, Administrator  
Vocational Research and Evaluation  
State Department of Education  
Tallahassee, Florida

Dear Dr. Eaddy:

Re: Career Education Project CC2-001 Amendment Request No. 12

Progress in the operation of the Career Education project has led to the importance of implementing phases of job cluster components in the four pilot elementary schools. A part of this elementary level job cluster development will be the opportunity for students to have on-hands experience with equipment and supplies related to the job fields.

We are requesting the transfer of \$7,500 from the approved salary account to the equipment/supplies account to make it possible to purchase items needed by each school to develop several different clusters.

At this point, it is impossible to make a determination of the specific items to be purchased as we are soliciting contributions from business/industry representatives and will supplement the needed items.

Thank you for your attention to this request.

Cordially yours,

Elaine M. Hershey

EMH/as

CC N.O. Clark  
Myrtle Hunt  
Joe D. Mills  
Jack B. Shumate



# SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

1960 E. Druid Rd. • P.O. Box 4688 • Clearwater, Fla. 33518

Telephone: (813) 442-1171

Gus Sakkis  
Acting Superintendent

October 13, 1972

Mr. Joe D. Mills, Director  
Adult Vocational Division  
State Department of Education  
Knott Building  
Tallahassee, Florida

Dear Mr. Mills:

Re: Career Education Project CC2-001 Amendment 12

As we were instructed on September 22, 1972, we wrote the enclosed letter requesting this transfer of funds. In checking the disposition of this request today, we were advised to resubmit the request on the enclosed attachment H, VTAD-2A and C forms with this letter to you.

Because of the fact that equipment and supply items are being solicited from business and industry, it is impossible to determine what items will have to be purchased with these funds.

We will appreciate your assistance in expediting this request inasmuch as it has already been on file for three weeks. The four elementary schools are anxiously awaiting the approval to begin this phase of Career Education exploration.

Sincerely yours,

  
Jack B. Shumate

JBS/H/s

Enclosures

CC Dr. Eaddy  
Nat Clark  
✓ Myrtle Hunt

22



# SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

1980 E. Druid Rd. • P.O. Box 4688 • Clearwater, Fla. 33518

Telephone: (813) 442-1171



Gus Sakkis  
Acting Superintendent


November 8, 1972

Mr. B. E. Childers,  
Executive Secretary  
Southern Association of  
Colleges & Schools  
795 Peachtree Street  
Atlanta, Georgia 30308

Dear Bob:

Enclosed is one copy of the executed contract for the  
Assessment of the Pinellas County Career Education  
Project.

Sincerely yours,



Jack B. Shumate,  
Executive Assistant Superintendent for  
Vocational, Technical & Adult Education

JBS:hs

Enc.

## CONTRACT AGREEMENT

AGREEMENT, made this 28th day of June, 1972, by and between The School Board of Pinellas County, Florida (hereinafter referred to as SBPC) having its offices located at 1960 E. Druid Road, Clearwater, Florida 33518, and the Southern Association of Colleges and Schools (hereinafter referred to as SACS), having its office located at 795 Peachtree Street, N.E., Atlanta, Georgia.

WHEREAS, SBPC is conducting a developmental project in Career Education through the Division of Vocational, Technical, and Adult Education.

WHEREAS, a part of said project, SBPC and SACS desire to enter into an agreement whereby SACS shall perform a third party assessment of the said project.

NOW, THEREFORE, SBPC and SACS do mutually agree as follows:

1. SERVICES TO BE PERFORMED

SACS shall perform the services that are set forth in the attached proposal for a contract, submitted in Attachment "A", entitled, "A Proposal for a Contract to Provide Assessment for a Developmental Project Conducted by the Vocational, Technical, and Adult Education Division of the School Board of Pinellas County, Florida."



2. TIME PHASING SCHEDULE

SACS shall develop the reports, assessments and other activities required pursuant to this agreement in accordance with Attachment "A". Progress reports will be due in accordance with the following schedule.

Once each six weeks after the effective date of the contract dated July 1, 1972.

The interim report will be due on January 15, 1973. A final report shall be due not later than July 15, 1972.

3. TERM OF THE AGREEMENT

The reports and assessment services to be performed hereunder by SACS shall commence as of the date of this agreement and shall extend through June 30, 1973.

4. PAYMENT FOR SERVICE

SBPC shall pay to SACS a total sum not to exceed eight thousand seven hundred and six dollars (\$8,706.00) for full and complete performance of the contract. Payment to SACS by SBPC for work performed under this agreement shall be made in accordance with the following schedule upon submission by SACS the indicated reports and appropriate invoices:

January 15, 1973	\$4,353.00
July 15, 1973	<u>4,353.00</u>
TOTAL	\$8,706.00

5. NOTIFICATION OF CANCELLATION

If for any reason SBPC has its project terminated or reduced, it will immediately notify SACS. SACS has the option to either terminate or renegotiate a reduction if the project could still be completed.

WITNESS the signatures of the above parties this \_\_\_\_\_ day of \_\_\_\_\_, 1972.

SOUTHERN ASSOCIATION OF COLLEGES & SCHOOLS

By: \_\_\_\_\_

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

By: \_\_\_\_\_

A PROPOSAL FOR A CONTRACT TO PROVIDE ASSESSMENT FOR A DEVELOPMENTAL PROJECT CONDUCTED BY THE VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DIVISION OF THE PINELLAS COUNTY BOARD OF PUBLIC INSTRUCTION, CLEARWATER, FLORIDA.


Project Title: Pinellas County Career Education Project

Contract Title: Assessment of the Pinellas County Career Education Project

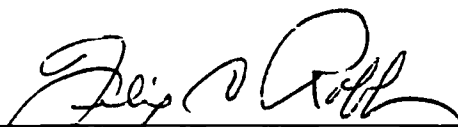
Submitted By: Southern Association of Colleges and Schools  
795 Peachtree Street, N.E.  
Atlanta, Georgia 30308

Submitted To: The Pinellas County Board of Public Instruction,  
Clearwater, Florida

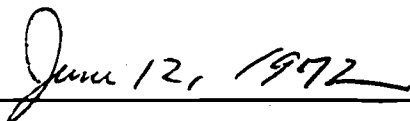
Project Director  
of  
Contract

  
B. E. Childers, Executive Secretary  
Commission on Occupational Education Institutions  
Southern Association of Colleges and Schools

Transmitted By:

  
Felix C. Robb, Director  
Southern Association of Colleges and Schools  
795 Peachtree Street, N.E.  
Atlanta, Georgia 30308

Date:



## ABSTRACT

**TITLE:** A Proposal for a Contract to Provide Assessment for the Career Education Development Project: Pinellas County, Florida

**SUBMITTED BY:** Southern Association of Colleges and Schools  
795 Peachtree Street, N.E.  
Atlanta, Georgia 30308

**PURPOSE:** To provide a third party assessment of the Pinellas County Career Education Development Project

**PROCEDURES:** Assessment procedures will be developed in detail after consultation with the project staff. Site visits will be made at least once every six weeks and a written summary prepared of the visits. In addition, a full interim report will be prepared at the end of the first six months and a full final report prepared upon completion of the project.

During the final quarter of the project, a SACS team will visit the project and, following the basic guidelines established by the Standards Committee of the Commission on Occupational Education Institutions, will prepare a written report of the findings.

A steering committee consisting of one representative from the Elementary Commission, the Secondary Commission, the College Commission, the Educational Improvement Project, and the College Education Achievement Project has been organized and will meet at least once each six months. In addition, efforts will be made to involve the state Committee Chairmen in the activities of the steering committee.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON OCCUPATIONAL EDUCATION INSTITUTIONS

Introduction

This is a proposal for a contract to provide a third-party assessment of a developmental project in career education being conducted by the Vocational, Technical, and Adult Education Division of the Pinellas County School Board.

The Southern Association of Colleges and Schools (SACS), hereinafter referred to as the contractor, is submitting this proposal to furnish the necessary qualified personnel, services, and materials in order to conduct continuous monitoring of the Career Development program during its development, to assess its impact, and to provide observational analysis of factors which appear to be related to the success of program implementation.

The Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools will have responsibility for implementation of this contract. The Commission, established by the SACS Delegate Assembly, is charged with the development of adequate standards, criteria, and procedures for the evaluation of occupational education. Pervading all the Commission's efforts is the belief that any group or individual left out of the educational process is

handicapped in his efforts to achieve a proper place in society. Further, the Commission believes that the responsibility of educational institutions is to help individuals define and prepare for their proper roles in society.

The Pinellas County project has been developed with components in elementary education, placement and follow-up, and guidance.

Built into the project is an internal evaluation component. The Southern Association will work closely with the project director and the supervisor of internal evaluation and will consult with the Division of Vocational Research, State Department of Education regarding the assessment of all career development activities. The overall goal of evaluation is to determine the degree of conformity between actual outcomes and stated objectives. With increasing frequency policy-making bodies are basing decisions regarding financial resource allocation on evidences of program efficiency, program effectiveness, and program relevance to changing social and economic conditions.

#### Areas of Assessment

##### (1) CHANGES IN CLASSROOM ACTIVITIES

Data will be compiled on changes in existing classroom activities as well as new activities which are initiated as a means of developing the potential of students involved in the career education program. The primary

objective in obtaining this information is to develop a base for future comparative analysis.

(2) DEVELOPMENT OF NEW CURRICULUM AND PROCEDURES

An assessment will be made of the extent to which new curriculum materials and procedures have been developed, including an assessment of the relative effectiveness of the developments based on observations by teachers.

(3) DEVELOPMENT OF ATTITUDES, INTEREST, AND KNOWLEDGE

Since the student is the basic ingredient in the total concept, he should develop a meaningful understanding of the real reasons for learning and of how career development can provide the necessary relevance between activities in the classroom and working world opportunities. The acceptance of career education on the part of students and teachers will be accomplished only with proper conditioning and the development of positive attitudes toward the concept. Measures of the student's interest level, his knowledge of and attitude toward jobs, and the attitude of teachers and parents toward career education will be made.

(4) DETERMINATION OF PROGRAM NEEDS

The techniques used for determining program needs will be analyzed in terms of procedures used and the involvement of advisory committees, teachers and consultants.

(5) COMMUNITY INVOLVEMENT

Because of the importance of community support in any educational endeavor, an analysis will be made of the techniques and procedures used to involve the local community in the program.

(6) IN-SERVICE TEACHER TRAINING

To insure the success of the career development program, the total staff must be dedicated to the concept. This dedication can be achieved only if the staff is thoroughly trained in procedures. An analysis will be made of the type and amount of in-service training provided for teachers taking part in the project.

(7) GUIDANCE AND COUNSELING SERVICES

The quality and quantity of the guidance and counseling services provided for the student at all levels are major concerns of this project. Elementary teachers are academically and professionally oriented, as are most secondary instructors and counselors, but teachers rarely have been exposed to career development concepts and their potentiality for providing motivation for learning.

Academic counseling and vocational counseling should not be separate. Rather both should be integrated into one



comprehensive counseling system. Counseling services should include a diagnostic pre-entry session with the student in order to discover specific needs, to assist in placing the student into a program designed to meet those needs, and to aid the student in realistic goal setting as related to career choices. An assessment will be made of the extent to which an integrated concept of counseling is carried out in various schools in the program and of the pre-enter/pre-exit services provided.

(8) PLACEMENT AND FOLLOW-UP

Because a well-organized placement and follow-up system is vital to the success of the project, this component has been designed as one of the significant areas of emphasis. Placement may refer either to obtaining a job or to placement in a program for further educational development. Follow-up data on students can provide one of the most reliable sources of information on the effectiveness of any program. An assessment will be made of the placement and follow-up activities in the following areas:

- (1) identification of potential employers
- (2) placement rate - in employment and/or in subsequent educational programs
- (3) follow-up data obtained on students

(9) SUPPORTING SERVICES

An examination of the relationship between the State staff, University of South Florida, and the project operation and staff will be made. Whenever possible, recommendations will be made for improving the relationship and assistance provided in defining the role of each. Areas to be examined are the organization for providing assistance in curriculum development, program planning, and internal evaluation and the provisions for in-service training.

(10) DISSEMINATION

Dissemination techniques will be analyzed and assistance in dissemination efforts will be provided.

(11) PROJECT MANAGEMENT

An analysis will be made of the efficiency of project management in terms of effective utilization of staff and time, cost efficiency, and overall project management.

Procedures

The following is an outline of the basic procedures to be followed in the assessment of the Pinellas County Career Education Development Project. Detailed procedures will be developed early in the project.

- (1) The Commission on Occupational Education Institutions will consult with the Project Director and staff and the Division of Vocational Research in developing detailed procedures and selection of instruments for assessment purposes.
- (2) The Assessment Coordinator will make site visits at least once every six weeks and submit a written summary of the findings to the Project Director, the Division of Vocational Research, the State Director for Vocational, Technical, and Adult Education, the Executive Secretary of the Commission, and all other appropriate persons.
- (3) Following the basic guidelines established by the Standards Committee of the Commission, a team will visit the project during the final quarter of the project and prepare a written report which will be incorporated into the final assessment report.
- (4) In addition to the site reports, a six-months interim report will be submitted and a full final report will be prepared upon completion of the project.

## Personnel

### A. Assessment Coordinator

#### (1) QUALIFICATIONS

The assessment coordinator shall have those qualities normally desired of a professional researcher and educational administrator. Qualities of leadership, innovation, experience, interpersonal relations, and research design competency should be obvious.

**Education:** The assessment coordinator should hold an earned doctorate and demonstrated experience in the field of education and research.

**Experience:** The assessment coordinator shall have had teaching experience at some level and have some research experience. The combined experience shall total at least seven years.

#### (2) RESPONSIBILITIES

The assessment coordinator will be responsible to the Executive Secretary, Commission on Occupational Education Institutions of the Southern Association of Colleges and Schools. Specifically, the responsibilities will be as follows:

1. Develop assessment procedures with the supervisor of evaluation and the total project staff,

2. Assist the project staff in the collection of data,
3. Analyze and assess the data as it relates to the objectives and aims of the project,
4. Write interpretative reports recommending revisions for improvements, areas to be expanded, and adjustments in the procedures utilized,
5. Prepare progress reports and a final report,
6. Work closely with the project director and the entire staff.

B. Secretary

(1) QUALIFICATIONS

A high school graduate or equivalent, with a minimum typing speed of 55 words per minute.

(2) RESPONSIBILITIES

1. To handle all typing which might be assigned.
2. Set up and maintain required filing system for the central office.
3. Answer all incoming telephone calls.
4. Handle all other related work as required.

Qualifications of the Southern Association  
of Colleges and Schools to Conduct  
Analysis and Assessment

Organized in 1895 in Atlanta, Georgia, and chartered as a non-profit organization, the Southern Association of Colleges and Schools is one of six regional agencies covering the United States for the purpose of accreditation of educational institutions. This is the only recognized accrediting agency in operation in the Southeast region. Each regional association works within its geographic limits and does not overlap any other association.

The Southern Association of Colleges and Schools is organized exclusively for educational purposes, and its objective is to improve education in the South through leadership and cooperative efforts between colleges, schools, and related agencies. The Department of Health, Education, and Welfare; the Southern Regional Education Board; and all eleven State Departments of Education cooperate with the Southern Association of Colleges and Schools in the evaluation and accreditation of educational institutions. Among the specific objectives of the Association is the identification (for local, regional, national, and international purposes) of those schools and colleges of acceptable quality to be designated as accredited institutions.

In order to fulfill this objective, the Association has developed commissions to monitor the process of self-evaluation

and to analyze and assess colleges, occupational, secondary, and elementary schools in the eleven southern states. The Association also has a division known as the Education Improvement Project (EIP). This arm of the Association conceives, administers, and evaluates experimental and pilot programs for schools-- especially in the area of strengthening education for culturally deprived children and youth.

The Commission on Occupational Education Institutions was first organized as a Committee in 1968 to begin the development of a program for evaluation and accreditation of vocational and technical education institutions. The work of this Committee progressed through the development of standards and procedures for accreditation. The first vocational-technical education institutions were accredited in December, 1970, at the annual meeting of the Association in Atlanta. At this meeting, the Board of Trustees and delegates approved the elevation of the Committee on Occupational Education to Commission status by December, 1971. Commission status was granted at the Association's annual meeting in December, 1971.

The development of standards for evaluation of occupational educational institutions by the Southern Association of Colleges and Schools is the first by any of the six regional accrediting associations and is a broad-based program for accreditation of occupational education institutions and for the improvement of quality, availability, and image of vocational-technical education.

The Association's program is a model for the other regionals and may ultimately become a national program utilized by all six of the regional accrediting associations.

Because of the interest of the Southern Association of Colleges and Schools in the advancement of education and because of its 75 years of experience and expertise in the evaluation of educational institutions in the South, the Association is uniquely qualified to organize and implement the evaluation phase of the Pinellas County developmental project in career education.



Pinellas County Career Education Project  
 Assessment Budget Breakdown  
 July 1, 1972 - June 30, 1973

Direct Costs:

Salary

Assessment Coordinator	\$3,000
Secretary	900

Employee Benefits

Retirement	375
Major Medical	15
Hospitalization	105
Life Insurance	50
Disability Insurance	10
Social Security Insurance	145
Travel Insurance	<u>19</u>

Total Employee Benefits	719
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Supplies & Materials	56
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Communications - Telephone	117
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Office Space Rental	350
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Travel

Team Evaluation	1,250
Assessment Coordinator	<u>1,800</u>

Total Direct Costs	8,192
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Indirect Costs:

Central Services

- Office Equipment
- Central Mail Service
- Accounting
- General Building Service
- Custodial Services
- Office Services (Area)
- Incidental
- Receptionists
- Staff Assistance
- Library

Total Indirect Costs	<u>514</u>
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Total Costs	<u><u>8,706</u></u>
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APPENDIX B

EVALUATION MILESTONES

EVALUATION MILESTONES FOR THE HYPOTHESES OF THE PINELLAS COUNTY CAREER EDUCATION PROJECT

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	DESIGN AND VALIDATION					DATA COLLECTION AND REDUCTION				ANALYSIS AND FINDINGS					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(1) FORM FOR CLASSIFYING UNITS AND UNRELATED RESOURCES															
(2) FORM FOR ASSESSING COUNSELOR COMMITMENT TO NEW ROLE															
(3) FORM FOR ASSESSING TEACHER COMMITMENT TO WORKING WITH COUNSELORS AND OCCUPATIONAL SPECIALISTS															
(4) FORM FOR ASSESSING ADMINISTRATOR ATTITUDES TO THE NEW ROLE OF COUNSELORS AND OCCUPATIONAL SPECIALISTS															
(5) FORM FOR LOGGING PARENTS WHO VISIT WITH RESOURCES															
(6) FORM FOR LOGGING INDUSTRY REPRESENTATIVES WHO VISIT WITH RESOURCES															
(7) FORM FOR SCHEDULING COMMITTEE MEETINGS AND LOGGING COMMITTEE HOURS															
(8) FORM FOR SUMMARIZING THE MINUTES OF COMMITTEE MEETINGS															
(9) FORM FOR RELATING COST DATA TO EACH TIME ITEM															
(10) FORM FOR ASSESSING PARENT ATTITUDES															
(11) FORM FOR ASSESSING STAFF AND ADMINISTRATOR ATTITUDES															
(12) FORM FOR RECORDING LEARNING ACTIVITIES BY TEACHERS, COUNSELORS, AND OCCUPATIONAL SPECIALISTS															
(13) PERSONNEL RECORDS OF STAFF MEMBERS ON RELEASE TIME															
(14) LIST OF STAFF MEMBERS IN SUMMER WORKSHOPS															
(15) HOURS BY PARENTS, INDUSTRY REPRESENTATIVES, & STUDENTS IN RENEWAL OR SUMMER WORKSHOPS															
(16) FORM FOR SCHEDULING MEETINGS AND LOGGING RESULTS OF MEETINGS WITH INSTITUTIONS OF HIGHER EDUCATION															
(17) LIST OF WORKSHOP PROGRAMS															
(18) STANDARDIZED TESTS & RECORDS OF STUDENT DROPOUTS, REFERRALS, AND REPEATERS															
(19) FORM FOR ASSESSING ATTITUDES OF STUDENTS															
(20) STANDARDIZED TESTS OF CAREER AWARENESS															
(21) FORM FOR RECORDING STUDENT DECISION-MAKING AND PRACTICE IN CAREER DECISION MAKING; TO INCLUDE NUMBER OF STUDENTS INVESTIGATING CLUSTERS AND IN-DEPTH PREPARATION															
(22) STANDARDIZED TESTS OF BASIC SKILLS; UNIT AND LIST OF REQUIRED SKILLS FOR PLACEMENT															
(23) UNIT AND LIST OF SKILLS TO SECURE AND HOLD EMPLOYMENT															
(24) UNIT AND TEST ON ECONOMIC AWARENESS & EVIDENCE OF MARKETABLE PRODUCTS AND SERVICE BY STUDENTS															
(25) UNIT AND TEST ON EDUCATIONAL AWARENESS AND MORE RE-ENTRIES TO THE SCHOOL SYSTEM															
(26) SPECIFICATION FOR THE POSITION OF SUPPORT SYSTEMS COORDINATOR															
(27) PLACEMENT FORM															
(28) STUDENT FOLLOW-UP FORM															
(29) STUDENT PRODUCTIVITY ON-THE-JOB FORM															

APPENDIX C

MEDIA REPORTS OF THE PROJECT

St. Petersburg Independent - 4/3/72

# Getting Children Career Minded Program's Goal

Planning for Pinellas County's \$280,000 venture into teaching children about careers and the world of work will get into full swing this month.

A special report on the federally funded program, scheduled to be implemented in September in elementary, junior and senior high school classrooms as well as in adult education, will be made to the School Board April 12.

"What the federal government has asked us to do for \$280,000 is really a phenomenal task," says Mrs. Myrtle Hunt, director of the career education program.

She has been working alone for several months but today the first member of her professional staff will report to work.

Clarence Givens, most recently a school planning assistant and formerly a guidance counselor at 16th Street Junior High School, will become, pending School Board approval, coordinator of counseling for the "target" schools.

The remaining two members of Mrs. Hunt's staff are teachers and will not assume their new duties until they can be replaced in the classroom.

The official aim of the career education program is the "preparation of students for economic independence, personal fulfillment and appreciation for the dignity of work."

Previously vocational education had largely been confined to the senior high school and adult centers. And in the high schools only those students who elected to take specific vocational courses were exposed to "career education." A few junior high schools have also offered forms of vocational education in the last several years, but again only for selected students.

This new program sharply differs from previous practices in several ways. First students will be exposed to knowledge of different careers and vocations as early as the first grade.

"There will be a big effort in the elementary schools, at all grade levels," said Joe Mills, executive assistant superintendent of vocational, technical and adult education.

This exposure will occur in all of the student's classes, thus reaching all students, not just those enrolled in vocational "tracks."

The elementary level instruction will be largely introductory, covering a broad range of fields. At the junior high level the students will be able to explore more in depth the fields of most interest. In the senior high school the student will begin learning skills necessary in the fields he has selected and at the adult level the student will complete his training.

"This will be a highly individualized, flexible type of program," said Mrs. Hunt.

The greatest responsibility for the success of the program will be on the classroom teacher. To prepare the teachers for this new task, Mrs. Hunt has begun planning a series of workshops to be held during the summer. "Top level" consultants from throughout the state and country will conduct many of these workshops, she said.

Teachers participating will be from Lakewood, Campbell Park, Eisenhower and Palmetto elementary schools, Clearwater Comprehensive and 16th Street junior high schools, Dunedin and Gibbs senior high schools, and the City Center for Learning and the Pinellas Vocational Technical Center.

## Businessmen To Lend Hand In Career Education Plan

St. Petersburg businessmen will be lending their expertise to a federally financed career education pilot program being instituted in 10 Pinellas schools this September.

Forty business and industry representatives have been invited to a meeting at 3:30 p.m. today at the St. Petersburg Area Chamber of Commerce to learn about the program.

They'll be asked to participate in career information workshops for teachers and to help teachers during the school year answer questions about careers.

The \$280,000 program is to help students become aware of career opportunities, to try out skills when possible and to develop abilities they need for a job, said Guidance Coordinator Clarence Givens.

Participating schools will be Lakeview, Campbell Park, Eisenhower and Palmetto elementary schools; Clearwater Comprehensive and 16th Street junior high schools; Gibbs and Dunedin high

schools; and Pinellas Vocational-Technical Institute and the City Center for Learning.

Job placement help also will be available, Givens said.

Pinellas is receiving the state's entire allocation for the career education project because of the county's previous record in innovative vocational programs, Executive Assistant Supt. Joe Mills said. Planning began in April and the program will end June 30, 1973.

# Students To Get Job Data With Academic Subjects

Vocational education in a French class?

It's all part of a pilot program in 10 Pinellas County schools in which students will get job information along with their academic subjects.

In French class they'll learn how French could help them get a job in a French restaurant, a travel agency or even the United Nations.

Math class will include information about jobs in engineering, computers, electronics and accounting. In art class students will learn about how art is used by interior decorators, advertising artists, stage set designers and fashion designers.

Media careers will be discussed in English classes and government students will learn about jobs in government and politics.

"WE WANT to fuse vocational and academic concepts in order to make learning more relevant to the student," said Mrs. Myrtle Hunt, director of the \$280,000 federal program.

The 18-month program is the only one of its kind in Florida and Mrs. Hunt hopes that it will be financed for at least two more years. This grant will expire next June.

The pilot schools are Lakeview, Campbell Park, Eisenhower and Palmetto elementary schools; 16th Street and Clearwater Comprehensive junior high schools; Dunedin and Gibbs high schools; City Center for Learning and Pinellas Vocational-Technical Institute.

Eight workshops were held this summer to explain the new program to about 250 teachers from those schools.

They'll discuss their ideas with fellow faculty members this fall and additional workshops will be held at the schools during the year.

ABOUT 50 Pinellas businesses have volunteered to participate in the program, offering tours, speeches and information about careers in their industries, Mrs. Hunt said.

During the workshops some of the teachers visited Bayfront Medical Center, Florida Power Corp., General Telephone, The St. Petersburg Times, Fort Harrison Hotel and St. Petersburg-Clearwater Airport.

"We would have planned more of this had we realized how valuable the teachers thought this was," Mrs. Hunt said. "They really appreciated the opportunity to get inside these businesses so they can have first-hand knowledge to give their students."

PART OF the training program included "What's My Line" sessions with mystery guests from a variety of jobs. In a workshop held at the Pinellas Vocational-Technical Institute, the teachers spent an entire day in each of the

programs offered at the school.

The final session was last week when 65 of the teachers learned about opportunities in the food service industry while they were luncheon guests of the Pinellas County Restaurant Association.

The career program begins with kindergarten, becoming more specialized in the older grades. On the junior high level, students will get first-hand observation or some actual experience in the careers which interest them most. This can be done through field trips, films, speakers and in some cases by experience in

school shops and home economics labs.

ON THE senior high level, students will have more chance to specialize either through vocational classes or work experience, but the introduction to a variety of careers will continue.

The program includes both professional and technical careers.

During the year Mrs. Hunt hopes to involve parents in the program and is considering a career fair so interested teachers throughout the school system can learn about the program.

# Career Education Winning Approval

By JOY HART

Times Consumer Writer

For too many years everyone was supposed to go to college. Vocational education usually was considered one of the least desirable alternatives.

Today about 3,000 students at the two campuses of St. Petersburg Junior College — about 30 per cent of its enrollment — are taking vocational or technical courses.

**“THE IDEA THAT everyone should go to college**

just to get a degree is dying,” explains E. L. Noel Jr., dean of instruction at the St. Petersburg campus of the college. “Many students want more specific programs in line with their personal and career needs.”

Noel and other educators agree that it's time to bury old attitudes about vocational education and to adopt newer and more realistic concepts.

In Pinellas County one of the newest approaches is being developed by Myrtle Hunt. She's director of career

education for the county school system.

“Career education” is supposed to be broader than vocational education. It's designed to be a blend of vocational, general and college preparatory.

AND MRS. HUNT received almost \$300,000 from the U.S. Office of Education this year to begin pilot programs at 10 schools.

She calls the new educational model “a fused curriculum.” Elementary students are supposed to explore their

self concepts. For example, they'll be helped to ask themselves how they might feel if they were doctors or mechanics.

In classes for older children, teachers will try to relate learning to careers. A child might be shown how he would use math skills if he were a mechanic or a doctor. He would be encouraged to think about what jobs might require knowledge of science or English.

The goal is to prepare every young person who leaves the public school system so that he can continue his education at a college or university or so that he can get a useful and rewarding job.

**THE TIME HAS** past when our schools can prepare students only for college, stressed Sidney Marland, who initiated the career education program in 1971 when he was U.S. Commissioner of Education.

Mrs. Hunt believes that career education is the only realistic approach. And the Center for Vocational and Technical Education at Ohio State University backs her up with figures that show 80 per cent of today's jobs do not require a college education.

St. Petersburg Times, October 31, 1972





## Clearwater Sun

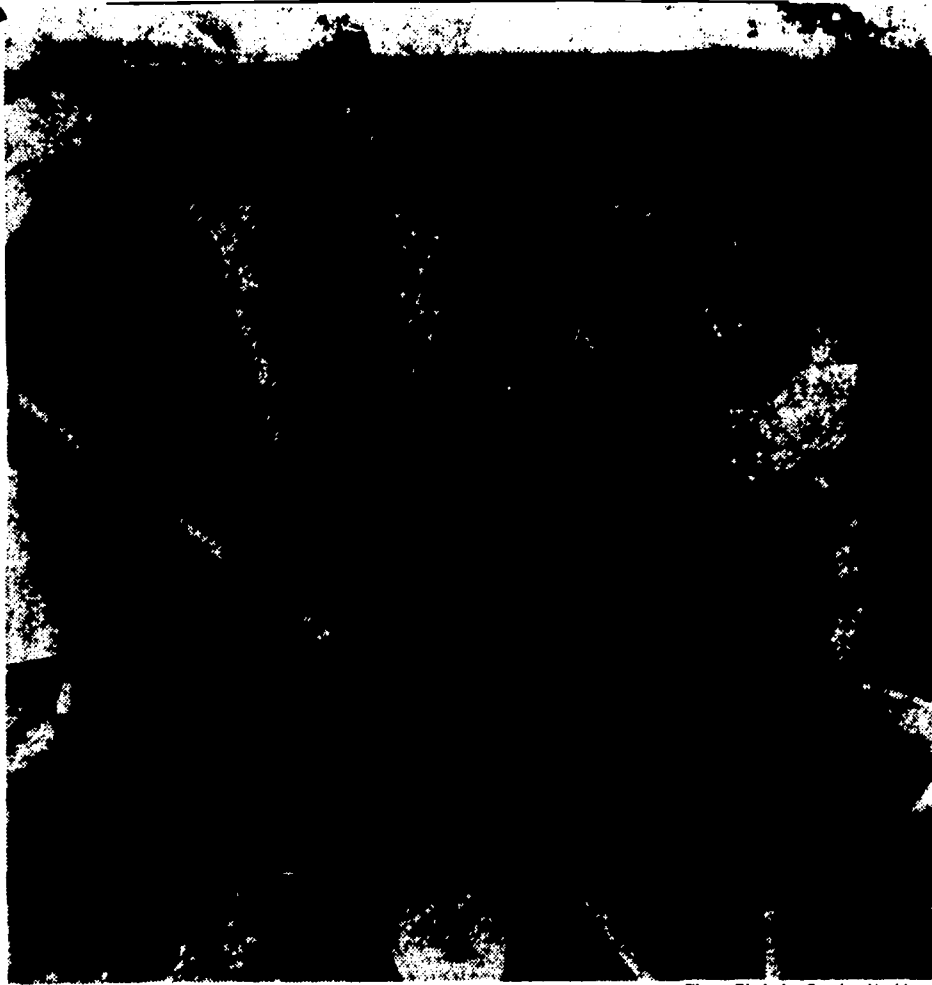
Wednesday, November 29, 1972

### It's My Turn

With the help of horticulture students from Clearwater Comprehensive Junior High, Palmetto Elementary kindergarten youngsters are landscaping their new building. The popular project will include foundation plantings and a small vegetable garden. Digging deep, above, are Kirt Wiley, Benjamin Williams and Melissa Licht. Ninth-grader Steve Williams supervises the soil preparation. Petrina Christopher, at left, gets down to some serious hoeing as her part of the effort. The project is part of a career awareness program under occupational specialist Claude Brannan. Pinellas County is the only Florida school system chosen to participate in the federal pilot career education project.



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Times Photo by Carolyn Hopkins

Kindergarten Youngsters Learn From The Ground Up

# Kindergarten Children Learn Agri-Business

By CAROLYN HOPKINS

Times Correspondent

CLEARWATER — Kindergarten pupils of Palmetto Elementary School are learning the agri-business from the ground up.

They are getting a big assist from horticulture students at neighboring Clearwater Comprehensive Junior High School (CCJHS).

Margaret Shehad, kindergarten teacher, chose the project which is a pilot program under the federal-financed Career Education.

MRS. SHOLUND, explained, "We are the first kindergarten class in the new building and the grounds need landscaping. Our school is the only one in Clearwater participating in the program. All of the tools are donated by the

federal funds but we are in need of a great many other things. We could use donations of shrubs and plants.

Students of Troy McRae, horticulture instructor at CCJHS, started a plan for the garden which included the use of hedges of ligustrum, palms, varieties of jasmine, holly, plumbago, crotons, juniper, ixora, copper plants and schifflera in landscaping. In the annual beds, the children will plant ageratuma, calendula, marigolds, gaillardia, nasturiums and petunias.

The vegetable garden is designed in a rectangular shape flanked with round circles for planting annuals. Students

will tend carrots, celery, endive, radish, swiss chard and turnips.

ONE JUNIOR high school boy will supervise two kindergarten children delegating gardening responsibilities that the youngsters are capable of handling.

The older boys are learning skills for possible employment in landscaping at nurseries, golf courses, parks or feed and seed stores. They are learning basic skills in horticulture.

Donations of plants suitable for planting on the school grounds will be accepted by McRae or Claude Brannon, occupation specialist at Palmetto Elementary School

St. Petersburg Times  
Monday, February 12, 1973

# Elementary Students Have 'Jobs'

CAROLYN HOPKINS  
Times Correspondent

CLEARWATER — On the-job training is a new way of life for a number of selected students at Eisenhower Elementary School.

Marilyn Sapperstein occupational specialist, said, "We are tying the problems of double sessions into Career Education and making some good out of it."

THE "JOBS" are mostly assisting teacher and other school personnel in clerical and mechanical duties around the school.

With an enrollment of more than 1,100, Eisenhower went on double sessions Jan. 2. Kindergarten through third grade attend from 8 a.m. to 12:30 p.m. The second session of orange- and grey-team students (fourth, fifth and sixth graders) is from 1 to 5:30 p.m.

The work program, according to Mrs. Sapperstein, came about because of a need to fill some of the children's free time.

"Each student who has applied for 'employment' works only one day a week. The ones on the second session come by bus at 8 a.m. and have a work arrangement until their regular classes begin at 1 p.m. Others attend classes in the morning and work afternoons. Altogether, this makes a 11-hour-day for them and that's why we feel one day a week is enough at this age level. The job training program fits into the Career Education program, she explained.

WHEN THE word got around that 10 students were assisting in the office, pupils began contacting Mrs. Sapperstein asking for jobs.

An employment form was given to applicants, asking the usual questions such as name, address, sex, age and previous experience. Other questions not found on most employment applications concerned present grade level, homeroom teacher and a request to list the names and addresses of three fellow students and two adults who might be contacted for references.

Grades from the last report were also required including the citizenship grade.

In addition, applicants were asked to write a short paragraph telling why they wanted the job for which they were applying and to list their qualifications.

WHEN THE applications were returned, Mrs. Sapperstein said, "I had parents complete a permission form stating hours the students could work.

"The response was tremendous and the students are really doing good work.

"We began with the 10 students in the front office. We had a training workshop where the children learned the proper use of the telephone, tele-

phone manners, how to take messages and other duties expected of them in the office. Five of these students on the green team (intermediate grades) who go to school from 1 to 5:30 p.m. work in the mornings and the other five students who attend school in

## Campbell Shows Alvin Miller The Nuts And Bolts Of Job

Times Photo by Carolyn Hopkins

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phone manners, how to take messages and other duties expected of them in the office. Five of these students on the green team (intermediate grades) who go to school from 1 to 5:30 p.m. work in the mornings and the other five students who attend school in

young charges have taken to their duties.

"One boy especially has shown a natural aptitude as a mechanic and, given this opportunity to show what he can do, he may even continue along this line," Campbell said.

Judy Smith, cafeteria manager, is overseeing students in a variety of jobs including taking an inventory control, stacking dishes and helping to serve lunch.

"Students applied for the job opportunities for a number of reasons but mostly for the experience," Sapperstein explained.

These students are learning as well as doing and are taking pride in the job, school officials say.





Nancy Saunders admires a rabbit, one of the barnyard animals at Eisenhower Elementary School. (Staff Photo)

## In The Barnyard: Kids Try Farming

By LIN HOWARD  
Sun Staff Writer

What's a turken?

Something from Dr. Seuss' imaginative menagerie?

The youngsters at Eisenhower Elementary School laugh. Then they patiently explain — a turken is part turkey, part hen.

The students at Eisenhower are learning things about farm animals that most people don't know.

They have their own "barnyard" in a tiled area inside the school building. Several small animals from the Pinellas County School Agricultural Center are "on loan until the children or the teachers get tired of them," says Art Ward, career education specialist from the Agricultural Center.

There are turkens, doves, rabbits, furry guinea pigs from Peru and a goat.

"I'll take the goat back because its too big to keep here," Ward explains.

The children will see other animals too large to take to the school when they visit the Agricultural Center in the next few weeks.

It is all part of a career education program

in the Pinellas County Schools which utilizes both state and federal funds.

"We gear our projects to the age of the child," Ward says, "and we try to explain many careers that might touch on what they see at the center."

The older children might start thinking about veterinary medicine or work as a veterinary assistant. Or perhaps questions might spark an interest in the meatpacking or baking industry.

The Agriultural Center project is just one of many at Eisenhower and other schools throughout the county system.

"We've visited construction sites and two of our boys have explained work they have done in the construction field," says Mrs. Marilyn Sapperstein, occupational specialist at Eisenhower.

The emphasis of the program is on non-academic careers.

"In the past," Mrs. Sapperstein explains, "career guidance almost always has been college oriented. Now we want to show the children that a college degree is not necessary for a useful, productive career."

December 17, 1972

# Sixth Graders Tour A Bank

Times Correspondent

**CLEARWATER** — The Barnett Bank of Clearwater, 1130 Cleveland St., was invaded peacefully Wednesday by a horde of sixth grade students from Palmetto Elementary School.

A tour of the bank was arranged after one of the students, Debbie Arrington, wrote bank officials asking if her class could make a visit to learn about banking procedures. Assistant cashier Barry H. Lynas contacted her teacher, LaVon Williams, and made the necessary arrangements.

"We have had students tour the bank before," Lynas explained. "When we receive a request we try to make arrangements on a light banking day, not before a holiday or at the end or the first of the month. Our customers seem to react favorably to having the children make the tour. We try to explain investment procedures and loans and how they all tie together in the banking system.

Some youngsters feel that the bank is a big impersonal business and tours of the bank help to change their impressions."

Students were armed with pencils and pads and took notes as they went along, asking questions such as "How much do you have to have to open a savings account?" "Do you just get interest on savings?" "How much do you have to have in a checking account?"

What were the student's impressions? Vicki Sasser liked the decor, "It's a pretty bank and it's a pleasure to be invited to see it." Paul Richey touched a \$100 bill, "I liked seeing the money."

David Ledbetter said he'd never been inside this bank before, "I liked going in the vault and seeing all that money." Dorothy Wymes learned about the many services the bank offers and said, "The bank is so clean and they have such nice people working here."

The students were accompanied by their teacher and Claude Brannan, occupational specialist at Palmetto.



Times' Photo by Carolyn Hopkins

Students Watch Nancy Misra (Left) And Susan Fourie

## *Eisenhower Pupils See Science Demonstration*

Times Correspondent

**CLEARWATER** — Two honor students from Clearwater High School were loaned to Eisenhower Elementary School Thursday to show 32 Eisenhower science students how to dissect a frog and a crawfish.

Nancy Misra, and Susan Fourie, CHS seniors, dissected a frog as part of a study of life science for the green team of fourth, fifth and sixth grade students.

**The study of life science.**

part of the career education program, is designed to determine what interest students have in medical careers.

Dissection of the frog covered the experience of the endoskeleton and the crawfish the ectoskeleton.

Boys in the group showed interest while most of the girls were "squeemish." One girl felt the need for "a little fresh air."

In the second phase of the project, Eisenhower students will break into groups of three

and do the dissecting on their own.

Arrangements for the project were made by Marilyn Sapperstain, occupation specialist.



# Building Blocks

**HAZEL GEISSLER**  
Staff Writer

Career education at the elementary level in Pinellas County schools?

There's a pilot program in four of them this school year. Actually there are 10 county schools participating in the federally-funded Career Education program, four of them elementary schools.

They include Palmetto and Eisenhower Elementary Schools in the north end of the county and Lakewood and Campbell Elementary Schools in the St. Petersburg area.

"At the elementary level, the program is heavy on self-awareness, an exposure to the world of work," says Mrs. Peggy Upton, occupational specialist at Campbell Elementary.

Mrs. Upton says the occupational specialists in the school system are chosen for their work experiences — the combination of an educator and someone who has been out in the work field. In fact, five years work experience is required. Mrs. Upton fit the requirement — she has worked as nurse's aide, a clerk-typist, a registered nurse and a real estate salesman.

Peggy Upton started when the program was initiated in September. "Mainly I serve as a resource person,

fused into the entire curriculum. It is necessary for me to plan with the other teacher. The faculty began last June to develop career awareness (philosophy) through workshops in the summer headed by staffers at the Career Education office in the City Center for Learning. Director of the county program is Myrtle Hunt. Coordinator of guidance with career education is C. C. Givens. The Career Education project is implemented through the counselor, occupational specialist and the teacher (which has been shortened to COST by those working with the program).

The program is a comprehensive and personalized educational program, focused on careers and begins in kindergarten and continues throughout the school years. It provides academic instruction, job information and skill development and also helps students to develop attitudes about the personal, psychological, social and economic importance of work.

The extensive guidance and counseling activities conducted by both the teachers and the counselors assist the students in developing self-awareness and understanding of himself regarding his attitudes, aptitudes, interests and abilities as they relate to potential career choice.

The world of work is explored through a wide spectrum of career or occupational "clusters." The student is made aware of the various job categories in each cluster and their relationship to each other as well as to himself and his fellow members of society.

For elementary education, and secondary as well, the program includes a structuring of basic subjects around the theme of career opportunities and requirements in the world of work and pupil assessment and evaluation.

The clusters include: agri-business and natural resources, business and office, communication and media, construction, consumer and homemaking

education, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public service, public service and transportation.

One of the activities involving the students at Campbell Elementary has been a visit to the farm at the Pinellas Agricultural and Vocational Center in Seminole. It was here they learned about various carpentry tools, built birdhouses later and made arrangements to build a rabbit hutch, hoping to get rabbits from the farm.

These students will assume the responsibility for the rabbits' food, weekend care and speaking to other classes about the small animal project.

Peggy Upton says, "This makes teaching more interesting. And it is using the team approach to teaching — this is COST at work."

More recently there was a field trip by third graders to the Tampa International Airport in connection with the transportation cluster. "The point is not to make a big project of these trips but to fuse them into daily learning."

According to Mrs. Upton, "The children begin to realize that school is very like work. They have responsibilities. They have strengths and weaknesses in different subjects. They recognize personal characteristics and job characteristics, likes and dislikes."

At the airport, the group included representatives from other grades who were to report back to classmates on air transportation and the airport and all the other jobs it takes totally to function. They were learning every job is important and there is a need for every job for the total to be successful.

"Someday they may choose the job in which they can be successful in order to do a good job."

Mrs. Upton purchases the resource materials, sets up field trips (saving teacher time), works with the counselor. The counselor, meanwhile, is providing information on self-awareness: teaching techniques to develop awareness, values and decisions; working skills. At Campbell Elementary School Mrs. Upton works closely with Counselor Mrs. Eunice Burgess.

Mrs. Upton and Mrs. Burgess have a large room which serves them both as an office and a work room for groups. The doors are open. Films are shown

occasionally. Mrs. Upton is usually found in a classroom working with a teacher. She brings vocational consultants into the classroom, perhaps teaching them how to use a typewriter, an adding machine or how to file.

The school has received a manual typewriter, an electric typewriter and an adding machine for such purposes. A calculator is expected.

"In this manner they learn that in some jobs they will use their hands a lot.

"We've seen the students' enthusiasm grow since September as they became involved in work situations."

A "Career Education Team" which included Campbell Park Elementary School Principal Leonard Summers, Mrs. Upton, Mrs. Burgess and Mrs. Connie Biles was selected by county school officials to go to Tallahassee to demonstrate for the state department of education what Career Education is doing in Pinellas County. The county is seeking refunding to extend the program. Mrs. Hunt gave an overall view of the project and Givens presented slides of the Career Education work from kindergarten through 12th grade.

Peggy Upton calls it the WOW Program — the World of Work. "Parents are part of the team. We had a meeting at the beginning of the school year to tell them about the program.

"Self-awareness is the base. And then the awareness of others. They learn 'I am the only me in the world.' They learn the emotional feelings of themselves and of others and understanding of themselves and others. They learn to work with others, to listen to others in what we call the 'Magic Circle.'

"They watch people at work. They role play at jobs. They participate in career games. They are learning through the program that the only way to make the proper career decisions is to understand their own needs, values and interests."

PAGES 47 & 48 OF THIS DOCUMENT WERE  
REMOVED PRIOR TO ITS BEING SUBMITTED TO THE  
ERIC DOCUMENT REPRODUCTION SERVICE BECAUSE  
THEY WOULD NOT REPRODUCE IN MICROFICHE.



Clearwater Sun, March 24, 1973

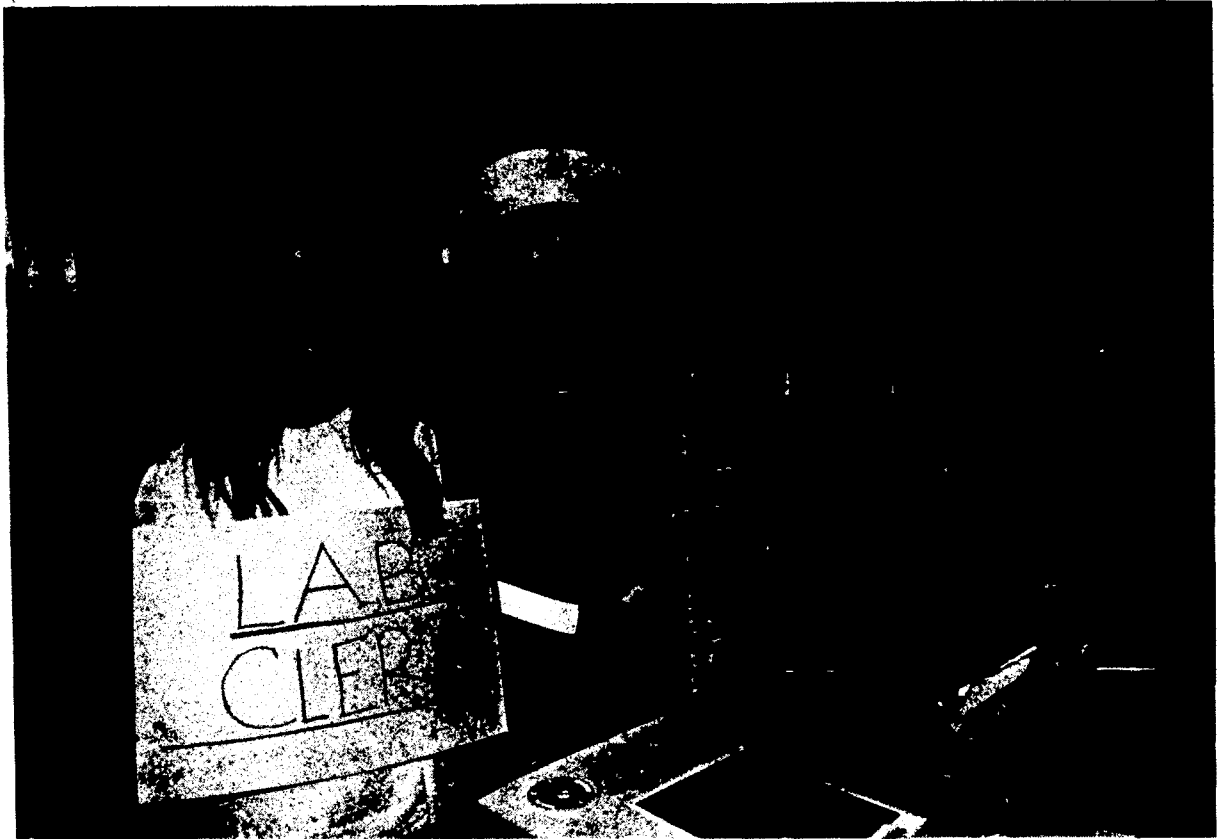


Staff Photos

### Counting Candles

Karen Green, left, and Donna Cerrone, students at Eisenhower Elementary School, learn the practical application of computational skills by helping with an inventory count at the Candle Cove, Clearwater Mall. The project is part of the Career Education Program at the school.

# Career Night: A Look Ahead



By CAROLYN HOPKINS

Times Correspondent

**CLEARWATER** — A sixth grader in the U.S. Marine Corps? A pre-teenaged girl selling real estate?

Not really, but students at Palmetto Elementary School dressed in various outfits at a recent PTA meeting as part of a "Career Education Night."

The students dressed to suit the line of work in which they are interested.

**LISA POLK**, a sixth grader, wore the uniform of a Marine Corps master sergeant. She said her father was retired from the Marine Corps and she'd like to go into the service because it is a good career.

Holly Mitchell, a six grader, plans a career in real estate. She said her mother was a real estate salesman and that being in real estate can make you a good income. It's really good all year around but at this time of year it's really good," she said.

Debbie Arrington might become a lab clerk because her mother Judy Arrington works in the lab at Mease Hospital. "It's not too easy but it's kind of in between and I think I'd like it," she explained.

**EDDIE RAY** is deeply involved in oceanography projects and spends a lot of time collecting marine specimens and shells. His father, Bill Ray, is employed by the City of Clearwater at the Clearwater Beach Marina and this kindled Eddie's interest in things to do with the sea. He is a student in John Harmon's fifth grade class.

The program was directed by Claude Brannan, occupational specialist, and Betty Smith, guidance counselor.

Parents were given a booklet titled "Career Education, Why?" explaining what career education is all about. The book contains original cartoons by Mrs. Smith.

Parents learned that for a large number of American youngsters the public school system seems to get them nowhere and they fail to see how school now will tie into the world of work later.

**CAREER** Education involves the whole environment, school, family, community and industry and offers a broad view of job opportunities. Parents learn how work is related to them and the

focus is on their individual idea of work and of themselves as workers.

The total program of Career Education begins in kindergarten with a base of career awareness. Students move on to consider their own interests, acquiring skills and finally making career decisions.

It is hoped that with this type of program, every student will leave the school system with a minimum job skill at the end of high school and a more advanced job skill at the post secondary school.

**IN THE** program, careers have been divided into very broad areas called "Career

Clusters," including agribusiness and natural resources, business and office, communication and media, construction, consumer and homemaking education, environment, fine arts and humanities, health, hospitality and recreation, manufactur-

ing, marine science, marketing and distribution, personal services, public service and transportation.

The elementary school student is being exposed to these various career possibilities and is learning how they relate to each other and to him-

Times Photo by Carolyn Hopkins

Debbie Arrington (left), Lisa Polk And Holly Mitchell

# Kids Set Up A Company



(From left), Mark Lane, Paul Birbeck, Lash, Glenn Erskine and Mitchell Meskowitz.

By CAROLYN HOFFMAN  
Times Correspondent

CLEARWATER — How do you set up a corporation?

This is what a group of 32 youngsters in John Lash's social studies class at Eisenhower Elementary School are learning as part of a study unit on economics tying in with Career Education.

Four students — Danny Verdon, Ricky Clark, Marshal Smith and Julie Doherty — were elected to the four-man board of directors.

STOCK AT 10 cents per share in the Things Unlimited Corp. was sold to parents and students on a regular stock certificate donated by Merrill, Lynch, Pierce, Fenner and Smith Inc. and a receipt for the stock with the stockholders signature is kept on file. The stock being issued is non-transferable. So far, 130 shares have been sold.

Some of the funds have been invested in raw materials such as paint, wood, sandpaper, wicks and molds to produce two products. The first group is making wall plaques with slogans being routed in the wood such as "Love," "Peace" or anything the customer requests. The routings are painted and made ready to hang.

Another company is making candles of original designs, some are being made in star-shaped molds and others are being poured into half pint milk cartons, easily obtainable at school.

THE FINISHED products went on sale recently at a dinner sponsored by the Eisenhower Staff and Parents Organization.

The sale was to continue each school day until the supply is exhausted.

"We hope, that we will be able to pay a five cent dividend on each 10 cent share," Lash said. "Each of the 32 students involved are on the payroll and will receive a salary before the board decides on the dividend.

"THE WHOLE idea behind this study is to teach the students about the law of supply and demand. How prices are set and where the profit or loss comes from.

"Payroll records, cash receipts and cash payments are being kept by the bookkeeping department. Four students are taking care of advertising, placing posters in strategic places around the school and making announcements over the loud speakers."

All of the students involved are on the afternoon double session and are coming to school in the mornings donating their own time for the study in economics. It took approximately two weeks to go over the entire concept and the project will probably continue four more weeks.



# You'd Hardly Call This Loafing

Even first graders know you knead dough to make bread. So Susy Justice, Dennard Dunbar and Rachel Brown (above, left to right) went at the chore with determination under the watchful eyes of their classmates at Lakeview Elementary School in St. Petersburg. Rachel's concentration began to spill over (below), while Dennard calmly applied himself.

Staff Photos by George Trebant



Time between sessions of the World-of-Work Economic Education summer leadership workshop held at Colorado State University, Fort Collins, is used searching out significant information about career education by Phillip Powell (left), of the Joint Council on Economic Education, a member of the workshop staff, Marie Charles (center), of St. Petersburg, Florida, a vocational teacher-consultant and a participant in the workshop, and S. Stowell Symmes (right), also of the JCEE and a staff member. The workshop was held from June 24-July 13.



Participants Eleanor Richey (seated, left), of Cocoa, Florida, and Marie Charles (seated, right), of St. Petersburg, Florida, bring a particularly interesting book to the attention of staff members S. Stowell Symmes (standing, left), and Phillip Powell (standing, right), while involved in the World-of-Work Economic Education summer leadership workshop held at Colorado State University at Fort Collins June 24-July 13. Twenty-eight teachers and counselors attended the workshop, which concentrated on economic educational leadership.



The World-of-Work Economic Education summer leadership workshop held at Colorado State University, Fort Collins, Colorado, June 24-July 13, 1973, brings staff and participants together for a group photograph. Pictured, seated (from left to right), are: Thomas Drake, Iowa; Robert Reichard, Arizona; Brenda Ross, Massachusetts; Mollie Berch, Washington, D.C.; Carlene Kermal, Oklahoma; Duane Altig, Oregon; Richard Ryan, New York; Miriam Randolph, Maryland; and Phillip Powell, of the Joint Council on Economic Education and Fort Collins. Shown standing (from left to right, some with only their heads visible), are: Wilbur Coursey, Alaska; David Lloyd, Virginia; Robert Darcy, of the Center for Economic Education, Colorado State University, and Fort Collins; Robert Carter, Alabama; Dennis Kueng, Minnesota; Garlon Jarnigan, Colorado; Quincy Washington, Ohio; Richard McGowan, New York; Gerald Holmberg, Nebraska; Francis Mullen, Massachusetts; Walter Forster, Texas; S. Stowell Symmes, of the Joint Council on Economic Education, New York City; Leonard Dunn, Arizona; Cheryl Bierzychudek, Illinois; Marie Charles, Florida (behind Ms. Bierzychudek); M. Ray Kelly, New Jersey; Bill Oiler, Colorado; Sandra Goldhaber, California; William Cross, California; Richard Kauffman, of Colorado State University and Fort Collins; Jerry Hasche, North Dakota; Dan Brown, of Colorado State University and Fort Collins; and Eleanor Richey, Florida.

APPENDIX D

SCHOOL PRINCIPAL'S QUESTIONNAIRE



SCHOOL PRINCIPAL'S QUESTIONNAIRE

The purpose of this questionnaire is to provide us with a basis for our matching experimental design for our evaluation.

We are asking the principal of each school to give some specific information about the school, and to make some estimates of approximate percentages on other information pertaining to the school's population. We realize that these estimates may be based on your "guess," as opposed to absolute numbers.

Your cooperation is of great importance, since this will be our sole source of this type of data.

Please return by PONY to:

Dorothy Snidow, Supervisor  
Evaluation of Curriculum and Instruction  
Office of Career Education  
City Center for Learning

Base-Line Data

Pinellas County Career Education  
Project

Name of School: \_\_\_\_\_ Date: \_\_\_\_\_  
Address of School: \_\_\_\_\_  
Name of School Principal: \_\_\_\_\_  
Grade Range of School: \_\_\_\_\_ through \_\_\_\_\_  
Type of School: \_\_\_\_\_ Elementary \_\_\_\_\_ Junior High \_\_\_\_\_  
Senior High \_\_\_\_\_ Other \_\_\_\_\_

1. What is the current enrollment by grade of your school?

<u>Grade</u>	<u>Enrollment</u>	<u>Grade</u>	<u>Enrollment</u>
K	_____	7	_____
1	_____	8	_____
2	_____	9	_____
3	_____	10	_____
4	_____	11	_____
5	_____	12	_____
6	_____		

2. Approximately what percentage of your students are children of:  
(should total 100%)

- \_\_\_\_\_ % Professional or Managerial personnel
- \_\_\_\_\_ % Sales, clerical, technical, or skilled workers
- \_\_\_\_\_ % Factory or other blue collar workers
- \_\_\_\_\_ % Farm workers
- \_\_\_\_\_ % Not regularly employed
- \_\_\_\_\_ % On welfare

3. Approximately what percentage of your students are from families  
whose total annual income falls in the following ranges:  
(should total 100%)

- \_\_\_\_\_ % Under \$5,000
- \_\_\_\_\_ % \$5,000 - 6,999
- \_\_\_\_\_ % \$7,000 - 8,999
- \_\_\_\_\_ % \$9,000 - 11,999
- \_\_\_\_\_ % \$12,000 - 14,999
- \_\_\_\_\_ % \$15,000 - 19,999
- \_\_\_\_\_ % \$20,000 - or more



**APPENDIX E**

**THE 26 PRODUCT EVALUATION INSTRUMENTS**

# SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

1980 E. Druid Rd. • P.O. Box 4688 • Clearwater, Fla. 33518

Telephone: (813) 442-1171

us Sakkis  
Acting Superintendent

May 7, 1973

Mrs. Myrtle E. Hunt, Director  
Career Education Project  
850 - 34th Street South  
St. Petersburg, Florida 33711

Dear Myrtle:

Subject: Approval of Instruments for Testing Career Education Hypotheses

The instruments enclosed with your letters dated April 26 and May 4, 1973, have been approved by the Superintendent's staff for administration in Career Education pilot schools and control schools. These instruments are listed below:

- #1a Survey of Cluster Needs
- 1b Unit Evaluation Resource
- 2) (Identical instruments for Hypotheses 2, 3, and 4,
- 3) to survey counselors, teachers, and administrators
- 4) for attitude toward the new roles of counselors and occupational specialists.
  
- 5a Community Resources Inquiry (for Parents)
- 5b Parent Visitation Record
- 5c Teacher comments on Parent Visitation
- 6a Community Resources Inquiry (for Business and Industry persons) - same form as 5a
- 6b Industry Visitation Record
- 9a Parent Survey
- 10a Staff and Administrator Survey
- 11a Official Field Trip Request and Report
- 11b Process Diary of Activities
- 11c Attendance Record (for use of Teacher Consultants)
- 11d Student Reaction to Activity
- 14a Summer Workshop Application
- 14b Survey for Summer Workshop Emphasis
- 14d Workshop Skills Inventory

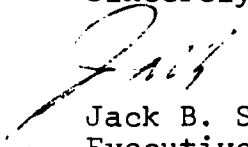
(continued)

Mrs. Myrtle E. Hunt  
Approval of Instruments

May 7, 1973

17a-d Educational Awareness, K-14  
18a-d Economic Awareness, K-14  
19a-f Career Awareness, K-14  
20b Occupational Self-Concept, 4-14  
21a-c Career Planning Survey, 7-14  
22a-b Attitude toward Work and Occupational Choice, 7-14  
23a-d Employability Skills, 9-14  
24a-b Employment Entry Skills and Interests, 9-14

Sincerely,

  
Jack B. Shumate  
Executive Assistant Superintendent  
Vocational, Technical and Adult Education

JBS:s

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EDUCATIONAL AWARENESS

Directions to the Teacher:

1. Interview 20 of your students individually. For each student, record on the interview form the date, school, grade level and student name.
2. As a warmup for the interview, engage the student in a pleasant conversation about school by asking the student what he/she likes and/or dislikes about school.
3. Then ask the student each of the questions on the interview form. If you need to record student responses during the interview, sketch them as notes on a plain pad of paper. (The interview form has a tendency to distract the student during the interview).

After the student has responded to a question, ask, "Can you think of any more?" Do this only once for each question.

4. After the interview, record all student responses on the interview form as you remember them. Please use no more than 15 minutes with each student.

INSTRUMENT #1

K-1  
15 minutes

Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EDUCATIONAL AWARENESS

1. Why do you need to know how to read and write?
  
  
  
  
  
  
  
  
  
  
2. Why do you need to know how to use numbers?
  
  
  
  
  
  
  
  
  
  
3. What kind of work do you like to do best?
  
  
  
  
  
  
  
  
  
  
4. What kind of work do you like to help other people do or watch other people do?
  
  
  
  
  
  
  
  
  
  
5. (Any miscellaneous student comments which come out during the interview)

THIS INSTRUMENT PRODUCED  
SOME SIGNIFICANT DIFFERENCES.  
(SEE DATA ANALYSIS PAGES.)



INSTRUMENT #2

4-6  
10 minutes

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EDUCATIONAL AWARENESS

DIRECTIONS: Put an X next to the sentence, either under  
I AGREE or under I DISAGREE.

- | <u>I</u><br><u>AGREE</u> | <u>I</u><br><u>DISAGREE</u> |   |
|--------------------------|-----------------------------|---|
| _____                    | _____                       | 1. I am learning to listen more carefully in school.  |
| _____                    | _____                       | 2. I am learning about all the different workers we need to make our food, clothes and homes. |
| _____                    | _____                       | 3. School is teaching me to do things with my hands.  |
| _____                    | _____                       | 4. When I like the teacher, I do my work better.  |
| _____                    | _____                       | 5. I believe most people enjoy their work.  |
| _____                    | _____                       | 6. The best way to learn about a job is to help someone work.                                 |
| _____                    | _____                       | 7. Most girls can work just as well as boys.  |
| _____                    | _____                       | 8. When I like my work, I do it better.   |
| _____                    | _____                       | 9. I like to see films about how things are sold.   |
| _____                    | _____                       | 10. Learning about jobs is as important as learning about other things.                       |
| _____                    | _____                       | 11. We should have more people come to school and talk about their jobs.                      |

THIS INSTRUMENT PRODUCED SOME  
SIGNIFICANT DIFFERENCES. (SEE  
DATA ANALYSIS PAGES.)

74

## INSTRUMENT #2

I  
AGREE

I  
DISAGREE

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 12. I am learning how workers use whatever they learn in school.                               |
| _____ | _____ | 13. School is teaching me how I can earn money on a job.                                       |
| _____ | _____ | 14. My parents can teach me everything I need to know about jobs.                              |
| _____ | _____ | 15. When I learn math, social studies, science and language, I learn about jobs, too.          |
| _____ | _____ | 16. Students who are going to college should think about working before they get to college.   |
| _____ | _____ | 17. I should be taught more about work while I am in school.                                   |
| _____ | _____ | 18. School is helping me to decide what kind of work I will do when I am finished with school. |
| _____ | _____ | 19. In school I am learning to make things which I can sell.                                   |
| _____ | _____ | 20. School is a place that I will come back to after I graduate.                               |

**INSTRUMENT #3**

40 minutes  
7 - 9

School \_\_\_\_\_  
Grade Level \_\_\_\_\_  
Student \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EDUCATIONAL AWARENESS

We are interested in your feelings about some things. There are no right or wrong answers.

**DIRECTIONS:** Check each statement according to whether you strongly agree, agree, disagree, or strongly disagree.

<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>	
_____	_____	_____	_____	1. School helps me find out my strengths and weakness.
_____	_____	_____	_____	2. School has helped me to gain self-confidence.
_____	_____	_____	_____	3. I think many people get a lot of fun out of their work.
_____	_____	_____	_____	4. I think I will enjoy working on a full-time job some day.
_____	_____	_____	_____	5. I should be learning more about the many jobs which are required by our society.
_____	_____	_____	_____	6. I have learned why workers help each other on the job.
_____	_____	_____	_____	7. Most people can learn to do many different jobs if they try.
_____	_____	_____	_____	8. My teachers have encouraged me to think about jobs that I could do some day.
_____	_____	_____	_____	9. My school and community give me opportunities to explore many kinds of jobs that I could do some day.

**THIS INSTRUMENT WAS DROPPED  
FROM TEST BATTERY. (SEE  
DATA ANALYSIS PAGES.**

# INSTRUMENT #3

<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	
_____	_____	_____	_____	13. I believe that I will be able to support my family.
_____	_____	_____	_____	14. In every subject at school, students should be told about jobs that relate to that subject.
_____	_____	_____	_____	15. Most students finish high school not knowing what kind of career they want.
_____	_____	_____	_____	16. Different kinds of workers visit my school to talk about their jobs.
_____	_____	_____	_____	17. Students should try several kinds of jobs before they leave high school.
_____	_____	_____	_____	18. Schools should teach students more about jobs.
_____	_____	_____	_____	19. Foreign language teachers should teach more about careers which use foreign languages.
_____	_____	_____	_____	20. Teachers of math often relate the subject matter to some job application.
_____	_____	_____	_____	21. Students should be allowed to miss regular classes in order to go on a field trip.
_____	_____	_____	_____	22. As part of the school program, students should be allowed to leave school during the day to go to work.
_____	_____	_____	_____	23. High school graduates are usually prepared for work.
_____	_____	_____	_____	24. Every student should graduate from high school with a skill which he or she can use to make money on a job.

# INSTRUMENT #3

<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>	
_____	_____	_____	_____	25. A high school student should receive credit toward graduation for any kind of supervised work, such as sales clerk, gas station attendant, political campaign worker, etc.
_____	_____	_____	_____	26. You don't need a college degree to be successful in life.
_____	_____	_____	_____	27. Every student should have at least one paying job before graduating from high school.
_____	_____	_____	_____	28. I know enough about myself and about job opportunities to choose my own occupation.
_____	_____	_____	_____	29. There will probably be a close relationship between my pay and my education.

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INSTRUMENT #4

10-14  
5 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EDUCATIONAL AWARENESS

Directions for the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their name, the date, school and grade level.
3. Explain that this is not a test, i.e., there are no right or wrong answers.
4. Answer any questions which will help the students to understand what the form is asking them to do.
5. Allow approximately 5 minutes for completion, and encourage all students to complete all the items.

INSTRUMENT #4

10-14  
5 minutes

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EDUCATIONAL AWARENESS

DIRECTIONS: Check whether you (1) Strongly Agree, (2) Agree, (3) Disagree, or (4) Strongly Disagree with each statement.

<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>	
_____	_____	_____	_____	1. From what I have learned at school, I can plan my own career preparation and goals.
_____	_____	_____	_____	2. The amount of education that I get will determine the amount of enjoyment I will receive.
_____	_____	_____	_____	3. Education helps me in the use of my leisure time.
_____	_____	_____	_____	4. Most of my courses relate to the "real world" outside of school.
_____	_____	_____	_____	5. I have learned many things in school that I can apply in my work.
_____	_____	_____	_____	6. I have set some goals, and I know what I want to do in life.
_____	_____	_____	_____	7. I will enjoy using my skills and abilities on a full-time job.

RE-DESIGN RECOMMENDED.  
(SEE DATA ANALYSIS PAGES.)

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# INSTRUMENT #4

<u>Agree</u> <u>Strongly</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>	
_____	_____	_____	_____	8. I have learned that most employees have company-paid courses for employees who want to develop their skills more rapidly.
_____	_____	_____	_____	9. I will need to go back to school at different times during my life.
_____	_____	_____	_____	10. Many people are proud of their field of work and teach other people about it in classes after working hours.



PINELLAS COUNTY CAREER EDUCATION SURVEY  
ECONOMIC AWARENESS

Directions to the Teacher:

1. Interview 20 of your students individually. For each student, record on the interview form the date, school, grade level and student name.
2. As a warmup for the interview, engage the student in a pleasant conversation about school by asking the student what things does he/she need in order to live?
3. Then ask the student each of the questions on the interview form. If you need to record student responses during the interview, sketch them as notes on a plain pad of paper. (The interview form has a tendency to distract the student). After the student has responded to each question, ask, "Can you think of any more?" Do this only once for each question.
4. After the interview, record all student responses on the interview form as you remember them. Please use no more than 15 minutes with each student.

INSTRUMENT #5

K-1  
15 minutes

Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_ Student's Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
ECONOMIC AWARENESS

1. If you want a toy or a candy bar from the store, how do you go about getting it?
2. If you want something a friend of yours has, but you have no money, what could you do to get that thing?
3. If your father or mother wanted to buy something at the store and didn't have enough money, is there a way they could get it anyway?
4. If you had some money, why would you like to save it instead of spending it?
5. (Any miscellaneous student comments during the interview which do not relate directly to the questions but which are relevant to the subject area)

THIS INSTRUMENT PRODUCED SOME  
SIGNIFICANT DIFFERENCES. (SEE  
DATA ANALYSIS PAGES.)

PINELLAS COUNTY CAREER EDUCATION SURVEY  
ECONOMIC AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Ask the students to write their names, the date, school, and grade level at the top of the form.
3. Read the following directions to the students as a group:

"Boys and girls, we are interested in finding out how you feel about some things. It is not a test.

I will read each sentence aloud, and you may follow along.

The first 5 questions you will answer by putting an X under either YES or NO, next to each question."

(Read slowly and carefully questions 1-5 aloud, giving students time to check their answers. Be sure to explain any words which a student does not understand. Clear up any misunderstandings.)

4. Tell the students:

"Now I will read Questions 6-10 aloud so you can follow along. For each question, put an X in either the first space or the second space whichever you think is best."

(Read, explain, as in Instruction No. 3 above).

INSTRUMENT #6

2-3  
15 MINUTES

DATE \_\_\_\_\_  
SCHOOL \_\_\_\_\_  
GRADE LEVEL \_\_\_\_\_

STUDENT NAME \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
ECONOMIC AWARENESS

DIRECTIONS: PUT AN X UNDER EITHER YES OR NO FOR EACH QUESTION,  
1 THROUGH 5.

YES    NO

- \_\_\_\_\_ 1. DO WORKERS RECEIVE MONEY FOR WHAT THEY DO, TO BUY THE THINGS THEY NEED AND WANT?
- \_\_\_\_\_ 2. CAN YOU TRADE WITH A FRIEND IF YOU HAVE SOMETHING HE WANTS AND HE HAS SOMETHING YOU WANT?
- \_\_\_\_\_ 3. CAN THE MONEY YOU SAVE MAKE MORE MONEY FOR YOU?
- \_\_\_\_\_ 4. DO PEOPLE OFTEN HAVE TO SAVE THEIR MONEY BEFORE THEY CAN GET THE EXTRA THINGS THEY WANT?
- \_\_\_\_\_ 5. DO PEOPLE DEPEND ON OTHER PEOPLE FOR GOODS AND SERVICES?

DIRECTIONS: PUT AN X AFTER ONLY THE CORRECT PART OF EACH QUESTION  
6 THROUGH 10.

- 6. MOST PEOPLE HAVE SOMETHING THEY DO NOT WANT \_\_\_\_\_  
MOST PEOPLE WANT SOMETHING THEY DO NOT HAVE \_\_\_\_\_
- 7. YOU CAN BUY SOME THINGS WITH CREDIT WHEN YOU DON'T HAVE MONEY  
\_\_\_\_\_. YOU MUST HAVE MONEY FOR EVERYTHING YOU WANT TO  
BUY \_\_\_\_\_
- 8. SOME PEOPLE DON'T MAKE ENOUGH MONEY ON THEIR JOBS TO GET THE FOOD  
AND CLOTHING AND SHELTER THAT THEY NEED FOR THEIR FAMILY \_\_\_\_\_  
ALL WORKERS MAKE ENOUGH MONEY \_\_\_\_\_
- 9. YOU MUST PUT ALL OF YOUR MONEY IN A BANK IF YOU WANT TO SAVE  
MONEY \_\_\_\_\_. SAVINGS MEANS PUTTING PART OF YOUR MONEY AWAY  
TO SPEND AT A LATER TIME \_\_\_\_\_
- 10. PEOPLE WHO WORK IN STORES OR GASOLINE STATIONS MAKE PRODUCTS  
\_\_\_\_\_. PEOPLE WHO WORK IN STORES OR GASOLINE STATIONS  
SELL GOODS AND SERVICES \_\_\_\_\_

THIS INSTRUMENT WAS DROPPED  
FROM TEST BATTERY. (SEE  
DATA ANALYSIS PAGES.)

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PINELLAS COUNTY CAREER EDUCATION SURVEY  
ECONOMIC AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the instruments, and ask the group to write their names, the date, school and grade level at the top of the form.
3. Read the following instructions:  
"Boys and girls, read each sentence, then put an X under either the column that says 'Agree' or the column that says 'Disagree.'
4. Help each child to understand what he is to do. Explain any words if they are having difficulty. Use only the first two questions as practice if you find it necessary to practice.
5. Allow 20 minutes for the test.

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_ Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
ECONOMIC AWARENESS

DIRECTIONS: Put an X next to the sentence, either under I AGREE or under I DISAGREE.

- | <u>I</u><br><u>AGREE</u> | <u>I</u><br><u>DISAGREE</u> |  |
|--------------------------|-----------------------------|--|
| _____                    | _____                       | 1. Most people have everything that they want.   |
| _____                    | _____                       | 2. Something nice to have, like a fur coat, is called a luxury.  |
| _____                    | _____                       | 3. A highly skilled job usually pays a higher salary or hourly rate than an unskilled job.   |
| _____                    | _____                       | 4. Some people work at jobs they don't like because the job allows them to earn a very good salary.  |
| _____                    | _____                       | 5. Because of the specialization of jobs in the United States, each of us depends upon many people for the goods and services that we need each day. |
| _____                    | _____                       | 6. We are all producers and consumers.   |
| _____                    | _____                       | 7. People in one community may depend upon the work of people in other communities to produce goods or ship them the goods they need.                |
| _____                    | _____                       | 8. An example of the division of labor is when your mother washes the dishes and your sister dries them and puts them away.                          |
| _____                    | _____                       | 9. When a large corporation goes out of business, there is little effect on the community in which it is located.                                    |
| _____                    | _____                       | 10. We all pay for public services by paying taxes.  |
| _____                    | _____                       | 11. A person can acquire money only by working for a salary.   |

RE-DESIGN RECOMMENDED.  
(SEE DATA ANALYSIS PAGES.)

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INSTRUMENT #7

I  
AGREE

I  
DISAGREE

- |       |       |   |
|-------|-------|---|
| _____ | _____ | 12. People all over the U. S. who work at the same job make the same amount of money  |
| _____ | _____ | 13. Buying on credit usually increases the cost of goods and services that we need each day.  |
| _____ | _____ | 14. When you save enough money, there is the possibility of retiring from work.   |
| _____ | _____ | 15. The division of labor and the specialization of jobs makes goods and services cost more than when one person made the entire product. |
| _____ | _____ | 16. No one person can produce everything he needs   |
| _____ | _____ | 17. Products that are not made nearby usually cost more because of transportation and storage costs.                                      |
| _____ | _____ | 18. It was easier to get what you needed to live in the early days of our country than it is today  |
| _____ | _____ | 19. The price you pay for goods and services depends primarily upon supply and demand.  |
| _____ | _____ | 20. Most people go into business to take a loss.  |

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INSTRUMENT #8

7-14  
10 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY  
ECONOMIC AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask each student to fill in their name, the date, school and grade level.
3. Help the students to understand the directions on the form.
4. Allow 10 minutes for completion.

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INSTRUMENT #8

7-14  
30 minutes

Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
ECONOMIC AWARENESS

DIRECTIONS: Tell whether you Agree or Disagree with the following statements.

AGREE

DISAGREE

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 1. A person can bring in money only by working for a salary or an hourly rate.   |
| _____ | _____ | 2. Buying on credit increases the cost of whatever you buy.  |
| _____ | _____ | 3. When enough money is saved, you have the option of retiring from work.  |
| _____ | _____ | 4. Stock market investments can produce greater fortunes in a shorter amount of time than real estate investment.            |
| _____ | _____ | 5. The division of labor and specialization makes goods and services cost more than when one person made the entire product. |
| _____ | _____ | 6. "Gross Pay" is the amount of money you take home.   |
| _____ | _____ | 7. Hospitalization is cheapest when subscribed through a group plan.   |
| _____ | _____ | 8. No States have the right to tax your income; this is a job of the Federal Government.                                     |
| _____ | _____ | 9. Automobile insurance is cheaper for the person who is under 26 years of age.  |
| _____ | _____ | 10. Name brand products are usually more economical and of better quality than off-brand products.                           |
| _____ | _____ | 11. The greater the salary received for performing a job the greater the personal satisfaction associated with the job.      |

RE-DESIGN RECOMMENDED.  
(SEE DATA ANALYSIS PAGES.)

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## INSTRUMENT #8

AGREE

DISAGREE

- |       |       |  |
|-------|-------|--|
| _____ | _____ | 12. White-collar jobs usually have associated with them higher status level than blue-collar jobs. |
| _____ | _____ | 13. Buying on credit is easier than buying with cash until you have to pay for it.                 |
| _____ | _____ | 14. You have to go to college to get a good-paying job.  |
| _____ | _____ | 15. Most people can get a scholarship or loan to continue their education.                         |

PINELLAS COUNTY CAREER EDUCATION SURVEY

CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly. Pass out the forms - one for each student.
2. Ask each student to write their name, the date, school, and grade level at the top of the form.
3. Read the following instructions to the group. "Boys and girls, please write down on your paper as many different jobs or kinds of work as you can think of. Fill all three columns of the paper if you can think of that many different kinds of workers."
4. Help each child to understand what he/she is to do. The children will have questions on spelling. Use only the jobs of "teacher" and "doctor" as examples.
5. Allow no more than 30 minutes for the test.



INSTRUMENT #10

4-6  
20 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Ask the students to write their name, the date, school and grade level at the top of the form.
3. Read the following instructions to the group. "Boys and girls, please write down as many different jobs or kinds of work under "occupations" as you can think of. Then, after you have written down your list of jobs, check if a person must go to a special school (like college, vocational school, private school, university, etc.) in order to do the job, and/or if you think on-the-job training is more usually required, then put a check under on-the-job training."
4. Use only the jobs of "teacher" and "doctor" as examples of occupations.
5. Help each child to understand what he/she is to do. The children will have questions on spelling; please answer these quietly so as not to lead the other students. Announce that this is not a test so spelling will not count.
6. Allow 20 minutes for the test.



PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Ask the students to write their name, the date, school, and grade level at the top of the form.
3. Read the following instructions to the group. "Boys and girls, please write down as many different jobs or kinds of work under "occupations" as you can think of. Then, after you have written down your list of jobs, check if a person must go to a special school ( like college, vocational school, private school, university, etc.) in order to do the job, and/or if you think on-the-job training is more usually required, then put a check under on-the-job training.
4. Use only the jobs of "teacher" and "doctor" as examples of occupations.
5. Help each child to understand what he/she is to do. The students will have questions on spelling, please answer these quietly so as not to lead the other students. Announce that this is not a test, so spelling will not count.
6. Allow 20 minutes for the test.





## INSTRUMENT #12

10-14  
20 minutes

### PINELLAS COUNTY CAREER EDUCATION SURVEY OCCUPATIONAL AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their name, the date, school and grade level.
3. Ask the students to list all the occupations they can think of and check in the appropriate column how or where a person usually learns how to do that kind of work.
4. Answer any questions which will help the students to understand what the form is asking them to do.
5. Allow approximately 20 minutes for completion.



PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Ask the students to write their name, the date, school, and grade level at the top of the form.
3. Read the following instructions to the students as a group:

"Boys and girls, please put an X in either the first or second space in each sentence--whichever you think is most correct. I will read each sentence aloud and you may follow along. Mark your answer after I read each sentence."
4. Explain any words which a student does not understand; clear up any misunderstandings.

INSTRUMENT #13

2-3  
15 minutes

Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER AWARENESS

DIRECTIONS: Put an X in either the first or second space in each sentence, whichever you think is best.

1. Does a farmer milk cows \_\_\_\_\_, or does a farmer fight with bulls \_\_\_\_\_?
2. Does a painter work with a saw \_\_\_\_\_, or does a painter work with a brush, \_\_\_\_\_?
3. Does a veterinarian work only with horses \_\_\_\_\_, or does a veterinarian work with all kinds of animals \_\_\_\_\_?
4. Does a secretary work with a typewriter \_\_\_\_\_ or does a secretary work with a computer \_\_\_\_\_?
5. Does a carpenter work with a computer \_\_\_\_\_ or does a carpenter work with his hands \_\_\_\_\_?
6. Does a baker plant corn \_\_\_\_\_ or does a baker work with an oven \_\_\_\_\_?
7. Does a nurse need to go to school longer than a doctor \_\_\_\_\_ or does a doctor go to school longer than a nurse \_\_\_\_\_?
8. Does a minister go to a special school for ministers \_\_\_\_\_ or does a minister work in a pharmacy \_\_\_\_\_?
9. Does a mailman come home with grease on his clothes \_\_\_\_\_ or does a mechanic come home with grease on his clothes \_\_\_\_\_?
10. Does an editor work on a newspaper \_\_\_\_\_ or does an editor work behind the window at the bank \_\_\_\_\_?

THIS INSTRUMENT PRODUCED  
SOME SIGNIFICANT DIFFERENCES.  
(SEE DATA ANALYSIS PAGES.)

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PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER AWARENESS

DIRECTIONS TO THE TEACHER:

1. Select 20 students randomly.
2. Pass out the instruments, and ask the group to write their names, the date, school and grade level at the top of the form.
3. Read the following instructions:  

"Boys and girls, please read each line, then put an M next to the 5 jobs which are Most Important to the people in your neighborhood. (Be sure you make no more than 5 M's) .

Put an L next to the 5 jobs which are Least Important to the people in your neighborhood. (Make sure you make no more than 5 L's)."
4. Help each child to understand what he is to do. Explain any words if they are having difficulty.
5. Allow 10 minutes for the test.

PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER AWARENESS

Directions: Put an M next to the 5 jobs which are MOST IMPORTANT to the people in your neighborhood. (Make sure you make no more than 5 M's).

Put an L next to the 5 jobs which are LEAST IMPORTANT to the people in your neighborhood (Make sure you make no more than 5 L's)

- \_\_\_\_\_ Actor
- \_\_\_\_\_ Store Clerk
- \_\_\_\_\_ Garbage Collector
- \_\_\_\_\_ Hotel Clerk
- \_\_\_\_\_ Truck Driver
- \_\_\_\_\_ Car Mechanic
- \_\_\_\_\_ Carpenter
- \_\_\_\_\_ Plumber
- \_\_\_\_\_ Television Repairman
- \_\_\_\_\_ Bus Driver
- \_\_\_\_\_ Secretary
- \_\_\_\_\_ Game Warden
- \_\_\_\_\_ Typist
- \_\_\_\_\_ Mailman

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

**RE-DESIGN RECOMMENDED.**  
**(SEE DATA ANALYSIS PAGES.)**

# INSTRUMENT #15

7-9  
10 minutes

## PINELLAS COUNTY CAREER EDUCATION SURVEY CAREER AWARENESS

### Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the instruments and ask the group to write their name, date, school, and grade level at the top of the form.
3. Read the following instructions:  
"Please read each line, then put an X next to the one best answer for each question."
4. Help each student to understand what he is to do. Explain any words if they are having difficulty.
5. Allow 10 minutes for the test.

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# INSTRUMENT #15

7-9  
10 minutes

Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

## PINELLAS COUNTY CAREER EDUCATION SURVEY CAREER AWARENESS

DIRECTIONS: Put an X next to the one best answer for each question.

Example: Which of the following is not in the field of education?

- a. \_\_\_\_\_ Teacher
- b.   x   Doctor
- c. \_\_\_\_\_ Counselor
- d. \_\_\_\_\_ Occupational Specialist

1. Who works in the field of construction?

- a. \_\_\_\_\_ Policeman
- b. \_\_\_\_\_ Salesman
- c. \_\_\_\_\_ Carpenter
- d. \_\_\_\_\_ Lawyer

2. Who usually finances the play:

- a. \_\_\_\_\_ Director
- b. \_\_\_\_\_ Producer
- c. \_\_\_\_\_ Stage Manager
- d. \_\_\_\_\_ Showgirls

3. Who works most closely with the actors?

- a. \_\_\_\_\_ Director
- b. \_\_\_\_\_ Producer
- c. \_\_\_\_\_ Electrician
- d. \_\_\_\_\_ Reporters

4. Who works the most with the pilot?

- a. \_\_\_\_\_ Mechanic
- b. \_\_\_\_\_ Stewardess
- c. \_\_\_\_\_ Baggage man
- d. \_\_\_\_\_ Navigator

RE-DESIGN RECOMMENDED.  
(SEE DATA ANALYSIS PAGES.)

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## INSTRUMENT #15

5. Who is not in the field of Education?
- a.  Counselor
  - b.  Principal
  - c.  Teacher
  - d.  Minister
6. Who works closely with the Doctor?
- a.  Veterinarian
  - b.  X-Ray Technician
  - c.  Insurance Salesman
  - d.  Dental Assistant
7. Who does not work in the field of Welfare?
- a.  Social Worker
  - b.  Submarine Officer
  - c.  Counselor
  - d.  Practical Nurse
8. Who requires the least training?
- a.  Professional Athlete
  - b.  Milkman
  - c.  Lawyer
  - d.  Farmer
9. Which occupation would we call professional?
- a.  Lawyer
  - b.  Mechanic
  - c.  Barber
  - d.  Truck Driver
10. Which occupation requires great ability to speak before small groups?
- a.  Advertising Executive
  - b.  Secretary
  - c.  Pilot
  - d.  Door-to-Door Salesman

## INSTRUMENT #15

11. Which person works closest with an Architect?
- a.  Computer Operator
  - b.  Doctor
  - c.  Bricklayer
  - d.  Mechanical Engineer
12. Which occupation would we call skilled?
- a.  Salesman
  - b.  Farmer
  - c.  Tool and Die Maker
  - d.  Doctor
13. Who works closest with the reporter?
- a.  Copy Desk Chief
  - b.  Publisher
  - c.  Advertising Salesman
  - d.  Secretary
14. The counselor works mostly with the
- a.  Teacher
  - b.  Parent
  - c.  Student
  - d.  Secretary
15. Who does not work with Animals?
- a.  Veterinarian
  - b.  Feed Store Owner
  - c.  Game Warden
  - d.  Bull Fighter
16. Who requires a College Education?
- a.  Policeman
  - b.  Mechanic
  - c.  Counselor
  - d.  Mailman

## INSTRUMENT #15

17. Who must know the most about grammar?
- a.  Secretary
  - b.  Typist
  - c.  Doctor
  - d.  Computer Programmer
18. Who works with the least complicated ideas?
- a.  Scientist
  - b.  Lawyer
  - c.  Teacher
  - d.  Businessman
19. Which job requires the most education?
- a.  Nurse
  - b.  Businessman
  - c.  Newspaper Reporter
  - d.  Psychoanalyst
20. In the next 30 years, occupations will probably change
- a.  Unpredictably
  - b.  Gradually
  - c.  Very Much
  - d.  About the same as the last 30 years

INSTRUMENT #16

10-14  
20 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER AWARENESS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the instruments, and ask the group to write their names, the date, school and grade level at the top of the form.
3. Read the following instructions:  
"Please read each line, then put an X next to the one best answer for each question".
4. Help each student to understand what he is to do. Explain any words if they are having difficulty.
5. Allow 20 minutes for the test.

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INSTRUMENT #16

10-14  
20 minutes

Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER AWARENESS

DIRECTIONS: Put an X next to the one best answer for each question.

Example: Which of the following is not in the field of education?

- a. \_\_\_\_\_ Teacher
- b.   X   Doctor
- c. \_\_\_\_\_ Counselor
- d. \_\_\_\_\_ Occupational Specialist

1. Who requires the least training?

- a. \_\_\_\_\_ Professional Athlete
- b. \_\_\_\_\_ Milkman
- c. \_\_\_\_\_ Lawyer
- d. \_\_\_\_\_ Farmer

2. Which occupation would we call professional?

- a. \_\_\_\_\_ Lawyer
- b. \_\_\_\_\_ Mechanic
- c. \_\_\_\_\_ Barber
- d. \_\_\_\_\_ Truck Driver

3. Which occupation requires great ability to speak before small groups?

- a. \_\_\_\_\_ Advertising Executive
- b. \_\_\_\_\_ Secretary
- c. \_\_\_\_\_ Pilot
- d. \_\_\_\_\_ Door-to-Door Salesman

4. Which person works closest with an Architect?

- a. \_\_\_\_\_ Computer Operator
- b. \_\_\_\_\_ Doctor
- c. \_\_\_\_\_ Bricklayer
- d. \_\_\_\_\_ Mechanical Engineer

THIS INSTRUMENT PRODUCED  
SOME SIGNIFICANT DIFFERENCES.  
(SEE DATA ANALYSIS PAGES.)

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## INSTRUMENT #16

5. Which occupation would we call 'skilled' and not 'professional'?
- a. \_\_\_\_\_ Salesman
  - b. \_\_\_\_\_ Farmer
  - c. \_\_\_\_\_ Tool and Die Maker
  - d. \_\_\_\_\_ Doctor
6. Who works closest with the reporter?
- a. \_\_\_\_\_ Copy Desk Chief
  - b. \_\_\_\_\_ Publisher
  - c. \_\_\_\_\_ Advertising Salesman
  - d. \_\_\_\_\_ Secretary
7. The counselor works mostly with the
- a. \_\_\_\_\_ Teacher
  - b. \_\_\_\_\_ Parent
  - c. \_\_\_\_\_ Student
  - d. \_\_\_\_\_ Secretary
8. Who does not work with Animals?
- a. \_\_\_\_\_ Veterinarian
  - b. \_\_\_\_\_ Feed Store Owner
  - c. \_\_\_\_\_ Game Warden
  - d. \_\_\_\_\_ Bull Fighter
9. Who requires a College Education?
- a. \_\_\_\_\_ Policeman
  - b. \_\_\_\_\_ Mechanic
  - c. \_\_\_\_\_ Counselor
  - d. \_\_\_\_\_ Mailman
10. Who must know the most about grammar?
- a. \_\_\_\_\_ Secretary
  - b. \_\_\_\_\_ Typist
  - c. \_\_\_\_\_ Doctor
  - d. \_\_\_\_\_ Computer Programmer
11. Who works the least with complicated ideas?
- a. \_\_\_\_\_ Scientist
  - b. \_\_\_\_\_ Lawyer
  - c. \_\_\_\_\_ Electrician
  - d. \_\_\_\_\_ Businessman

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## INSTRUMENT #16

12. Which job requires the most education?
- a. \_\_\_\_\_ Nurse
  - b. \_\_\_\_\_ Businessman
  - c. \_\_\_\_\_ Newspaper Reporter
  - d. \_\_\_\_\_ Psychoanalyst
13. In the next 30 years, occupations will probably change
- a. \_\_\_\_\_ Unpredictably
  - b. \_\_\_\_\_ Gradually
  - c. \_\_\_\_\_ Very much
  - d. \_\_\_\_\_ About the same as the last 30 years
14. Which of the following high school programs should a student take if he/she is planning to be a teacher?
- a. \_\_\_\_\_ General
  - b. \_\_\_\_\_ Vocational
  - c. \_\_\_\_\_ Academic
  - d. \_\_\_\_\_ College Preparatory
15. An Engineer must have
- a. \_\_\_\_\_ A high school diploma
  - b. \_\_\_\_\_ One or two years of junior college or vocational technical school.
  - c. \_\_\_\_\_ Four or five years of college
  - d. \_\_\_\_\_ A high school diploma with course in industrial arts and mechanical drawing
16. Which of the following persons would have the most authority in his job?
- a. \_\_\_\_\_ Chairman of the Board
  - b. \_\_\_\_\_ Vice President of Marketing
  - c. \_\_\_\_\_ Store Clerk
  - d. \_\_\_\_\_ Plant Manager
17. Which of the following broad groups of occupations is expected to grow the most in the immediate future?
- a. \_\_\_\_\_ Clerical, such as Secretary
  - b. \_\_\_\_\_ Outdoors, such as Policeman
  - c. \_\_\_\_\_ Technical, such as Airplane Mechanic
  - d. \_\_\_\_\_ Service to others, such as Nurse

## INSTRUMENT #16

18. Which class of jobs requires the most formal education?
- a. \_\_\_\_\_ Skilled
  - b. \_\_\_\_\_ Professional
  - c. \_\_\_\_\_ Semi-skilled
  - d. \_\_\_\_\_ Unskilled
19. The School Guidance Counselor may
- a. \_\_\_\_\_ Tell a student what his test scores mean
  - b. \_\_\_\_\_ Listen to a student's personal problem
  - c. \_\_\_\_\_ Help the student find information about a job.
  - d. \_\_\_\_\_ All of the above
20. Printed information about occupations and careers
- a. \_\_\_\_\_ Is always accurate and up-to-date
  - b. \_\_\_\_\_ Should be studied to determine if it is accurate and up-to-date
  - c. \_\_\_\_\_ Is always inaccurate and outdated
  - d. \_\_\_\_\_ Is of no value in learning about occupations and careers
21. Which of the following group of workers is hardest hit by national unemployment?
- a. \_\_\_\_\_ Semi-skilled
  - b. \_\_\_\_\_ Craftsmen
  - c. \_\_\_\_\_ Unskilled
  - d. \_\_\_\_\_ Professional
22. Apprentice training is always conducted
- a. \_\_\_\_\_ In all U. S. factories
  - b. \_\_\_\_\_ In colleges and universities
  - c. \_\_\_\_\_ Under the direction of a skilled craftsman
  - d. \_\_\_\_\_ By the U. S. Government
23. A company Organizational Chart
- a. \_\_\_\_\_ Is used to show workers how to carry out their jobs in the company
  - b. \_\_\_\_\_ Is used to show lines of authority within the company
  - c. \_\_\_\_\_ Is an alphabetical listing of all employees in the company
  - d. \_\_\_\_\_ Is a map showing the locations of other offices in the company

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## INSTRUMENT #16

24. An employer may not fire a person due to race, sex or religion, because

- a.  It is "teamwork" that produces efficiency on the job
- b.  State Departments of Labor have a regulation against it
- c.  It is illegal under Federal law
- d.  It disrupts the company organization charts

25. There are jobs for women in

- a.  Almost all fields
- b.  Only where men don't work
- c.  Only in "Social Welfare" jobs
- d.  Only in Office Work, Teaching, Nursing and the Airlines

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# INSTRUMENT #17

4-14  
40 minutes

## PINELLAS COUNTY CAREER EDUCATION SURVEY OCCUPATIONAL SELF-CONCEPT

### Directions to the Teacher:

Take the students through each step listed below. Give them as much time as they need to complete each step before reading the next step to them, within reasonable limits. 40 minutes will be allowed for the entire test.

1. "First, fill out the three lines at the top left: date, school, and grade level. Write your name on the line at the top right."
2. "We will work with the first two columns at the lefthand side. First, put a checkmark next to all of the occupations you are interested in. Do this by checking one of the two columns at the left. Check either 'STRONG INTEREST' or 'AVERAGE INTEREST.' If you are not interested in a particular occupation, don't check either column."

(ALLOW TIME FOR STUDENTS TO COMPLETE THIS STEP BEFORE GOING ON. AS THE STUDENTS FINISH THIS STEP, SAY THAT THEY MAY WANT TO LOOK THE PAGES OVER TO SEE IF THEY HAVE CHECKED EVERYTHING THEY ARE INTERESTED IN. IF MOST STUDENTS ARE FINISHED, MENTION THAT THE OTHERS MAY HAVE TIME LATER TO FINISH THESE LEFT COLUMNS, THEN START EVERYONE ON THE NEXT STEP TOGETHER.)

3. "Next, if you are interested in an occupation which wasn't listed, write it on one of the blank lines at the bottom of an occupational group, then put a checkmark in one of the columns at the left. Try to write it on the appropriate page for that occupational group."
4. "Now we will work on the first two columns at the right--just after the jobs that are listed. For each occupation that you checked at the left, put a checkmark in one of the two columns--either "STRONG ABILITY" or "AVERAGE ABILITY"--whichever you think you have for that particular job."

(TELL THE STUDENTS TO RECHECK TO MAKE SURE THEY HAVE THOUGHT OF EVERYTHING THEY MIGHT LIKE TO DO, BEFORE GOING TO THE NEXT STEP.)

5. "Now we will work on the last three columns. For every job that you checked, put a checkmark in one of those three columns, under 'I ALREADY HAVE A JOB IN THIS FIELD,' 'I AM GOING TO WORK IN THIS FIELD,' or 'I WOULD LIKE TO WORK IN THIS FIELD.'"

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**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>AGRI-NATURAL RESOURCES:</u>					
		Anthropologist					
		Archeologist					
		Biologist					
		Botanist					
		Chemist					
		Farmer					
		Geologist					
		Horticultural Technician					
		Metallurgical Engineer					
		Miner					
		Tree Surgeon					
		Zoologist					

**THIS INSTRUMENT PRODUCED  
SOME SIGNIFICANT DIFFERENCES.  
(SEE DATA ANALYSIS PAGES.)**

# INSTRUMENT #17

## PINELLAS COUNTY CAREER EDUCATION SURVEY OCCUPATIONAL SELF-CONCEPT

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strongly Agree to Interest	Strongly Disagree to Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<b>BUSINESS AND OFFICE:</b>					
		Accountant or Bookkeeper					
		Bank Teller					
		Budget or Cost Control Analyst					
		Business or Franchise Operator					
		Computer or Office Machine Operator					
		Inventory or Payroll Administrator					
		Keypunch Operator or Edit Clerk					
		Personnel or Office Manager					
		Receptionist or Clerk Typist					
		Secretary/Stenographer/Transcriber					
		Systems Analyst or Programmer					
		Tax or Financial Analyst					

**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<b>CONSTRUCTION:</b>					
		Architect					
		Bricklayer or Hod Carrier					
		Carpenter or Plumber					
		Civil Engineer or Surveyor					
		Construction Engineer or Inspector					
		Electrician					
		Estimator					
		Heavy Equipment Operator					
		Landscaper					
		Painter or Roofer					
		Plasterer or Tile Setter					
		Steel Worker					

# INSTRUMENT #17

## PINELLAS COUNTY CAREER EDUCATION SURVEY OCCUPATIONAL SELF-CONCEPT

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>ENVIRONMENTAL:</u>					
		Astronomer					
		Conservationist					
		Ecologist					
		Forester or Ranger					
		Laboratory Technician					
		Meteorologist					
		Pest Exterminator					
		Physicist					
		Pollution Inspector					
		Urban Planner					
		Weather Observer					

# INSTRUMENT #17

## PINELLAS COUNTY CAREER EDUCATION SURVEY OCCUPATIONAL SELF-CONCEPT

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<b>FINE ARTS AND HUMANITIES:</b>					
		Actor/Actress					
		Author/Novelist/Free-Lance Writer					
		Art Dealer					
		Artist					
		Cartoonist					
		Choreographer					
		Composer/Scorewriter					
		Costume Designer					
		Dancer					
		Dramatics Coach					
		Director					
		Musician					
		Painter					
		Playwright					
		Poet					
		Producer					

**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		FINE ARTS & HUMANITIES Continued: _____					
		Prop Man/Grip					
		Sculptor					
		Singer					
		Stage Lighting Technician					
		Stage Manager					
		Stage Set Designer					
		Symphony Conductor					



**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>HEALTH:</u>					
		Ambulance Driver					
		Braille or Mental Health Technician					
		Dentist or Dental Technician					
		Dietician					
		Medical Doctor or Hospital Administrator					
		Medical Photographer/Artist					
		Nurse or Nurse's Aide					
		Optometrist or Optician					
		Pharmacist or Drug Clerk					
		Physical Therapist					
		Psychologist or Psychiatrist					
		X-Ray or Laboratory Technician					

**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>HOTEL AND RECREATION:</u>					
		Amusement Park Operator					
		Bartender/Barmaid					
		Chef/Cook/Dietician/Busboy/Dishwasher					
		Desk Clerk/Bellman/Porter/Maid					
		Golf or Tennis Club Operator					
		Hotel/Restaurant/Night Club Manager					
		Master of Ceremonies					
		Museum or Art Gallery Operator					
		Professional Athlete					
		Sports Promoter					
		Waiter/Waitress					
		Zoo or Kennel Operator					

**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>MANUFACTURING:</u>					
		Assembly Line Worker					
		Cabinet Line Worker					
		Design or Product Engineer					
		Draftsman					
		Electrical Engineer					
		Quality Control Inspector					
		Industrial Relations Specialist					
		Machinist					
		Mechanical Engineer					
		Tool and Die Maker					
		Warehouseman or Shipping Clerk					
		Welder or Metal Worker					

**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>MARINE SCIENCE:</u>					
		Biologist					
		Charter Boat Captain					
		Deep Sea Diver					
		Fishing Vessel Operator					
		Merchant Marine Officer					
		Mineral or Marine Life Conservationist					
		Ocean Cartographer					
		Offshore Oil Driller					
		Salvage Ship Operator					
		Seafood Processor or Inspector					
		Underwater Construction Worker					
		Water Analyst					

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Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>MARKETING AND DISTRIBUTION:</u>					
		Accounts Receivable Clerk					
		Broker or Speculator					
		Buyer					
		Cashier or Bag Boy					
		Display Specialist					
		Import/Export Specialist					
		Inventory Control Clerk					
		Market Researcher					
		Public Relations or Advertising Executive					
		Salesman or Manufacturer's Representative					
		Security Guard/Custodian/Janitor					
		Store Owner or Sales Manager					

**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>MASS COMMUNICATIONS AND MEDIA;</u>					
		Cameraman					
		Commercial Artist/Illustrator					
		Electronics Technician					
		Film Processor/Photo Engraver					
		Lithographer					
		News Reporter/Editor					
		Publisher/Bookbinder/Printer					
		Radio/TV Announcer/ Disk Jockey					
		Radio Operator/Engineer					
		Sign Painter					
		Telephone Repairman/Lineman					
		Telephone or Telegraph Operator					

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>PERSONAL SERVICES:</u>					
		Barber or Hair Stylist					
		Bondsman					
		Clergyman/Justice of the Peace					
		Cosmetologist or Beautician					
		Health Foods Operator					
		Lawyer					
		Marriage Counselor					
		Masseur or Health Club Operator					
		Mortician					
		Pet Groomer or Obedience Trainer					
		Photographer					
		Veterinarian					

# INSTRUMENT #17

## PINELLAS COUNTY CAREER EDUCATION SURVEY OCCUPATIONAL SELF-CONCEPT

4-14  
40 Minutes

Student Name \_\_\_\_\_

Grade Level \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>PUBLIC SERVICE AND GOVERNMENT:</u>					
		Building Inspector					
		Bus Driver					
		City Manager/Councilman/Mayor					
		Congressman/Senator/Representative					
		Consumer Affairs Agent					
		Customs Inspector					
		Fireman					
		Food & Drug Public Health Inspector					
		Game Warden					
		Garbage Collector					
		Gas, Power, Water, Sewage Worker					
		Highway and Street Engineer					
		Judge or Clerk of Court					
		Juvenile Delinquency Specialist					
		Librarian					



**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		PUBLIC SERVICE & GOVERNMENT Continued: _____					
		Military					
		Missionary					
		Parks and Recreation Worker					
		Policeman or Rescue Squad Member					
		Post Office Worker or Mailman					
		Prison Guard					
		Tax or Public Records Clerk					

**INSTRUMENT #17**

**PINELLAS COUNTY CAREER EDUCATION SURVEY  
OCCUPATIONAL SELF-CONCEPT**

4-14  
40 Minutes

Student Name \_\_\_\_\_ Grade Level \_\_\_\_\_ Date \_\_\_\_\_ School \_\_\_\_\_

Strong Interest	Average Interest	Occupation	Strong Ability for	Average Ability for	I Would Like to Work in This Field	I am Going to Work in This Field	I Already Have a Job in This Field
		<u>TRANSPORTATION:</u>					
		Air Traffic Controller					
		Conductor/Porter/Baggage Man					
		Filling Station Attendant					
		Freight Handler or Dock Loader					
		Mechanic					
		Pilot/Navigator/Astronaut/ Stewardess					
		Railroad Engineer/Yard Worker/ Brakeman					
		Rocket Launch Worker					
		Ship Captain/Steward/Seaman					
		Taxi or Truck Driver					
		Ticket Agent or Dispatcher					
		Travel Agent or Tourist Guide					

PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER PLANNING SURVEY

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their names, the date, school and grade level.
3. Explain that this is not a test. It is a survey of their present and future plans.
4. You are at liberty to provide the students with as much help as they require in understanding what the form is asking of them.
5. Most students should finish in 15 minutes, but if a student requires more time, every effort should be made to complete the form.

# INSTRUMENT #13

7-9  
15 minutes

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

## PINELLAS COUNTY CAREER EDUCATION SURVEY CAREER PLANNING SURVEY

DIRECTIONS: Please answer the following questions to the best of your ability.

1. Circle the letters at the left of the items which you consider part of your present plans.
  - a. Complete high school
  - b. Get a job before leaving high school
  - c. Get a job after leaving high school
  - d. Keep the job you have now.
  - e. Become an apprentice in an industrial program.
  - f. Go on to a trade or technical school.
  - g. Go on to college or a university
  - h. Continue your education on a part-time basis.
  - i. Travel before getting a job.
  - j. Be a housewife.
  - k. Join the Military.
  - l. Other (describe) \_\_\_\_\_
  - m. No plans at the present time.
  
2. If you are working now, what is your work?  
\_\_\_\_\_

THIS INSTRUMENT PRODUCED  
SOME SIGNIFICANT DIFFERENCES.  
(SEE DATA ANALYSIS PAGES.)

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# INSTRUMENT #18

Please Circle YES or NO in answer to the following questions:

- YES NO 3. If you are not working, do you have a job lined up?  
\_\_\_\_\_
- YES NO 4. Are you presently enrolled in courses which relate to your future plans?  
\_\_\_\_\_
- YES NO 5. Are you satisfied with the way in which the courses most important to you are being taught? If NO, please explain  
\_\_\_\_\_  
\_\_\_\_\_
- YES NO 6. Have you read any of the college or vocational school catalogs? If YES, which ones? \_\_\_\_\_  
\_\_\_\_\_
- YES NO 7. Do you already have a career in mind? If YES, please explain: \_\_\_\_\_  
\_\_\_\_\_
8. How many people from the community visited your classroom during this school year to tell you about their kind of work? \_\_\_\_\_  
What did you gain from these experiences? \_\_\_\_\_  
\_\_\_\_\_
9. How many school assemblies or large group meetings did you attend during the school year where people talked about their jobs? \_\_\_\_\_  
What did you gain from these experiences? \_\_\_\_\_  
\_\_\_\_\_
10. How many class trips did you take during the school year to observe work being performed? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_  
\_\_\_\_\_
11. How many class trips did you take to other places during the school year (e.g., museum, planetarium, civic center, etc.)? \_\_\_\_\_  
What did you gain from these experiences? \_\_\_\_\_  
\_\_\_\_\_
12. How many times did you talk with your teachers during this school year about the kind of work you could do while in school or after graduation? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_  
\_\_\_\_\_

## INSTRUMENT #13

13. How many conversations have you had with a guidance or vocational counselor during the school year? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_

14. How many times did you talk with your parents about your future plans? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_

INSTRUMENT #19

10-14  
25 minutes

PINELLAS COUNTY CAREER EDUCATION SURVEY  
CAREER PLANNING SURVEY

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask each student to fill in his name, the date, school and grade level.
3. Assist each student in understanding what the form requires.
4. Allow approximately 25 minutes for completion. Encourage every student to complete the form.

# INSTRUMENT #19

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

10-14  
25 minutes

Student Name \_\_\_\_\_

## PINELLAS COUNTY CAREER EDUCATION SURVEY CAREER PLANNING SURVEY

DIRECTIONS: Please answer the following questions to the best of your ability

1. Please circle the letters at the left of the items which you consider part of your present plans:
  - a. Complete high school
  - b. Get a job before leaving high school.
  - c. Get a job after leaving high school.
  - d. Keep the job you have now.
  - e. Become an apprentice in an Industrial Program.
  - f. Go on to a trade or technical school.
  - g. Go to college or a university.
  - h. Continue your education on a part-time basis.
  - i. Travel before getting a job.
  - j. Be a housewife.
  - k. Join the Military.
  - l. Other (describe \_\_\_\_\_)
  - m. No plans at the present time.
  
2. If you are working now, where do you work?  
\_\_\_\_\_

THIS INSTRUMENT PRODUCED  
SOME SIGNIFICANT DIFFERENCES.  
(SEE DATA ANALYSIS PAGES.)

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## INSTRUMENT #19

Please circle YES or NO in answer to the following questions:

- YES NO 3. If you are not now working, do you have a job lined up?
- YES NO 4. Are you now enrolled in courses which relate to your future plans?
- YES NO 5. Do you think new course offerings should be added to the school curriculum?  
If YES, which ones? \_\_\_\_\_  
\_\_\_\_\_
- YES NO 6. Do you think there are courses which could be dropped from the course of study?  
If YES, which ones? \_\_\_\_\_  
\_\_\_\_\_
- YES NO 7. Are you satisfied with the way in which the courses most important to you are being taught?  
If NO, please explain \_\_\_\_\_  
\_\_\_\_\_
- YES NO 8. Have you used your school guidance courses in developing your future plans?
- YES NO 9. Do you already have a career in mind? If YES, Please explain: \_\_\_\_\_  
\_\_\_\_\_
- YES NO 10. Have you filled out an application form for entrance into college or vocational school next fall?
- YES NO 11. Have you read any of the college or vocational school catalogs?
- YES NO 12. Is there training available for the job or career you are seeking? If NO, please explain \_\_\_\_\_  
\_\_\_\_\_

# INSTRUMENT #19

YES NO 13. Have you been accepted by an institution of higher learning?

If YES, where? \_\_\_\_\_

YES NO 14. Will you become involved in a family firm or profession?

If YES, please explain

YES NO. 15. Do you plan to look for a job outside of your community?

If YES, where? \_\_\_\_\_

YES NO 16. Do you want to do Graduate Work?

YES NO 17. Do you believe you will be successful in your chosen job or career?

WHY? \_\_\_\_\_

18. Do you want to graduate from a:

YES NO a. Four-year college or university

YES NO b. Two-year college

YES NO c. Technical or Business School

YES NO d. Other (explain) \_\_\_\_\_

19. What position do you expect to have in 10 years?

20. In the job of your choice, you would most like to be:

a. Owner

b. Director

c. Manager or Supervisor

d. Skilled Employee

e. Unskilled Employee

f. Professional

g. Other \_\_\_\_\_

# INSTRUMENT #19

21. How many different jobs have you had to date: Please list them in order of your preference for them:

<u>Job</u>	<u>Volunteer or How Much Pay</u>	<u>Why did you leave?</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

22. How much do you expect to earn on your first fulltime job?

YES NO \_\_\_\_\_ Do you consider this a good starting income?

23. During the previous year, how many people from the community visited your classroom to tell you about their jobs and the kind of work they do? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_

24. During the previous year, how many school assemblies or large group meetings did you attend where people talked about their jobs? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_

25. During the previous year, how many class trips did you take to observe work being performed? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_

26. During the previous year, how many class trips did you take to other places of possible career interest, e.g., museum,

INSTRUMENT #19

planetarium, civic center, etc.? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_

27. During the previous year, how many times did you talk to your teachers about the kind of work you could do while in school or after graduation? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_

28. During the previous year, how many times did you talk with your parents about your future plans? \_\_\_\_\_ What did you gain from these experiences? \_\_\_\_\_

29. During the previous year, how many conversations have you had with a guidance or vocational counselor? \_\_\_\_\_, What did you gain from these experiences? \_\_\_\_\_

30. During the previous year, how many times did you talk with a state or commercial employment service? \_\_\_\_\_, What did you gain from these experiences? \_\_\_\_\_

31. Who helped you the most in making plans for your future? (Please circle the appropriate letter)

a. Parents

b. Friends

c. Teacher

d. School Counselors

e. School Administrators

f. Other (explain) \_\_\_\_\_

## INSTRUMENT #19

32. How well do you feel your school has prepared you for your future job or career?

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Suggestions for improvement? \_\_\_\_\_

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PINELLAS COUNTY CAREER EDUCATION SURVEY  
ATTITUDES TOWARD CAREER PLANNING

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their name, the date, school and grade level.
3. Explain that this is not a test; there are no right or wrong answers.
4. You are at liberty to provide the students with some assistance if they do not understand the contrast between Strongly Agree, Agree, Disagree, Strongly Disagree--and you can use the first two questions with the class if they need practice.
5. Allow approximately 10 minutes for completion--encourage all students to complete all 25 items.

INSTRUMENT #20

7-9  
10 minutes

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
ATTITUDES TOWARD CAREER PLANNING

Directions: Check each item according to whether you strongly agree, agree, disagree or strongly disagree:

<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>	
_____	_____	_____	_____	1. Work is necessary for the preservation of our society.
_____	_____	_____	_____	2. I will always work at something, even after retirement.
_____	_____	_____	_____	3. One occupation is as good as another.
_____	_____	_____	_____	4. To make a successful career decision, I need to know the kind of person I am.
_____	_____	_____	_____	5. Luck or chance will play a small part in my choice of a career.
_____	_____	_____	_____	6. I should make up my own mind about my career choices.
_____	_____	_____	_____	7. My school grades can help me decide which career to follow.
_____	_____	_____	_____	8. My present interests are my best clues which careers to explore.
_____	_____	_____	_____	9. My strengths are more important than my weaknesses in making career decisions.

THIS INSTRUMENT WAS DROPPED  
FROM TEST BATTERY. (SEE  
DATA ANALYSIS PAGES.)







PINELLAS COUNTY CAREER EDUCATION SURVEY  
ATTITUDES TOWARD WORK

Directions for the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the student to fill in their name, the date, school and grade level.
3. Explain that this is not a test - there are no right or wrong answers.
4. Answer any questions which will help the student understand what the form is asking them to do.
5. Allow approximately 10 minutes for completion - encourage all students to complete all 20 items.

**INSTRUMENT #21**

7-9  
10 minutes

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
ATTITUDES TOWARD WORK

**DIRECTIONS:** Check each item according to whether you Strongly Agree, Agree, Disagree, or Strongly Disagree

<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>	
_____	_____	_____	_____	1. I will make a better-than-average income.
_____	_____	_____	_____	2. I will be able to provide for my family and myself.
_____	_____	_____	_____	3. I will have chances to get ahead in my work.
_____	_____	_____	_____	4. I will be happy working the regular (40-hour) week.
_____	_____	_____	_____	5. I will be in contact with people I like.
_____	_____	_____	_____	6. I will be my own boss.
_____	_____	_____	_____	7. I will have a strong interest in whatever I do.
_____	_____	_____	_____	8. My work will make the world a more beautiful place.
_____	_____	_____	_____	9. My work will pay according to its worth to society.
_____	_____	_____	_____	10. Many people are in occupations which they consider glamorous
_____	_____	_____	_____	11. I will be able to work in the community of my choice.

**THIS INSTRUMENT WAS DROPPED  
FROM TEST BATTERY. (SEE  
DATA ANALYSIS PAGES.)**

# INSTRUMENT #21

<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
---------------------------------	--------------	-----------------	------------------------------------

- |       |       |       |       |  |
|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | 12. I will be able to schedule my vacations well in advance, and take them regardless of the requirements of my job. |
| _____ | _____ | _____ | _____ | 13. My occupation will determine my choice of friends.   |
| _____ | _____ | _____ | _____ | 14. My occupation will determine the way I will live (my life-style).  |
| _____ | _____ | _____ | _____ | 15. I will be happy in my work.  |
| _____ | _____ | _____ | _____ | 16. I will supervise the work of other people.   |
| _____ | _____ | _____ | _____ | 17. Labor union look after the needs of the workers.   |
| _____ | _____ | _____ | _____ | 18. Management and businessmen look after the needs of workers.  |
| _____ | _____ | _____ | _____ | 19. Insurance companies look after the needs of workers.   |
| _____ | _____ | _____ | _____ | 20. By preparing myself well, I am assured of getting the job I want.  |

## INSTRUMENT #22

7-14  
15 minutes

### PINELLAS COUNTY CAREER EDUCATION SURVEY ATTITUDES TOWARD WORK

#### DIRECTIONS TO THE TEACHER:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their names, the date, school and grade level.
3. Explain that this is not a test--there are no right or wrong answers.
4. Answer any questions which will help the students to understand what the form is asking them to do.
5. All approximately 15 minutes for completion. Encourage all students to complete all the items.

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# INSTRUMENT #22

7-14  
15 minutes

Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

## PINELLAS COUNTY CAREER EDUCATION SURVEY ATTITUDES TOWARD OCCUPATIONAL CHOICE

**DIRECTIONS:** Read through all items first. Then circle the number in front of the items which you consider MOST IMPORTANT when choosing a job.

### I WANT A JOB WHICH WILL:

1. Pay me a better than average income
2. Pay me enough money to provide for my family and myself.
3. Offer me chances for advancement and promotion.
4. Allow me to work in the community of my choice.
5. Allow generous fringe benefits and great freedom in choosing when I will take my vacation.
6. Allow me to work by the project, rather than by the hour or day, so that I can work at my own pace.
7. Provide me with daily contact with other workers I like.
8. Allow me to meet the "right" people.
9. Allow me to live the way I want to.
10. Insure my happiness in my work over the years.
11. Allow me to be my own boss.
12. Allow me to supervise work done by others.
13. Interest me.
14. Permit me to do my work well
15. Give me the feeling of great accomplishment.
16. Bring people to look up at me.

**REDESIGN RECOMMENDED.  
(SEE DATA ANALYSIS PAGES.)**

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## INSTRUMENT #22

### I WANT A JOB WHICH WILL:

17. Make the world a more beautiful place.
18. Pay the most money over the years.
19. Pay a beginning salary that pleases me.
20. Provide security even in hard times and offer a good future.
21. Provide free use of an automobile.
22. Require training or education that I can afford.
23. Allow me to retire when I am very young.
24. Provide good working conditions and pleasant surroundings.
25. Allow me great personal freedom and permit me to express my personality.
26. Offer me great variety in my work.
27. Allow me to invent new things.
28. Allow me to use my hands in my work.
29. Allow me to help other people.
30. Take me to many different parts of the world.
31. Offer me a continuous challenge.
32. Be in a very specialized field.
33. Be difficult to get.
34. Have a supervisor who is a fair person.
35. Be a job my school grades indicate that I can handle.
36. Be a job that my teacher says I would like.

## INSTRUMENT #22

### I WANT A JOB WHICH WILL:

37. Be a job my school counselor says is "just right for me."

NOW THAT YOU HAVE CIRCLED THE ITEMS WHICH YOU CONSIDERED MOST IMPORTANT, PLEASE GO BACK AND "X-OUT" THE NUMBER IN FRONT OF THE ITEMS THAT YOU FEEL ARE LEAST IMPORTANT WHEN CHOOSING A JOB.

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PINELLAS COUNTY CAREER EDUCATION SURVEY

EMPLOYABILITY SKILLS

Directions for the Teacher:

1. Select 20 students randomly.
2. Pass out the form and ask the students to fill in the date, their name, school and grade level.
3. Assist each student if required so that they will understand how to check the forms appropriately. Tell the student that this is not a test--there are no right or wrong answers, we are only interested in their opinions.
4. Allow approximately five minutes for completion. Encourage every student to complete all the questions.

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INSTRUMENT #23

10-14  
5 minutes

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

Student name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EMPLOYEE SELF CONCEPT

DIRECTIONS: Please read all of the statements through at least once. Then circle the numbers of the 10 statements which best describe why you believe you would be a good employee. (Please circle no more than 10 statements). Then, go back and X out the 5 statements which least describe you.

- |  |   |
|--|---|
| 1. I am loyal to my employer                 | 16. I am reliable.                        |
| 2. I am a good expediter.                    | 17. I am a good salesman.                 |
| 3. I am usually truthful.                    | 18. I am punctual.                        |
| 4. I usually find a way to get the job done. | 19. I am healthy and energetic.           |
| 5. I am honest                               | 20. I work fast and hard.                 |
| 6. I have good taste.                        | 21. I am imaginitive.                     |
| 7. Long hours don't bother me.               | 22. I am orderly and neat                 |
| 8. I am persuasive.                          | 23. I am good natured.                    |
| 9. I have good discipline and work habits.   | 24. I finish tasks on time.               |
| 10. I am tactful                             | 25. I am patient.                         |
| 11. I make good decisions.                   | 26. I am unselfish.                       |
| 12. I am courteous                           | 27. I am inventive.                       |
| 13. I am inquisitive.                        | 28. I am well liked.                      |
| 14. I am enthusiastic about work.            | 29. I don't watch the clock.              |
| 15. I believe in my own capabilities.        | 30. I believe in being "profit" oriented. |
- (Don't forget to go back and X out the 5 statements which least describe you.)

THIS INSTRUMENT PRODUCED  
SOME SIGNIFICANT DIFFERENCES. 175  
(SEE DATA ANALYSIS PAGES.)

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EMPLOYABILITY SKILLS

DIRECTIONS FOR THE TEACHER:

1. Select 20 students randomly.
2. Pass out the form and ask the students to fill in the date, school and grade level and name.
3. Assist each student if required so that they will understand how to check the forms appropriately. Tell the student that this is not a test--there are no right or wrong answers, we are only interested in their opinions.
4. Allow approximately 25 minutes for completion. Encourage every student to complete all the questions.



# INSTRUMENT #24

10-14  
25 minutes

<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
---------------------------------	--------------	-----------------	------------------------------------

\_\_\_\_\_

8. It is best to come to the interview with a carefully prepared "resume" of all your past work experience and your education.

\_\_\_\_\_

9. Your "resume" should include your avocational interests, e.g. clubs joined, hobbies and special awards received.

\_\_\_\_\_

10. The three most important words in the English language are "sell", "sell", "sell".

## PART II--ACCEPTIVE SELF CONCEPT

\_\_\_\_\_

1. I speak well before groups of people.

\_\_\_\_\_

2. Most people like me when we first meet.

\_\_\_\_\_

3. When I am with a group of people I usually don't say very much for fear of saying the wrong thing.

\_\_\_\_\_

4. It worries me when my friends dislike me.

\_\_\_\_\_

5. I usually have good opinions.

\_\_\_\_\_

6. My feeling are sometimes easily hurt.

\_\_\_\_\_

7. I enjoy acting as spokesman for the group.

\_\_\_\_\_

8. I am a good host (hostess).

# INSTRUMENT #24

<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
---------------------------------	--------------	-----------------	------------------------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

9. I am very different from other people.
10. I usually like my friends' ideas.
11. When I am first getting to know a person , I try to see if I am better than he is.
12. I feel that I am as good as most other people.
13. I find it hard to accept compliments.
14. I am comfortable with all kinds of people.
15. I usually change my opinions if it will please other people.

PART III--INFLUENTIAL SELF CONCEPT

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

1. I am easily influenced by others.
2. I am good at helping people who are upset or troubled.
3. I am good at explaining things to others.
4. I am good at debating.
5. I like to present suggestions for improvement to persons in authority.
6. I work best by myself.
7. I usually have bad luck.

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# INSTRUMENT #24

<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
---------------------------------	--------------	-----------------	------------------------------------

- |       |       |       |       |  |
|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | 8. When I plan something, it usually works well.   |
| _____ | _____ | _____ | _____ | 9. When I fail, it sometimes takes me several days to get over it.                         |
| _____ | _____ | _____ | _____ | 10. I take criticism extremely well.   |
| _____ | _____ | _____ | _____ | 11. I can usually influence others.  |
| _____ | _____ | _____ | _____ | 12. I enjoy myself most when I am alone--away from other people.                           |
| _____ | _____ | _____ | _____ | 13. I have a tendency to put off solving problems.   |
| _____ | _____ | _____ | _____ | 14. I like to have my own way.   |
| _____ | _____ | _____ | _____ | 15. I am good at supervising the work of others.   |
| _____ | _____ | _____ | _____ | 16. I often argue with others.   |
| _____ | _____ | _____ | _____ | 17. I am concerned with my own job, not that of the work team.                             |
| _____ | _____ | _____ | _____ | 18. I expect younger persons to do what I tell them.                                       |
| _____ | _____ | _____ | _____ | 19. I feel I must ignore the feelings of others when I am working on an important project. |
| _____ | _____ | _____ | _____ | 20. I cannot be friendly with people who do things which I consider wrong.                 |
| _____ | _____ | _____ | _____ | 21. I usually expect very little of other people.  |
| _____ | _____ | _____ | _____ | 22. People usually understand me.  |





PINELLAS COUNTY CAREER EDUCATION SURVEY  
EMPLOYMENT ENTRY SKILLS

Directions to the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their names, the date, school and grade level.
3. Assist each student to understand what the form requires. Tell the students this is not a test. We are only interested in their opinions of their own capabilities.
4. Allow approximately 15 minutes for completion. Encourage each student to complete all of the items .

INSTRUMENT #25

11-14  
15 minutes

Date \_\_\_\_\_

School \_\_\_\_\_

Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EMPLOYMENT ENTRY SKILLS

DIRECTIONS: Please circle the numbers of all the activities which you can do better than average. Then go back and X out all the numbers of the activities which you cannot do at all.

1. I know how to work with words.
2. I know how to work with data or numbers.
3. I know how to work with children.
4. I know how to organize my own business.
5. I know to organize my own club.
6. I know how to spend my money wisely.
7. I know how to keep careful financial records.
8. I know how to post debits and credits.
9. I know how to use a typewriter \_\_\_\_\_ words per minute.
10. I know how to use a telephone.
11. I know how to use a duplicating machine.
12. I know how to keep a neat correspondence file.
13. I know how to use an adding machine or calculator.
14. I know how to do a lot of paper work in a short amount of time.
15. I know how to take dictation \_\_\_\_\_ words per minute.
16. I know how to use a bookkeeping machine.
17. I know how to use a keypunch.

THIS INSTRUMENT PRODUCED  
SOME SIGNIFICANT DIFFERENCES.  
(SEE DATA ANALYSIS PAGES.)

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## INSTRUMENT #25

18. I know how to use data processing equipment, e.g. computer, sorter, collater.
19. I know how to solve arithmetic problems and puzzles.
20. I can use a slide rule.
21. I can use a saw and hammer to build things.
22. I can use wood shop power tools.
23. I can operate metal shop power tools, e.g. drill press or grinder.
24. I can repair and refinish furniture.
25. I know how to design furniture or buildings.
26. I know how to design and make clothing.
27. I know how to design and make pottery.
28. I know how to sketch people so that they can be recognized.
29. I know how to make portraits or sculptures.
30. I know how to make photographs.
31. I know how to repair a damaged automobile body.
32. I know how to tune up a motorcycle or automobile engine.
33. I know how to use a voltmeter.
34. I know how to make simple repairs on a TV set.
35. I know how to make simple electrical repairs.
36. I know how to make simple plumbing repairs.
37. I know how to paint a house.
38. I know how to drive a truck or tractor.
39. I know how to make mechanical drawings.
40. I know how to read blueprints.

## INSTRUMENT #25

41. I know how to read scientific books or magazines.
42. I know how to read special subjects on my own.
43. I know how to read or write plays.
44. I know how to act in plays.
45. I know to read fast \_\_\_\_\_ words per minute.
46. I know how to write popular fiction.
47. I know how to write poetry.
48. I know how to perform as a musical soloist or in a band, combo or orchestra.
49. I know how to do modern, interpretive, or ballet dancing.
50. I have won awards for excellence.
51. I have won awards for sports competition.
52. I know how to use a microscope.
53. I know how to use a chemistry set.
54. I know how to work in a scientific laboratory.
55. I have participated in scientific experiments.

(After you have circled some numbers, be sure to go back and X out all the numbers of the activities which you cannot do at all.)

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EMPLOYMENT ENTRY INTERESTS

Directions for the Teacher:

1. Select 20 students randomly.
2. Pass out the forms and ask the students to fill in their names, the date, school and grade level.
3. Assist each student to understand what the form requires. Tell the students this is not a test. We are only interested in their interests.
4. Allow approximately 5 minutes and encourage all students to complete the form.

INSTRUMENT #26

11-14  
5 minutes

Date \_\_\_\_\_  
School \_\_\_\_\_  
Grade Level \_\_\_\_\_

Student Name \_\_\_\_\_

PINELLAS COUNTY CAREER EDUCATION SURVEY  
EMPLOYMENT ENTRY INTERESTS

DIRECTIONS: Please circle the numbers of all the activities in which you have a STRONG INTEREST. Then go back and X out all the numbers of the activities which interest you least.

1. I like to read magazines and trade journals.
2. I like to collect things.
3. I like taking care of pets.
4. I like to gamble at times.
5. I like to tell stories.
6. I like to belong to social clubs.
7. I like to sing in a choral group.
8. I enjoy watching athletic events.
9. I enjoy recitals, concerts, musicals.
10. I enjoy working on school or church social affairs.

(After you have circled some numbers, be sure to go back and X out all the numbers of the activities which interest you least.)

RE-DESIGN RECOMMENDED.  
(SEE DATA ANALYSIS PAGES.)

APPENDIX F

PRODUCT EVALUATION SCORING KEYS

## INSTRUMENT # 1

### SCORING KEY

### EDUCATIONAL AWARENESS

K-1  
5 minutes

### Questions 1 through 4:

Count the number of all work applications referred to in all questions. The application must be something more than the usual school application; it must relate to either an out-of-school application or some profession. (due to the small sample of 20 students, limit the number of correct responses to 4 maximum.)

---

## INSTRUMENT # 2

### SCORING KEY

### EDUCATIONAL AWARENESS

4-6  
10 minutes

Contrast experimental and control schools on each item.

---

## INSTRUMENT # 4

### SCORING KEY

### EDUCATIONAL AWARENESS

10-14  
5 minutes

Total the four response categories for each item.

---



# INSTRUMENT # 5

## ECONOMIC AWARENESS

K-1  
5 minutes

### SCORING KEY

#### Question 1:

Count the number of references to money, pay for it or buy it, or work.  
Put the total number of references in the margin.

#### Question 2:

Count the number of references to work, trade, loan, or save for it.  
Put the number in the margin.

#### Question 3:

Count the number of references to work, buying on credit, loan, or save  
for it. Put the number of references in the margin.

#### Question 4:

Count the number of reasons for saving money and/or places to put money  
saved. Put the number of references in the margin.

(Due to the small sample of 20 students, limit the number of correct  
responses to four maximum.)

---

# INSTRUMENT # 6

## ECONOMIC AWARENESS

2-3  
15 minutes

### SCORING KEY

One point for each correct answer, according to the following key:

YES	NO	<u>FIRST SPACE</u>	<u>SECOND SPACE</u>
X	1		X 6
X	2	X	7
X	3	X	8
X	4		X 9
X	5		X 10

# INSTRUMENT # 7

## ECONOMIC AWARENESS

K-1  
5 minutes

### SCORING KEY

One point for each response which agrees with the answer key as follows:

<u>AGREE</u>	<u>DISAGREE</u>		<u>AGREE</u>	<u>DISAGREE</u>	
	X	1		X	18
	X	9	X		19
	X	11		X	20
X		13			
X		14			
	X	15			
X		16			

(Contrast experimental and control groups on each item.)

# INSTRUMENT # 8

## ECONOMIC AWARENESS

7-14  
10 minutes

### SCORING KEY

One point for each response according to the following answer key:

<u>AGREE</u>	<u>DISAGREE</u>		<u>AGREE</u>	<u>DISAGREE</u>	
	X	1		X	6
X		2	X		7
X		3		X	8
X		4		X	9
	X	5	X		10

(Questions 11 through 15 will also be used to discriminate between experimental/control schools wherever possible -- but do not lend themselves to the answer key).

## INSTRUMENT # 9

### CAREER AWARENESS

2-3

#### SCORING KEY

25 minutes

One Point for each listing of a job or occupation which are "income producing jobs capable of being classified into the major occupational fields." Put the total correct at the top of the page. Sound out each word phonetically to give each misspelled word the benefit of the doubt.

---

## INSTRUMENT # 10

## INSTRUMENT # 11

### CAREER AWARENESS

4-6

#### SCORING KEY

20 minutes  
each test

One point for each job or occupation which are "income producing jobs capable of being classified into the major occupational fields." Put the total number of correct occupations at the top of the column.

One half point for each valid match of Special School (i.e. college, vocational school, private school, university, etc.); put the total number of correct checks at the top of the column.

One half point if the occupation is usually trained for on-the-job; put the total number of correct checks at the top of the column. (Round downward for 1/2 point totals.)

---

## INSTRUMENT # 12

### OCCUPATIONAL AWARENESS

10-14

#### SCORING KEY

20 minutes

One point for each job or occupation which are "income producing jobs capable of being classified into the major occupational fields." List the total number of correct occupations at the top of the column on the first page.

Put the total number of correctly checked job-entry vehicles e.g., high school on-the-job training etc., at the top of each respective column. Count 1/2 point for each correctly checked job-entry vehicle (round downward for 1/2 point totals).

---

# INSTRUMENT # 13

## SCORING KEY

## CAREER AWARENESS

2-3  
15 minutes

<u>FIRST SPACE</u>	<u>SECOND SPACE</u>		<u>FIRST SPACE</u>	<u>SECOND SPACE</u>	
X		1		X	6
	X	2		X	7
	X	3	X		8
X		4		X	9
	X	5	X		10

# INSTRUMENT # 14

## SCORING KEY

## CAREER AWARENESS

4-6  
10 minutes

One point for each M or L next to the following:

L	Actor	M	Plumber
M	Garbage Collector	M	Television Repairman
L	Hotel Clerk	L	Game Warden
L	Truck Driver	L	Typist
M	Car Mechanic	M	Mailman

# INSTRUMENT # 15

## SCORING KEY

## CAREER AWARENESS

7-9  
10 minutes

One point for each correct response according to the answer key below:

1. c	6. b	11. d	16. c
2. b	7. b	12. c	17. a
3. a	8. b	13. a	18. c
4. d	9. a	14. c	19. d
5. d	10. a	15. b	20. a

## INSTRUMENT # 16

### CAREER AWARENESS

10-14  
20 minutes

#### SCORING KEY

One point for each correct response according to the answer key below:

- |    |   |     |   |     |   |     |   |     |   |
|----|---|-----|---|-----|---|-----|---|-----|---|
| 1. | b | 6.  | a | 11. | c | 16. | a | 21. | c |
| 2. | a | 7.  | c | 12. | d | 17. | d | 22. | c |
| 3. | a | 8.  | b | 13. | a | 18. | b | 23. | b |
| 4. | d | 9.  | c | 14. | d | 19. | d | 24. | c |
| 5. | c | 10. | a | 15. | c | 20. | b | 25. | a |

---

## INSTRUMENT # 17

### OCCUPATIONAL SELF CONCEPT

4-14  
40 minutes

#### SCORING KEY

One point for each recording of "STRONG INTEREST."

One point for each recording of "STRONG ABILITY."

One point for each recording of "I WOULD LIKE TO WORK IN THIS FIELD."

One point for each recording of "I AM GOING TO WORK."

One point for each recording of "I ALREADY HAVE A JOB."

---

## INSTRUMENT # 18

### CAREER PLANNING SURVEY

7-9  
15 minutes

#### SCORING KEY

Totals on each question for all students in the sample.

When totals are not appropriate, whatever is written should be categorized and reported.

## INSTRUMENT # 19

### CAREER PLANNING SURVEY

10-14  
25 minutes

#### SCORING KEY

Totals on each question for all students in the sample.

When totals are not appropriate, whatever is written should be categorized and reported.

---

## INSTRUMENT # 20

### ATTITUDES TOWARD CAREER PLANNING

7-9  
10 minutes

#### SCORING KEY

Total the four response categories for each item.

Contrast experimental and control schools on each item.

---

## INSTRUMENT # 21

### ATTITUDES TOWARD WORK

7-9  
10 minutes

#### SCORING KEY

Total the four response categories for each item.

Contrast experimental and control schools on each item.

---

## INSTRUMENT # 22

### ATTITUDES TOWARD WORK

7-14  
15 minutes

#### SCORING KEY

Total the circles and X's for each item.

Contrast experimental and control schools on each item.

---

## INSTRUMENT # 23

### EMPLOYABILITY SKILLS

10-14  
5 minutes

#### SCORING KEY

Score only students who have circled only 10 items.

One point for each number listed below which is circled:

1 2 4 7 9 14 17 18 20 24

Total all circles and X's for each item.

Contrast experimental and control groups on each item.

---

## INSTRUMENT # 24

### EMPLOYABILITY SKILLS/JOB SEEKING

10-14  
25 minutes

#### SCORING KEY

Total the four response categories for each item.

Contrast experimental and control groups according to group variance on each item.

---

## INSTRUMENT # 25

### EMPLOYMENT ENTRY SKILLS

11-14  
15 minutes

#### SCORING KEY

Total the circles and X's for each item.

Contrast experimental and control groups on each item.

---

## INSTRUMENT # 26

### EMPLOYMENT ENTRY INTERESTS

11-14  
5 minutes

#### SCORING KEY

Total the circles and X's for each item.

Contrast experimental and control groups on each item.

---

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APPENDIX G

CRITICAL CORRESPONDENCE



COLORADO  
STATE  
UNIVERSITY

FORT COLLINS  
COLORADO  
80521

department of vocational education

June 14, 1973

Mrs. Myrtle E. Hunt  
Director, Career Education  
Pinellas County  
850 - 34th Street South  
St. Petersburg, Florida 33711

Dear Mrs. Hunt:

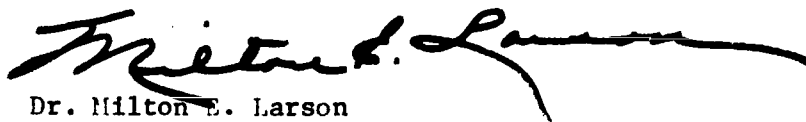
It was a pleasure to review with you some of the activities of the Career Education Project.

I was greatly impressed with the realistic and efficient approach which you have taken in planning and expediting the work of the project. I feel that you have developed several excellent research instruments which will undoubtedly provide very valuable data for decision making relative to Career Education. The design selected for the instrumentation is realistic and practical.

I was also impressed with the total achievement in the short space of time. You are to be highly commended for doing an outstanding job of organization and coordination. The Career Education project of Pinellas County reflects the kind of leadership which is much needed. I feel that your project will produce findings that will be significant both for Pinellas County and the entire United States.

Congratulations and success with this project and best wishes for the future.

Sincerely,



Dr. Milton E. Larson  
Professor of Vocational Education

MEL/ph



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MALLORY E. HORNE  
PRESIDENT

LOUIS DE LA PARTE  
PRESIDENT PRO TEMPORE

ELMER O. FRIDAY, JR.  
SECRETARY

JOHN D. MELTON  
BERGEANT AT ARMS



SENATOR D. ROBERT GRAHAM  
33RD DISTRICT  
14420 N.W. 80TH AVENUE  
MIAMI LAKES, FLORIDA 33014  
305/821-1130

Senate Education Committee  
Room 40, Senate Office Building  
Tallahassee, Florida 32304

April 10, 1973

Mrs. Myrtle E. Hunt  
Director - Career Education  
Pinellas County School Board  
850 - 34th Street South  
St. Petersburg, Florida 33711

Dear Mrs. Hunt:

Thank you for your letter of March 28 urging legislative support for career education. There is considerable enthusiasm being expressed for the concept of career education, and the Ways and Means Committee has heard an extensive discussion of the Commissioner of Education's proposal. The committee will be considering its recommendation for level of funding of this program in the three weeks, and I am optimistic that the recommendation will be for an expanded State role.

I enjoyed my visit to the Pinellas County program very much and would like to commend you on the exemplary work you are doing.

Sincerely,

A handwritten signature in cursive script, appearing to read "D. Robert Graham".

D. Robert Graham  
Chairman

DRG/dgw

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REPLY TO:


CAPITOL OFFICE - SENATE OFFICE BUILDING - TALLAHASSEE, FLORIDA 32304 - (904)488-8027

March 28, 1973

The Honorable D. Robert Graham  
District 33  
State Senate  
The Capital Building  
Tallahassee, Florida 32304

Dear Senator Graham:

As you begin to consider educational legislation, we would like to request that you give consideration to continuation of funding for support systems which undergird such projects as the Pinellas County Comprehensive Career Education program.

This "fledgling" movement in education has shown great promise in Pinellas County. During the 1972-73 school year, we have designed and implemented life-centered, activity-unit Career Education materials into existing academic curriculum. These efforts have been most rewarding from the standpoint of teacher acceptance and student motivation.

If our initial attempts to develop new instructional strategies are to continue, we must elicit your support for funding in the areas of elementary guidance, occupational specialists, vocational education and career development.

Newspaper clippings from local papers relating to the Pinellas County Comprehensive Career Education Project are enclosed for your information.

We enjoyed having you visit our project in November and would like to extend an open invitation for you to visit again at your convenience.

Sincerely,

(Mrs.) Myrtle F. Hunt  
Director Career Education  
Pinellas County

MEH/rhd  
Enclosure

# THE MANPOWER INSTITUTE

Suite 414 • 1211 Connecticut Avenue, N.W. • Washington, D.C. 20036 • 202 466-2450

## RESIDENT

WILLARD WIRTZ

## TRUSTEES

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Harvard University

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AFL-CIO

R. PHILIP HANDLER  
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National Academy of Sciences

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Brown University

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President  
Lockheed Aircraft Corporation

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Burroughs Corporation

WILLIAM MILLER  
President  
Textron, Inc.

BRUCE PALMER  
President  
Council of Better Business Bureaus

R. HENRY S. ROWEN  
Graduate School of Business  
Stanford University

R. FREDERICK SEITZ  
President  
The Rockefeller University

HENRY SMITH  
President  
The Equitable Life Assurance  
Society of the U.S.

ALEXANDER B. TROWBRIDGE  
President  
The Conference Board

ESLIE H. WARNER  
Chairman of the Board  
General Telephone &  
Electronics Corp.

R. DAEL WOLFLE  
Graduate School of Public Affairs  
University of Washington

July 24, 1973

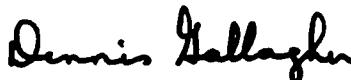
Miss Myrtle Hunt  
Director  
Career Education  
850 34th Street, South  
St. Petersburg, Florida 33711

Dear Miss Hunt:

The Manpower Institute is engaged in a comprehensive review of the interface between education and manpower policies. The final product will be a policy statement under the principal authorship of Mr. Willard Wirtz, The Institute's President.

One of the areas about which we are collecting information is career education. Particularly we are trying to collect information on operational programs which have been brought to our attention as being particularly effective. In a recent conversation with Dr. Brian Grey of the U. S. Office of Education he mentioned how impressed he was with the career education program in St. Petersburg. If you have materials and information conveniently available on your program I would appreciate very much your sending them to me.

Sincerely,



Dennis Gallagher  
Special Assistant to  
The President

# Campbell Park Elementary School

1101 - 7TH AVENUE SOUTH  
ST. PETERSBURG, FLORIDA 33705

April 4, 1972

Mrs. Myrtle E. Hunt  
Career Education Project  
City Center For Learning  
850 34th Street South  
St. Petersburg, Florida

Dear Mrs. Hunt:

The staff at Campbell Park Elementary School has given careful thought to the Career Education Project and the Philosophy upon which it is based. The vote to participate in the project was unanimous.

Our belief is that the K-14 career education approach should prove to be extremely productive from the standpoint of helping students to develop understandings about themselves in relation to the world of work.

In conclusion, we are most grateful for the invitation to participate in the project.

Yours truly,

*Leonard Summers*  
Leonard Summers, Principal

LS/lb



# Eisenhower Learning Center

2800 Drew Street - Clearwater, Florida 33515

March 30, 1972

**BEST COPY  
AVAILABLE**

Mrs. Myrtle E. Hunt  
Director Career Education Project  
City Center for Learning  
850-34th Street South  
St. Petersburg, Florida, 33711

Dear Mrs. Hunt:

We, at Eisenhower, are very pleased that we have been chosen to participate in the development of a Career Education Model for Pinellas County and the state of Florida.

We as a staff have discussed this project and are very much in agreement with the basic concepts of Career Education. The teachers on each of the teams are already doing things which get to the heart of some of these basic concepts. I hope that we will be able to further develop and refine our program through participation in the state project.

We will be looking forward to working with you and your staff in the near future.

Sincerely yours,



Robert E. Burke,  
Principal

rls/cs

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LAKEVIEW ELEMENTARY SCHOOL

2229 - 25th Street South  
ST. PETERSBURG, FLORIDA 33712

April 6, 1972

Mrs. Myrtle E. Hunt, Director  
Career Education Project  
Pinellas County Schools  
850-34th Street South  
St. Petersburg, Florida

Dear Mrs. Hunt:

The Career Education Project has been discussed with the staff and faculty at Lakeview Elementary and we are in agreement with the basic concepts of career education as proposed. We would like very much to accept the invitation to participate in this project.

An active committee has already been appointed to provide curriculum input. As soon as this committee compiles its findings, we will forward a copy to your office.

Sincerely,

*Louis W. McCoy*

Mr. Louis W. McCoy, Principal  
Lakeview Elementary School

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BEST COPY  
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Palmetto Elementary School  
1210 Holt Avenue  
Clearwater, Florida

April 6, 1972

Mrs. Myrtle W. Hunt,  
Director of Career Education Project  
250 - 34th Street, South  
St. Petersburg, Florida

Dear Mrs. Hunt:

Your plan to employ vocatically certified teachers in the Career Education Project has been well received by the Palmetto Elementary faculty. We, too, feel that such teachers can make a meaningful contribution to the success of the project and would like to request the services of these teachers. If we can assist you in any way, please feel free to call on us.

Sincerely,



Frank L. Martin,  
Principal



Palmetto Elementary School  
1210 Holt Avenue  
Clearwater, Florida

Mrs. Myrtle Hunt, Director Career Education Project  
City Center for Learning  
850-34th Street South  
St. Petersburg, Florida

Dear Mrs. Hunt:

The faculty at Palmetto Elementary has discussed the philosophy and implications of the Career Education Project and decided that we wish to be actively involved in this educational endeavor.

Please keep us informed of future developments, and if we can aid you in any way, we will be happy to do so.

Sincerely,



Frank R. Martin, Principal

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# Sixteenth Street Junior High School

701 SIXTEENTH STREET SOUTH  
ST. PETERSBURG, FLORIDA 33705  
TELEPHONE 896-0661

JOHN H. HOPKINS  
PRINCIPAL  
JOHNNIE E. SINGLETARY  
ASST. PRINCIPAL  
BERNICE BARNES  
DEAN OF GIRLS  
ROBERT JENKINS  
DEAN OF BOYS

March 29, 1972

VYRLE DAVIS  
GUIDANCE COORDINATOR  
CLARENCE GIVENS  
COUNSELOR  
MABLE MARTIN  
COUNSELOR  
JOSEPHINE DONAL  
SECRETARY  
MRS. AMANDA HOWARD  
CURRICULUM COORDINATOR

BEST COPY  
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Mrs. Myrtle L. Hunt, Director  
Career Education Project  
City Center for Learning  
350-34th Street South  
St. Petersburg, Florida

Dear Mrs. Hunt:

I have discussed the Project in Cooperation with my staff several times and they are in complete agreement with the contents of the project and have agreed to accept the invitation to participate.

Mrs. Hunt, as I have stated to you several times, the staff is desirous of beginning as early as possible to develop plans for the ensuing school year.

Yours truly,

  
John H. Hopkins  
PRINCIPAL

JHM:jd

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# CLEARWATER COMPREHENSIVE JUNIOR HIGH SCHOOL

1220 EAST PALMETTO STREET

CLEARWATER, FLORIDA 33515

March 29, 1972

ROBERT J. SAFRANSKY  
DIRECTOR

ANTHONY J. THURSTON  
ASSISTANT DIRECTOR

WESLEY N. SIMINEAU  
CURRICULUM COORDINATOR

Mrs. Myrtle E. Hunt, Director  
Career Education Project  
Pinellas County  
City Center For Learning  
850 - 34th Street South  
St. Petersburg, Florida 33711

Dear Mrs. Hunt:

In reply to your letter of March 23, 1972, we are indeed pleased and proud to participate in the development of Career Education Model, K-14 for Pinellas County and the State of Florida.

Clearwater Comprehensive Jr. High School was established almost four years ago with two (2) major objectives: "to reduce the dropout rate in grades 7, 8, and 9 by providing a comprehensive program of pre-vocational and academic studies; to provide new patterns of learning in preparing students for the world of work."

We have discussed the Career Education Project with our staff and they are in agreement with its basic concepts. They wish to accept the invitation to participate in the project.

Sincerely,

Robert J. Safransky  
Director

/lyc

DUNEDIN HIGH SCHOOL



FRANCIS M. FREEMAN, Principal  
ROBERT J. VISE, Assistant Principal  
LEONA C. SPENCER, Dean of Girls  
PAUL C. HANSEN, Dean of Boys  
ROMA P. FITZGERALD, Registrar

PAUL SEDLAK, Guidance Coordinator  
ELIZABETH A. MOORE, Counselor  
THOMAS M. CROOK, Counselor  
HOWARD W. GODFREY, Athletic Director  
LESLIE E. PETERSON, Business Manager

March 28, 1972

Mrs. Myrtle E. Hunt, Director  
Career Education Project  
City Center for Learning  
850 - 34th Street S.  
St. Petersburg, Florida

Dear Mrs. Hunt:

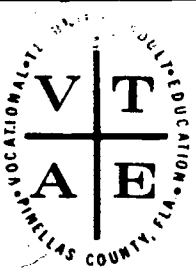
The staff of Dunedin High School is looking forward to participating as a pilot school in the development of a career education program. I have discussed this with my major department heads who, in turn, have discussed it with their departments. We feel that we have the staff to successfully be a part of this program. To me, personally, it offers an opportunity to do something that I have long felt necessary in the field of public school education.

Sincerely yours,

Francis M. Freeman

FMF:mh

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SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

ROBERT C. ANDERSON  
DIRECTOR

GLORIA J. SHUMATE  
ASSISTANT DIRECTOR

CITY CENTER FOR LEARNING • 850 - 34th STREET SOUTH • ST. PETERSBURG, FLA. 33711 • PH: 895-3671

April 20, 1972

Mrs. Myrtle E. Hunt  
Career Education Project  
City Center For Learning  
850 34th Street South  
St. Petersburg, Florida 33711

Dear Mrs. Hunt:

City Center For Learning has long been committed to the concepts of career education. Therefore, it is with great pleasure that we accept your invitation to participate in the current project.

Sincerely,

Robert C. Anderson, Director

RCA:sg

JAMES I. CORNELL  
Assistant Director  
Curriculum Development

EDWARD J. GAFFNEY  
Assistant Director  
Evening School

## PINELLAS VOCATIONAL - TECHNICAL INSTITUTE

6100 - 154TH AVENUE NORTH, CLEARWATER, FLORIDA 33516

TELEPHONE 813/531-3631

REXFORD D. GAUGH, Director

PAUL A. HATCHETT  
Dean  
Student Affairs

WILLIAM W. MANN  
Coordinator of  
Student Personnel Services

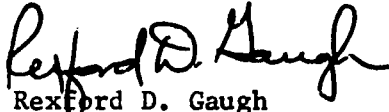
April 24, 1972

Mrs. Myrtle Hunt, Director  
Career Education Program  
City Center for Learning  
850 - 34th Street South  
St. Petersburg, Florida 33712

Dear Mrs. Hunt:

We are extremely pleased that Pinellas Vocational-Technical Institute has been selected as one of the participating institutions in the Career Education Program for Pinellas County. This letter will serve as an indication of our acceptance to participate in the program.

Sincerely,

  
Rexford D. Gaugh  
DIRECTOR

RDG:jn

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# Azalea Junior High School

7855 - 22 AVENUE, NORTH  
ST. PETERSBURG, FLORIDA 33710  
PHONE: 347-2106

PRINCIPAL  
HUGH KRIEVER  
ASS'T PRINCIPAL  
WILLIAM L. BEYER  
DEAN OF GIRLS  
BERNEECE OVERHOLTZ

COUNSELORS  
DARRELL BRIGGS  
GLORIA DEILKE  
MARSHALL DUNCAN

MEMORANDUM

JANUARY 25, 1973

TO: Myrtle Hunt, Director Career Education

FROM: Hugh B. Kriever, Principal *H B K*

We would like to be added to the pilot school program for the comprehensive career education project.

1

BAY VISTA ELEMENTARY SCHOOL  
GAIL E. MORRISON, PRINCIPAL  
5900 - 9TH STREET SOUTH  
ST. PETERSBURG, FLORIDA 33705  
TELEPHONE 867-8609

BEST COPY  
AVAILABLE

October 30, 1972

Mrs. Myrtle Hunt, Director  
Career Education  
City Center for Learning  
850-34 St. So.,  
St. Petersburg, Fla. 33712

Dear Mrs. Hunt:

I am interested in getting more information on Career Education, and would appreciate a member of your staff coming to Bay Vista on Monday, October 30, 1972 at 2 p.m. to discuss in detail the purpose and role of the Career Education for members of Team VI.

Thank you.

Sincerely,

*Gail E. Morrison*  
Gail E. Morrison, Principal

GEM:ms

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Bay Point Elementary School  
2051 - 62nd Avenue South  
St. Petersburg, Florida 33712

September 7, 1973

Mrs. Myrtle Hunt, Director  
Pinellas County Career Education Project  
City Center for Learning  
850 - 34th Street South  
St. Petersburg, Florida 33712

Dear Mrs. Hunt:

The elementary school years are very important in the lives of children. It is during this time they develop basic concepts and attitudes about themselves, others, school, and about work. We feel that any focus on career development during these years will facilitate efforts to help to develop these desired concepts and attitudes.

We consider ourselves fortunate to have Mrs. Burgess as our counselor. She has shared her experiences with us. In fact, she has developed a mini-career education program of her own. Since we recognize the worth of a comprehensive career awareness program, we would like for you to consider this letter as an application for our school to be considered as a pilot school in career education for the 1973-74 school year.

Thank you for your consideration.

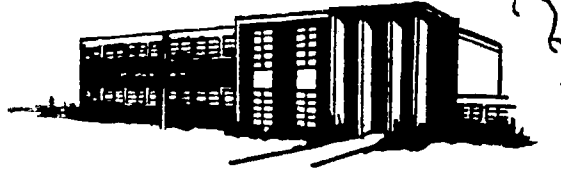
Sincerely yours,

*William G. Thompson*  
William G. Thompson, Principal

cc: Mr. Don Rosenberger, Elementary Supervisor  
Career Education

# Clearwater High School

540 SO. HERCULES AVE. CLEARWATER, FLORIDA 33516  
TELEPHONE 442-7155



G. L. WILLIAMS  
ASSISTANT PRINCIPAL  
ADAM FORINASH  
REGISTRAR

E. PAT MYERS  
DEAN OF GIRLS  
JERRY L. HYDE  
DEAN OF BOYS

WILLIAM G. JUSTICE  
PRINCIPAL

SHELBY KILGORE  
GUIDANCE COORDINATOR

COUNSELORS  
WILLIS BUTTS  
ELAINE JABLONSKI  
IMELDA VAN FLEET

**BEST COPY  
AVAILABLE**

February 7, 1973

Mr. Clarence Gibbons,  
Career Education  
City Center for Learning  
P.O. Petersham, Florida

Dear Mr. Gibbons:

This is to request that Clearwater High School be included as an Associate School in the Career Education Project. We will agree to abide by all regulations required of an Associate School.

Sincerely yours,

A handwritten signature in cursive script that reads "William G. Justice". The signature is written in dark ink and is positioned above the printed name of the principal.

William G. Justice  
Principal

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# DUNEDIN HIGHLAND JUNIOR HIGH SCHOOL

888 UNION STREET

DUNEDIN, FLORIDA 33528

MILTON A. GALBRAITH, PRINCIPAL

S. PAUL WILSON, ASS'T. PRINCIPAL

September 5, 1973

Mr. Clarence Givens  
Career Education  
City Center For Learning  
St. Petersburg, Florida

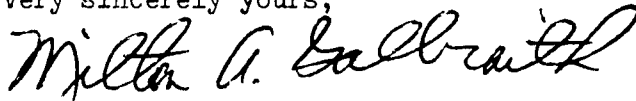
Dear Mr. Givens:

We would like to become an Associate Pilot School in the area of Guidance. If we are selected, we request that Mrs. Bonita Sharpe be permitted to borrow and use your career materials. Mrs. Sharpe is our Distributive Education teacher.

If the above requests are granted, Mrs. Sharpe will file all required reports. We will observe whatever regulations govern this program.

Your consideration will be appreciated.

Very sincerely yours,



Milton A. Galbraith  
MAG/be

# *Fifty-Fourth Avenue Elementary School*

1951 54TH AVENUE NORTH

TELEPHONE ~~XXXXXXXX~~  
525-2169

ST. PETERSBURG, FLORIDA 33714

November 30, 1972

JOHN W. THOMPSON  
PRINCIPAL

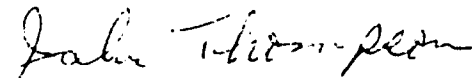
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Mr. Donald M. Rosenberger  
Elementary Supervisor  
650 - 54th Street South  
St. Petersburg, Florida 33711

Dear Mr. Rosenberger,

I am interested in having 54th Avenue Elementary School become an associate school in the Career education Program. Please arrange for a member of your staff to come to the school and give me additional information on the program.

Sincerely,



John W. Thompson  
Principal

157

# Gulf Beaches School

8600 BOCA CIEGA DRIVE  
ST. PETERSBURG BEACH, FLORIDA  
33798

PHONE 388-4411

JEAN F. SANZONE, Ph. D.  
PRINCIPAL

LOIS T. BULL  
SECRETARY

April 2, 1973

Mrs. Myrtle E. Hunt  
Director of Career Education  
City Center for Learning  
St. Petersburg, Florida

Dear Mrs. Hunt:

I met with Don Rosenberger last week still pursuing the possibility of our becoming an active associate school in the Career Education Program. We would like to request the opportunity to be included, even during this school year, in the program. We have been closely following a number of your career education themes through our activities in the Human Relations Program. If you would permit us to do so we would like to be a site for field testing of some of your new materials.

Thank you for the time your staff has given to us so far this year.

Sincerely yours,

*Jean F. Sanzone*  
Jean F. Sanzone, Ph.D.

HARRIS ELEMENTARY SCHOOL

November 30, 1972

Mr. Donald Rosenburger  
City Center for Learning  
St. Petersburg, Florida

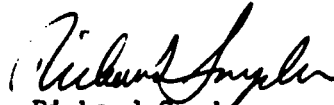
Attn: Career Education

Dear Mr. Rosenburger:

We are making application for a Career Education Program at  
Harris Elementary School.

Would you please arrange for a presentation of your program to  
our faculty at your convenience?

Thank you very much.

  
Richard Snyder,  
Principal

RS:ek

**JORDAN ELEMENTARY SCHOOL**

2390 NINTH AVENUE SOUTH  
ST. PETERSBURG, FLORIDA 33712

August 23, 1973

**BEST COPY  
AVAILABLE**

Mrs. Myrtle Hunt, Director  
Career Education Project  
City Center for Learning  
St. Petersburg, Florida

Dear Mrs. Hunt:

After becoming aware of the Career Education program through your sound-on-slide presentation and information made available to me, I feel great enthusiasm for the program and its philosophy. All children need this approach to education, but especially I feel our students here at Jordan Elementary would benefit greatly from such a program.

Jordan's instructional staff has stated its desire to be a part of the Career Education program and its interest is indicated by the enclosed signed statement.

Your consideration to our request to be included in Career Education would be greatly appreciated and we sincerely hope we will be able to implement the program this year at Jordan Elementary.

Very sincerely yours,

*Charlie D. Carr*  
Charlie D. Carr  
Principal

CIC/vr  
Enclosure

cc: Joel D. Shurtz  
City Center for Learning

JORDAN ELEMENTARY SCHOOL

2390 NINTH AVENUE SOUTH

ST. PETERSBURG, FLORIDA 33712

August 23, 1973

Mrs. Myrtle Hunt, Director  
Career Education Project  
City Center for Learning  
St. Petersburg, Florida

Dear Mrs. Hunt:

The staff of Jordan Elementary has been informed of the Career Education program and are acquainted with its philosophy and purpose. The signatures below represent our entire instructional staff and indicate its enthusiasm for and commitment to the program.

Mrs. Mary J. Williams

Lottie C. Jamerson

D. K. Starnell

Barbara Horn

Kudene Reid

Joseph V. Durand

Hazel Smith

Vic Cozman

Ethel E. Alkerton

Beverly H. Foy

cc: Jack B. Shumate  
City Center for Learning

Mary Lou Stinnette

Sheila J. Bowman 201

Kathleen Sawasley

Virginia Monica 188

Mardi J. Heiskopf

Kate L. Postell

Linda B. Jones

Charlotte J. Bress

Phyllis Hobbs

Kath Paper

Christine Hicks

Marion Church

Shirley Hunt - Please give us more information

Lois W. Coots

Mary A. Hall

Faye Spragg

Lu Ann [unclear]

Miriam E. McConnell



*John F. Kennedy*

JUNIOR HIGH SCHOOL

1660 PALMETTO STREET - CLEARWATER, FLORIDA 33515

JACK D. WILLIAMS, PRINCIPAL  
ED WELLS, JR., ASSISTANT PRINCIPAL

THOMAS MEESE, GUIDANCE DIRECTOR  
RICHARD O. FRANTZ, DEAN OF STUDENTS

August 21, 1973

Mr. Clarence Givens  
Supervisor of Guidance  
Career Education  
City Center for Learning  
850 34th Street South  
St. Petersburg, Fla. 33730

Dear Mr. Givens:

This is an official request for John F. Kennedy Junior High School to become an associate school in the area of guidance in the Career Education field.

We are, for the first time this year, offering a complete program in Career Education to our seventh and eighth grade students. We wish to become an associate school so that we may have complete use of available resource material from your office.

Sincerely,

*Jack D. Williams*  
Jack D. Williams  
Principal

202

189

# Largo Senior High School

410 Missouri Avenue  
LARGO, FLORIDA 33540  
Telephone 584-1141

GEORGE CANFIELD  
Director of Guidance

MRS. ADA MAE BENDER  
Counselor

MRS. JEAN STEPP  
Counselor

~~PAUL MILLER~~  
Counselor

C. E. LIGHTSEY  
Registrar

MRS. MARY WILLIAMS  
Dean of Girls

WILLIAM N. LEGER  
Dean of Boys

PAUL MILLER  
Business Manager and  
Athletic Director

GENE CHIZIK, Principal

MARION F. SHAMBAUGH, Assistant Principal

January 3, 1973

BEST COPY  
AVAILABLE

Mrs. Myrtle Hunt, Director  
Office of Career Education  
School Board of Pinellas County  
850 34th Street S  
St. Petersburg, Florida

Dear Mrs. Hunt:

I am requesting that Largo Senior High School become an associate school with your Career Education pilot program. Mr. Gary Giordano, Guidance Counselor, and Mrs. Barbara Campbell, Occupational Specialist, will work with you in coordinating our efforts.

The following teachers have expressed a desire to participate in the training program you will offer in the use of the career-oriented materials:

Mrs. Betty Carlile  
Mrs. Barbara McDivitt  
Mr. Joe Founney  
Miss Rosa Waldrep

Thank you for extending this service to us.

Sincerely



Gene Chizik  
Principal

GC/bac

203

Robert E. Bouffard  
Principal

Arnette V. Glodd  
Secretary

# LYNCH ELEMENTARY SCHOOL

1901 - 71st AVENUE NORTH  
ST. PETERSBURG, FLORIDA 33702  
Telephone 527-6432

BEST COPY  
AVAILABLE

September 14, 1972

Mrs. Myrtle Hunt  
Director of Career Education  
City Center for Learning  
350 34th Street South  
St. Petersburg, Florida

Dear Mrs. Hunt,

In talking with Clarence Givens, I have learned that there is a great deal of information available from your department concerning career education in the elementary school. I would be very pleased to have the opportunity to talk with you about the possibility of the boys and girls at Lynch Elementary School participating in the Career Education Program as much as possible.

I understand that there are some target schools for this program and certainly do not want to infringe on the effectiveness of the program in those schools. If it might be possible for the boys and girls here at Lynch to benefit in any way from this program, we would appreciate that opportunity.

I shall be looking forward to hearing from you.

Very truly yours,

*Robert E. Bouffard*

Robert E. Bouffard  
Principal

204

# Northeast High School

5500 - 16th STREET NORTH, ST. PETERSBURG, FLORIDA  
33703



Lee R. Benjamin, Principal  
Bill C. Williamson, Assistant Principal  
Caroline H. Dunkle, Dean of Girls  
Rex B. Musgrave, Dean of Boys

Dorothy P. Cheatham, Curriculum Coordinator  
Jesslyn L. McBride, Registrar  
W. Vincent Durkin, Guidance Chairman  
September 13, 1972

## Memorandum

To: Mrs. Myrtle W. Hunt, Career Education  
City Center for Learning

From: Lee R. Benjamin, Principal

Northeast High School requests any assistance you may be able to offer in the area of career education.

We have a very active Career Education Committee, headed by Mrs. Dorothy Cheatham. Mrs. Cheatham is also our Curriculum Associate. Mr. Willie Felton is our Occupational Specialist.

Please contact Mrs. Cheatham, Ph. 527-8441, regarding arranging a date to confer with you.

dc

c.c. Mrs. Cheatham

205

# Oakhurst Elementary School

10535 137TH STREET NORTH

Largo, Florida 33540

GERTRUDE ENGELHARDT  
PRINCIPAL

December 8, 1972

Mr. Clarence Givens  
Career Educ. Office  
City Center for Learning  
850 34th Street South  
St. Petersburg, Florida

Dear Mr. Givens;

It has been brought to my attention that the Career Education Program, including elementary, is being taken care of by you.

As you may know, Oakhurst is one of the largest elementary schools with over 1100 children. Our ability level, socio-economic etc. runs the gamut and we are a very lucrative school in which a program like this would be most heartily accepted.

We, staff-parents-children would like to be considered if there is any possibility of your adding schools to the program. We are not an E.S.E.A. school but we do have a state unit in guidance that has been placed in our school this year.

Thank you for any consideration you may give us.

Sincerely,

*Gertrude Engelhardt*

GE/jl

206

# *Palm Harbor Junior High School*

415 - 15th Street

PALM HARBOR, FLORIDA 33563

ALLAN E. LUDECKE  
PRINCIPAL

August 27, 1973

PHONE 784-3362

Mr. Jack Shumate  
Executive Asst. Supt.  
Acting Voc. & Tech. Adult Education  
School Administration Building  
1960 East Druid Road  
Clearwater, Florida 33518

Dear Mr. Shumate:

I would like to request that Palm Harbor Junior High School, grades 4 - 8, be included as a pilot school in career education for 1973-74. We already have an occupational specialist and a guidance person serving our school.

Thank you for your consideration.

Sincerely yours,

Allan E. Ludecke

cc: Myrtle Hunt

AEL:mw

207

194

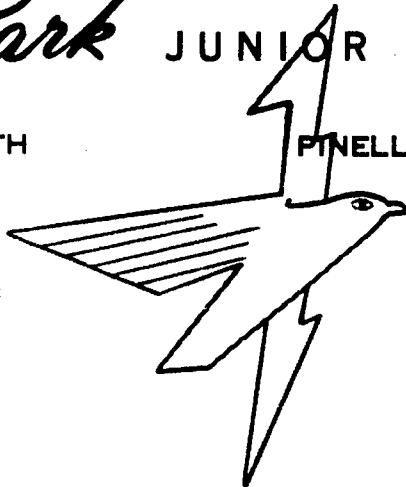
# *Pinellas Park* JUNIOR HIGH SCHOOL

6940 - 70TH AVENUE NORTH

PINELLAS PARK, FLORIDA 33565

THOMAS W. WOOLLEY, PRINCIPAL  
SAMUEL R. SMITH, ASST. PRINCIPAL  
JANIE H. BUDDIN, DEAN  
WILLIAM BEYER, DEAN  
WILLIAM G. PETERS, COOR. OF GUIDANCE

PHONE 544-1489



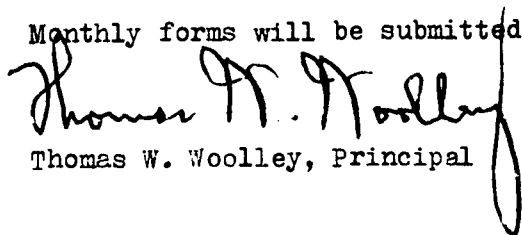
March 15, 1973

Mr. Givens;  
City Center For Learning  
850 34th Street South  
St. Petersburg, Florida (33712)

Dear Mr. Givens:

I would like to request that Pinellas Park Jr. High become an associate school in the career education project for guidance.

Monthly forms will be submitted by the occupational specialist as required.

  
Thomas W. Woolley, Principal

208

ST. PAUL'S SCHOOL  
1358 - 20th AVE. N.  
ST. PETERSBURG, FLORIDA 33704  
February 15, 1973

Dear Mr. Givens;

It has been brought to our attention at St. Paul's Elementary that we may become an associated school in career education through a guidance component.

We understand that to meet our responsibility in this component we will submit a monthly report on career activities and our counselor will attend career guidance advisory meetings. In return we will have full use of the guidance resources at the career education office.

Thank you for your time and consideration.

Sincerely,

*Sister Bernadette Mary Donovan*  
Sr. Bernadette Mary Donovan

*Carol Payne*  
Carol Payne, Counselor

209



# St. Petersburg Exceptional Child Education Center

2350 - 22nd AVENUE SOUTH  
ST. PETERSBURG, FLORIDA 33712

December 18, 1972

Telephone  
887-2130  
887-2130

EDWARD L. HEERSCHAP  
PRINCIPAL  
DOROTHY ROBERTSON  
SECRETARY

Miss Myrtle Hunt  
Director of Career Education  
City Center for Learning  
St. Petersburg, Florida

Dear Miss Hunt:

Shop and vocational activities are very important with our students at St. Petersburg Exceptional Child Ed. Center. Mr. Cary, shop teacher at Lakeview School, has a knowledge of this community and understands the needs of our students.

Would you permit Mr. Gary to assist our teachers at various times in helping our teachers with shop activities on a consultant basis?

Sincerely,

*Edward L. Heerschap*

Edward L. Heerschap, Principal

ELH/dr

210

*Seminole* JUNIOR HIGH SCHOOL

8701 - 131st STREET NORTH -- SEMINOLE, FLORIDA 33542

PHONE 391-9935

DONALD R. DITTMAN, Principal  
WALLACE W. BEMBRY, Asst. Principal  
VICTOR J. BERTOLUZZI, JR., Dean of Boys  
RUTH McNUTT, Dean of Girls

PAM ZOPF, Guidance  
JAMES W. DUNN, Guidance  
WILLIAM TEMPLEMAN, Guidance

October 15, 1972

Mrs. Myrtle Hunt  
City Center for Learning  
850 - 34th Street South  
St. Petersburg, Florida 33712

Dear Mrs. Hunt:

We are interested in the Career Development Pilot Program in Pinellas County. We would like to be considered for any information on the program through Audio-Visual and printed materials.

We appreciate your consideration.

Sincerely yours,

*Donald R. Dittman*

Donald R. Dittman  
Principal

DRD/mc

211

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# South Side Junior High School

1701 10TH STREET SOUTH ST. PETERSBURG, FLORIDA 33708

TELEPHONE 862-3472

CHARLES F. KELSAY  
PRINCIPAL

WILLIAM C. SMITH  
ASSISTANT PRINCIPAL

JACK C. REIMER  
DEAN  
CLARICE HOPKINS  
JOHN B. JOINER  
GUIDANCE COUNSELOR

August 23, 1972

Mr. Clarence Givens  
Career Education Program  
City Center for Learning

Dear Sir:

I am interested in the Career Education Program. Please contact me as soon as possible so that I can become knowledgeable about the program and have the opportunity to have our school considered.

Sincerely,

*CFK*  
Charles F. Kelsay  
Principal

CFK/mc

TO: CLARENCE GIVENS, COORD. OF GUIDANCE CAREER ED.  
SCHOOL ADMINISTRATION BUILDING

FROM: CHARLES S. BAKER, PRINCIPAL  
TARPON SPRINGS JUNIOR HIGH

REF: CAREER EDUCATION

Dear Mr. Givens:

I am requesting that Tarpon Springs Junior High be considered as an associate Career Education School. I understand that by doing so we will be eligible to receive certain materials that will be beneficial to us as we plan for our students.

Sincerely,



Charles S. Baker  
Principal

CSB/lm

*Tyrone Junior High School*

6421 22ND AVENUE NORTH

*St. Petersburg, Florida 33710*

JOHN H. RUSSELL  
PRINCIPAL

March 23, 1973

JONATHAN T. ZACHARY  
ASSISTANT PRINCIPAL

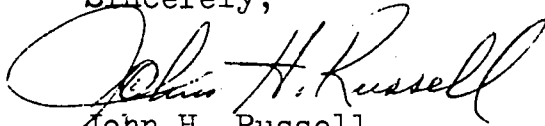
Mr. Clarence Givens  
Career Education Dept.  
City Center for Learning  
850 34th Street South  
St. Petersburg, Florida

Dear Mr. Givens:

I would like to request that Tyrone Junior High School become an associate school in the Career Education Project for Guidance.

Monthly forms will be submitted by the Occupational Specialist as required.

Sincerely,



John H. Russell  
Principal

JHR:sm

214

201

# Westgate Elementary School

3560 58TH STREET NORTH  
ST. PETERSBURG, FLORIDA 33710  
PHONE 345-6668

MARGARET KRAFT  
PRINCIPAL

LEAH TAYLOR  
SECRETARY

April 6, 1973

Mrs. Myrtle Hunt, Director  
Career Development  
City Center for Learning  
850 34th Street South  
St. Petersburg, Florida

Dear Mrs. Hunt:

Westgate Elementary is very much interested in becoming an associate school in Career Education in the area of guidance.

We agree to submit monthly reports of our use of materials and activities.

We also have at least five teachers who are interested in participating in one of the workshops on Career Education that will be conducted this summer and who are submitting their applications.

Please let us know what else is required in becoming an associate school.

Very truly yours,

*Jacqueline H. Mohr*

Jacqueline H. Mohr, Counselor

*Margaret L. Kraft*

Margaret L. Kraft, Principal

215

## Wildwood Elementary School

958 - 20TH STREET SOUTH  
ST. PETERSBURG, FLORIDA

August 28, 1973


Mrs. Myrtle Hunt  
Director of Career Education Project  
City Center for Learning

Dear Mrs. Hunt:

The faculty at Wildwood Elementary has discussed the philosophy and implications of the career Education program and decided that we wish to be actively involved in this educational endeavor.

Please keep us informed of future developments, and if we can aid you in any way, we will be happy to do so.

Sincerely,



Frank R. Martin

FRM/fwb

cc: Jack Shumate, School Administration Building

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This is to inform you that the faculty of Wildwood Elementary School is totally committed to the philosophy of Career Education.

Betty Smith  
John Thomas  
Rose H. Bryant

Eleanor Arneson  
Roger D. Perry  
Mary R. Brown  
Jo Smith  
Jean C. Cameron

Sylvia Sheridan

H. J. Ellison

Lillian Lund

Edith Graham

Joseph J. McCoy

Elizabeth Kingery

Molly London

Mary Duggins

Barbara Swellen

Jane Brown

Sylvia Gonzalez

Ann Harrison

Betty Ribansrud  
Melba Albert  
Peggy Bateman  
Helma H. Booker

Robert Moulds P.E.

L. Glenn Brown

Dorcas W. Guiney

Offie Seal

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Cyrus Everette, Principal

Gail Rand, Secretary

WOODLAWN ELEMENTARY SCHOOL

1600 SIXTEENTH STREET NORTH  
ST. PETERSBURG, FLORIDA 33704  
TELEPHONE 862-3475

August 30, 1973

Mrs. Myrtle Hunt, Director  
Pinellas County Project Career Ed.

Dear Mrs. Hunt:

My staff and I are interested in Woodlawn becoming one of the Expansion Schools in Career Education. Woodlawn has served as a control school for phase Middle School Activities. Our counsellor Mrs. Mc Laughlin is already serving at Lakeview Elementary, a Career Education School. I feel that her experience in working with the program at Lakeview will facilitate the program here at Woodlawn.

We appreciate your serious consideration to this request.

Sincerely yours,

*Cyrus Everette*

Cyrus Everette, Principal

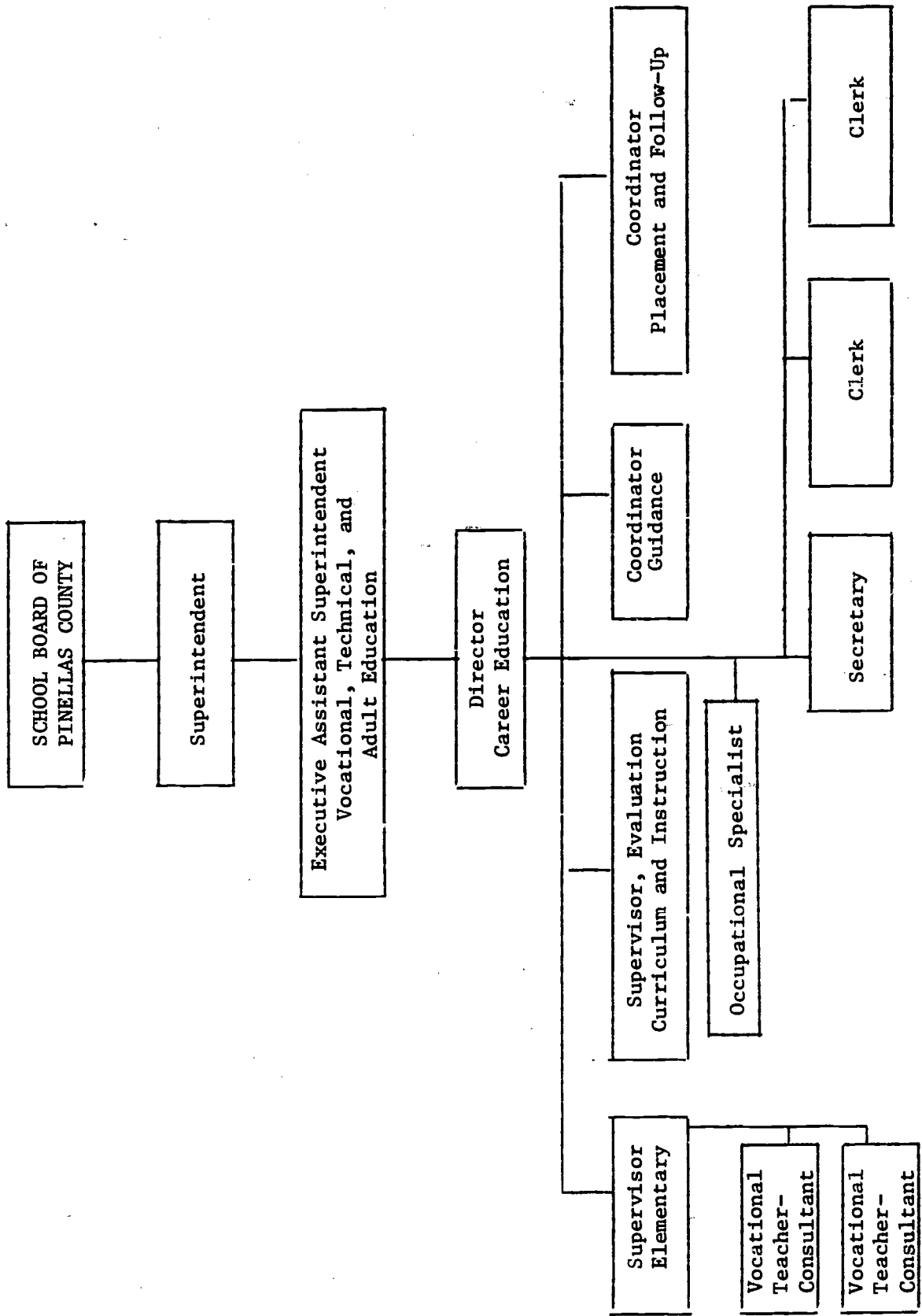
cc: Mr. Jack Schumate  
Vocational Technical Adult Education  
Administration Building  
1960 Druid Road  
Clearwater, Florida 33518

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APPENDIX H

ORGANIZATION CHART AND JOB DESCRIPTIONS

PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT  
 ORGANIZATION CHART



DIRECTOR

CAREER EDUCATION PROJECT

- Reports to: Executive Superintendent of Vocational-Technical and Adult Education
- Job Definition: This is an administrative position involving the development, organization, implementation and operation of the Career Education project for the State Department of Education in Pinellas County. This is a USOE funded 18 month project - January 1, 1972 through June 30, 1973.
- Typical Duties:
- Preparation of the Research and Development Grant request
  - Development of the project plan of action, focus, organization, and funding allocation plan
  - Develop job descriptions and aid in the selection of other project personnel
  - Administer and supervise the coordination and operation of each phase of the project with the pilot schools involved
  - Schedule the structure and implementation of the various components of the project
  - Administer and supervise the project services to participating schools - workshops, research activities, testing and evaluation procedures, budgeting and reporting
  - Supervision of all project employees, both professional and supporting
  - Coordination of all phases of the project with local, state and federal representatives
  - Development of internal evaluation procedures and arranging for the third-party evaluation as required by the USOE
- Competencies: Interest in and understanding of career education concepts

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**Qualifications  
Director**

Working knowledge of vocational, academic and guidance programs in Pinellas County and the State of Florida

Ability to work harmoniously with the various groups involved

**Desirable Background:**

Master's degree in Vocational Education plus a degree in guidance and counseling. Post graduate work in vocational education administration and supervision.

Minimum of 3 years effective teaching experience in at least two levels of vocational education

Minimum of 3 years in vocational education administration and supervision

Demonstrated competency in project development, organization, operation, research and evaluation

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SUPERVISOR OF EVALUATION

CAREER EDUCATION PROJECT

Reports to:

Director of Career Education Project

Job Definition:

This is a supervisory position in the Career Education Project. The employee will be responsible for developing a plan for internal evaluation of the Career Education Project K-14. This employee will also be responsible for coordinating evaluation activities with the third-party evaluator as required by the USOE.

Typical Duties:

Aid in the development of career education objectives and realistic methods of evaluation

Developing of measuring instruments and methods and the handling of pre-test and post-test activities

Supervise the on-going revision of curriculum materials in accordance with analyzed test results

Aid teachers in developing more accurate measures of pupil progress related to the specific objectives of career education

Review and evaluate curriculum materials, teaching techniques, methods and student activities related to career education

Competencies:

Ability to work harmoniously with various groups and individuals involved

Interest in and understanding of career education concepts

Understanding of curriculum design and related evaluation procedures

Ability to lead teachers in the development and revision of curriculum, as related to test results in career education

Desirable Background:

Master's degree in education

Qualifications  
Supervisor of Evaluation

Several years of teaching experience in a variety of subjects and at different levels

Work experience outside of education

Demonstrated ability to develop research and evaluation designs

Supervisory and/or administrative experience helpful.

Length of Project  
Service:

August 14, 1972 through June 30, 1973

Salary Range:

\_\_\_\_\_ supervisory level -  
depending on background and experience.

SUPERVISOR

ELEMENTARY CAREER EDUCATION

Reports to:

Director of Career Education Project

Job Definition:

This is a supervisory position in Elementary Career Education. The employee will be responsible for assisting with the planning, organization, implementation and evaluation of the Elementary Component of the Career Education Project in 4 Pinellas County elementary schools.

Typical Duties:

Review related research for the purpose of identifying and evaluating elementary school career education projects already in operation

Review and evaluate materials already developed

Select and work with a committee of outstanding teachers, grades K-6, in exploring potential revision of existing elementary curricula in order to re-focus it around the career development theme

Aid in the planning of summer workshops for elementary teachers in participating schools for the purpose of providing orientation experiences which will facilitate implementation of the broad goals of the career education project as established by the Florida State Dept. of Education and the USOE. [Identify objectives, select and develop learning experiences and resource materials, suggest organizational structures and evaluation processes]

Supervise the development, revision and implementation of curriculum materials in career education

Work with principals, supervisors, and consultants in supervising the implementation phase of the career education project at the elementary level.

Competencies:

Ability to work harmoniously with various groups involved

Interest in and understanding of career education concepts

Ability to develop and write curriculum materials and to select resources

205



**Qualifications**  
**Supervisor**  
**Elementary Career Education**  
**Page 2**

Working knowledge of vocational education programs.

**Desirable Background:**

Master's degree in elementary education

Several years of teaching experience - with preference going to applicants with experience at more than one grade level and in more than one subject area

Work experience outside of education

Course work in guidance and counseling and/or experience

Supervisory experience.

**Length of Project**  
**Service:**

March 15, 1972 to June 30, 1973

**Salary Range:**

\_\_\_\_\_ depending on background and experience.

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COORDINATOR

GUIDANCE AND COUNSELING IN CAREER EDUCATION

Reports to:

Director of Career Education Project

Job Definition:

This is a coordinating position in Guidance and Counseling for Career Education. The employee will be responsible for assisting with the planning, organization, implementation and evaluation of the Guidance and Counseling Component of the Career Education Project in 10 Pinellas County Schools.

Typical Duties:

Review related research for the purpose of identifying and evaluating guidance and counseling components of career education projects already in operation

Review and evaluate guidance and counseling materials and methods currently being used

Plan in-service activities for counselors and classroom teachers - workshops will be held during July and August of 1972 and will include career development theory, counseling techniques and instructional methods

Will assist in development of placement services for all students participating in the comprehensive career development model

Assist in coordinating vocational guidance and counseling activities in participating schools during the 1972-73 school year

Plan for and conduct on-going evaluation of the guidance and counseling component

Coordinate the development, revision and implementation of guidance and counseling activities in career education

Work with principals, supervisors, counselors and consultants in the implementation of the career education project.

Competencies:

Ability to work harmoniously with various groups involved

Interest in and understanding of career education concepts

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Qualifications - Coordinator  
Guidance and Counseling in  
Career Education  
Page 2

Ability to develop and write curriculum materials  
and to select sources related to the guidance  
and counseling component

Working knowledge of vocational education programs.

Desirable Background:

Bachelor's degree in an area of Vocational Education

Master's degree in guidance and counseling

Several years of teaching and counseling experience

Work experience outside of education

Supervisory and/or administrative experience

Length of Project  
Service:

April 1, 1972 to June 30, 1973

Salary Range:

\_\_\_\_\_ depending on background and  
experience.

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COORDINATOR of PLACEMENT

CAREER EDUCATION PROJECT

Reports to:

Director of Career Education Project

Job Definition:

This is a coordinating position in placement for Career Education. The employee will be responsible for working cooperatively with other school placement personnel and the employment security division to assure that students leaving the Career Education Program will be placed in jobs or in other educational programs.

Typical Duties:

Conduct surveys to identify potential employers for students: (1) graduating from school, (2) leaving school for other reasons and (c) completing special programs

Work cooperatively with the Information System to establish a functioning placement and follow-up service

Maintain current files of both part-time and full-time job opportunities for students in the community, and accept applications from students seeking placement

Plan jointly with business and industry for the evaluation of curriculum at all levels and in all programs, and

Counsel with students concerning job placement.

Competencies:

Ability to work harmoniously with the various groups involved

Interest in and understanding of career education concepts

Working knowledge of vocational programs

Ability to place and supervise students on the job

Knowledge of the community and community contacts important considerations.

Desirable Background:

Master's degree in vocational education, administration, supervision, guidance or personnel management

**Qualifications**  
**Coordinator of Placement**  
**Page 2**

Work experience outside of education, teaching experience and placement experience

Experience in collecting, treating and reporting data and other pertinent information about students, - educational requirements, skills and competencies related to the labor market needs

A working knowledge of the computer information system in Pinellas County.

**Length of Project**  
**Service:**

April 15, 1972 to June 30, 1973

**Salary Range:**

\_\_\_\_\_ depending on background and experience.

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VOCATIONAL TEACHER CONSULTANT

CAREER EDUCATION PROJECT

Reports to:

Supervisor of Elementary Career Education

Job Definition:

This is a teacher consultant position in Career Education. The employee will be responsible for developing and organizing curriculum. This will require close cooperation between the specialist and the classroom teacher. Approximately 50 percent of the consultant's time will be devoted to implementing activities, materials, and use of equipment with the children in the classroom.

Typical Duties:

Review and evaluate literature and materials of the specialty. Consult with classroom teachers and other appropriate people to plan possible activities. Arrange to visit classrooms to initiate projects, try out activities, materials, lessons, equipment, etc., with children in the classroom in order to evaluate effectiveness. Arrange orientation sessions for the children to acquaint them with the tools, equipment, etc. Provide appropriate written materials that fuse the specialty with the academic curriculum. Provide tools and materials of their specialty for classroom use.

Competencies:

Ability to work with individuals and groups of various ages and backgrounds.

Interest in and understanding of career education concepts

Ability to develop and write curriculum materials and to select resources

Desirable Background:

Bachelor's degree with certification in area of specialty.

Several years of teaching experience in the specialty.

Work experience outside of education in their specialty.

OCCUPATIONAL SPECIALIST

CAREER EDUCATION PROJECT

Reports to:

Director of Career Education Project

Job Definition:

This is a county-wide supportive position of the Guidance Component involving the coordination and dissemination of various information pertaining to guidance, skill development, business, industry, government, and labor resources.

Typical Duties:

Assist in establishing and maintaining liason with the Occupational Specialists in the Pilot schools.

Assist in organizing and maintaining a comprehensive information system on Community Resources; such as, Area Chambers of Commerce, Labor Organizations, Parents and other individuals.

Assist in establishing and maintaining communications with business, industry, government, and labor.

Assist in establishing and maintaining a comprehensive information system on skill training programs and institutions.

Assist in coordinating and disseminating A.V. and other materials relative to career information, occupational information, human development and other guidance functions.

Assist counselors and occupational specialists in working with students enrolled in the pilot schools.

Competencies:

Interest in and understanding of career education concepts.

Aware of vocational, academic and guidance programs.

Ability to work harmoniously with the various groups involved.

Desirable Background:

A high school diploma or G.E.D. certificate

A minimum of 4 cumulative years of successful full-time gainful work experience in a field outside of professional education.

Shall be able to provide written evidence supporting his ability to relate to young people. (e.g., statement from former employee, statement from co-workers, statements from civic or youth organizations supporting this person's ability to relate to young people.)

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APPENDIX I

STEERING COMMITTEES

ST. PETERSBURG AREA CHAMBER OF COMMERCE

CAREER EDUCATION SUBCOMMITTEE  
OF THE  
EDUCATION COMMITTEE

Mr. Fred Cuykendall, President (Subcommittee Chairman)  
Oravisual Company, Inc.

Mr. Andrew Padova, Executive Director  
Pinellas County Health Care Foundation

Mrs. Ruth Brothers, Secretary to  
Mr. Laurence Herman, Vice President Sales and Marketing  
Times Publishing Company

Mr. David Walker, Vice President  
Union Trust National Bank

Mr. L. E. (Gene) Oliver, Jr., Financial Officer  
Magnadyn Financial Corporation

Mr. Lewis Lancaster, Jr., Director of Marketing  
Union Trust National Bank

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CAREER EDUCATION  
ELEMENTARY ADVISORY COMMITTEE

<u>Name</u>	<u>School</u>	<u>Position</u>	<u>Grade Level If Applicable</u>
Ruth Brown	Palmetto Elementary	Librarian	
Anna M. Howry	Lakeview Elementary	Teacher	Primary
John G. Lash	Eisenhower Elementary	Teacher	Intermediate
Frank R. Martin	Palmetto Elementary	Principal	
Louis McCoy	Lakeview Elementary	Principal	
Mary Noyes	Campbell Park Elementary	Teacher	Third Grade
Leonard Summers	Campbell Park Elementary	Principal	
Sandra Turtzo	Lakeview Elementary	Teacher	First Grade
Lavon Williams	Palmetto Elementary	Teacher	Sixth Grade
William Yates	Campbell Park Elementary	Teacher	Fourth Grade

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CAREER EDUCATION  
GUIDANCE ADVISORY COMMITTEE

<u>Name</u>	<u>School</u>	<u>Position</u>	<u>Grade Level If Applicable</u>
James L. Bailey	Eisenhower Elementary	Teacher	Intermediate
Lena Brown	Gibbs Senior High	Counselor	
Harry Danielson	Pinellas County	Supervisor	Guidance
Lottie B. Ellis	Palmetto Elementary	Teacher	Sixth Grade
Nona Grotecloss	City Center for Learning	Counselor	
Miriam McConnell	Lakeview Elementary	Counselor	
Mable Martin	16th Street Junior High	Counselor	
Jacqueline Mohr	Clearwater Compre- hensive Junior High	Counselor	
Carol Payne	Wildwood Elementary	Counselor	
Ferris Post	Pinellas County	Supervisor	Adult & Voca- tional Guidance
Deborah Rankin	Lakewood Ele-entary	Counselor	
Ruth Roche	Pinellas Vocational- Technical Institute	Counselor	
Catherine Sattler	Campbell Park Elementary	Counselor	
Paul Sedlak	Dunedin Senior High	Counselor	
Joyce Wachtler	Campbell Park Elementary	Teacher	Fifth Grade

APPENDIX J  
QUARTERLY REPORTS

QUARTERLY REPORT

Project No. V 261018L  
Grant No. OEG-0-72-0735

A Comprehensive Vocational Education  
Program for Career Development in Grades K-14

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

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

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Kenneth M. Eaddy, Administrator  
Vocational Research and Evaluation Function  
Division of Vocational, Technical and Adult Education  
Department of Education  
Tallahassee, Florida 32304

March 30, 1972

4. to improve overall performance by participation in a unified, action-centered, career-related curriculum.
- C. Programs at grade levels 10-14 to improve job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities.

Specific student objectives are:

1. to provide in depth exploratory and training experiences in one occupational cluster and to develop job entry level skills in one occupational area, leaving open the option to move between clusters;
  2. to improve overall performance by participation in a unified, action-centered, career-related curriculum;
  3. to provide training experiences for intensive preparation in a selected occupational cluster, or in a specific occupation and to demonstrate job entry skills necessary for success in an occupation and/or further education.
- D. Broadly stated process objectives related to the project are to provide:
1. a broad occupational orientation at elementary and secondary school levels to increase student awareness of the range of options open to them in the world-of-work;
  2. work experiences, cooperative education and similar on-the-job training programs, in addition to those currently available, making possible a wide variety of offerings in many occupational areas;
  3. specific training in job entry skills for students just prior to the time they leave school (Some of these programs may be intensive and of short duration);
  4. intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement may be in a job, in post-secondary occupational programs, or in a 4-year college program);
  5. continuing follow-up of all dropouts and graduates to provide information for program revision;
  6. an inservice orientation program for teachers, administrators and supportive staff to acquaint them with goals, methods and techniques of the career development program.

- E. During the first quarter of the project, activities directly related to orientation, organizational and planning phases have received prime consideration. Specific activities included:
1. presentation of the project proposal to (a) the superintendent and his immediate staff, (b) the VTAE supervisory and administrative staff, (c) the principals of pilot schools and (d) the School Board of Pinellas County.
  2. a three-hour orientation seminar for representatives of the pilot schools - including administrators, guidance personnel, supervisors, curriculum coordinators, and selected key teachers.
  3. tentative appointment of the local director of the project.
  4. meetings with the principals of individual pilot schools to outline proposed plans.
  5. school meetings to develop plans for in-service workshops to train teachers for the implementation phase.
  6. meetings with county-level supervisors of guidance to determine the "state of the art" in pilot schools and to identify changes needed.
  7. presentation of the project proposal to a county-wide meeting of all guidance personnel.
  8. extensive visits to the pilot schools to acquaint the director of the project with the nature of facilities available.
  9. an intensified search of the literature to identify related projects and to locate curricula and other teaching aids already developed for use in career development programs.
  10. the establishment of a communications network with all 50 states.
  11. on site visits to (a) the OCCUPAC project at Eastern Illinois University, (b) the FAIS project at the University of Florida, (c) the DADE County Public Schools, and (d) WYMORE Tech in Orlando.
  12. staff participation in a LOOM workshop.
  13. staff attendance in a career education seminar held in Atlanta, and included a meeting with the career education specialist on the SOE regional staff.
  14. staff participation in a joint meeting for local directors of similar projects in Florida.



15. the writing of a resolution concerning career education for presentation to the School Board of Pinellas County.
16. the ordering of audio-visuals, books, and other materials for review and possible purchase.
17. the development of job descriptions for the positions available in the project, and the announcement of positions in the Pinellas County Schools.
18. interviews with interested persons and the screening of qualified applicants by the personnel committee. (Final selections have been made and all will report for work on Monday, April 3, 1972.)
19. recruitment of secretarial staff and consideration of other supporting personnel.
20. orientation of pilot school staff members to current career education concepts.
21. extensive showing of the USOE film on CAREER EDUCATION.
22. planning and developing a CAREER MOTIVATION brochure in cooperation with the local chapter of the National Alliance of Businessmen.
23. identification of tentative local objectives for career development.
24. tentative planning for in-service workshops to be held during June, July, and August, 1972.

II. A. Local community supports Career Education Concept.

1. Career education concepts are acceptable to the majority of educators in Pinellas County. Very few individuals have rejected the basic philosophy. Principals and key staff members in the pilot schools are excited and cooperative.
- B. Careful review reveals that much has already been done.
1. Review of related literature revealed many career education projects and a variety of operational methods. Considerable curriculum work has been completed, but very little is in print and even less has been properly evaluated.
  2. Commercial publishers are working frantically to produce information and curriculum materials related to the new field of career education.

3. **Business and industry have expressed verbal support for career education theory, and the National Alliance of Businessmen have given advice and support.**

C. **Communication is vital.**

1. **There is need for a workable network of communication between directors of local projects to facilitate curriculum development and testing - and to avoid expensive duplication of effort.**
2. **Educators involved in career education projects are most willing to share experiences - both good and bad!**

III. **Problems Encountered**

A. **There are differences of opinion.**

1. **There are many different general concepts of career education. The success of the project will depend on an early reconciliation of the noted differences.**
2. **Some educators, discouraged with the present system, tend to see career education as the answer to all the ills in education. Realistic expectations must be fostered.**

B. **Qualified staff and curriculum needs are great.**

1. **Curricula and other teaching aids are being developed at a rapid rate by commercial publishers. Reliable and valid measures are not being used to test the materials before they are sold. Many of these hastily prepared educational materials will ultimately be proven ineffective and perhaps useless, but not before countless dollars have been spent on the untimely purchase of such materials.**
2. **There is a great need for quality in-service education, but few, if any, guidelines are available for the development of such programs.**
3. **Consultants with practical experience in local classrooms are very hard to find.**
4. **Some widely acclaimed approaches to career education have serious weaknesses which have not been so widely acclaimed! Caution should be used in the selection of methods and materials.**
5. **All of the pilot schools in the project have readily identifiable differences. It will be impossible to use a standard "cookbook" approach. Each school must evolve its own plan for the implementation of career education. This will create problems in planning, implementation and evaluation.**

#### IV. Dissemination Activities

- A. Copies of the project proposal have been distributed to all of the staff members in the pilot schools.
- B. A collection of papers dealing with the various aspects of career education has been compiled, duplicated and distributed to key personnel in the pilot schools.

#### V. Data Collection

- A. Enrollment data from the pilot schools has been revised and updated.
- B. Data concerning the competencies of teachers has been collected and used in the identification of key personnel for the project.

#### VI. Progress on Evaluation Plans and Procedures

- A. A number of evaluation instruments have been examined, but final selections have not been made.
- B. Instrument design for internal evaluation is underway in the following areas:
  - 1. Career Education Information
  - 2. Career Development Concepts
  - 3. Work Experience Inventory
  - 4. Perceptions of Career Education - Opinionaire
- C. Control groups and control schools have been tentatively identified.

#### VII. Other Activities

- A. In-service plans:
  - 1. In-service components have been written to cover teachers participating in summer workshops. Current plans would enable teachers to earn 120 points during the summer. [40 updating, 40 exploratory, and 40 basic]
  - 2. Summer workshop dates and locations have been determined and application forms are available in the pilot schools. Final deadline for applications is May 1, 1972.
  - 3. Contact has been made with the University of South Florida to discuss the possibility of using intern teachers in the pilot schools.
- B. Staff responsibilities:
  - 1. Pilot schools have elected or appointed chairmen for career education. These individuals will coordinate activities within the school.

2. Supervisors have volunteered their services for summer workshops and have recommended staff for summer workshops.

#### VIII. Staff Utilization

- A. The local director of career education is the only staff currently working in the project.
- B. The Executive Associate Superintendent of VTAE and the Research and Survey Specialist have both been actively involved in the early stages of project development.

#### IX. Plans for the immediate future:

- A. Organizational activities to continue
  1. Orientation of new staff members
  2. Selection and appointment of advisory groups
  3. Review of existing facilities and equipment
  4. Determination of facility and equipment needs to accomplish project objectives
  5. Review, evaluate and make the necessary adjustments in the project plans
  6. Continuation of the review of related literature
  7. Continued evaluation of career education materials.
- B. Summer Workshop plans:
  1. Planning and Developing Resources to Implement Career Education
  2. Career Education Concepts and the Guidance Function
  3. The Vocational Component in Career Education: Teacher to Teacher
  4. Articulation Problems in Career Education
  5. Career Awareness in the Elementary School
  6. Administration and Supervision of Career Education
  7. Communications in Career Education
  8. Placement and Career Education.

**C. In-school workshops and seminars:**

1. Dunedin High School
2. Clearwater Comprehensive Junior High School
3. Sixteenth Street Junior High School
4. City Center for Learning
5. Pinellas Vocational-Technical Institute

**D. County-wide Committees:**

1. Organization of the elementary committee to review and develop materials for use in the summer workshops
2. Organization of the guidance committee to review and develop materials for use in the summer workshops
3. Organization of the placement committee to review and develop materials for use in the summer workshops
4. Plan pre-school activities related to career education in the pilot schools.

**L. Evaluation**

1. Develop internal evaluation procedures for each component and for each school
2. Arrange for external evaluation
3. Arrange pre-testing of materials developed for use in the implementation phase.

**F. Public relations and public information**

1. Contact business, industry and the professions to begin collection of data needed to provide occupational information to teachers and guidance personnel
2. Develop a slide presentation on the career education project and organize a speakers bureau
3. Continue staff visitation program
4. Develop a comprehensive public relations and public information program.

- E. During the second quarter of the project, activities continued to relate primarily to organization and planning with some implementation of plans during mid-June. Specific activities included:
1. approval of a resolution concerning career education by the School Board of Pinellas County. (See attachment)
  2. final appointment of career education staff members.
    - a. Guidance and Counseling Coordinator
    - b. Placement Coordinator
    - c. Elementary Supervisor
    - d. Curriculum and Evaluation Specialist
  3. selection and appointment of an elementary advisory committee.
  4. selection and appointment of a guidance advisory committee.
  5. specific planning for all summer workshops (See attachments).
    - a. In-school workshop for Gibbs High School
    - b. In-school workshop for Dunedin High School
    - c. In-school workshop for Campbell Park, Lakeview and Palmetto
    - d. In-school workshop for Eisenhower Learning Center
    - e. In-school workshop for 16th Street Junior High School
    - f. County-wide workshop: THE VOCATIONAL COMPONENT IN CAREER EDUCATION: TEACHER TO TEACHER
    - g. County-wide workshop: CAREER EDUCATION CONCEPTS AND THE GUIDANCE FUNCTION
    - h. County-wide workshop: PLANNING AND DEVELOPING RESOURCES TO IMPLEMENT CAREER EDUCATION
    - i. FAIS (Fusion of Applied and Intellectual Skills) workshop
  6. selection and appointment of staff for workshops.
  7. selection and appointment of teachers for workshops.
  8. further development of local objectives for career education.
  9. identification of operating components of career education currently existing within the county school system.

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10. establishment of a cooperative working relationship with the following resource groups:
  - a. St. Petersburg Chamber of Commerce
  - b. Central Labor Union - AFL-CIO
  - c. Human Resources Development Institute AFL-CIO
  - d. National Alliance of Businessmen
  - e. Community Services Foundation
  - f. Florida State Employment Service - Youth Division
  - g. Neighborhood Youth Corp
11. job placement for students leaving pilot school.
12. updating of data inventory for business and industry in Pinellas County.
13. staff participation in a "Career Night" for disadvantaged high school youth.
14. staff participation in joint meetings for local directors of career education projects in Florida.
  - a. Stanton Career Education Center - Jacksonville
  - b. Beggs Institute - Pensacola
15. staff participation in the Commissioner's Conference on Career Education - Tallahassee.
16. staff participation in a VIEW workshop - Hollywood.
17. continued review of relevant literature.
18. continued search for resources of all types.
19. development and duplication of sample units of instruction in career education.
20. extensive viewing and evaluation of films, filmstrips and other audio-visuals.
21. selection of resources to be used in the workshops.
22. tentative plans for a county-wide career education conference in October. (similar to the Commissioner's Conference at the State level)

23. on-site visitation to FAIS in Gainesville and continued cooperation with LOOM.
24. staff participation in career education conferences in Miami (McGraw-Hill) and Washington, D. C. (Educational Testing Service)
25. actual starting of summer workshops - June 17, 1972.
  - a. In-school workshops for Gibbs, Lakeview, Campbell Park, Eisenhower, Palmetto and Dunedin Senior High School
  - b. The Vocational Component in Career Education: Teacher to Teacher - June 19, 1972 - June 30, 1972

## II. Significant Findings

- A. Teachers have many misconceptions about career education concepts.
- B. Given the opportunity, teachers are eager to help plan for change in education.
- C. Successful planning for change in any given school is dependent upon the extent to which the principal is directly involved with the staff in all phases of the planning activity, and that support cannot be passive in nature.
- D. Authoritarian principals and teachers are not the best change agents.
- E. The age of the principal (or teacher) does not seem to be a very significant factor when planning for change in education.

## III. Problems encountered

- A. Individual schools perceive career education in many different ways and these differences are extremely difficult to resolve.
  1. Some teachers, even after considerable exposure to the concept, see career education as a separate unit of instruction.
  2. Some teachers see career education as an integral part of all curricula.
  3. Some teachers see career education solely as a function of guidance.
  4. Some teachers see career education solely as a function of vocational education.



- B. The fantasy of career education as a cure for all evil in education disappear quickly.
  - 1. Career education is a real challenge.
  - 2. Career education will not be easy.
  - 3. Career education will be expensive.
- C. A model or method for implementing career education should not be developed entirely by an outside force and super-imposed on any school system or on any school within a system. (Each school must have some freedom to develop career education in its own way.)
- D. Career Education theory is developing into "prescriptive" education -- for every student in all schools.
- E. Qualified staff, curriculum development, and material resources continue to be significant problems.

#### IV. Dissemination activities

- A. Workshop plans developed by the planning committee(s) were duplicated and sent to faculty members of all pilot schools for critique and further development.
- B. The USOE clusters were printed and sent to all schools for consideration.
- C. A series of films and other audio-visual materials were presented to teachers for evaluation.
- D. Sample units of instruction were developed, duplicated and sent to teachers in the pilot schools for critique.
- E. Teachers participated in both LOOM and FAIS informational meetings.

#### V. Data collection

- A. Inventory of human resources in the pilot schools (Special competencies of teachers and other school staff--information not yet compiled)
- B. Work experience inventory (information not yet compiled)
- C. Personal data on teachers
- D. Career Education Information (data not yet compiled)
- E. Helping pilot schools to determine internal evaluation procedures

VI. Progress on evaluation plans and procedures.

- A. Identification of personnel for evaluation study.
- B. Study of institution(s) to perform required third-party evaluation.
- C. Continuation of search for relevant instruments to measure outcomes of career education.
- D. Further development of relevant instruments.
- E. Helping pilot schools to determine internal evaluation procedures.

VII. Other activities

- A. Additional counseling units have been assigned to the elementary schools in the project.
- B. Occupational Specialists have been assigned to all schools in the project and will receive special training in an August workshop.
- C. University of South Florida sought cooperation of project staff to select participants for a USF workshop relating vocational education and guidance to career education.

VIII. Staff Utilization

- A. The primary focus of staff effort during this second quarter has been toward development of the in-service education component. Approximately 250 teachers will be involved in summer workshops related to career education.
- B. Secondary emphasis was placed on additional planning for implementation and evaluation.

XI. Future plans

- A. Continuation of in-service workshops for teachers.
  - 1. Planning and Developing Resources to Implement Career Education - July 10, 1972 - July 28, 1972.
  - 2. Career Education Concepts and the Guidance Function July 10, 1972 - July 21, 1972.
  - 3. In-school workshop - 16th Street Junior High School July 17, 1972 to July 28, 1972.
  - 4. FAIS workshop - July 18, 1972 to July 21, 1972.

- B. Selection and appointment of additional supporting personnel for career education:
  - 1. Vocational consultants
  - 2. Additional advisory groups
- C. Informational and progress report meetings with interested groups
- D. Continuation of organization and planning activities
  - 1. Re-scheduling of workshops
    - a. In-school for City Center and Pinellas Vocational-Technical Institute
    - b. Placement and Career Education
    - c. Articulation Problems in Career Education
    - d. Administration and Supervision of Career Education
    - e. Career Awareness in the Elementary School
  - 2. Organization of a placement committee to aid in the further development of the placement and follow-up component
  - 3. Implement plans for pre-school activities in the pilot schools
- E. Evaluation
  - 1. Final selection of institution(s) to provide third-party evaluation
  - 2. Approval of the Board and assignment of contract for evaluation services
- F. Public relations and public information
  - 1. Continuation of business, industry, civic, and professional contacts
  - 2. Revise presentation on career education project -- up-date to include progress
  - 3. Continue and expand staff visitation program
  - 4. Develop a plan to have career education covered by the various media on a monthly basis.

- E. During the third quarter of the project, activities related to staff development, curriculum development, and internal evaluation procedures. Specific activities included:
1. completion of summer workshops for teachers and counselors in participating schools.
    - a. In-school workshops for Gibbs High School
    - b. In-school workshop for Dunedin High School
    - c. In-school workshop for Campbell Park, Lakeview and Palmetto
    - d. In-school workshop for Eisenhower Elementary School
    - e. In-school workshop for 16th Street Junior High School
    - f. County-wide workshop: THE VOCATIONAL COMPONENT IN CAREER EDUCATION: TEACHER TO TEACHER
    - g. County-Wide workshop: CAREER EDUCATION CONCEPTS AND THE GUIDANCE FUNCTION
    - h. County-Wide workshop: PLANNING AND DEVELOPING RESOURCES TO IMPLEMENT CAREER EDUCATION
    - i. FAIS ( Fusion of Applied and Intellectual Skills) workshop middle school and elementary school teachers
    - j. FAIS (Fusion of Applied and Intellectual Skills) workshop for Eisenhower Elementary staff
  2. completion and reproduction of materials developed in the summer workshops.
    - a. elementary units
    - b. junior high units
    - c. senior high units
    - d. guidance units
    - e. guidance activities
    - f. general activity suggestions
    - g. bulletin board ideas
    - h. posters
  3. continued review, selection, and purchase of commercial materials for:
    - a. elementary level
    - b. junior high level
    - c. guidance and counseling
    - d. evaluation

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4. development of tentative job descriptions for suggested supporting personnel for participating schools.
5. interviewing supporting personnel for participating schools.
6. selection and appointment of supporting personnel for the participating schools.
  - a. guidance personnel
  - b. occupational specialist
  - c. vocational consultants
7. development of orientation and in-service activities for supporting personnel in participating pilot schools.
8. staff participation in joint meetings for local directors of career education and exemplary projects.
  - a. Tallahassee
  - b. Orlando
9. staff participation in the FVTAE and FVA conference in Miami.
10. continued compilation of community resources for use by career education teachers and counselors.
  - a. field trips
  - b. material resources
  - c. human resources
11. determination of information needed for the placement and follow-up survey.
  - a. length of work week
  - b. rate of pay
  - c. employment of handicapped (disadvantaged)
  - d. number of employees (current) part-time and full-time
  - e. current vacancies, part-time and full-time
  - f. annual replacement needs, part-time and full-time
  - g. estimated needs for replacement, expansion, etc., for 1973-1978, part-time and full-time
12. review and further development of instruments to collect data.
  - a. labor market needs
  - b. student interests
13. development of preliminary plans for first job opportunity survey.
  - a. South Pinellas
  - b. Central Pinellas

- c. North Pinellas
  - d. surrounding counties
  - e. State trends
  - f. National trends
14. informing occupational specialists concerning the placement aspect of career education.
  15. staff participation in the development of plans for the second area Vocational-Technical center in Pinellas County.
  16. continual visitation to all pilot schools to aid in the implementation of career education concepts.
  17. review and further consideration of previously developed materials for pilot schools.
    - a. FAIS
    - b. LOOM
    - c. VIEW
    - d. Others
  18. continued review of relevant research with particular emphasis on career education and the business and office occupations cluster.
  19. continued search for good resources previously developed in other states.
  20. participation in staff development activities for:
    - a. elementary schools, pre-school
    - b. home economics teachers - staff development day
    - c. guidance personnel - staff development day
    - d. occupational specialists - orientation and staff development day
  21. revision of plans for a county-wide career education conference.
  22. on-site visit to the Skyline Career Education Center in Dallas, Texas.
  23. tentative identification of objectives for the placement and follow-up component.
  24. tentative plans for in-service workshop for placement and follow-up component.
  25. coordination of all workshop efforts and materials.
  26. development of tentative plans for county-wide in-service staff development workshop components for January, February, and

March, 1973.

- a. elementary personnel
- b. junior high personnel
- c. senior high personnel
- d. guidance personnel
- e. orientation to career education concepts
- f. administration and supervision of career education

27. answering inquiries about career education from other schools, school systems, and other states.

## II. Significant Findings

- A. Summer workshops, in general, developed enthusiasm for career education concepts among participating teachers and counselors.
- B. Elementary school teachers and administrators are more flexible and less hesitant concerning changes in the school curriculum than are those involved in advanced levels of education.
- C. Junior high teachers, in general, accept new concepts more readily than senior high teachers.
- D. Teachers and school administrators, at all levels, are fearful that parents will reject career education concepts and programs.
- E. It is difficult to assure implementation after a successful summer workshop - continued support from the career education staff is vital.
- F. Other schools in the county are developing interest in career education.
- G. Guidance personnel are more realistic and use more discretion in the selection of relevant career education materials than do classroom teachers and administrators.
- H. The success of career education efforts will, ultimately, depend upon a "grass roots" movement among classroom teachers, guidance personnel and building administrators -- county-level supervisors and administrators are not easily committed to the concept.
- I. In general, vocational teachers, supervisors and administrators are more receptive and more cooperative than those in the regular areas of the school curriculum.

## III. Problems Encountered

- A. It is difficult to implement new concepts in education at the very beginning of a new school year -- teachers need time to

internalize new ideas and concepts before they can successfully implement these ideas and concepts with youngsters in the classroom

- B. Materials reviewed and selected by teachers and workshop staff during the summer are not readily available for use in September -- it takes time to order and receive materials for use with students.
- C. Careful evaluation of units and other materials developed in summer workshops revealed that much of the material needed considerable revision.
- D. Teachers and administrators did not use sufficient discretion in selection of material for use in their schools.
- E. Schools have planned too many field trips and too few other experiences.
- F. It is extremely difficult to edit, type, duplicate and disseminate materials developed by teachers in the summer workshops, with our limited staff and facilities.

#### IV. Dissemination Activities

- A. All workshop materials have been duplicated and disseminated to each workshop participant, but many requests for copies of all materials produced can't be filled.
- B. Considerable commercially produced material has been purchased and is now in the hands of either counselors or teachers.
- C. Media specialists and occupational specialists have been made aware of available materials.
- D. Career Education staff members have disseminated much general information to various groups; (community, business, industry and education) concerning the progress of the career education project.

#### V. Data Collection

- A. Teachers to be involved in the FAIS (Fusion of Applied and Intellectual Skills) program have taken the Myers-Briggs Personality Type Inventory and plans are being made to test all teachers in the project.
- B. Catalogs, magazines, newsletters and other information concerning career education activities and efforts in other areas and states are constantly being collected.



## VI. Progress on Evaluation Plans and Procedures

- A. Contract for the third-party evaluation was awarded to the Southern Association of Schools and Colleges, Atlanta, Georgia.
- B. Personnel representing the Southern Association made two on-site visits.
- C. Project staff planned for internal evaluation with Florida State Department of Education staff.
- D. Project staff planned with pilot schools on aspects of internal evaluation.
- E. Many problems relating to internal evaluation have been encountered.
  - 1. change in staff - new staff not yet appointed.
  - 2. difficulty in selection of procedures because of the wide differences among schools.
  - 3. personnel in pilot schools are not receptive to internal evaluation procedures as identified - back to the drawing board.
  - 4. additional consulting help will be sought.
  - 5. extensive evaluation of the summer workshops is underway, and the report will be available soon.

## VII. Other Activities

- A. Project staff members have served as consultants on the implementation of Career Education concepts.
- B. An additional project to supplement the placement and follow-up component has been developed and approved by the FDOE for funding.
- C. The Pinellas Career Education project has been established as an official evaluator for Compulearn, Inc., publishers of Compulearn Materials.
- D. Project staff members have participated in preparation of the stated role of guidance and of the occupational specialist in career education pilot schools.
- E. Communication has been established with political personnel with particular interest in career education programs.

- F. Project staff members are completing plans for participation in national and state conferences - American Vocational Association.

#### VIII. Staff Utilization

- A. Major staff efforts during this third quarter have been directed toward operation of the summer workshops for teachers and counselors.
- B. Secondary efforts have been directed to the task of typing and duplicating materials produced in the summer workshops.
- C. Much staff time has been devoted to previewing, ordering, and coordinating AV materials and equipment for:
1. Elementary
  2. Junior and Senior High
  3. Guidance
- D. Staff time has also been spent in the establishment of additional community contacts and in making contacts with other schools interested in career education.
- E. Staff time has been directed to the analysis of the project budget and the re-ordering of priorities relating to projected needs.

#### XI Future Plans

- A. Continuation of in-service activities
1. County-wide conference on career education
  2. Involving teachers who did not participate in summer workshops
  3. Involving staff of post-secondary schools and general adult education
- B. Provide information on progress of the career education project to interested groups and individuals.
- C. Placement of special emphasis on implementation in the pilot schools.
1. FAIS (Eisenhower Elementary)
  2. FAIS (Middle School)
  3. Elementary Component
  4. Junior High Component

5. Senior High Component
  6. Post-Secondary Component
  7. Guidance Component
  8. Placement and Follow-Up Component
- D. Develop new brochure on project and up-date presentations.
- E. Finalize plan for internal evaluation design.
1. Experimental and control groups
  2. Measurements and instruments to be used
  3. Determination of other evaluation procedures
  4. Data analysis procedures
  5. Method or reporting
- F. Planning and developing a unified approach to elementary career education.
1. Cluster-activity Chart/Index
  2. Development of teacher's guide
  3. Production of activity packets for students.

E. During the fourth quarter of the project, activities included curriculum development, work on internal evaluation procedures and instruments, workshops, field trips involving the pilot schools, and community contacts. Specific activities included:

1. Programs and Presentations to Schools and Groups

- a. Meeting with Senator D. Robert Graham
- b. Program for ESEA staff
- c. Programs at six new elementary and secondary schools
- d. Presentations to parochial and private schools in the area of self-concept as it relates to career education
- e. Tours by Occupational Specialist with Broward County representatives to several pilot schools.
- f. Meeting with members of League of Women Voters

2. Staff/Faculty Meetings and Workshops

- a. Initial FAIS workshop at Eisenhower Elementary
- b. FAIS follow-up sessions for the purpose of reporting progress to the FAIS project director
- c. Workshops for field testing of middle-school materials developed in the FAIS project
- d. Horticulture workshop and field trips for Pinellas Vocational-Technical Institute teachers
- e. Meetings involving occupational specialists and counselors from the pilot schools for the purpose of (a) updating; and (b) inservice
- f. Faculty meetings to inform school staffs about available materials
- g. Involvement of staff and faculty in self-awareness in-house workshop
- h. Human development activities through ESAP, with emphasis on self-discovery
- i. Workshops with teachers and occupational specialists to improve guidance skills
- j. Development workshops for occupational specialists
- k. Demonstration of Project VIEW at Dunedin High School.

### 3. Community Contacts

- a. Visit by Occupational Specialist to State Employment Office to gather data on problems young people encounter when applying for jobs
- b. Meetings of Occupational Specialist with representatives of National Secretaries Association, newspaper staff personnel, Chamber of Commerce personnel, public relations firms
- c. Visits by Occupational Specialist to prospective resource persons
- d. Establishment of a "resource-person bank"
- e. Inclusion of Career Education items in elementary school newsletters to parents

### 4. Conferences Attended by Staff

- a. Florida Professional Guidance Association Conference, Tampa
- b. Meetings for local directors of career education and exemplary projects, Tallahassee
- c. Coordinating Conference of State-level and Local-level Directors of Career Education Projects, Warrenton, Virginia
- d. American Vocational Association Convention, Chicago
- e. Florida Supervisor's Convention, Hollywood, Florida
- f. Workshop for the Development of Curriculum for Innovative Concepts in Vocational and Career Education, Colorado State University
- g. Career Education Conference, Key West, Florida

### 5. Curriculum

- a. Continued review, selection, and purchase of materials and activities for elementary level, junior high level, guidance and counseling, and evaluation

### 6. Field Trips

- a. Numerous field trips for students, each with written objectives, pre-trip and post-trip activities
- b. Tour conducted by Occupational Specialist for Eisenhower Elementary class to St. Petersburg Times and Independent
- c. Campbell Park trips to a TV station and to Pinellas Vocational-Technical Institute.

7. School Visits

- a. Numerous staff visits to all pilot schools

8. Special School Activities

- a. Development and manufacture of a product by John Lash, Eisenhower teacher, with students, to promote the study of cost and selling price.
- b. Work by Sandy Nicolette, Eisenhower teacher, on a project with the students involving sewing and cooking skills; investigation of the stock market relating specifically to math skills; and investigation into "What I want to be."
- c. Visits to Eisenhower Elementary by architects, marine biologists, a chessmaster, legislators, park foremen, a forester, a veterinarian, a principal, a city councilman, an obstetrician, a hotel manager, a volunteer March of Dimes worker, a mortician, and an ambulance driver.
- d. Setting up of a shop by George Cary, Vocational-Teacher Consultant (Technical and Trade and Industry) and conducting of various learning activities for students and teachers.
- e. Setting up of a recreation display by George Cary.
- f. Demonstrations by Marie Charles, Vocational-Teacher Consultant (Business Education), involving business and office procedures, equipment, etc.
- g. A planned program by Art Ward, Pinellas Agriculture Center, with Eisenhower Elementary and Campbell Park Elementary, to familiarize students with the agri-business cluster.
- h. Career Education Night at Campbell Park Elementary, demonstrating many activities and ending with a show for parents.

9. Survey Work

- a. Continuation of first job opportunity survey
- a. South Pinellas
- b. Central Pinellas
- c. North Pinellas
- d. Surrounding counties
- e. State trends
- f. National trends
- b. Other survey work is described in the section entitled "Dissemination Activities."

## 10. General Planning

- a. Development of a plan for writing the units of study in the Business and Office Cluster. Completion of an overall plan for development of the cluster.
- b. Work on a placement and follow-up system proposal.
- c. Work on development of a component for inservice teacher education in placement and follow-up.
- d. Involvement of Occupational Specialist in planning meetings for out-of-state educational groups.
- e. Preparation of projects for 1973-74.
- f. Work on Pinellas County comprehensive planning for future years.

## II. Significant Findings

- A. Career education concepts can and should be correlated with previously established state accreditation standards. This procedure has elicited additional support for the career education project from subject area supervisors and other county-level administrators.
- B. It is sometimes difficult for counselors to initiate and follow planned programs.
- C. The use of self-concept materials related to career education has resulted in more student requests for both personal and career counseling.
- D. Teachers are more aware of career education and exhibit increased willingness to fuse career concepts into academic disciplines.
- E. Teachers consistently tend to do a better job of preparing students for field trips.
- F. More in-depth study results from interest in careers.
- G. It requires more time to get teachers involved and oriented to career education than was originally thought.
- H. Children are happier and more interested when involved in career education activities.
- I. The principal of at least one school would like the counselor and the occupational specialist to take more initiative in implementing the career education programs by working directly with the teachers.

- J. Direct involvement of the occupational specialist and the counselor is vital in initiating career education activities.

### III. Problems Encountered

- A. Some teachers have difficulty in understanding the process of fusion.
- B. Sharing of resources obtained by individual Occupational Specialists is very important, as it is difficult for one person to effectively secure new resources for each occupational specialist in any given period. It is also important to keep the Career Education office apprised of the projected use of field trips or speakers in order to prevent overuse of a particular facility or person.
- C. Difficulties arise in getting together with elementary teachers to plan coordinated activities. There is a real need for cooperative planning, implementation, and carefully designed follow-up activities which have been integrated with the regular curriculum. The combined efforts of the elementary teacher and the career consultant are vital to assure continuity of learning.
- D. Administrators do not always understand the importance of adequate follow-up of career education activities in the school.
- E. It is difficult to arrange meetings with teachers, occupational specialists, and counselors to discuss common interests, needs, difficulties, and ideas.
- F. Insufficient staff, office space, materials, equipment, and time present a problem.
- G. School staffs complain that there is not enough time to plan and develop in order to implement career education effectively.
- H. Resource availability is a problem; the schools would like more materials when they are needed.
- I. Fusion of career education with the normal curriculum seems to be more difficult in the open-concept elementary school.
- J. There is need for additional qualified career consultants in the elementary schools.
- K. Elementary school principals continue to request the equipment and supplies necessary to implement pre-vocational activities.
- L. Additional in-service education time is needed to update and reinforce teachers and counselors in the pilot schools.



#### IV. Dissemination Activities

- A. Presentations to various facilities (54th Avenue, Harris, Gulf Beaches, St. Paul's, Westgate, Wildwood).
- B. The Career Education staff reviewed, disseminated, and picked up audio-visual materials and equipment; 68 films and 78 tapes were disseminated.
- C. Articles, information on activities, etc., were duplicated and distributed.
- D. Several news articles on career education appeared in the St. Petersburg and Clearwater papers.
- E. Staff members participated in employment opportunity survey of business and industrial firms.
- F. Student survey forms (6,293) and employer feedback forms (2,000) were addressed, stuffed into envelopes, mailed (and remailed if not delivered the first time).
- G. Placement records were prepared from information on returned questionnaires.
- H. A survey of potential employers was made to find opportunities for students exiting Pinellas County schools.
- I. Campbell Park staff developed a parent resource form.

#### V. Data Collection

- A. Data collection is taking place as evaluation instruments are completed.
- B. Inservice workshops are being planned for establishing data collection procedures.
- C. Business and Office cluster activity records have been developed. These include name, grade level of each student, and academic subject with which the activity is fused.

#### VI. Other Activities

- A. Preliminary summer workshop plans are being outlined at the present time.
- B. Project objectives are being revised and rewritten for FY 73-74, and a new budget is being developed.

## VII. Staff Utilization

- A. Major staff efforts during this fourth quarter of project operation have been directed toward implementation of career education in the pilot schools.
- B. Secondary efforts have gone toward development and revision of the evolving role of the COST Instructional System (Counselor-Occupational Specialist-Teacher).
- C. Considerable staff time has been spent on a community labor market survey and on our first follow-up survey.
- D. The Business Education Vocational-Teacher Consultant has worked with both students and teachers in developing the cluster curriculum and in gathering data on existing units.
- E. The Vocational-Teacher Consultant for Trade and Industry has conducted many activities in the classrooms with both students and teachers.

## IX. Plans for the Immediate Future

- A. Components for associate schools
- B. LOOM Workshop
- C. Organization of activity books in different clusters--each activity to relate to a specific state accreditation standard.
- D. Development of agriculture unit at Eisenhower Elementary School.
- E. Visits of Occupational Specialist to Clearwater and Largo Chambers of Commerce.
- F. Career Education newsletter for mailing to resource persons, occupational specialists, Chambers of Commerce, Education Committee, etc.
- G. Visit to Pinellas County School Board Media Center to discuss audio-visual materials which might fit into the Career Education programs.
- H. Staff participation in a class on audio-visual preparation and audio-visual equipment.
- I. Completion of units of activities; distribution for teacher use.
- J. Development of student questionnaire to aid in placing students.
- K. Setting up of a system for placing students who exit the school system.

- L. Revision and development of a follow-up system for students.
- M. Development of an on-going data-collection system for placement and follow-up.
- N. More emphasis on careers as they pertain to academic subjects, in the classrooms.
- O. The Eisenhower Elementary School principal states that total school effort will be directed toward fusing careers with present curriculum.

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- D. During the fifth quarter of the project, emphasis has been placed on activities in the broad areas of: (1) programs and presentations to schools and groups; (2) workshops and staff/faculty meetings; (3) community and public relations contacts; (4) contacts with institutions of higher learning; (5) conferences attended by staff members; (6) other staff activities; (7) special activities in the schools; and (8) internal evaluation.

1. Programs and Presentations to Schools and Groups

- a. Program presentation to ESEA group at the Science Center, St. Petersburg, Florida.
- b. Discussion on Occupational Specialists with representatives of Madison Junior High School, Tampa.
- c. Discussion on Occupational Specialists at Orange County Career Development Program, Orlando, Florida. A Pinellas County "COST" (Counselor-Occupational Specialist-Teacher) instructional team attended with members of the Pinellas County Career Education staff.
- d. Presentation to representatives from the Monroe County School System, including a tour of pilot schools.
- e. Presentations on Career Education during two University of South Florida Continuing Education Classes.
- f. Presentation to members of Pasco County School System, Zephyrhills, Florida.
- g. Presentations to Clearwater High School, Azalea Jr. High and Lealman Jr. High School on the Career Education Program.
- h. Presentation to members of Collier County School System, Naples, Florida.

2. Workshops and Staff/Faculty Meetings

a. Advisory Committee Meetings

- (1) Two meetings on guidance;
- (2) Two meetings on curriculum (CAB development);
- (3) Five meetings on evaluation instruments.

In addition to the formal meetings, various members of the workshops spent several hours in the Career Education office, developing and evaluating instruments for various grade levels.

b. Other Meetings

- (1) Career Education Staff budget meetings:
- (2) Career Education Staff evaluation meetings.

3. Community and Public Relations Contacts

- a. Trip to Hillsborough Aviation Authority in connection with Career cluster activities.
- b. Visit from Sarah Nelms, Eastern Air Lines Representative from Miami, Florida, on the transportation cluster and Eastern's possible contribution to such activities.
- c. Tour of the ophthalmologic industry with the Chamber of Commerce Committee of 100.
- d. Staff attendance at two meetings of the Pinellas County School Board.
- e. Attendance by staff members at the Appreciation Dinner of the Hotel and Restaurant Association.
- f. Meeting of Career Education Staff with the Chamber of Commerce Career Education Subcommittee of the Education Committee, for updating and planning.
- g. Discussions with Chamber of Commerce members for the purpose of developing a list of participants in the Career Education Speakers' Bureau.

4. Contacts with Institutions of Higher Learning

- a. Five meetings between staff members and representatives of the University of South Florida, to plan a Career Education In-service Workshop for credit.
- b. Staff attendance at Career Education Conference, University of South Florida. Topic: The Role of The Teacher-Educator in Career Education.
- c. State Department of Education Area III and IV meetings at the University of South Florida.
- d. Staff attendance at a meeting on high school articulation, St. Petersburg Junior College.
- e. Participation in a University of South Florida class, on the subject of Guidance in Career Education.
- f. Establishment of Guidance Aide Program between St. Petersburg Junior College (Clearwater Campus) and Palmetto Elementary

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School. (See attached memorandum.)

5. Conferences Attended by Staff Members

- a. January meeting for State Curriculum Coordinators, Cocoa High School, Cocoa, Florida.
- b. Meeting of Advisory Committee for State Curriculum Laboratory, Tallahassee, Florida.
- c. Conferences at City Center for Learning with Dr. Kenneth Eaddy, Dr. Roy Giehls, and Dr. Ellen Amatea.
- d. Conferences with Dr. Crittenden in January and in March, 1973, at City Center for Learning, St. Petersburg, Florida.
- e. February Meeting for State Curriculum Coordinators, George Washington Junior High School, Tampa, Florida.
- f. Charette held at Florida Power Corporation and continued at City Center for Learning during the last week in February, on the building of a new area vocational center in St. Petersburg.
- g. Meeting of Area Vocational Education Directors, Tallahassee, Florida.
- h. AVA Spring Conference, St. Louis, Missouri.
- i. Conference of Elementary Guidance Counselors at All Children's Hospital, St. Petersburg, Florida.
- j. Seminar on Accountability, Florida State University, Tallahassee, Florida.
- k. Conference on audio-visual materials for the Pinellas County Career Education Project, State Curriculum Laboratory, Tallahassee, Florida.
- l. Conference with Dr. Bernie Moore, External Evaluator for the Project: January 28, 29, 30, and February 25, 26, 27.
- m. Meeting for Coordinators of Placement and Follow-Up, Cocoa, Florida, March 27, 1973.

6. Other Staff Activities

- a. A staff member accompanied the Pinellas County Supervisor of Business Education to Plant City to see the High School Business Education facilities, prior to the Charette for Planning Pinellas County's new area vocational center.

- b. A tour of the pilot schools was made by Dr. Jim Edmundson and a photographer from the State Curriculum Laboratory.
- c. A staff member attended Bardmoor Elementary School Open House.
- d. Four of the Career Education staff members attended Palmetto Elementary School's Career Night.
- e. Numerous visits were made by the staff to all pilot schools.
- f. The staff Occupational Specialist participated in a two-week training program for Occupational Specialists in the county.
- g. The Business Education Teacher Consultant participated in a Business Education Staff Development session on the preparation of individualized instructional activities.
- h. Clearwater High School, Pinellas Park Junior High School, Azalea Junior High School, and Tyrone Junior High School were secured as associate Career Education schools for guidance; orientation sessions were held for their occupational specialists and some of the guidance counselors.
- i. A slide presentation was developed for staff development and other purposes.
- j. A guide was developed for COST-instructional teams, entitled "Guidance and Counseling: Career Education Elements and Goals Manual."
- k. The Industrial Arts Teacher Consultant visited Cobb County Career Education Project and the Industrial Mart in Atlanta, Georgia.
- l. The internal evaluator proceeded with the development of a system for recording activities of instrument selection, review, administration, and tabulation.

7. Specific School Activities

- a. FAIS Workshops during the quarter involved field testing of middle school materials. Four Career Education Pilot Schools participated: Campbell Park Elementary, Palmetto Elementary, Clearwater Comprehensive Junior High, and 16th Street Junior High.
- b. Teachers from four pilot schools participated in the LOOM workshop on January 26, 1973, having been released by substitutes: Campbell Park, Lakeview, and Palmetto Elementary Schools; and 16th Street Junior High School.

- c. Transactional analysis orientations were conducted with students and faculty groups at Pinellas Vocational Technical Institute.
- d. Reading teachers and counselors at City Center for Learning are involved in the evaluation of curriculum materials. An attempt is being made to implement the Career Education concept more effectively in City Center's reading classes.
- e. Lakeview Elementary achieved a significant increase in individual conferences between counselors and teachers. More guidance materials were demonstrated there than in previous quarters.
- f. The Media Center at 16th Street Junior High School received a large number of books this quarter. More teachers at 16th Street created units using Career Education resources than in previous quarters.
- g. Palmetto Elementary School's "Career Night" attracted more than two hundred parents and friends.
- h. Eisenhower Elementary School students formed a "manufacturing firm," with the help of the Career Education Business Teacher Consultant and the Eisenhower social studies teacher. The "firm's records" will be accurately maintained by the students; the "advertising department" has made posters, as well as broadcasting announcements over the school loudspeakers. One hundred thirty shares of stock have been sold at ten cents each to parents and students, and staff and parent groups will hold sales of the two products; a wall plaque promoting "Love," "Peace," or special messages; and candles of original design.
- i. Thirty students of Campbell Park Elementary school toured the Sweden House Restaurant to note the many occupations involved in the food industry; after their tour they were treated by the management to a hearty lunch.

The Evening Independent published a report of a conversation with Campbell Park's occupational specialist. The item is attached to this report, along with other articles which have appeared in local newspapers this quarter on Career Education schools and topics.

#### 8. Internal Evaluation

- a. The project's COST-instructional teams have cooperated in the preparation of evaluation instruments. The many hours spent by the COST teams have given them insights which should prove valuable when data collection begins in their schools.



- b. Instruments are undergoing revision as a result of teacher, counselor, occupational specialist, and staff input.
- c. Attitude instruments are in the hands of the Pinellas County School Administration for their comments or approval.

## II. Significant Findings

- A. Teamwork among schools is evident as more resource people are being invited to classrooms to make presentations on their careers.
- B. In general, personnel in the pilot schools are increasing their use of Career Education resources in developing units or fusing Career Education concepts into their present units.
- C. More teachers in pilot schools are requesting the services of counselors and occupational specialists to help incorporate Career Education materials in their planning for students.
- D. More acceptance for the Career Education concept is evident as a result of presentations given this quarter.
- E. COST teams are generally well committed to the concepts of Career Education.
- F. The Curriculum Advisory Committee has demonstrated an interest in developing activities for the clusters, for inclusion in the Career Activity Books. The members of the committee would like to continue work in this area if funds become available.
- G. A spirit of competition has developed among the pilot elementary schools.
- H. Few commercially prepared instruments have been found for testing in the areas of the eight Career Education elements. Those examined by the staff have been found to be too complex, or not valid, and it has been necessary to develop instruments at all levels. This development work is proceeding as rapidly as staff and time permit.

## III. Problems

- A. Career Activity Book development is at a standstill; it is hoped that funding will permit a revival of this work.
- B. The competition which has developed among elementary schools is beneficial in many ways, but it does tend to reduce the sharing of ideas among schools.

- C. Inadequate space has continued to be a problem.
- D. Some schools mention the difficulty in scheduling of special activities as field trips.
- E. Some teachers tend to "add on," rather than to fuse Career Education into the curriculum.
- F. More personnel are needed on the staff.

#### IV. Dissemination Activities

- A. Audio-visual materials distributed to the pilot schools this quarter included 83 films and 44 tapes.
- B. Elementary teachers have requested and received materials, activities, and resources in the Business and Office occupation areas. Typewriters, adding machines, and materials needed for these machines, have been located in each elementary school for student use.
- C. The Industrial Arts Teacher Consultant has placed plumber kits, electrical kits, saws, and other tools in the four elementary schools.
- D. Pilot school personnel have submitted process diaries outlining Career Education activities of teachers, counselors, occupational specialists, and students.
- E. Summer Workshop applications have been sent to all pilot and associate schools, and to all individuals who have expressed an interest in attending a workshop.
- F. A Survey for Summer Workshops Form has been sent to pilot and associate schools to determine topics in which the most interest is shown. A copy of this form is attached hereto.

#### V. Data Collection Activities

- A. Lists of students, time spent with each, and activities records are maintained by the Business and Office Teacher Consultant and the Industrial Arts Teacher Consultant.
- B. COST-instructional teams in the pilot schools are submitting lists of activities in the form of Process Diaries.
- C. Resource lists of individuals and firms who will work in the schools with students on various occupational clusters are being compiled.

- D. Minutes of committee meetings are being prepared, and time spent by committees and the staff will be logged.
- E. All workshop hours are logged, along with individual records of participants.
- F. Procedures for obtaining records of student dropouts are being developed.
- G. Procedures are being developed to obtain and make use of records of those re-entering the school system, for the student's benefit.
- H. Lists of skills required for placement, securing employment, and holding employment, are being assembled.
- I. Placement and Follow-Up Forms for use in the pilot schools have been prepared.
- J. A student survey on job needs has been made of all seniors at Dunedin High School.

#### VI. Other Activities

- A. Ordering and processing of instructional and audio-visual materials.
- B. Aiding in program development in the schools.
- C. Purchase of a 3-M Microfilm Reader-Printer and View-Deck for use at Dunedin High School in coordination with Florida-VIEW.
- D. Location of additional resource persons in the Fine Arts cluster.

#### VII. Staff Utilization

- A. The position of Data Control Coordinator will be filled as of April 9, 1973. It is hoped that space will be found to fill all vacant positions within the next few weeks.
- B. The Industrial Arts Teacher Consultant and the Business and Office Teacher Consultant devote nearly all of their time in preparing materials, working with the students, and traveling from school to school. Curriculum is developed and organized as time permits.
- C. Evaluation activities require a large percentage of the staff's time, as data collection activities begin. School contacts require a great deal of the staff's time as plans are made for collecting the necessary data.

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### VIII. Future Plans

- A. Develop operational manual for COST-instructional teams, including suggested activities and resources.
- B. Resume CAB (Career Activity Book) development.
- C. Produce several 10-second spot commentaries on Career Education.
- D. Participate in a Senior Survey of employment needs.
- E. Establish a central placement office for the Career Education Pilot Schools.
- F. Develop visuals and other materials to be used with Business and Office cluster activities; complete preparation of preliminary copies of activities.
- G. Search for ideas for activities; obtain materials; and work with teachers in developing activities.
- H. Study the Economic Awareness component materials from the Joint Council on Economic Education for possible use in the pilot schools, and from the evaluation instrument angle.

Period Covered:

December 30, 1971 to March 30, 1972

I. Major activities and accomplishments during this period

This report is presented as a review of activities conducted in two networks of schools located in Pinellas County. Purposes for which the project was established are to develop, implement and evaluate a program which will have the following components:

- A. An elementary program designed to increase student self awareness; develop favorable attitudes about the personal, social and economic significance of work; and to increase career awareness of students in terms of the broad range of options open to them in the world-of-work.

Specific product objectives for students at K-6 grade levels are:

1. to develop positive attitudes about the personal and social significance of work;
2. to develop self-awareness and the ability to demonstrate an understanding of the attitudes, skills, interests, and talents necessary to relate self-concepts to jobs;
3. to develop and expand occupational awareness by participation in a variety of concrete career development activities so that the student understands the interdependency of occupations and the need to relate to and cooperate with others in the world-of work;
4. to improve overall performance by participation in a unified, action-centered, career-related curriculum.

- B. Programs at the junior high school levels (grades 7-8-9) to improve career orientation and meaningful exploratory experiences.

Specific student objectives are:

1. to increase understanding by providing concrete and simulated experiences so that the student will explore broad clusters of occupations, evaluate interests, abilities, values, and needs as they relate to occupational roles;
2. to provide opportunities for more detailed exploration of selected broad occupational clusters and to tentatively select a particular cluster for an in depth study in grade nine;
3. to provide in depth exploratory and training experiences in one occupational cluster and to develop job entry level skills in one occupational area, leaving open the option to move between clusters;

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APPENDIX K

"COST" (COUNSELOR/OCCUPATIONAL SPECIALIST/TEACHER) TEAM

AND

"CAB" (CAREER ACTIVITY BOOK)

C O S T  
I N S T R U C T I O N A L  
S Y S T E M

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PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT  
COST INSTRUCTIONAL SYSTEM

$$C + OS + T = SM + SA$$

COMPONENTS:

C = COUNSELOR

OS = OCCUPATIONAL SPECIALIST

T = TEACHER

SM = STUDENT MOTIVATION

SA = STUDENT ACHIEVEMENT





PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT  
 COST INSTRUCTIONAL SYSTEM



C O S T  
 E  
 A  
 M  
 AND C A B



USE OF THE COST INSTRUCTIONAL SYSTEM INSURES:

- (A) TEACHER EFFECTIVENESS
- (B) SHARED RESPONSIBILITY AND ACCOUNTABILITY

INSTRUCTIONAL  
 TEAM

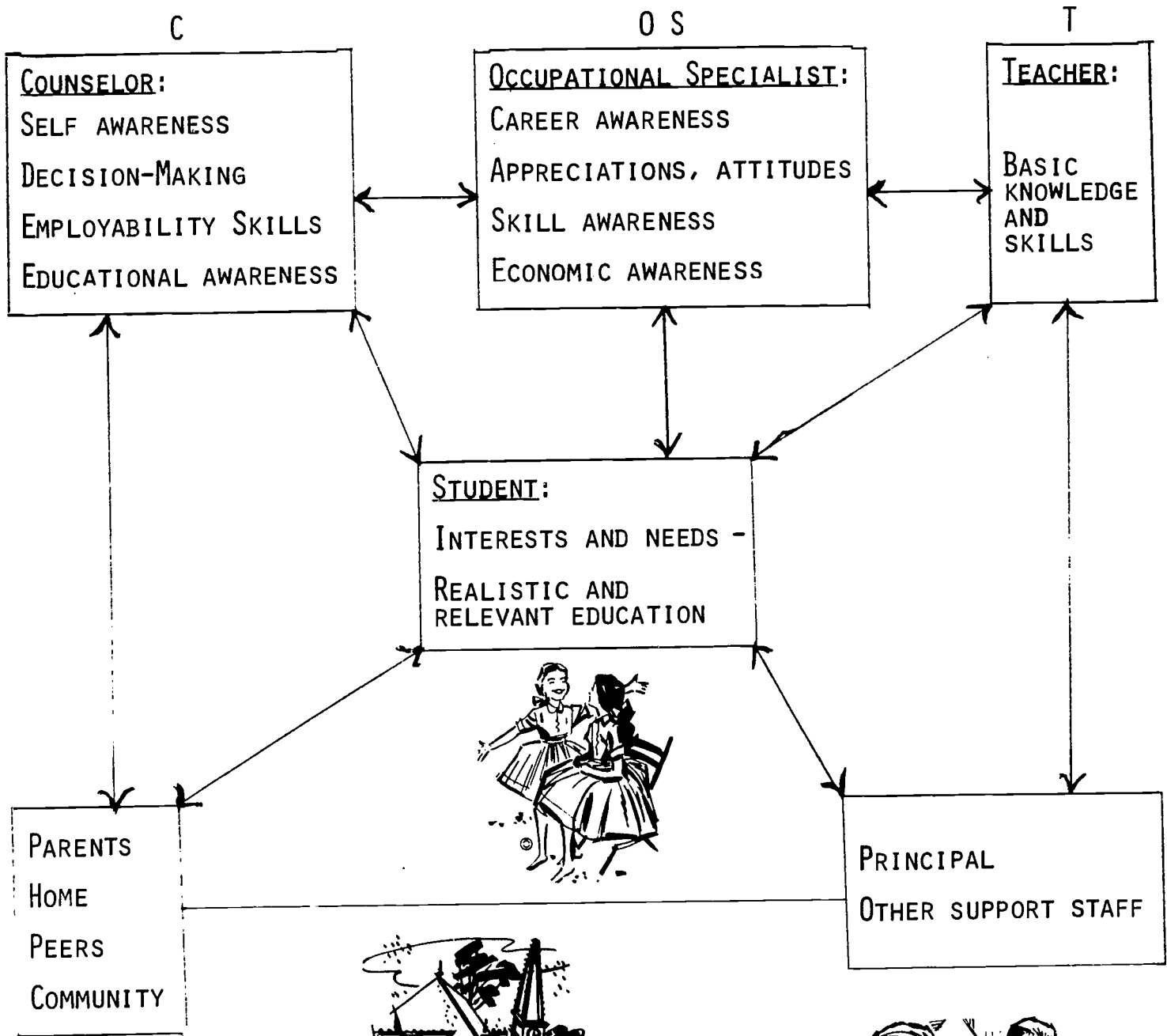
COUNSELOR	= INCREASED EFFICIENCY
OCCUPATIONAL SPECIALIST	= BETTER TEACHER MORALE
TEACHER	= BETTER EDUCATION FOR STUDENTS
PRINCIPAL AND SUPPORT STAFF	= LOWER COSTS
PARENT	
COMMUNITY	
PEERS	

- (C) MANAGEMENT BY OBJECTIVES
- (D) RELATIONSHIP TO STATE ACCREDITATION STANDARDS

## CAREER EDUCATION ELEMENTS

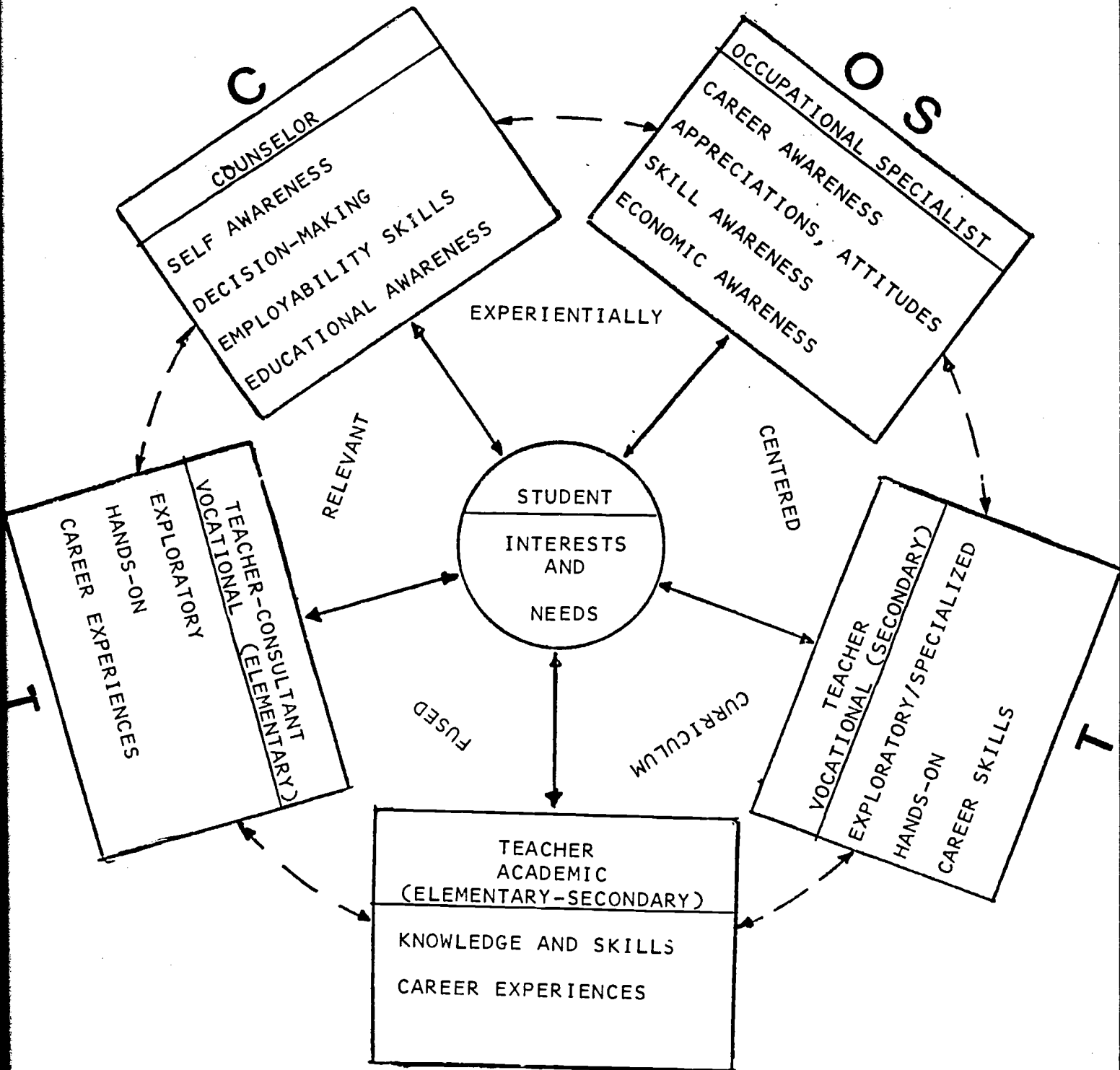
1. SELF AWARENESS
2. APPRECIATIONS, ATTITUDES
3. CAREER AWARENESS
4. ECONOMIC AWARENESS
5. EDUCATIONAL AWARENESS
6. DECISION-MAKING SKILLS
7. SKILL AWARENESS AND BEGINNING COMPETENCE
8. EMPLOYABILITY SKILLS

# PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT COST INSTRUCTIONAL SYSTEM



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# PINELLAS COUNTY COMPREHENSIVE CAREER EDUCATION PROJECT COST INSTRUCTIONAL SYSTEM



**CAREER EDUCATION ELEMENTS - QUANTITATIVE EXPERIENCES BY GRADE LEVEL**  
 OFFICE OF CAREER EDUCATION - SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

Grade Level	Element	Skills	Outcome
K - 3	CAREER AWARENESS	APPRECIATIONS, ATTITUDES DECISION-MAKING SKILLS ECONOMIC AWARENESS SKILL AWARENESS AND BEGINNING COMPETENCE EMPLOYABILITY SKILLS EDUCATIONAL AWARENESS	SELF AWARENESS
4 - 6	CAREER AWARENESS	APPRECIATIONS, ATTITUDES DECISION-MAKING SKILLS ECONOMIC AWARENESS SKILL AWARENESS AND BEGINNING COMPETENCE EMPLOYABILITY SKILLS EDUCATIONAL AWARENESS	SELF AWARENESS
7 - 9	CAREER EXPLORATION	APPRECIATIONS, ATTITUDES DECISION-MAKING SKILLS ECONOMIC AWARENESS SKILL AWARENESS AND BEGINNING COMPETENCE EMPLOYABILITY SKILLS EDUCATIONAL AWARENESS	SELF UNDERSTANDING
10 - 12	CAREER EXPLORATION ENTRY LEVEL CAREER SKILLS	APPRECIATIONS, ATTITUDES DECISION-MAKING SKILLS ECONOMIC AWARENESS SKILL AWARENESS AND BEGINNING COMPETENCE EMPLOYABILITY SKILLS EDUCATIONAL AWARENESS	SELF UNDERSTANDING
POST-SECONDARY	CAREER SPECIALIZATION	APPRECIATIONS, ATTITUDES DECISION-MAKING SKILLS ECONOMIC AWARENESS SKILL AWARENESS AND BEGINNING COMPETENCE EMPLOYABILITY SKILLS EDUCATIONAL AWARENESS	SELF UNDERSTANDING



W H A T  
I S  
I M P O R T A N T  
T O  
T E A C H E R S  
? ? ?

287

270

T I M E

AND

R E S O U R C E S

288

H O W T O

S A V E

T I M E

---

W H A T

R E S O U R C E S

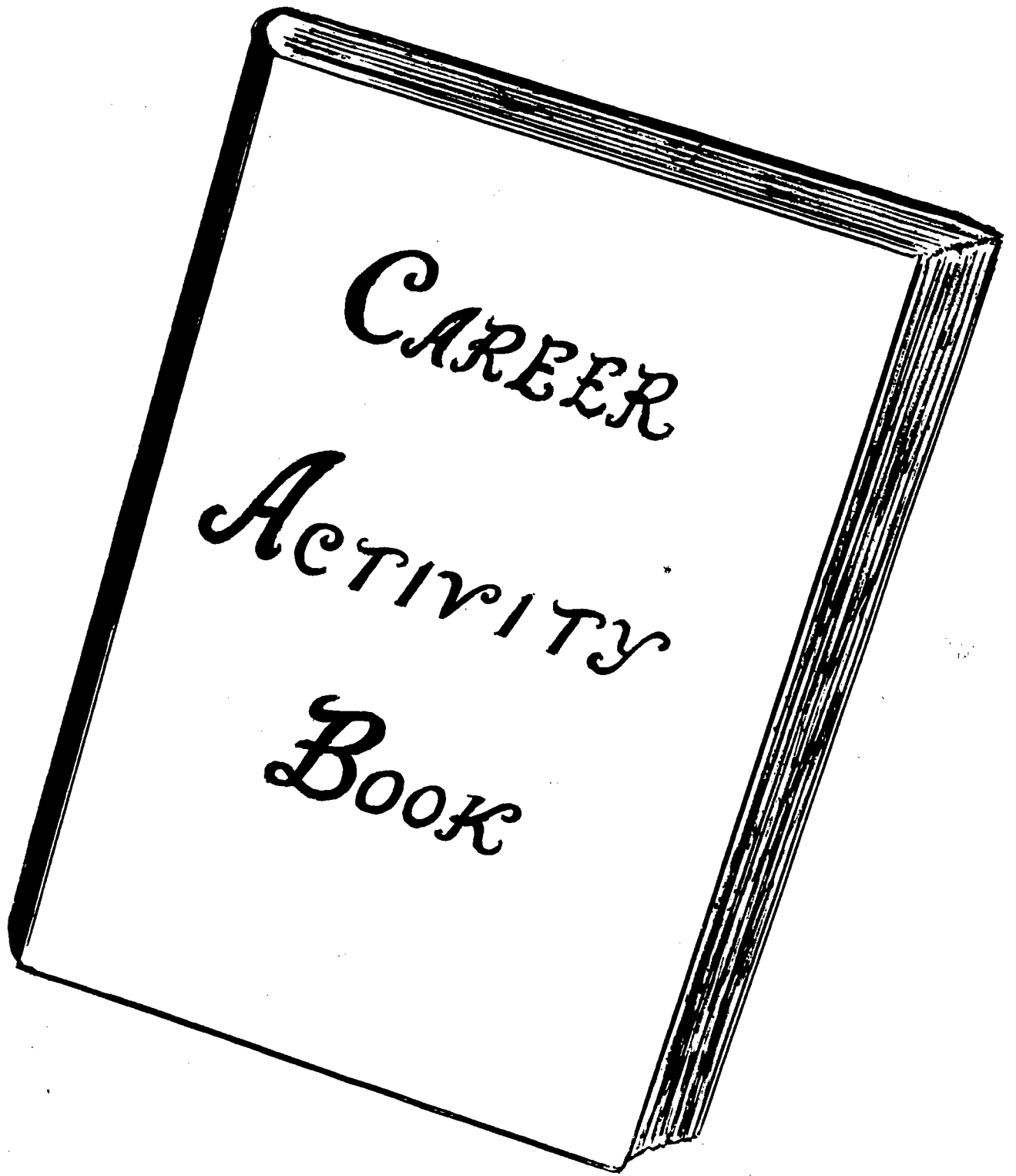
T O

D E V E L O P

289

272





273

290

ACTIVITIES WILL BE

STUDENT

CENTERED

\* \* \* \* \*

ACTIVITIES WILL REQUIRE

ACTIVE

INVOLVEMENT

291

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SUBJECT

OR

CLUSTER INTEREST

OR

GRADE LEVEL

292

1 5 C A B s

1. AGRI-BUSINESS AND NATURAL RESOURCES
2. BUSINESS AND OFFICE
3. COMMUNICATION AND MEDIA
4. CONSTRUCTION
5. CONSUMER AND HOME MAKING EDUCATION
6. ENVIRONMENT
7. FINE ARTS AND HUMANITIES
8. HEALTH
9. HOSPITALITY AND RECREATION
10. MANUFACTURING
11. MARINE SCIENCE
12. MARKETING AND DISTRIBUTION
13. PERSONAL SERVICES
14. PUBLIC SERVICE
15. TRANSPORTATION

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C A B  
C O N T E N T S

A. INTRODUCTION AND EXPLANATION OF THE C A B

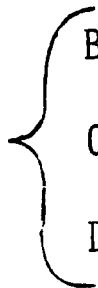
B. TEACHER ACTIVITY SHEETS

C. MATERIALS AND RESOURCES

D. STUDENT INDEPENDENT ACTIVITY CARD

E. INDEX

CAB - PAC  
COMPONENTS



I N T R O D U C T I O N  
AND  
D I R E C T I O N S F O R U S E

- A. PHILOSOPHY
- B. GOALS
  - 1. NORMAL CURRICULUM
  - 2. CAREER EDUCATION
- C. FUSION
- D. FORMAT
- E. INDEX SYSTEM

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C A B - P A C  
C O M P O N E N T I

TEACHER ACTIVITY SHEET

- A. CLUSTER - JOBS
- B. PREREQUISITE SKILLS
- C. CAREER EDUCATION ELEMENT
- D. ACCREDITATION STANDARD
- E. BEHAVIORAL OBJECTIVE
- F. DESCRIPTION AND PROCEDURE
- G. LIST OF MATERIALS

C A B - P A C  
C O M P O N E N T I I

MATERIALS AND RESOURCES

- A. TRANSPARENCY MASTERS
- B. DITTO MASTERS
- C. TAPES, CASSETTES
- D. FILMSTRIPS, SLIDES
- E. FILMS
- F. PEOPLE - PLACES RESOURCES
- G. OCCUPATIONAL MATERIAL CHEST
- H. BIBLIOGRAPHY
  - 1. TEACHER
  - 2. STUDENT

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C A B - P A C  
C O M P O N E N T III

STUDENT INDEPENDENT ACTIVITY CARD

- A. TITLE OF ACTIVITY
- B. BEHAVIORAL OBJECTIVE: PREREQUISITES
- C. DIRECTIONS
- D. SELF EVALUATION
- E. LIST OF MATERIALS

" K I C K " - KNOWLEDGE AND INVOLVEMENT CAREER KITS

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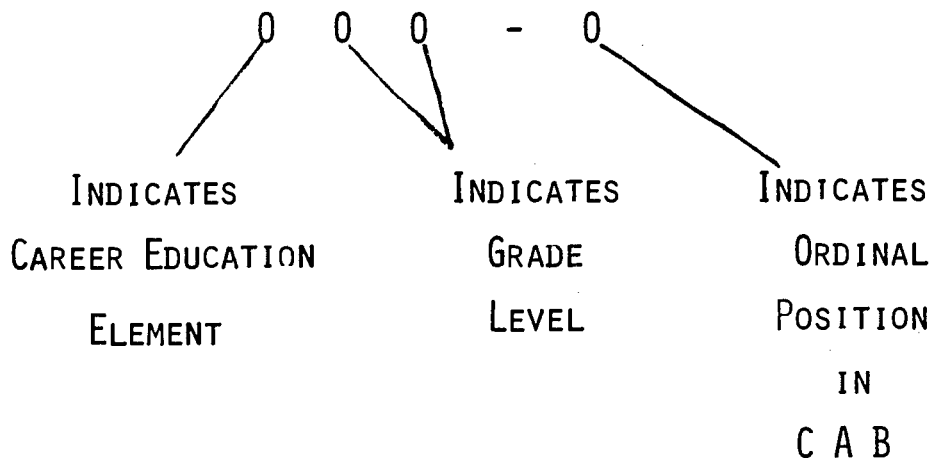
# I N D E X

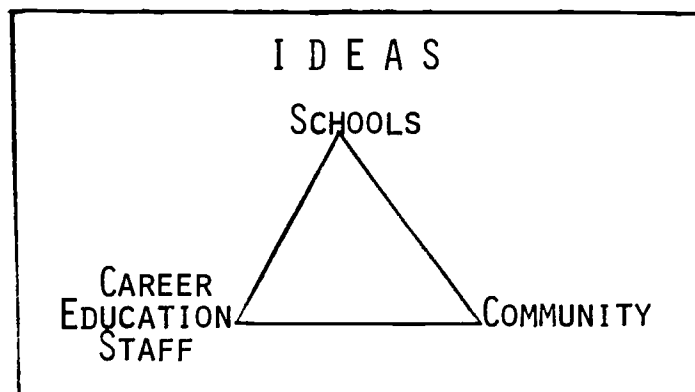
## A. MATRIX

1. SUBJECT - ACCREDITATION STANDARD

2. GRADE LEVEL

## B. ACTIVITY NUMBER





DEVELOPER  
AND  
COMMITTEE  
DETERMINE  
EMPHASIS  
-----  
ASSIGN ACTIVITY  
NUMBER

DEVELOP  
AND  
FIELD TEST  
ACTIVITY

INCORPORATE  
INTO  
C A B

300

PORTION OF MATRIX FROM CAB INDEX

ENGLISH LANGUAGE ARTS ELEMENTARY	K	1	2
READINESS (B) I.		201-10	602-4
VERBAL COMMUNICATION DISCRIMINATION (D) 2.	601-1	601-1	601-1

## SECTION VI - CURRICULUM DEVELOPMENT PACKAGES

Aside from the search and screening of commercial materials and materials prepared by other school systems, the Pinellas County Career Education staff has developed a unique format and system for packaging and indexing instructional resources related to each of the 15 USOE clusters. The curriculum unit format is called CAB (for Curriculum Activity Book).

CAB is a collection of practical activities which require active involvement on the part of students in each of the 15 USOE job clusters.

Each CAB contains:

1. Introduction and explanation of the CAB
2. Teacher Activity Sheets
3. Materials and Resources
4. Student Independent Activity Cards
5. An Index System

The Teacher Activity Sheets include:

1. Cluster and Job within Cluster
2. Career Education Goal
3. Accreditation Standard
4. Prerequisite Skills
5. Behavioral Objectives
6. Description and Procedures
7. A List of Materials

The Materials and Resources Section includes:

1. Transparency and Ditto Masters
2. Tapes, Cassettes
3. Filmstrips, Slides
4. Films
5. People and Places as Resources List
6. Occupational Materials Chest

The Student Activity Card includes:

1. Activity Title
2. Behavioral Objectives and Prerequisites
3. Directions for Activity Performance
4. Self Evaluation Procedures and Instruments
5. List of Materials

The Index System includes:

1. Matrix
  - a. Subject Accreditation Standard
  - b. Grade Level
2. Activity Number

Community representatives from all levels are involved in the development of CAB.

**CLUSTER: BUSINESS AND OFFICE: Clerical**

1. Career Education Goals: **Career Awareness:** Identify abilities and tasks of community office workers.
2. Prior Experiences Needed: An orientation to office work, some work on telephone usage, familiarity with machines, ability to alphabetize.
3. State Accreditation Standard: 9.7414 Social Studies--Elementary (2) (f)1. The students have an increasing understanding of the concepts of role and status in social groups.
4. Behavioral Objective: Given the activities in office occupations, the student will become aware of the tasks performed and abilities needed by these workers, will become aware of the relationship between their experiences in school and that in these roles as shown by their performance.
5. Activity (4-6 grades)
  - a. Description: These are activities for a workshop for students who might work in the school office.
    - (1) Cover techniques of answering
    - (2) Filing
    - (3) Machines
    - (4) Office courtesy
    - (5) Tools of the office
  - b. Procedure:
    1. Use the teletrainer
      - (a) Cover techniques of answering
      - (b) Take messages
      - (c) Transfer of calls

2. **Filing**
  - (a) Let them file some cards
  - (b) Show them the file guides
  - (c) Show them copies of letters, file them
3. **Machines**
  - (a) Use the adding machine
  - (b) Use the calculator
4. **Office Courtesy**
  - (a) Relationship in the office
  - (b) Respect
  - (c) Personal grooming
5. **Tools**
  - (a) Stapler
  - (b) Letter opener
  - (c) Stamp pad

6. **Materials Needed:**

1. **Machines**
2. **Telephones (teletrainer)**
3. **File Kits**
4. **Hand tools of the office**

CLUSTER: BUSINESS AND OFFICE:

**Clerical**

1. **Career Education Goals:**

Career Awareness: Identify the abilities required for the clerical occupation.

Educational Awareness: To perceive the relationship between what they learn in mathematics and that used by people in these occupations.

2. **Prior Experiences Needed:**

Knowledge of multiplying whole numbers.

3. **State Accreditation Standard:**

9.749 Elementary Mathematics (2) (3) (a). Given the set of whole numbers, and the four operations, the student computes accurately.

4. **Behavioral Objective:**

Given a problem using whole numbers, the student will compute the horizontal multiplication either by hand or with an office machine accurately and will perceive the relationship between using the machine and the business form and the computation of mathematics exercises. Evaluation will be by teacher observation.

5. Activity (Grades 4-6)

- a. Description: Use of the business invoice form and the office machine used in business offices in an exercise to develop skill in horizontal multiplication and to see the relationship between the learning and the usage of math in real life roles.
- b. Directions:
1. Teacher explain use of the form as a way that a business office keeps records.
  2. Teacher explains that the clerical person uses an office machine usually to compute prices.
  3. Student multiplies quantity by the unit price.
  4. Student records the answer in the amount column provided.
  5. Student adds the amount column vertically to obtain the total amount of dollars for the invoice.
  6. Student discusses these skills and the value of learning math.

6. Materials Needed:
1. Pencil
  2. Business invoice form
  3. Office machine
  4. Directions

CLUSTER: BUSINESS AND OFFICE: Clerical

1. Career Education Goals: Career Awareness: Identify abilities and tasks of community office workers.
2. Prior Experiences Needed: None
3. State Accreditation Standard: 9.774 Elementary English Language Arts (2)(c)3. Students use non-verbal communication.
4. Behavioral Objective: Given an activity for filing, the student will become aware of the abilities and tasks of these workers and will develop skill in alphabetizing.



5. Activity (Primary)

a. Description:

This is a filing activity to let the student see what a file clerk's tasks would be. It will also demonstrate how alphabetizing is used in the real world.

b. Procedure:

1. Show students the principals of indexing.
2. Have students make a list of all students in the class.
3. Have students list each name on an index card by last name, first name, middle name.
4. Have students alphabetize cards by last name.

6. Materials Needed:

1. Index cards or sheets of paper cut to size.
2. Alphabetic file guides.

CLUSTER: BUSINESS AND OFFICE: Secretarial

1. Career Education Goals:

Career Awareness: Identify abilities required for the secretarial occupation.  
Skill Awareness: Demonstrate skills needed to accomplish this work.  
Educational Awareness: Perceive that Language Arts and Mathematics are used in these roles.

2. Prior Experiences Needed:

None

3. State Accreditation Standard:

9.7414 Social Studies--Elementary (2) (f)1. The students have an increasing understanding of the concepts of role and status in social groups.

4. Behavioral Objective:

Shown a film "Just a Secretary," the student will become aware of the abilities, skills, and education needed to accomplish this work and will develop an understanding of the role of the secretary in the business groups. Evaluation will be determined by a Student Response Survey and by teacher observation and discussion.

5. Activity (Grades 4-6)

- a. Description: This is a filmstrip showing the aspects of the role of a secretary in the business office.
- b. Directions:
1. Go over the ideas in the filmstrip for students to be alert to these.
    - a. What are the duties of the secretary?
    - b. Is she a diplomat?
    - c. How does she use her English?
    - d. Is she ever a hostess?
    - e. Is being nice to people important?
    - f. Does a secretary need to be precise? Why?
    - g. How does she handle callers?
    - h. What is her responsibility?

6. Materials Needed: Filmstrip, "Just a Secretary."

CLUSTER: BUSINESS AND OFFICE: Secretarial

1. Career Education Goals: Career Awareness: Identify abilities required for the secretary. Skill Awareness: Demonstrate skills needed to accomplish this work.
2. Prior Experiences Needed: Know the alphabet.
3. State Accreditation Standard: 9.744 English Language Arts--Elementary (2) (c) (3). Students consciously use non-verbal communication.
4. Behavioral Objective: Given an exercise in shorthand, the student will become aware of the ability and skills needed for the secretarial occupation, and will use shorthand as a non-verbal communication tool.

5. Activity (Grades 4-6)

- a. Description: This is a teacher-directed activity. It consists of showing the transparencies of shorthand and the transcribed letters that correspond. After examining these, the students will be given a few basic outlines of shorthand to practice.

b. Directions:

1. Show the transparency of shorthand notes.
2. Show the transparencies of transcribed letters.
3. Demonstrate how to write shorthand forms.
4. Let students write some shorthand (see next activity).

6. Materials Needed:

1. Shorthand transparencies
2. Shorthand book or forms
3. Shorthand notebook
4. Pen or pencil

CLUSTER: BUSINESS AND OFFICE: Secretarial

1. Career Education Goals:

Career Awareness: Identify abilities required for the secretarial occupation.  
Skill Awareness: Demonstrate skills needed to accomplish this work.  
Educational Awareness: Perceive that Language Arts skills are needed in this role.

2. Prior Experiences Needed:

Know the alphabet.

3. State Accreditation Standard:

9.744 English Language Arts--Elementary (2) (i)1. Students use proficiently characteristic sound patterns and word formations.

4. Behavior Objective:

Given an exercise in shorthand, the student will become aware of the abilities required, the skills, and the Language Arts skills needed by people who work in this occupation. Evaluation will be made by a Student Response Survey and by teacher observation.

5. Activity (Grades 4-6)

a. Description:

This is an activity in shorthand writing. A few basic shorthand forms are given so that students may learn how shorthand is written by sound and symbols. Let them write their names and a short message in shorthand and then transcribe it into long hand.

b. Directions:

1. Teacher will need an alphabet of shorthand symbols that she will present.
2. Use only symbols that will be used in this exercise--do not try to teach them too many forms.
3. Let them write their names in shorthand.
4. Give them the alphabet sheet and show them how to put forms together to make words.
5. Check their forms to see if they understand the idea.

6. Materials Needed:

1. Shorthand alphabet
2. Shorthand notebook paper
3. Pen or pencil

CLUSTER: BUSINESS AND OFFICE: Secretarial

1. Career Education Goals:

Career Awareness: Identify abilities required for the secretarial occupation.  
Skill Awareness: Demonstrate skills needed to accomplish this work.  
Educational Awareness: Perceive that speaking skills learned in Language Arts are needed and used in this occupation.

2. Prior Experiences Needed:

None

3. State Accreditation Standard:

9.744 English Language Arts--Elementary (2)(3)(2). Students use oral language for specific purposes.

4. Behavioral Objective:

Given an exercise on the telephone, the student will become aware of the ability and skills needed in this occupation, and will perceive the relationship between learning to speak in Language Arts and using that skill in this Occupation.

5. Activity:

a. Description:

This is an activity to be used with the telephone training unit if available or a toy telephone. The problem situation can be set up, and let the student role play the secretary in solving the problem of communication.

b. Directions:

1. Explain the necessity of speaking clearly and distinctly.
2. Obtain the training unit from the telephone company, then follow the procedures given with that unit.
3. Let the student go over the problem, and then let him role-play either as the secretary or the other person.
4. Notice that the students use a well-modulated voice.

6. Material Needed:

1. Exercise of a secretary's problem in an office telephone call.
2. Telephone for practice.
3. Telephone message pad.
4. Pen or pencil for taking notes

CLUSTER: BUSINESS AND OFFICE OCCUPATIONS: Clerical, Secretarial

1. Career Education Goals:

Career Awareness: To be aware that different careers require the use of different tools.

2. Prior Experiences:

None

3. State Accreditation Standard:

9.7414 Social Studies--Elementary (2)  
(f)1. The students have an increasing understanding of the concepts of role and status in social groups.

4. Behavioral Objective:

Given a box of hand tools used by an office worker, the student will develop an awareness of careers of this cluster and will increase his understanding of the role of these workers by handling each tool and identifying what the worker would do with the tool and by performing a simple task with the tool. Evaluation will be by teacher observation and comments of the student.

5. Activity (K-3)

BOOM CHEST

a. Description: This is a manipulative activity whereby the student handles the tools used by office worker and performs a simple task with the tool. The student identifies the tool used by the worker.

b. Directions:

1. Have the tools numbered to correspond with the task.
2. Let student handle the tool and use it in the simple task written for that tool.
3. Lead students in discussions of the workers in these occupations.

6. Materials Needed:

1. Tools in a chest
2. Tasks for the students

CLUSTER: BUSINESS AND OFFICE: Overall

1. Career Education Goals: Career Awareness: Identify abilities and tasks of workers in business and office occupations.  
Educational Awareness: To perceive the relationship between what they learn in school and that used by people who work in an office.

2. Prior Experiences: Activities on machines, orientation to the business and office occupations.

3. State Accreditation Standard: 9.7414 Social Studies--Elementary (2) (f)1. The students have an increasing understanding of the concepts of role and status in social groups.

4. Behavioral Objective: Given the activities in office occupations, the students will become aware of the tasks performed and abilities needed by these workers, will become aware of the relationship between their experiences in school and that in these roles as shown by their performance.

5. Activity (4-6 Grades)

a. Description: These activities make up a "Business and Office Day." One class does this, while other classes come through and observe what they are doing.

b. Procedure:

1. Display machines ( 10 key, calculator, typewriter, telephone, cash register, etc.)
2. Display "BOOM" chest--hand tools and supplies found in typical office.
3. Make a bulletin board depicting office workers, pictures of offices, copies of activities done previously.
4. Have students rotate using and demonstrating the machines with their title, explaining the use and operation.
5. Make life-size figures.
  - a. Children trace each other on poster paper, make duplicate for the back view.
  - b. Staple the two pieces together.
  - c. Stuff the two pieces for the shape.
  - d. Decorate the figure with buttons, paint, clothes for the workers.
  - e. Place the figures around the table for Board of Directors, place some in places with a title, brief description.
6. Tape record tour guides to be used for visitors.
7. Select students for guides to tell them what is being done.
8. Have a secretary at front desk to greet people.

6. Materials Needed:

1. Poster paper
2. Office machines
3. Activity copies
4. Boom chest of tools

CLUSTER: BUSINESS AND OFFICE: Overall

1. Career Education Goals:

Career Awareness: Identify abilities required for these occupations.  
Skill Awareness: Demonstrate how these workers accomplish their jobs.

2. Prior Experiences Needed:

None

3. State Accreditation Standard:

9.7414 Social Studies--Elementary (2)(f)1.  
The students have an increasing understanding of the concepts of role and status in social groups.

4. Behavioral Objective:

Given a field trip to the school office, the student will be able to identify abilities and skills needed by the workers by observing them at their work, by discussing their jobs with them, and by discussion in the classroom. Evaluation will be made through responses made by students.

5. Activity (Grades--all)

a. Description:

This can be done in small groups with students reporting to class or as a full class depending upon the size of the office. Let selected students interview particular people and tape the responses to play back to the class later. Students might be allowed to do one of the tasks of the worker. Let them tape the sounds and take slides for discussion later.

b. Directions:

1. Arrange for the trip to the school office with the personnel.
2. Arrange for the interviews and tasks to be done by the students.
3. Discuss, before the trip, what the student should be alert to look for, how to take the picture, how to interview, and any other aspects of the trip.
4. Students should observe, listen, and participate in any activity assigned to them.

6. Materials Needed:

1. Camera
2. Tape recorder
3. Tapes
4. Discussion sheets for responses

CLUSTER: BUSINESS AND OFFICE: Business Organization

1. Career Education Goals:

Career Awareness: Identify abilities and tasks of office workers.

Economic Awareness: Production, distribution, and the law of supply and demand.

2. Prior Experiences Needed:

Orientation to organization of businesses, stock market, and machines.



3. State Accreditation Standard:

9.7414 Social Studies--Elementary (2)(e)2.  
The students show how the American market economy helps solve problems for buyers and sellers and provides services for all.

4. Behavioral Objective:

Given the activity to organize, produce, and market goods, the student will become aware of the tasks performed by people in this field, will develop an understanding of producing, distributing, and marketing goods. Evaluation will be by teacher observation of performance.

5. Activity (Grades 4-6)

a. Description:

This will involve students issuing stock for the organization of the company, taking orders, producing the goods, distributing, and selling and collecting the money. Also, some students will keep the books for the enterprise. Dividends will be issued at the end of the exercise.

b. Procedure:

1. Have a certificate of stock to make copies to issue at a price (determine price).
2. Keep a record of stock issuance.
3. Select Board of Directors.
4. Select employees for production work, salesmen, clerical workers, cashier.
5. Produce goods.
6. Have students sell goods, use sales book to write up sales.
7. Have clerical students keep records of purchases, inventory, cash receipts, deposit slips.
8. Issue dividends after activity has been completed.

6. Materials Needed:

1. Certificate of stock for making copies
2. Sales slips
3. Materials for making the goods
4. Inventory cards
5. Record books

PINELLAS COUNTY CAREER EDUCATION PROJECT  
UNIT AND RESOURCE VALIDATION CHECKLIST

Name of Unit or Resource \_\_\_\_\_

Date \_\_\_\_\_ School \_\_\_\_\_

PART I - TO BE COMPLETED BY THE CAREER EDUCATION OFFICE.  
PART II - TO BE COMPLETED BY THE PERSON USING THE UNIT OR RESOURCE.

Definition of Teaching Unit: Two or more learning activities related to a common goal and/or set of performance objectives, which may or may not include the corresponding test or evaluation device.

PART I:

1. Indicate if this is an independent resource unrelated to any particular unit, by circling the appropriate media:

- |            |              |              |
|------------|--------------|--------------|
| Kit        | Slide        | CAB Activity |
| Tape       | Transparency | Role Model   |
| Film Strip | Recording    | Book         |
| Film Loop  | Other _____  |              |

2. The unit or resource is in the area of:

CLUSTER

- |  |                                   |
|--|-----------------------------------|
| <u>Agri-Business and Natural Resources</u> | <u>Hospitality and Recreation</u> |
| <u>Business and Office</u>                 | <u>Manufacturing</u>              |
| <u>Communication and Media</u>             | <u>Marine Science</u>             |
| <u>Construction</u>                        | <u>Marketing and Distribution</u> |
| <u>Consumer and Homemaking</u>             | <u>Personal Services</u>          |
| <u>Environment</u>                         | <u>Public Service</u>             |
| <u>Fine Arts and Humanities</u>            | <u>Transportation</u>             |
| <u>Health</u>                              |                                   |

DISCIPLINE

CAREER EDUCATION ELEMENT

- |                            |                                       |
|----------------------------|---------------------------------------|
| <u>Mathematics</u>         | <u>Educational Awareness</u>          |
| <u>Social Studies</u>      | <u>Career Awareness</u>               |
| <u>Science</u>             | <u>Self Awareness of Occupational</u> |
| <u>Language Arts</u>       | <u>Self-Concept</u>                   |
| <u>Music</u>               | <u>Attitudes and Appreciations</u>    |
| <u>Art</u>                 | <u>Decision-Making Skills</u>         |
| <u>Physical Education</u>  | <u>Employability Skills</u>           |
| <u>Foreign Languages</u>   | <u>Basic Employment Skills</u>        |
| <u>Health</u>              | <u>Economic Awareness</u>             |
| <u>Vocational Subjects</u> |                                       |

3. State Accreditation  
Standard:

9.7414 Social Studies--Elementary (2)(e)2.  
The students show how the American  
market economy helps solve problems  
for buyers and sellers and provides  
services for all.

4. Behavioral Objective:

Given the activity to organize, produce,  
and market goods, the student will be-  
come aware of the tasks performed by  
people in this field, will develop an  
understanding of producing, distributing,  
and marketing goods. Evaluation will  
be by teacher observation of performance.

5. Activity (Grades 4-6)

a. Description:

This will involve students issuing stock  
for the organization of the company,  
taking orders, producing the goods,  
distributing, and selling and collecting  
the money. Also, some students will  
keep the books for the enterprise.  
Dividends will be issued at the end of  
the exercise.

b. Procedure:

1. Have a certificate of stock to make  
copies to issue at a price (deter-  
mine price).
2. Keep a record of stock issuance.
3. Select Board of Directors.
4. Select employees for production  
work, salesmen, clerical workers,  
cashier.
5. Produce goods.
6. Have students sell goods, use sales  
book to write up sales.
7. Have clerical students keep records  
of purchases, inventory, cash re-  
ceipts, deposit slips.
8. Issue dividends after activity has  
been completed.

6. Materials Needed:

1. Certificate of stock for making  
copies
2. Sales slips
3. Materials for making the goods
4. Inventory cards
5. Record books

PINELLAS COUNTY CAREER EDUCATION PROJECT  
UNIT AND RESOURCE VALIDATION CHECKLIST

Name of Unit or Resource \_\_\_\_\_

Date \_\_\_\_\_ School \_\_\_\_\_

PART I - TO BE COMPLETED BY THE CAREER EDUCATION OFFICE.

PART II - TO BE COMPLETED BY THE PERSON USING THE UNIT OR RESOURCE.

Definition of Teaching Unit: Two or more learning activities related to a common goal and/or set of performance objectives, which may or may not include the corresponding test or evaluation device.

PART I:

1. Indicate if this is an independent resource unrelated to any particular unit, by circling the appropriate media:

- |            |              |              |
|------------|--------------|--------------|
| Kit        | Slide        | CAB Activity |
| Tape       | Transparency | Role Model   |
| Film Strip | Recording    | Book         |
| Film Loop  | Other _____  |              |

2. The unit or resource is in the area of:

CLUSTER

- |  |                                   |
|--|-----------------------------------|
| <u>Agri-Business and Natural Resources</u> | <u>Hospitality and Recreation</u> |
| <u>Business and Office</u>                 | <u>Manufacturing</u>              |
| <u>Communication and Media</u>             | <u>Marine Science</u>             |
| <u>Construction</u>                        | <u>Marketing and Distribution</u> |
| <u>Consumer and Homemaking</u>             | <u>Personal Services</u>          |
| <u>Environment</u>                         | <u>Public Service</u>             |
| <u>Fine Arts and Humanities</u>            | <u>Transportation</u>             |
| <u>Health</u>                              |                                   |

DISCIPLINE

CAREER EDUCATION ELEMENT

- |                            |                                       |
|----------------------------|---------------------------------------|
| <u>Mathematics</u>         | <u>Educational Awareness</u>          |
| <u>Social Studies</u>      | <u>Career Awareness</u>               |
| <u>Science</u>             | <u>Self Awareness of Occupational</u> |
| <u>Language Arts</u>       | <u>Self-Concept</u>                   |
| <u>Music</u>               | <u>Attitudes and Appreciations</u>    |
| <u>Art</u>                 | <u>Decision-Making Skills</u>         |
| <u>Physical Education</u>  | <u>Employability Skills</u>           |
| <u>Foreign Languages</u>   | <u>Basic Employment Skills</u>        |
| <u>Health</u>              | <u>Economic Awareness</u>             |
| <u>Vocational Subjects</u> |                                       |

3. Are Guidance activities included? Yes \_\_\_ No \_\_\_
4. Is there the demand for the unit reflected in local jobs or current work-experience programs? Yes \_\_\_ No \_\_\_
5. This is a unit or resource for:

\_\_\_ Orientation to some aspect of Career Education

\_\_\_ In-Depth study

\_\_\_ Group study

\_\_\_ Independent study

6. The specified duration of the unit is \_\_\_ hours.

PART II

1. The time required by you to effectively teach the unit was \_\_\_ hours.

2. How many hours of preparation are required to use the unit? \_\_\_\_\_

3. What kind of special training does the teacher require before teaching the unit? \_\_\_\_\_  
\_\_\_\_\_

4. Specify any special classroom facilities or equipment required. \_\_\_\_\_  
\_\_\_\_\_

5. How easily were the resources (listed in the unit) acquired?

\_\_\_ More than 75% were easily acquired.

\_\_\_ Between 50 and 75% were easily acquired.

\_\_\_ Between 25 and 50% were easily acquired.

\_\_\_ Less than 25%.

6. Are there any restrictions to using the unit as is? \_\_\_\_\_  
\_\_\_\_\_

7. Approximately what % of the unit's content did you use?

\_\_\_ More than 75%

\_\_\_ Between 50 and 75%

\_\_\_ Between 25 and 50%

\_\_\_ Less than 25%

8. Do the activities relate to the objectives, and do the test items relate to the objectives? \_\_\_ Yes \_\_\_ No

If no, please explain. \_\_\_\_\_

\_\_\_\_\_

9. Approximately what percent of your students showed good interest in the unit? \_\_\_\_\_. Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. Approximately what percent of your students by grade level achieved 70% of the objectives?

\_\_\_ Percent at \_\_\_ Grade level

\_\_\_ Percent at \_\_\_ Grade level

\_\_\_ Percent at \_\_\_ Grade level

Total number of students. \_\_\_\_\_

11. If the students were involved in a 'hands-on' activity, please describe.

\_\_\_\_\_

\_\_\_\_\_

12. If the students produced a 'marketable product or service' please describe.

\_\_\_\_\_

\_\_\_\_\_

13. Would you recommend this unit to another staff member? Please comment.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX L

CAREER EDUCATION RESOLUTION

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CAREER EDUCATION RESOLUTION



## CAREER EDUCATION RESOLUTION

WHEREAS, the mission of the School Board of Pinellas County is to provide educational leadership in support of programs through which students will have the opportunity for development commensurate with their individual potential and the needs of society and the community

WHEREAS, despite expansions in programs, services and appropriations, many students leave school without adequate educational attainment, salable skills or career objectives

WHEREAS, this board recognizes the need for educational reforms

THEREFORE, BE IT RESOLVED, that the School Board of Pinellas County affirms a commitment to the concepts embodied in Career Education

BE IT FURTHER RESOLVED, that the School Board of Pinellas County give high priority to the implementation of needed changes in the total focus of education from kindergarten through post-secondary level by support of:

1. The Florida 1972-1973 Career Education project for the development of a State Model by the Pinellas County School System
2. Programs at the elementary, secondary, post-secondary and continuing education levels designed to provide opportunities for:
  - a. Increased student self-awareness of their abilities and skills in the perspective of work values and job options.
  - b. Career exposure, motivation, orientation and meaningful exploratory experiences to assist students in formulating realistic occupational goals, and to enable them to better relate to the need and purpose of general/academic studies.
  - c. Job preparation and retraining in a wide variety of occupational areas geared to current and projected manpower needs and job performance requirements.
  - d. Student placement in either a job or an advanced level occupational training or baccalaureate program.

- e. Joint participation by business, industry and the school system in planning and appraisal of operations.
3. Expanded guidance and counseling services to provide primary focus on occupational information and activities at all levels of the County educational structure.
4. County staff development activities designed to assist teachers, supervisors, administrators, counselors and others in developing a comprehensive articulated Career Education program.
5. Development of curricular materials and preparation of instructional aids for Education for Careers and the training of staff personnel in the effective use of such materials.

Unanimously Approved  
4-12-72