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ABSTRACT

Project goals for the year ending June 30, 1974 were to complete development of the model initiated in Sand Springs Public Schools during the 1972-73 school year, to provide dissemination of the model across the State, and to demonstrate the model in operation. Major efforts concerned instructional material revisions or development from the first year of the project where gaps were indicated. Five specific career education components were included in the research and development phase of the project: elementary school awareness, junior high exploration, high school training, placement, and guidance and counseling. Statewide workshops were held to disseminate information about the model. The major result of the project is that the career education model is operational in the district and has been spread throughout the State. A detailed evaluation report (13 pages) is included in the document. A general conclusion was that the program was successful in meeting its objectives with a positive attitude by teachers and community involvement with the school system. The appendix includes sample forms, instructional materials, and materials related to program activities. (MF)

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Conducted Under
Part C of Public Law 90-576

Francis T. Tuttle
Oklahoma State Department of Vocational and Technical Education
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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical 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.

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TABLE OF CONTENTS

LIST OF TABLES

SUMMARY OF THE REPORT

Time Period Covered By the Report: June 1, 1973 to June 30, 1974

Goals and Objectives of the Project: The project goals were: (1) to complete development of the model initiated in Sand Springs Public School District during the 1972-73 school year, (2) to provide dissemination of the model across the State, and (3) to demonstrate the model in operation and provide consultive services to other school districts interested in implementing the model.

Program objectives related to the accomplishment of those three goals are listed, together with specific student objectives, in the body of the report. Major objectives which differed from the previous project were: (1) to test the feasibility of initiating a placement office in the guidance component of two other school districts in Tulsa County, (2) to publish a model for career education which could be adopted by the State, and (3) to make dissemination seminars and workshops available to all school administrators and counselors in the State.

Procedures Followed: Because the program had been in operation for one full school year, major efforts to complete the development of the model were related to instructional material revisions and/or development where gaps were indicated. Emphasis was placed on the junior high and senior high levels where the previous year's evaluation indicated the greatest needs. The model was prepared for publication under the direction of a committee composed of staff members of the State Department of Education, the State Department of Vocational and Technical Education, and the director and staff of the project.

The placement staff were used as consultants to the Skiatook and Broken Arrow school districts in the development of placement offices. Although the intent was to investigate the feasibility of initiating a placement operation, the Skiatook school district administration wanted to replicate the entire career education model in that district. Additional consultation was necessary from the career education staff to support that effort.

Curriculum guides were developed by teacher teams to correlate with texts in math, English, social studies, and science at the junior high and high school levels. Use of community resources through speakers and field trips was an important function of career education. Field trips were held to a minimum due to the gasoline shortage but were planned so that larger numbers of students could benefit from each trip. Workshops held during June and August of 1973 gave additional Sand Springs teachers the foundation for integrating career education activities into their classes. Two workshops for elementary teachers and two for secondary teachers were attended by teachers from other school districts as well as by Sand Springs teachers.

Dissemination was a major goal of the project. Five state-wide workshops featured displays of instructional materials, slide presentations of career education activities, and verbal presentations by school staff, the president of the Sand Springs Chamber of Commerce, and guidance staff from the State Department of Education. These meetings were held at selected sites across the state but were open state-wide so that school staff could select either the nearest workshop or the most appropriately dated workshop. Additional similar presentations were made to Oklahoma City elementary school teachers and to educators in the Bureau of Indian Affairs at two sites. The school District received visiting educators on numerous occasions and invited educators to two more formal events. A career Day

allowed seventy-five educators to tour the school district for a day, and a Career Education Fair presented individual and class career-related entries. The Career Education Fair was attended by approximately three thousand visitors, many of whom were from other school districts.

Two state-wide workshops on the topic, "How to Use Community Resources," were held in June, 1974, with 100 educators enrolled. The model, Career Education, A Model for Oklahoma, was published and disseminated to the superintendents of Oklahoma schools at their annual leadership conference in June.

Results and Accomplishments: The major result of the project is that a complete model for career education, K-12, has been refined and is operational in the Sand Springs School District. The model has been documented along with procedures for implementing a career education program; is endorsed by the State Department of Education and the State Department of Vocational and Technical Education; and has been disseminated throughout the State.

Test results indicate that the academic achievement is not affected by the career education activities, however, teachers generally support that student behaviors have improved as a result of the career education activities.

Among other accomplishments, the exploration component is being initiated in the thirteen school districts in Tulsa County and the placement component of the model has been published for use by the State Department of Education Counseling staff to assist local counselors with establishment of placement offices.

Evaluation: A four-man team from Oklahoma State University was contracted to make the third-party evaluation. Team members collected data primarily through structured interviews with teachers, administrators, and the career education staff. The major purpose of the evaluation effort was to measure the effectiveness of the program as perceived by those who would be responsible for continuation of career education activities after federal support funds ceased. Results relate to the adequacy of supervision, organization, and materials; effectiveness of activities; and change in observed student behavior and in the school system in general. A general conclusion was that the program was successful in meeting its objectives with a positive attitude by teachers and greater community involvement with the school system that is normally found. Cost transportability was not seriously studied because of the developmental efforts which would not necessarily be duplicated in the transported components.

Conclusions and Recommendations: With the exception of one objective relating to the feasibility of initiating a placement office staffed by counseling personnel, the project objectives were developmental and did not lead to conclusions. Seven of the eight developmental objectives were attained.

The conclusion regarding the placement office is tentative. Placement offices were established by the counseling staff at both Skiatook and Broken Arrow and successfully served students. Before it can be generalized that such an operation is feasible, more study is necessary regarding such variables as changes in counseling staff and administrative support. At this point it does seem that placement offices can be successfully operated by counseling staff given software, in-service training, and administrative support.

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

STATEMENT OF THE PROBLEM

It is glaringly apparent to analysts of the education prospectus that something is drastically disturbing about the profile of educational programming. Societal demands, occupational requirements, and employment opportunities frequently are incongruent with programs established in the public schools and institutions of higher education to supply the talent and skill desired by the economic and industrial community.

The traditional public school curriculum directs its emphasis toward the college preparatory or professional degree programs with little or no allowance for fundamental instruction deemed essential for a career in the technical, service, manufacturing, or retail occupations. This trend appears to have diminished only slightly even though the occupational climate is asking that radical and dramatic adjustments be made. Only 17.4 percent of all the jobs between now and 1980 are going to require a college degree. Yet we have 80 percent of the students in high school taking the college prep or general education course deciding they are ready to go to college. The situation is not as serious as stated because 50 percent of the jobs will require some post high school education. The serious problem is that many of the students prepare for college enroll in degree programs when the large majority of the jobs require non-degree technical education. The problem is expanded by the 31 percent who drop from high school when only 5 percent of the jobs available require less than a high school diploma.

The need to redirect and redefine educational priorities at every level of instruction is an immediate order. New educational models emphasizing career education and occupational training must be designed.

To meet this challenge the State Department of Vocational and Technical Education in Oklahoma proposed to develop and test a school based model in career education that had as its objective the refocusing of educational output toward a more viable and functional goal that would serve as a pattern for other schools to consider in attacking similar targets. The basic source of support for the creation of this demonstration model in career education was Part C of the Vocational Education Amendments of 1968, Section 131.

Selecting the Site

The designation of a site which provided an appropriate setting and an agreeable climate for designing, assembling, and testing the components of the model was important. Since the level of funding available to this research exceeds the minimum grant level requirements by only a small amount, the entire research project was confined to one school district

site. After carefully considering four possible locations for the endeavor, the State Department of Vocational and Technical Education selected the Sand Springs, Oklahoma School District as the best suited experimental station. The experiment in Sand Springs was very successful and the project continued for its second year in order to complete the model and obtain optimal dissemination and impact throughout the State.

Sand Springs is an industrial city with a population of approximately 15,000 within the city limits and an additional 20,000 in the areas contiguous to the city included in the school district. In addition, Sand Springs is located on the western perimeter of metropolitan Tulsa. More than 300,000 people live within this greater metropolitan area. The total industrial and business community of the area offers employment ranging from the service trades to complex professional and technical occupations. The population of Sand Springs is predominately middle income with a minority race mix of approximately thirteen percent (13%). The annual payroll for industries in the city is in excess of $30,000,000. Unemployment is not regarded as a significant problem with jobs available in many key industries in the community. The area likewise boasts a variety of attractive residential sites with plentiful water, lakeside living, and an abundance of recreational programs. Diverse job opportunities combine with a satisfying social life to furnish adequate reason for preparing students to enter the world of work and remain in the area or tangential to Sand Springs.

The Sand Springs Public Schools offer strong on-campus programs in the grades 10 through 12 designed to provide job preparation in a wide variety of occupational areas. These programs include vocational agriculture, carpentry, drafting, electronics, cosmetology, commercial art, home economics, industrial cooperative training, printing, auto mechanics, cooperative office education, and cooperative vocational agriculture occupational training. In addition, work adjustment and job orientation programs are offered as an integral element of the training programs for handicapped and retarded youth under eighteen years of age. The school system employs a full-time director of vocational education. With such a complement of trade programs, supplemented by numerous industrial and business training stations, the system is particularly suited to provide programs of skill training selected by its students.

Approximately sixty percent (60%) of the graduating high school seniors enter immediately into the world of work. About thirty percent (30%) continue in programs of higher education. The remaining ten percent (10%) either enter military service, marry, or have no fixed plans at graduation according to local counselors' reports. Career Day and College Night are an annual emphasis at the high school with representatives from the various occupational clusters in the area offering counsel to the students who have expressed an interest. The senior high school was the first school in Oklahoma to sponsor a Work-Study Pilot Program. This program is still in operation and now extends limited employment opportunities to junior high school students in addition to those offered high school age youth.

In selecting the Sand Springs Schools as the development site, the State Department of Vocational and Technical Education also regarded the fact that the student population of approximately 5,000 in grades K-12 was large enough to support the implementation of a comprehensive plan and still is small enough to permit total student involvement in the study. After analyzing the demographic information gathered, the site selection committee concluded that the Sand Springs community and its school district provided an array of constituent factors complementary to the establishment of a career education model.

Delimiting the Problem

The initial thrust of the career education project in Sand Springs proposed to redirect the composition of the present instructional offerings and guidance programs in order to permit students at all grade levels to become aware of the world of work and to be afforded a chance first to explore and then to prepare for that world. While consideration was given to using a variety of instructional materials which have a principle theme of occupational awareness and understanding, the project was not viewed as a curriculum generating endeavor. The thesis on which the planning was predicated supports the view that all areas of instruction have a significant effect on the careers chosen by the school youth and, thus, curricula must be restructured to support that end more effectively. Each class and each subject matter discipline were visualized as a laboratory to investigate career relationships.

Five specific components are included in the research and development phase of the project:

Elementary School Awareness Component

This component consists of all experiences subsumed under the general category of career awareness of work orientation in grades K-6. This component has as its purpose the exposing of young children to the economic system, the public employment sector, and the world of work. Such experiences as role playing, community field trips, simulated and real interaction with community workers, and "hands on" manual activity characterized this component.

Junior High Exploration Component

The component describes those programs designed to permit a middle school age child to explore the skills required, the preparation demanded, and the potential available in several occupational clusters. Frequent and controlled interaction with various job holders and actual off-campus work experiences are included. Emphasis is given to the in-school instructional program in business, industrial arts, home management, and occupational counseling with courses in practical arts being offered to every student.

High School Training Component

The high school component consists of programs and curricula designed to assist the high school age student in preparing for specific career entry. Such programs will include both independent trade courses, such as carpentry, which prepare the student for direct entry into the vocational field studied and interdependent courses, such as mathematics, which must be combined with other instructional programs to prepare a student for a career in engineering. While the high school curricula provides basic and supplementary general educational instruction, such academic offerings are not to be viewed as career related training programs unless the course content is arranged to support a distinct career training objective for the students enrolled; however, efforts are to be directed toward making provision for all courses to stress career preparatory functions.

Charles Page High School in Sand Springs, has, for a number of years, offered a wide variety of vocational programs. The high school has more programs and a larger percentage of students in vocational programs than any other comprehensive high school in Oklahoma. Because of these facts, the high school training component was not emphasized in the original letter of assurance; however, it is included in the project as an integral part of

the model for career education. Program offerings have, in fact, increased during the duration of the project.

Placement Component

Placement comprises those efforts exerted to place a high school student in a training program of his choice and later in an occupation related to that preparation. The goal of this component is to place each graduating or terminating student in an appropriate and satisfying job consistent with his qualifications or in the next training phase required for job entry. Job information, training information, skill training, aptitude studies, and employment experiences are an integral part of this program component.

Guidance and Counseling Component

The component includes all activities directed toward assisting children to select and to pursue acceptable work goals. While this component pervades the content of the total career education program, it is discrete in that it consists of specific efforts for guiding decisions and defining choices in electing a specific occupational goal. However, it is supported by all other related activities or behaviors leading to such a decision.

In delineating the parameters of the project, four specific behaviors were outlined. These were:

(1) Career Awareness--experiences required to provide a child with an intelligent acquaintance with the fifteen occupational clusters and sample job categories contained in each.

(2) Career Exploration--all concomitant investigations of the world of work which involve actual "hands on" and prototype work behavior to provide a student with a realistic "feel" for the tasks performed by various job holders.

(3) Career Preparation--experiences designed to furnish the basic training required for meeting entry level requirements for employment in a specific job area. While basic academic education might assist a student in gaining employment, such programs are not to be regarded as career preparation unless they are organized in a sequential plan permitting the development of a marketable skill.

(4) Career Placement--describes efforts or measures used to place a high school student in either temporary or permanent employment or to actuate the enrollment of a student in the next training phase required for obtaining entry into the career of his choice.

The terminology defined and constraints imposed serve to delimit the scope of the research plan and to describe the variables included.

Describing the Methodology

The scope of the research design provided for the use of a variety of instruments. A flexible and easily revised research scheme was necessary in order to facilitate the development of a program which permitted community, school staff, and students to become involved in a plan to redirect and redesign the curriculum of the Sand Springs

Schools toward an educational offering with a career related emphasis. It must be applicable to conditions in both large and small school units.

Development of the five major components called for the utilization of similar and yet unique techniques. Among these were awareness procedures such as workshops, Career Fair, field trip programs, awareness speakers, and audiovisual materials. Exploration techniques included aptitude testing, counseling, "hands on" experiences in the practical arts, job visits and experiences, and curriculum adaptations. To enhance the preparation phase of the project, the staff placed students in training programs, involved students in appropriate on-the-job work programs, assisted instructional staff in designing occupational related study programs, and built a career guidance informational system. The placement component used standard job development and job description techniques, developed student profile and aptitude rating techniques, compiled a community job and resource file, and employed various guidance procedures to direct students into either gainful employment or advanced training programs.

Counselors and pupil personnel staff included in the guidance and counseling component employed recognized guidance methods in order to assist students in surveying the fifteen career clusters, directed students in applying decision-making techniques to career alternatives, guided students in planning a program of training leading toward the career selected, and supported students in completing career plan elected.

Structural arrangements were implemented to permit the assessing of each component separately so that its processes and budgetary requirements could be transported to other schools desiring to implement similar endeavors. Also evaluation techniques which will reflect behavioral and attitudinal changes in the community, the school staff, and the students themselves are to be applied. The program evaluation is to be completed by an independent third party agency. Underpinning the project's research and development goals and objectives were three major hypotheses:

(1) Students who are introduced to a program of career educational training will leave the public school with a higher degree of employability than those who have not been introduced to career educational training.

(2) Students who are introduced to a program of career education will be able to assess and support their career decisions more logically than those who do not receive career education.

(3) Public school systems can introduce appropriate career educational training into the general curriculum of the school without loss to the basic academic program.

All problem solving methods and data gathering procedures will be aimed at testing the rationality of these hypotheses. The major underlying assumption of the project is that a project site could be selected in which the career education philosophy permeated the school district. Obviously, such an assumption is erroneous because a career education philosophy has not been fully defined. Before the hypotheses of the project could be adequately tested, it was necessary to assure that a career education program is, in fact, offered to students throughout the school system. Therefore, a major activity of the thirteen months of this project was to define and continue to instill a career education philosophy in the educational staff, the students, parents, and the entire community.

Description of the Project Design and Procedures

The entire population of the Sand Springs Public School District, as delineated in Table I, was included in the project. The strategy was to obtain staff in the areas of obvious voids--specifically, placement and counseling--who, together with the project director and career awareness coordinator, would form the "career education staff." This staff was to furnish leadership in defining career education and in locating or developing resources to implement career education activities throughout the school system.

TABLE I
PROJECT POPULATION

Level	No. of Schools	No. of Teachers	No. of Counselors	No. of Pupils
Kindergarten	2	7	0	322
Elementary	7	112	1	2,189
Jr. High School	2	57	2	1,163
Sr. High School	1	51	4	1,133
	12	227	7	4,807

The procedures of the project are described by component along with an initial description of the administration of the project. The cohesiveness of the staff, and, in fact, the entire community, makes it difficult to separate activities by component. Therefore, detail of activities of the staff are identified within the component to which the staff member belongs, and details of the programmatic efforts with students are described within the most appropriate component for each particular effort.

GOALS AND OBJECTIVES

Project Goals

1. To complete development of the model initiated in Sand Springs Public School District during the 1972-1973 school year.

2. To provide dissemination of the model across the State.

3. To demonstrate the model in operation and provide consultive services to other school districts interested in implementing the model.

Project Objectives

1. To revise and augment the curriculum materials used in the first year of the project at the elementary level based on teachers' experiences and the third party evaluation report.

2. To revise the program objectives for each component.

3. To operate the elementary school component as a career education demonstration center during the 1973-1974 school year.

4. To expand programs of exploration at the junior high level in the areas of industrial arts, agriculture, home economics, and business.

5. To develop curriculum guides at the secondary level for math, English, social studies, and science.

6. To test the feasibility of initiating a placement office with existing counseling operations in two or more schools in Tulsa County.

7. To adapt the State "Model Guidance Program to Elicit Quantifiable Results" to the Sand Springs guidance and counseling component.

8. To publish a model for career education which can be adopted by the State.

9. To provide dissemination seminars and workshops with availability to all administrators and counselors in the State.

Program Goals

1. To make students aware of the world of work and the multiplied number of workers and occupations necessary in our society.

2. To develop wholesome, respectful, happy attitudes for living and working in today's and tomorrow's world and help each student realize that there is dignity in all work.

3. To increase the student's abilities to explore and gather occupational information and make intelligent decisions concerning a life career.

4. To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.

5. To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.

6. To assure the opportunity for all persons to gain an entry level marketable skill prior to their leaving school.

7. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

8. To provide services for placing every person in the next step in his development whether it be employment or further education.

9. To build into the educational system greater utilization and coordination of all community resources.

10. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.

Specific Objectives

Kindergarten

1. Pupils will show that getting along with people is an important part of job success by describing behavior of courtesy and cooperation with classmates in one teacher-given situation.

2. Pupils should demonstrate that all work is important by defining what one community worker does for pupils' families.

3. Pupils will be able to identify workers in the home. From a series of pictures, pupils will be able to select those that show a worker in the home.

4. Pupils will be able to identify school workers. From a series of pictures, pupils will be able to select those that show school workers.

5. Pupils will be able to distinguish between some jobs that produce goods and others that provide services by selecting five pictures of workers who produce goods and five who provide a service.

6. Pupils will demonstrate that they have observed various jobs in each industrial or business establishment they have visited by naming every job they have observed in each industrial or business establishment they have visited and telling the duties of the workers.

7. Pupils should explain that learning basic skills--reading, writing, computation, communication--is necessary for all types of jobs by stating why "show and tell" helps determine success as a first grade pupil.

First Grade

1. The pupils should demonstrate that they realize that getting along with people is an important part of job success by naming two ways of maintaining good relationships with adults at home.

2. Pupils should demonstrate that they know about the jobs of their parents by discussing parents' occupations and telling whether they are producers of goods or providers of services.

3. Pupils should demonstrate the ability to accept the fact that all work is important by explaining what each of four school workers do to help students be safe, comfortable and happy.

4. Pupils should indicate the fact that some jobs produce goods and others provide services by naming a minimum of four workers who produce goods and four who provide service.

5. When shown a picture of a community worker the pupil should indicate that any productive worker is to be respected by completing orally the sentence "I am a valuable community worker because ----------."

6. Pupils should show that learning basic school skills--reading, writing, spelling, computation, communication--is necessary for all types of jobs by naming three reasons why they need to learn these skills.

Second Grade

1. Pupils should demonstrate that they realize that getting along with people is an important part of job success by writing about three ways in which they can cooperate with friends.

2. The pupils should demonstrate the ability to accept the fact that all work is important by listing four community workers and writing a sentence of how each makes a contribution through his job.

3. Pupils should indicate the fact that some jobs produce goods and others provide services by writing S (service) or G (goods) in the blanks on a job list provided by the teacher.

4. The pupils should indicate that any productive worker is to be respected by pretending (role playing) to be a community worker and explaining why this work is necessary and important.

5. Pupils should indicate that learning basic school skills--reading, writing, spelling, computation, communication--is necessary for all types of jobs by listing three jobs that require a knowledge of one of these basic subjects.

6. Pupils should demonstrate that they know leisure activities from work. From a series of pictures showing persons at work and others engaged in leisure-time activities, pupils should be able to select those that show persons at work.

Third Grade

1. Pupils should demonstrate that getting along with people is an important part of job success by writing five ways in which a pupil can show cooperation at school with the teacher and other school personnel.

2. Pupils will demonstrate the ability to accept the fact that all work is important by discussing this topic: "What Would Life in Sand Springs Be Like If There Were No City Employees?"

3. Pupils will indicate the fact that some jobs produce goods and others provide services by naming orally five jobs that are primarily producers of goods and five that are services in the Sand Springs area.

4. Pupils should indicate that any productive worker is to be respected by choosing any Sand Springs worker and orally giving three clues as to the importance of the worker's job, pausing after each clue to see if the other pupils can identify the worker.

5. Pupils should show that learning basic school skills--reading, writing, spelling, computation, communication--is necessary for all types of jobs by selecting a school subject and using puppets to illustrate to the class why "Everyone needs ---------."

6. Pupils should explain that gaining information about many people and many jobs is part of the developmental process of choosing a career by expressing orally before a group or class, beginning with the question, "What would I like to be?"

Fourth Grade

1. Pupils should demonstrate that getting along with people is an important part of job success by role-playing a scene selected by the class. Pupils will suggest ways in which school helps them to get along well with brothers, sisters, or relatives near pupil's age.

2. Pupils will demonstrate the ability to accept the fact that all work is important by interviewing either a family or a neighbor worker and writing a short paragraph on the importance of his job.

3. Pupils will distinguish between jobs that produce goods and others that provide services by writing a S (service) or G (goods) on the blanks of a list of workers provided by the teacher.

4. Pupils will indicate that any productive worker is to be respected by explaining in a written sentence how each of five workers whom they know make their lives safer and more comfortable.

5. Pupils should show that learning basic school skills--reading, writing, spelling, computation, communication--is necessary for all types of jobs by completing a matching game prepared by the teacher to compare sentences about positive needs for school skills in all jobs.

6. Pupils will demonstrate their awareness of jobs by planning and completing a chart illustrating a variety of jobs including the educational background needed to qualify for each of these jobs.

7. Pupils will demonstrate knowledge of job clusters by selecting one job cluster from a given list and naming two occupations belonging to that cluster.

Fifth Grade

1. Pupils should demonstrate that getting along with people is an important part of job success by dramatizing a part of a skit depicting how different emotions can be controlled in a constructive way.

2. Pupils will demonstrate the ability to accept the fact that all work is important by pretending that they are beginning to develop a new community on Mars and selecting only ten workers to accompany them. Pupils will explain their choices.

3. Pupils will indicate they accept the fact that some jobs produce goods and others provide services by using the work want-ad pages from a newspaper and listing five jobs that would be classified as service jobs and five that would be classified as production of goods.

4. Pupils will indicate that any productive worker is to be respected by completing the teacher's crossword puzzle about Productive Workers in the U.S.

5. Pupils should show that learning basic school skills--reading, writing, spelling, computation, communication--is necessary for all types of jobs by writing a six-to-eight sentence paragraph defending or disapproving the idea that Basic School Skills are Necessary in Jobs.

6. Pupils should explain that gaining information about many people and many jobs is part of the developmental process of choosing a career by preparing and delivering short speeches to the class entitled, "The Importance of Choosing a Career."

7. Pupils will demonstrate knowledge of job clusters by selecting two job clusters from a given list and naming three occupations belonging to that cluster.

Sixth Grade

1. Pupils should demonstrate that getting along with people is an important part of job success by dramatizing as a part of a skit, one situation of helping a younger child manage his/her feelings in a constructive way.

2. Pupils will demonstrate the ability to accept the fact that all work is important by using any geography unit where they have done an indepth study of a country or nation, and developing a summary on the occupations of the people of that country.

3. Pupils will indicate that they accept the fact that some jobs produce goods and others provide services by writing S (service) or G (goods) to classify the jobs as listed on the blanks of the World Job List provided by the teacher.

4. Pupils should indicate that any productive worker is to be respected by completing the teacher's activity about productive workers in the world.

5. Pupils should recognize that learning basic school skills--reading, writing, spelling, computation, communication--is necessary for all types of jobs by telling the class how a worker replied when asked, "How did what you studied in school help you on your job?"

6. Pupils should explain that gaining information about many people and many jobs is part of the developmental process of choosing a career by developing an occupational brief on any one occupation following an outline previously used.

7. Pupils will demonstrate knowledge of job clusters. Given a list of the job clusters, pupils will select four clusters and list five occupations which belong to that cluster.

Special Education

1. Pupils will show that getting along with people is an important part of job success by describing behavior of courtesy and cooperation with classmates in one teacher given situation.

2. Pupils will show that personal hygiene is an important part of preparing for and retaining a job by role playing proper grooming and improper grooming.

3. When shown a picture of a community worker the pupil should indicate that any productive worker is to be respected by completing orally the sentence, "I am a valuable community worker because _____."

4. Pupils should show that learning basic school skills--reading, writing, spelling, computation, communication--is necessary for all types of jobs by naming three reasons why he needs to learn basic skills.

Junior High

1. The student will list for each subject in which he is enrolled two occupations that relate to the subject.

2. Given a list of the job clusters and a list of occupations, the student will be able to match each occupation with the appropriate cluster.

3. The student will report on a job that interests him and give reasons for his choice.

4. Given two job clusters, the student should compare and contrast a job from each cluster with regard to nature of the work, education and training requirements, and employment opportunities.

5. Given a list of jobs and a list of different personal and educational characteristics the student will be able to match each job with the appropriate set of personal and educational characteristics.

6. Given the 15 job clusters, the student should list two distinguishing characteristics for each of the 15 job clusters.

7. Given the opportunities for further and more detailed exploration of the job cluster, the student should make a tentative selection of a particular cluster for indepth exploration in the ninth grade.

8. Given an occupational work sheet, the student should be able to complete the work sheet on one occupation in which he has an interest.

High School

1. The student will select three jobs within a cluster and describe the educational requirements, employment prospects, main work tasks or duties, and services or goods involved for each job.

2. The student should be able to select a career he would like to pursue and list at least four qualifications he feels he has for this career.

3. Given a list of the fifteen job clusters and a list of occupations related to the Sand Springs area, the student should be able to match two occupations to each cluster.

4. The student should indicate a knowledge of his planned career and related jobs by naming the career and two related jobs that he could substitute for his first choice with a minimum of retraining.

5. From personal interviews, field trips, films, and speakers throughout the year, the student should be able to list three different careers in which he is interested and give two reasons for each selection.

6. Given in-depth exploration and training in one occupational cluster leading to entry-level skill in one occupational area, the student should be aware of three other options where he can move between clusters if desired.

7. Given an occupational work sheet, the student should be able to complete the work sheet on one occupation in which he has an interest.

Placement

1. The placement service will make an intensive effort to place each graduating senior or dropout in a job or further education.

2. The placement service will canvas the industries and businesses of Sand Springs and Tulsa to provide Career Education resource materials for the Sand Springs teachers and to obtain jobs for the students.

3. The placement service will cooperate with the existing counseling staff and teachers in counseling for a career choice and ways to accomplish career goals.

4. The placement service will keep an information folder on all high school students.

5. The placement service will do a follow-up on each graduating senior before October 15 of the year he/she graduates.

DESCRIPTION OF ACTIVITIES

Administration

The State Department of Vocational and Technical Education selected Sand Springs Public Schools as the site for research in career education to develop a School Based Model. Dr. Francis Tuttle, State Director of Vocational and Technical Education is the Project Director for Career Education; he selected Dr. Don Frazier, Director of the Research Coordinating Unit, as Coordinator of the Career Education Pilot Program. Mr. Clyde Boyd, Superintendent of Schools in Sand Springs, selected Dr. Wendell Sharpton, Director of Instruction, to coordinate the career education program in Sand Springs.

Staffing

In order to emphasize work in the exploration component, the assistant placement officer was reassigned as the coordinator of exploration activities. No personnel changes were made in the local project staff for the 1973-1974 school year.

The Sand Springs Career Education staff are: Herman Grizzle, Director; Irene Salter, Director of Counseling and Career Awareness Coordinator; Pat Thompson, Placement Officer; Larry Kliewer, Exploration Coordinator; Frank Sedivy, Junior High School Counselor; Lin Brown, Elementary Counselor; Edra Krute, Elementary Counselor; and Judy Treadwell, Secretary.

The career education staff started making preparation for the 1973-74 school year on June 1, 1973. The staff searched, selected, and developed career education instructional materials to be used in their career components. The career education staff made a thorough study of the third party evaluation report to determine how to improve the career education program.

The evaluation report indicated a great need for secondary curriculum in math, science, English, and social studies. Therefore, four teachers were employed for the summer to write curriculum guides for four areas--math, science, English, and social studies--for seventh through twelfth grades. The teachers were Mrs. Joan Williams, junior high school science teacher; Mrs. Margaret Smith, high school history teacher; Mrs. Patsy Kinser, junior high school English teacher; and Margaret Spann, junior high school math teacher, Lindsay, Oklahoma. The curriculum materials were studied, reviewed, and proofed by other teachers in each area. Test copies were then printed for the Sand Springs, Skiatook, and Broken Arrow teachers to use beginning in September.

Mr. Myron Smith, printing instructor at Charles Page High School, Sand Springs, was employed to print the career education materials for the schools.

In-service and Workshops

The director has attended several state, regional and national conferences on career education from which he gained valuable information to assist him in directing the career education program in Sand Springs.

Two weeks of in-service training was held for the career education staff July 16-27. The staff visited several businesses and industries in the Sand Springs and Tulsa areas, visited the State Department of Education, State Department of Vocational and Technical Education and attended a two-day state career education workshop at Central State University in Edmond, Oklahoma.

The director attended the Regional VI Career Education three-day Conference in Dallas, Texas, October 12-14 where he presented a program on how the Sand Springs community became involved in career education. He also attended the AVA Conference in Atlanta, Georgia, in December. All conferences were very helpful and the contacts with the directors of similar projects, state and national officials has been very helpful in sharing the materials in Career Education.

Several programs were presented by the career education staff to a variety of audiences: On July 12, the staff went to the Hissom Memorial Center to speak to the intern teachers. On August 21, a program on career education was presented to the teachers of the Skiatook schools. Curriculum guides were presented and copies were provided for classroom use by the teachers. Mr. Grizzle, Mrs. Salter, Mrs. Krute, and Mrs. Brown went to Oklahoma City on August 22 to present a program on career education to a workshop involving fifth grade teachers in the Oklahoma City Public Schools.

Several in-service conferences were held with the math, science, English, and social studies teachers who were testing the secondary curriculum guides; the elementary teachers; and vocational instructors during the school year.

During the week of June 4-8, the career education staff and teachers from Sand Springs and Broken Arrow attended a career education workshop at Oklahoma State University. The workshop involved leadership training for two secondary workshops in Sand Springs. Areas represented by workshop leaders included math, science, English, social studies, business and office education, home economics, vocational-technical education, industrial arts, and counseling.

The first of two secondary workshops was held June 11-15. Twenty-five teachers from Sand Springs, Broken Arrow, Owasso, and Skiatook attended. The second workshop, held July 30 to August 3, was attended by 25 Sand Springs, Skiatook, and Broken Arrow teachers.

The first of two Career Education Elementary Workshops was held June 18-22. Twenty-six teachers from Sand Springs, Broken Arrow, Catoosa, and Skiatook attended. A special consultant, Dr. Marla Peterson from Eastern Illinois University, was the key speaker for the workshop. Other workshop activities included a hands-on program utilizing clay molding and baking, painting, clear-cast plastics, and cardboard carpentry. The second workshop, held August 6-10, was attended by 20 teachers from Sand Springs, Skiatook, and Broken Arrow.

Larry Kliewer, Edra Krute, and Linda Bynum were guest speakers at a summer workshop at Southwestern State College in Weatherford, Oklahoma. The program was presented to approximately 70 teachers. The workshop was sponsored by the Guidance and Counseling Division of the State Department of Education.

Mr. Grizzle directed two one-week career education workshops during June of 1974. The workshops, co-sponsored by Oklahoma State University, were held in Sand Springs for 100 school administrators, counselors and teachers from sixty Oklahoma schools.

Instructional Materials

A summer staff was hired to write curriculum guides for math, science, English, and social studies on the secondary level. The curriculum guides followed lessons in the state adopted texts used in the Sand Springs Schools and guides were developed for each grade level, 7-12, in each subject. The guides contained suggestions for appropriate speakers, field trips, filmstrips, books, etc., to enrich the subject matter and were printed in sufficient quantities to provide copies to teachers in Skiatook and Broken Arrow in addition to the Sand Springs teachers.

Teacher guides for grades K-6 were revised to incorporate teachers' suggestions. A supplement was developed for suggested activities and was included in the second printing.

"Career Education--A Model for Oklahoma" was prepared with the direction of a committee composed of staff members of the State Department of Education, the State Department of Vocational and Technical Education, and the director and staff of the career education project. The committee had numerous meetings to perfect the model. The model was developed to help school administrators implement career education in their schools.

A booklet for teachers, "Bulletin Board Bonanza" was originated from bulletin boards created by Sand Springs teachers and the coordinators of the career education project. The first printing was a "ditto" production for summer workshops in 1973, but the supply was soon exhausted. A second booklet was expanded and printed. The booklet has been in great demand by teachers and administrators.

The career education staff developed another booklet, "Career Education, A Guide to Fifteen Clusters" to serve as a pattern for teachers and students to research various occupations. The booklet contains illustrations of occupations, the preparation needed to follow a specific occupation, the physical and educational requirements necessary to succeed, and the type of work involved in a specific occupation. Much research went into the material presented in "A Guide to Fifteen Clusters."

The need for new elementary activities for the continuance of the career education program in Sand Springs prompted the elementary coordinators to select new activities from materials collected from other states. The selection was made for grades 1-3 and 4-6 of two booklets that are approximately forty pages each. These booklets are to be printed during the summer of 1974.

A Career Education Model for Placement was developed by the placement officer to guide the placement component of other schools. The Model was printed for dissemination during the summer of 1974.

The Curriculum Guides for secondary subjects, math, science, English, and social studies were reprinted after revision by the teachers in these areas. The guides were distributed to enrollees in the June, 1974 workshops.

Advisory Council

The director, working in cooperation with the Director of Instruction and the Chamber of Commerce in Sand Springs, organized a 25-member Advisory Council with representation from business and industry, school officials, parents, and students. The Career Education Advisory Council divided into five committees: Steering, Publicity, Community Service, In-School, and Placement. The committees met separately several times in addition to the general council meetings. Goals and objectives were written for each committee. The Advisory Council, formed in 1972, continued without a change of personnel.

The Steering Committee functioned as an executive body providing general direction and coordination. It called all Advisory Council meetings and assigned major roles and tasks to the other committees. It approved the different activities and programs sponsored by the other career education activities.

The Publicity Committee was responsible for feature articles in the Oklahoma Teacher, in the Oklahoma Industrial Arts News, and two special editions of the Sand Springs Leader-Times newspaper. The Tulsa Tribune ran a feature article with pictures on career education in the "Innovate" section in addition to publicity on the Career Fair. Tulsa TV stations Channels 2 and 6 sent photographers to the Career Fair and aired the pictures at both six and ten o'clock news broadcasts. All during the year the Sand Springs Leader-Times published pictures and articles submitted by the career education staff. The Publicity Committee helped with the weekly newspaper articles in the local newspaper, state papers, and with television coverage.

The Community Service Committee held a luncheon meeting in October to discuss and plan the Career Education Fair to be held in April. The career education director visited schools to explain to teachers the plans for the fair. In January, forms for listing group displays were distributed by the career education coordinators to all teachers. Several other meetings of the committee were held to complete plans and coordinate activities and responsibilities of the sponsoring civic clubs. The Career Education Fair was held April 2, 1974, in the Health and Physical Education Building from 9:00 a.m. to 9:00 p.m. The ribbons for awards were provided by the Sand Springs Lions and Rotary Clubs. Members of the two organizations prepared the facilities for the displays, served as judges, and assumed many other responsibilities. Judging was completed the evening before the fair opened so that ribbons were on the displays when the visitors arrived. Around 3,000 persons attended the fair.

The In-School Committee began the 1973-74 school term with a curriculum meeting in August involving secondary teachers from the departments of science, mathematics, social studies, and English. The purpose of the meeting was to distribute the Career Education Curriculum Guides prepared during the summer months. The teachers were asked to use

the curriculum guides during the year, make notes, and return the guides in the spring for revision. Copies of the Curriculum Guides were also given to teachers in Skiatook and Broken Arrow schools.

Other Curriculum Committee meetings were held in November, March, and April. At the last meeting, additions and deletions to the curriculum guides were suggested for the re-printing.

The Placement Committee met several times and culminated the year's activities in placement with a Job Fair for senior students. The Job Fair was held on May 2, 1974, with about 22 employers present to talk with students about employment opportunities after graduation. The two-hour Job Fair was held in the high school cafeteria with each representative at a designated table. Students attended by classes on a schedule so that all could have an opportunity to talk with employers. The Placement Committee was formed to help the placement officer secure jobs for students and to keep the placement officer current on changes in educational requirements and job qualifications.

Dissemination

Displays of materials printed and slide shows of career education activities, talks by members of the staff, the director of instruction for Sand Springs schools, and the president of the Chamber of Commerce were featured in programs in five state-wide meetings for counselors, administrators, and teachers. These meetings were held at Oral Roberts University in Tulsa; Central State University in Edmond; Eastern State University in Wilburton; O. T. Autry Area Vocational School in Enid; and Cameron College in Lawton.

In addition to these meetings, similar programs were presented to elementary teachers in Oklahoma City who were assigned to the fifth-grade center to implement career education; to members of the chamber of commerce in Skiatook; educators of the Bureau of Indian Affairs at Oklahoma City University; and the B.I.A. educators in a workshop held at Oklahoma State Tech in Okmulgee.

Visitors to the project included the career education staff from Skiatook; three counselors from the Muskogee school system; two elementary teachers from Lindsay; the superintendent of schools and two teachers from Durant; the counselor of career education in Broken Arrow; three visitors from Pittsburgh, Kansas, schools; a teacher of elementary education at Northeastern State College in Tahlequah; the director and the placement officer from Natchitoches Parish Schools in Louisiana; and several visits from state staff members.

One of the elementary counselors spoke at the Industrial Arts Regional Meeting in Pittsburgh, Kansas, about career education in the elementary grades and the use of tool carts. Several trips were made to Skiatook and Broken Arrow schools to help them get their career education programs started. The career education director in Skiatook and the placement officer from Broken Arrow came to Sand Springs project frequently during July and August and several other times during the year to learn the administrative phase of a career program. Intern teachers at Hissom Memorial Center saw the slides and asked questions following a presentation to them. The director of the Sand Springs project met with the Sand Springs PTA Council on two occasions to give them information about the career education activities. A program was presented to 150 Logan County teachers in Crescent, Oklahoma.

Displays of printed materials and packets of materials were available for the visitors on Career Day when the schools were open to tours. Seventy-five out-of-town visitors were guests that day for the tours and lunch. School buses and guides were provided. A Career Education Fair, displaying career-related entries by individuals and classes was open to the public. Approximately 3,000 visitors attended.

Two statewide workshops, sponsored by Sand Springs Career Education Project and Oklahoma State University, were held in June. Each workshop carried resident credit from Oklahoma State University for a course, "How to Use Community Resources." One hundred educators enrolled in these two workshops.

In May, 1974, the Career Education, A Model for Oklahoma was completed and ready for dissemination to Oklahoma administrators and state and national educators. The model was disseminated to 500 superintendents of Oklahoma public schools June 7 at their annual superintendents' conference in Stillwater, Oklahoma. The model was mailed to 77 county superintendents of schools and to state and national educators.

Evaluation

A third-party evaluation team from Oklahoma State University was hired by the State Department of Vocational and Technical Education to evaluate the second year of the Career Education Pilot Program's progress. The team, composed of four members, made on-site visits to conduct personal interviews with members of the Sand Springs school administration, the career education staff, and selected members of the faculty. The evaluation team made their survey during the months of February, March, and April, 1974, assisted by the career education counselors who scheduled the teachers to be interviewed and stayed in the classrooms while the teachers were out.

In comparison to the first year, the second year began easily. All except the new teachers were acquainted with the concept of career education and were eager to get involved. The warm fall weather brought a flood of requests for both field trips and speakers. In the spirit of conservation of gasoline, elementary classes walked to nearby places to learn about careers in their own community while secondary students used private cars for their tours. By the third week of school between 15 and 20 speakers each week were in the schools talking to classes.

The infusion of career education into the daily class routine has proved its value in stimulating and maintaining the interest of students. The teachers evidenced interest by originating career education activities. In the 1973-74 school year, 96 percent of the elementary teachers were teaching career education as compared to 90 percent in 1972-73. New materials introduced during summer workshops were in wide usage. Paint, decals, glue, yarn, wire, and nails transformed wood, cardboard, spools, egg and milk cartons into unusual items and gifts. Imagination ran rampant all year in the elementary grades with career education as a catalyst.

Secondary teacher participation in career education increased the second year. The junior high school teachers implementing career education was 86 percent in 1973-74 in contrast

to 75 percent the first year. The teachers in all grades felt a little frustrated by the lack of gasoline for the school buses, but as the year wore on they found students and parents were willing to provide cars for the out-of-town trips. Many walking trips were made by junior high classes and student presentations to other classes were much in evidence all year.

Curriculum guides for grades 7-12 in the areas of math, science, English and social studies were written by four secondary teachers during the summer of 1973. At a special meeting in September the guides were given to those teaching these subjects. The purpose of the curriculum was explained and "how to" use it. The teachers who developed the guides talked with faculty, answered questions, and urged them to test the material.

The high school showed the greatest increase in percentage of teachers infusing career education into the curriculum. The first year the figure was 60 percent but for the second year 75 percent of the teachers were career education oriented with the academic teachers responsible for most of the increase.

Speakers to secondary classes provided information about a variety of careers which led to indepth exploration by many students. According to the counselors, much of the care-free attitude of the secondary students changed to a more serious interest in their futures and only twelve of the 285 seniors graduated in 1974 without making a career decision.

Guidance and Counseling Component

The counseling component followed the philosophy set out in the final report of the previous project, Grant #OEG-0-72-0750.

Director of Counseling and Career Awareness Coordinator

Duties of the Director of Counseling and Career Awareness Coordinator were expanded to include: (1) to coordinate counselors' schedules to avoid conflicts; (2) to direct distribution of materials to teachers; (3) to keep records of borrowed materials, books, filmstrips, projectors, etc; (4) to maintain an accurate schedule of field trips and speakers; (5) to know where the counselors are at all times in order to notify them of any changes in their plans; (6) to assist counselors in planning and working out problems; (7) to encourage teachers and career education counselors to become aware of the fifteen cluster of occupations and the many occupational interests that can be presented to students; (8) to select materials and stimulate ideas that will create awareness and interest in the world of work; (9) to supervise preparation of curriculum materials and other booklets; (10) to assemble and arrange displays and assemble packets of career education materials for workshops and presentations; (11) to tabulate reservations to career education conferences, workshops, Career Day, luncheons, and other career education activities and to record attendance to these functions; (12) to record requests for career education materials; (13) to coordinate materials and photos used in the special editions of newspapers about career education; and (14) to assist the director with preparation of the State Model for Career Education in Oklahoma as well as the quarterly and final reports.

Monthly reports of teacher career education activities in the classroom were made and the results charted. The charts listed the names of the teacher and the career education activities, such as speakers, field trips, career bulletin boards, job discussions, etc. For each month a teacher or her class was involved in a career activity a square on the chart was filled in by that teacher's name under that activity. Charts, which showed more concentration in some activities than others, were on display in the Career Education Building and were of special interest to visitors and members of the evaluation team.

Speakers and field trips were more carefully selected the second year of the career education program and represented a larger variety of occupations than those in the first year. The fuel shortage curtailed the use of buses, but classes walked to many places and parents and students provided cars for some of the tours. The field trips in 1973-74 numbered 174, just 37 fewer than the trips in 1972-73. The number of children participating in the tours and field trips was considerably fewer than in the previous year. In 1973-74, 3,826 children participated in field trips while in 1972-73, there were 7,533 children.

The limited use of buses was offset by an increased number of speakers. In 1973-74, there were 431 speakers (241 in 1972-73) who talked or demonstrated to 20,830 students. In 1972-73, the number of students was 13,806. Field trips and speakers are listed in Appendix D.

Filmstrips were in demand and circulated well. Records show that 374 filmstrips were checked out of the library and many of these were in sets of six or eight. Several teachers in a building often used the filmstrips before they were returned so that the count is undoubtedly low for actual usage.

Video tapes from a Title III Proposal in Stillwater were deposited in the career education building for use in the Sand Springs schools. The majority of the tapes were for use in elementary schools and were circulated by the elementary counselors.

Materials for hands-on activities were requested by teachers through the career education coordinators. The materials were purchased at one time in quantities and divided by the career education staff for delivery. Each request was filled separately for such items as felt, yarn, clear cast and molds, pieces of wood, paint, cardboard, copper for tooling, etc.

The Career Education Fair for grades K-12 was held in April and displayed career related entries from groups and individuals. Rules for displays as to size, number, etc., were drawn up by the Community Service Committee and copies of the rules were given to all the teachers. The fair gave teachers an opportunity to see what teachers in other schools were doing in career education. One of the often expressed laments is that teachers of the same subjects or grades in other schools do not meet to exchange ideas.

Elementary Counseling Component

The career education project in the Sand Springs schools had two career education counselors/coordinators for seven elementary schools. The schools were divided so that one counselor worked with four principals, 50 teachers, and approximately 1,300 students in three schools and acted as liaison for Hissom Memorial Center. The other counselor worked with four principals, 61 teachers and 1,200 students. The amount of time a counselor spent each week in a school depended on the size of the school and the enrollment. The smaller schools required only one-half day while another school required one day or one and one-half days.

The duties of the counselors were multiple. As each school operated as a separate unit, it was essential that the counselors knew the schedules of each school, including the one for school activities as well as an acquaintance with textbooks in order to help the teachers plan career education activities.

Teachers were provided with booklets containing lists of available speakers, field trips, audiovisual aids, books, necessary organizational forms, puzzles, interview sheets, and tests. Some of the organizational forms needed were: parent job-information letters; pupil permission slips for school activities; materials request blanks; report on speakers and field trips; and monthly activities reports.

Color coding of forms was most advantageous in the career project. Color coding of calendars for field trips, speakers and special assignments helped the counselors tell at a glance what the activity was on a certain day.

Elementary counselors participated in the planning of elementary workshops, acted as hostesses for visitors escorting them on school tours, directing them to selected classrooms, etc. The counselors also helped develop teaching materials.

New materials in 1973-74 were: A GUIDE TO FIFTEEN CLUSTERS; a CAREER SHOPPER color book; a supplement to the primary and intermediate career education teaching guides; and a booklet, BULLETIN BOARD BONANZA. The latter was a book of bulletin board ideas developed and used by Sand Springs teachers. The supplement to career education teaching guides contained ideas for activities, teaching units, and information used by Sand Springs teachers during the first year of the project.

Elementary counselors worked with news media throughout the year. Sand Springs schools received reviews and news articles in the Sand Springs Leader-Times, Tulsa Tribune, Oklahoma Teacher, State Industrial Arts News, KOTV and KTEW television stations in Tulsa. Pictures of children performing career education activities were submitted and printed regularly in the local paper.

The counselors worked on the state model for career education, presented slide shows depicting careers and historical and governmental buildings in Washington, D.C.; presented career activity slides at PTA meetings; helped administer the General Aptitude Test Battery to the ninth graders; and served on the community advisory council. The counselors also participated in the state-wide dissemination of career education information throughout the school year. Programs were given at Skiatook; Oklahoma City for fifth grade teachers; World of Work in Economic Education, Stillwater; Oral Roberts University, Tulsa; Central State College, Edmond; Eastern Oklahoma State College, Wilburton; O. T. Autry Technical School, Enid; Cameron College, Lawton; Bureau of Indian Affairs, Oklahoma City and Okmulgee; Logan County Teachers, Crescent; Western Hills Guidance and Counseling Meeting, Wagoner; and the Education Fair, Stillwater.

Junior High School Counseling Component

Sand Springs has two junior high schools with student populations of 718 and 445. One of the schools employs one counselor, who acts as assistant principal, and the other school employs one counselor who also teaches all girls' physical education classes. With the implementation of career education, one additional counselor was added on the junior high level. He spent two days a week in each school and the remaining day in the career education office.

Due to the many non-counseling duties, counselors are quite limited in the number and type of students with whom they can deal. Generally speaking, the average student received minimum attention from the counseling staff. With the addition of the career education counselor, more of the silent majority were reached on a practical level.

The basic concern of the career education counselor is the student who has no idea of the direction he intends to go after completion of high school. Time is spent in assisting these students sort out their interests and potential abilities and helping them get some general direction or purpose in their education as to future career goals.

Many tools are used by the career education counselor in working with these students. The SRA Occupational Exploration Kit and the VIEW Program (Vital Information for Education and Work) were placed in the libraries for use in informing youngsters of the job descriptions of and qualifications for entry into some 600 specific careers. The VIEW Program provides current occupational information in order to assist junior high students, parents, adult students, counselors, administrators, and teachers to keep abreast of the ever-changing occupational world. Many times the counselor works with small groups or individuals in giving them career information, but just as often he assists teachers in finding pertinent career information for use in the classroom. In this way career education counseling laps over into the broader areas of the classroom as well.

The career education counselor also became involved in the testing program during the year as he assisted in administering and interpreting the General Aptitude Test Battery (GATB) to 450 ninth grade students. In interpreting the test results to the students, much was learned about the interests of the individual student as well as the potential aptitudes measured by the test. The test was used more as a guidance tool than as a set measure of the student's ability. The GATB Test started many of the students thinking about their career goals and what they needed to prepare for. The ITED scores were also interpreted to 150 students at Boyd Junior High School by the junior high career education counselor.

Special Education students in junior high were counseled individually to establish a one-to-one relationship. The special education teachers made speakers and field trips available for their classes in addition to films, slides, pamphlets, and occupational kits.

At the beginning of the school year the career counselor counseled with approximately 100 ninth graders who were considered by school officials to be potential dropouts. He helped the students see the need for training by drawing their attention first of all to their personal career goals and then helping them see the need for the various classes in preparing for work. Throughout the year he followed up on the students as time permitted. It is felt by the counseling staff that the tendency to drop out of school starts early in junior high school and must be dealt with on that level rather than waiting until students stumble into high school and finally lose motivation.

One of the jobs of a career education counselor was to talk with junior high school classes about values, decision making, personal relationships, and occupational information. Group counseling was very effective in motivating students and in controlling dropouts. There were two students who dropped out of Sand Springs junior high schools in 1973-74.

High School Counseling Component

Charles Page High School has an enrollment of 1100 students and 51 teachers. Two full-time counselors and one part-time counselor compose the guidance staff in addition to the

placement officer and the exploration coordinator. Duties were divided in that the career education personnel did the majority of career counseling and planning job placement, exploration activities, and coordinating of activities for the classroom teachers. There was no division in the staff over duties, each person worked with the youngsters as necessary and used the varied abilities of each counselor to best help the student. The career education personnel were accepted as a part of the guidance staff by both students and teachers.

The major change in counseling this year, 1973-74, was made in the enrollment procedure of the incoming sophomores. A parent-student-counselor conference was scheduled for each student to plan a three-year high school program. During this conference, plans were made for a high school schedule to best fit the student based on his tentative career choice, aptitudes, abilities, and interests. The schedule is flexible and may be changed as the student matures and learns more about himself and careers.

Non-counseling duties take a great deal of the counselors' time. Some of these are: (1) schedule making--including not only student assignment to classes but assigning rooms to teachers and notifying appropriate personnel of any changes in schedules made during the school year; (2) pre-enrolling ninth grade students and enrolling high school students; (3) sponsoring home rooms and the recordkeeping entailed; (4) sponsoring classes; (5) monitoring restrooms and halls; (6) substituting for absent teachers; and (7) performing duties at athletic and other school events.

Elementary Component

In-Service

Mr. Herman Grizzle, Director, Career Education, directed two one-week workshops for teachers from Sand Springs, Skiatook, and Broken Arrow in cooperation with Oklahoma State University, Stillwater.

Dr. Marla Peterson, Eastern Illinois University, was a consultant. She explained the development and use of the Career Occupak Program.

Several Sand Springs teachers demonstrated and narrated their use of career education. Teachers who took part were: Mrs. Gloria Davis, Mrs. Betty Hunt, Mrs. Kathy Jemison, Mrs. Barbara Ingle, and Mrs. Annabel Stark, all from Garfield Elementary School; Miss Chloeen Barnett from Lake Elementary School; Mrs. Juanita Doubrava from Central Elementary School; Mrs. Linda Bynum from Limestone Elementary School; Mrs. Margaret Fisher, Music Teacher from Central and Limestone Elementary Schools; and Mrs. Velma Grizzle from Broken Arrow.

Mrs. Irene Salter, Director of Counseling, Mrs. Lin Brown and Mrs. Edra Krute, Career Education Counselors, gave presentations about the use of field trips and speakers. They also showed slides of classroom activities in Sand Springs and slides of bulletin boards made by Sand Springs teachers. Mrs. Jeannetta Shipp, Career Education Curriculum Specialist, State Department of Vocational and Technical Education, gave a slide presentation about the use of the fifteen job clusters.

Dr. Wendell Sharpton, Director of Instruction in Sand Springs, presented a talk about the Sand Springs program, its implementation, its successes and its needs for the upcoming year.

Dr. William D. Frazier, Director, Research Coordinating Unit, State Department of Vocational and Technical Education, Stillwater, spoke about the concept of career education.

Hands-on activities were an important part of the in-service workshop. Mr. Dick Vrooman, Career Education Curriculum Specialist, State Department of Vocational and Technical Education, gave instruction to teachers about cardboard carpentry.

Teachers constructed cardboard items to become familiar with hand tools and their use. Displays from Sand Springs elementary schools were used in the workshop for teachers to see what the children had done in career education hands-on activities.

The classroom teachers gave demonstrations involving use of plastic arts for molding and film fantasy flowers; modeling dough; and string art.

Field Trips and Speakers

After a year's experience with career education in Sand Springs, companies and speakers had developed a greater variety of presentations suitable for different grade levels.

The Oklahoma Highway Patrol office had pedestrian and bicycle safety programs for elementary youngsters. The children learned about qualifications and training for patrolmen while they learned about safety.

A cleaning plant in Sand Springs gave a patriotic presentation when youngsters visited the plant. The owners told students that the United States is a marvelous place for private enterprise. The tour of the cleaning plant was concluded with a gift of a small American flag.

Gilcrease Institute of American History and Art was most cooperative in permitting classes to tour and in providing speakers who were specialists in such fields as archaeology, anthropology, and art.

Mohawk Zoo in Tulsa furnished a presentation, "Wildlife on Wheels" for kindergarten, second, fourth, and sixth grades. The zookeeper talked about wildlife and zoo related careers. Youngsters were permitted to carry cages, to help set up audiovisual equipment, and to handle the small animals.

First National Bank in Tulsa, Oklahoma's tallest building, welcomed children for tours. The youngsters learned about art in architecture, the closed circuit security system, first person banking, loans, denominations of paper money, executive offices, and the fancy restrooms, and saw Tulsa from the 41st floor.

Many primary children walked to the local Sand Springs banks and were warmly welcomed. They saw tellers, receptionists, loan officers, all types of personnel as well as "the vault" where the money was stored.

Children learned more about librarians, library services and "discovered" the local historical society room. This room became quite a self-awareness activity. The Tulsa City/County Library also provided excellent tours and programs.

Doctors, dentists, nurses, pharmacists and other health people were helpful in a multiplicity of ways. They explained the training necessary for their occupations and also brought "hands-on" type objects that students could feel, see, and hear to acquaint them with tools used in health occupations. Health persons also aided in the drug education program.

The employees of oil industries and computer centers explained their businesses to interested classes. Bus loads of youngsters were taken on refinery tours following a briefing in a company conference room.

Some classes built computers, had a speaker from a computer center, and made field trips in connection with basic areas of mathematics and science. The pupils learned how and why bases are used and learned that codes are necessary for computer cards. Electronics students from Charles Page High School helped elementary students build the computers.

Secondary students were used extensively with elementary classes. Competition to see who could present the most interesting demonstrations became rather fierce at times. By preparing programs for other youngsters the secondary students became motivated. They changed their talks, tours, or demonstrations to accommodate grade levels as necessary, thereby learning why their subject was important.

A physical education teacher developed an especially interesting program for elementary children. Youngsters learned about individual sports such as bowling, tennis, archery, and golf. Experts in these fields came to classes and told about their occupations in sports. Classes then toured bowling lanes or the pro shop at the city park and golf course.

A transportation unity study in Sand Springs was developed using the Sand Springs Railway Shops as a resource. Children were amazed to see how many people were employed in repair shops at the railway.

Again the parents were enthusiastic in their support of career awareness. When gasoline became scarce and bus trips had to be curtailed, parents offered their automobiles for field trips. Speakers often came from as far as 20 miles away and always provided their own transportation. Companies allowed many employees to come to school on company time and speakers often came on their day off work.

In-School Activities

During the 1973-74 school term elementary teachers used many activities and studies pursued the previous year as well as new concepts.

Sand Springs teachers supplied ideas which were developed into a bulletin board book during the summer of 1973. This book aided many instructors in creating interesting career education bulletin boards this past year. Often holiday themes were tied in with careers such as "Witchy Poo is Brewing a Career For You" at Halloween. Slides were taken of the boards and a presentation was compiled.

The tool carts built in 1972 were in constant demand again this year. Since the price of wood has increased many teachers chose projects using cardboard, fiberboard, or particle board. Kindergarten students built balance scales of wood and cottage cheese cartons. The scales demonstrated "heavier" and "lighter" as part of a unit on weight. Each child

did his own hammering and sawing under teacher guidance. One group of first graders built a coat rack for their room. Vocational carpentry students helped the boys and girls drill holes for the hanging hooks and mounted the coat rack on the wall.

Much help was received from high school students who lent their expertise to career education activities. Vocational and non-vocational classes presented demonstrations of related career fields. The debate team spoke to sixth graders on the importance of proper English when debating. High school electronics students helped a sixth grade class build usable battery-powered card reader computers of cardboard as part of a math unit. Later the students visited the computer center of a large company. The class also built abacuses, which were ancient computers, and learned to read key punch cards based on the Hollerith Code.

Second graders constructed wooden frames for their school pictures to give to parents. Sawing with coping saws, sanding, using a screwdriver, staining and shellacing were processes the students used. This grade level also constructed lap boards of cardboard and painted them. The lap boards were used when drawing outside. A neighborhood parent was invited to demonstrate decoupage to a third grade and helped each child decoupage his own plaque which he had cut out and sanded. The plaques were given to mothers on Mother's Day.

Fourth graders cut trivets from scrap insulation board for their mothers and strung yarn through holes in the handles.

Wooden guitars, strung with rubber bands, were cut from 1" x 6" pine and were used in a music class.

Indian arts and crafts were emphasized in the Sand Springs schools this past year as students worked with burlap or leather creating articles of clothing. Hand stitchery and tooling processes taught individuals pride in workmanship.

Candles were molded in sand or shaped like ice cream sodas by fifth and sixth graders. Students found they had to cooperate in their efforts to produce an attractive item.

Several classes were involved in horticulture units. Florists invited to speak to the students brought live plants for each child and instructed them in building terrariums with clear plastic glasses. One third grade planted a garden on the school yard. Fresh vegetables raised were used to make a salad for the students' lunch one day.

Space careers were a highlight for schools this year. Skylab astronaut Bill Pogue, Sand Springs native, returned to speak to students. Prior to his homecoming his father and brother visited several classes to tell of his space work. Mr. Pogue has presented each school with a picture of Sand Springs taken from Skylab III while in orbit. Fourth graders built balsa solid-propellent rocket models from kits and held a launching at the local airport. Each rocket fired successfully. The rockets were constructed using an assembly line.

Again this year the Tulsa zoo presented its "Wildlife on Wheels" program bringing live animals to the classes. As a result of the zoo program a fourth grade class created its own zoo out of clay and developed a flow chart of jobs at the zoo as part of a social studies unit.

Hands-on activities this year taught students to create useful objects for work and leisure. First graders wove a rug on a small loom for their reading center and hand sewed bean bags to toss at recess.

Second graders constructed tic-tac-toe boards from 1" x 6" pine and dowels to use at rainy day recesses. The class also developed a careers card game based on "Old Maid." The "old maid" was an out-of-work clown. Students used ditto masters to draw designs of workers on pairs of cards.

Teachers emphasized the 15 clusters developed by the U.S. Office of Education through bulletin boards, coloring books and hands-on activities. Third graders cut out 15 duck shapes, decorated them with crepe paper and labeled each a cluster. Styrofoam wig heads were painted and decorated with yarn to portray career interests of the students who designed them.

A statewide Career Day was held in Sand Springs on March 27, 1974. Seventy-five educators from throughout Oklahoma visited the Sand Springs Career Education Project and viewed activities in classrooms. Visitors were transported to the elementary, junior, and senior high buildings by bus. A luncheon was held at a local cafeteria. An elementary and a junior high teacher spoke to the group about career education activities in their school and a local businessman reported on the community's interest and support of the career education project.

On April 2, 1974, students in grades K-12 displayed exhibits in a Career Fair sponsored by Sand Springs Rotary and Lions Clubs. Displays were assigned to two categories. Over 66 groups and 450 individual displays were exhibited. First, second, and third place ribbons were awarded to winners in each of the following divisions: special education; first and second grades; third and fourth grades; fifth and sixth grades; junior high; and senior high. Additionally a "grand champion" ribbon was awarded to the most outstanding entry in each of the five categroies. Displays were judged by teams of Lions and Rotarians on creativity, originality, and relationship to career education. Individual exhibits included leathercraft, terrariums, a card-reader computer, space models, articles of Indian crafts, clearcast, fantasy film, clay, pottery, model trains, and career "heads," to name a few. Group entries depicted business and industries in Sand Springs, health careers, geological surveys, self awareness, a model zoo, work adjustment training offered at Hissom Memorial Center and ancient-to-modern farming methods. An estimated 3,000 visitors attended the Fair.

Career education activities were incorporated with elementary texts and objectives. Math was taught through computers, abacuses, and their use of binary numbers. Language became more useful when students wrote stories about careers they would like and illustrated each with shoes used in that work. Kites were made to demonstrate basic physics principles. Crystal radio sets were made as part of a science unit. A first grade, learning to write letters, wrote the governor an invitation to visit their class. The governor responded with a separate letter for each child. Transportation created greater interest when each first grader created an engine or car of boxes and lids, then visited a railroad yard and toured a real engine.

One third grade constructed personal post office boxes from empty tissue containers. Painted red, white, and blue these were used for "mailing" class papers to and from the teacher.

Large cardboard boxes were converted into "Clifford," the dog, for a reading center. Two bed pillows formed ears and a large paper chain became his collar. The largest box was open at the front to allow children to enter and sit on the floor to read. "Clifford" gave a taped talk about careers in transportation during Career Day.

The activities discussed above are only a few of the many activities teachers infused in their existing classroom curriculum. Field trips and speakers, volunteer help from parents as well as demonstrations to visiting groups of educators has enhanced the 1973-74 Career Education Project in Sand Springs.

Junior High School Component

The junior high school teachers added many career activities to their regular classroom presentations during the school year. They accomplished this by taking numerous field trips, having speakers in their classes, preparing bulletin boards; and various other activities to tie the world of work into their academic classes. The teachers hoped to interest and inform students about the occupations which could be related to the subject they were studying. It is essential for junior high students to realize that what they study in school is important and will realistically relate to their future and their occupational choice.

Many of the teachers were already bringing careers and the world of work into their classroom study. Many added to what they were already doing. The curriculum guides which had been developed to correlate with texts in math, English, social studies, and science were valuable aids to the integration of career education into those subjects in the junior high school.

There were a number of activities in connection with the different areas of science. Students toured hospitals, a nearby dam, the gas company, the telephone company, and various other businesses that related to the science unit they were studying at the time. An even greater number of speakers came to the science classes to speak. They answered many questions from the students and told the classes about their profession, what kind of work they do, the education requirements of the job, and what they learned in school to help them in their work. The speakers in science classes ranged from engineers to doctors and nurses to chemists.

The mathematics teachers were also very active in making their subject relevant to our modern working world. One of the math teachers made a slide presentation to illustrate jobs in the math field. The slides were made of thirty industries and businesses in Sand Springs with members of the class providing the dialogue for the tape. The slide presentation is suitable for both elementary and secondary students stressing the value of math for future employment. The purpose of the slide development by a ninth grade math class was to relate the use of mathematics to the world of work.

Exploration was expanded through Home Economics, Business, Agriculture, and Industrial Arts classes. The Home Economics classes explored occupations in the health field as well as expanded exploration in home economics areas. Business and Agriculture classes added more exploration primarily within their own fields through simulation and other "hands on" experiences. The Industrial Arts classes were to have expanded in the areas of communications, transportation, and manufacturing. Curriculum units in those areas did not become available during the school year; therefore, the expanded exploration in industrial arts was limited primarily to construction related occupations.

In all of the career education activities the teachers are trying to relate the world of work to their curriculum. It is important that careers and occupations be integrated into the subject matter curriculum so that they will no longer be a separate entity from the academic subjects, but brought together in one broad realistic approach to education. In

the many and varied activities undertaken by the teachers and classes, the units being studied were related to the world of work and to the variety of occupations that are available or will be available to the student in a few years. Activities provided the student knowledge of careers, of himself, and his likes and dislikes. This knowledge will give him a basis for making a decision about his future and what he will do with it.

The Job Survival Skills program was specifically designed to train individuals in the personal and interpersonal aspects of employment and to give occupational guidance programs a new dimension. During the testing of the program in many different situations, it was found that the program can satisfy the job behavior training needs of people in various educational and training settings. Schools and training agencies that prepare people for immediate entry into the job market will find the program invaluable. Because of the way in which the program is designed, it can be used in many ways. The program can be added to existing guidance programs, to a social studies course, or to a basic education course, or it can be a new course supplementing a vocational training program. The kit contains filmstrips, sound tracks, and workbooks.

High School Component

As a continuation of the career education program, high school teachers, both academic and vocational, incorporated the ideas of career planning and dissemination of career information into the regular classroom situation. Those teachers who were most active in 1972-73 for the most part, were those who made best use of the information, speakers and films this year.

In 1972-73 approximately sixty percent of the teachers participated in the program. This year approximately seventy-five percent really participated in the program, and all of the teachers had at least one career education activity. Those who were not as active were in the areas of math, music, and foreign language and the coaches who also taught classes. English, speech, science, journalism, and social studies teachers were the most active in the academic area. The 13 vocational departments were very responsive to career education and gave several demonstrations in the elementary schools.

Awareness was still being stressed at this level because of teachers' and students' lack of information on careers, business, and industry. Very little good material is available for the high school level. Our teachers are learning to develop their own materials and incorporate them into their class work.

As in the first year, the career education staff again coordinated the activities for the teachers. Speakers from the business community were the most useful source of information because the people on the job are better qualified to tell the students how it is in the world of work than the average teacher.

Field trips this year were held at a minimum due to the gasoline shortage, and they were planned so a large number of students could benefit from each trip. The earth science class toured the University of Oklahoma Science Observatory at Leonard. The business education classes toured the First National Bank Building in Tulsa. One senior English teacher developed a unit based on "The Terminal Man" and students were allowed to observe an epileptic child at Children's Medical Center who is being treated with computer type machines. Field trips to Oklahoma State Tech at Okmulgee were used by the vocational teachers to tour areas pertaining to their subject matter.

Students gave demonstrations to elementary and junior high school students. The high school students prepared a program on careers dealing with the particular subject and presented it to the younger students. Electronics, drafting, home economics, debate, drama, business education, speech, physical education, science, art and journalism were among the most popular presentations. The high school students, by speaking and giving demonstrations, were learning as much about careers as the elementary or junior high school students who listened to the speeches or saw the demonstrations. For example, the commercial art students painted the black top playgrounds at elementary schools with maps of the U.S., traffic signs and other information that can be used in games and students had to do some research to be able to duplicate the maps and signs.

Teachers of English, speech, history, and business education developed units on preparing for jobs or training after high school. The use of materials available in the library (SRA kits, Occupational Outlook Handbooks, etc.) was encouraged. The students were encouraged to choose careers, read and write about them and in some classes mock job interviews were done in the classroom with either personnel interviewer from a business or the career education staff acting as the employer.

As in 1972-73, outside speakers were used to emphasize to the students the value of both oral and written communication in the world outside the classroom.

History and social studies teachers developed units on the 15 clusters and attempted to tie the jobs in the clusters to their subject matter by using speakers and films. Students studying the careers wrote or gave oral reports on the information they learned.

Science teachers used speakers, films, and field trips to show what careers could be incorporated into science. Health occupations speakers were the most popular speakers with the students. In the earth science and biology classes the students heard a meteorologist, emergency room technician, seismic expert, and rock hound tell how these subjects can be used in their careers. Chemistry students were visited by a pollution expert from the City-County Health Department who spoke on air and water pollution in this area of Oklahoma and what is being done to eliminate part of it. Science teachers seemed to be the most active in incorporating career education into the classroom and worked together in planning speakers and contacting speakers.

Journalism and speech students used the video tape machine to write, direct, and produce T.V. presentations. The students used the skills taught in the classroom in a simulated work situation.

Speech and drama students enlarged their presentations to elementary schools by emphasizing jobs in the area of speech and drama and how the learning in class can be used in routine life situations.

Many speakers of the 1972-73 school year were "repeats" in 1973-74. Teachers were more aware that the people in business and the industrial community are vitally interested in the schools and want to help prepare the students for a career. As teachers use the career education concept more they will see the need to use more speakers and field trips to enrich their subject matter. The career education staff, always ready to assist the classroom teacher in arranging career education activities, attempted to keep up with current events and resources for the classrooms.

The biggest change in the high school was in the student acceptance of the idea of learning, preparing, and making plans for the future and making plans based on his awareness of himself, and his ability to relate himself to various careers.

Placement Component

Job placement continued at a steady place in 1973-74 with companies who worked with the career education program in 1972-73. New contacts were made by telephone and visits to companies, but many contacts were initiated by employers who had read or heard about the program from students, parents, and other business people.

During the first year of the career education project, 363 jobs were found for the students. During the second year, 480 students were placed on jobs. A number of students secured jobs through indirect referrals and are not included in the above figures.

Emphasis was placed on helping the students become better prepared for employment. In addition to studying careers, students learned about the physical, personal, and educational requirements of various jobs as well as what individual companies look for in an employee. Written or oral reports, sample job application forms from area industries, and mock interviews were used to help students learn about job interviews. Such classroom activity reinforced discussions between career education counselors and students when job interviews were being set up.

The General Aptitude Test Battery was given to all seniors. Test scores were interpreted individually to the students in light of their career plans and in conjunction with other test scores. Students were counseled to assist them in making choices as to further education, advanced training, or a job at the time of graduation. The test results were also used for students in planning exploration activities.

Seniors who had two or three alternative careers under consideration were given the opportunity to explore them. Arrangements were made with interested employers to allow students to work without pay in a specific job for a period of a few hours. Where limitations such as lack of professional or technical training, safety, or insurance coverage would not allow students to work, they were permitted to observe workers or professional people in action or to have extensive interviews with them. Employers were encouraged to provide realistic work situations so that students would get an accurate picture of what could be expected on the job.

It was felt that high school seniors should be the target of career exploration since they were closest to entering the job market, further training, or additional education. They were informed of the program through announcements in senior English classes and through individual counseling.

Letters introducing career exploration and soliciting exploration stations were mailed to 104 selected employers in the Sand Springs and Tulsa area in August, 1973. Thirty-two responses were received: 18 affirmative, 5 negative, 5 qualified negative, and 3 employers needed more information before they could answer the request for stations. From the mail campaign 51 exploration stations were secured offering 41 different types of jobs.

Twenty additional employers were contacted throughout the year providing another 44 stations. At the end of the school year 50 employers had volunteered 95 exploration stations providing a potention of 79 different jobs to be explored.

Assignment of seniors to exploration stations began in November, 1973. Counselors screened students to be sure that they really needed exploration activity and would profit from the experience.

When it was determined that a student could profit from career exploration, the proper station was selected and arrangements were made with the employer for him to explore a specific job at a specific time on a specific date. The student was excused from class, if necessary, with the permission of his teachers and principal. In addition, the student was required to return a CAREER EXPLORATION ASSIGNMENT form with both his parent and principal's signatures giving him permission to participate in exploration.

The student was then sent to the exploration station with his assignment form. A section of the assignment form was to be filled out by the employer and returned to the career exploration coordinator indicating the student's job readiness in the areas of attitude, appearance, and skills. Other types of feedback were also requested for the purpose of counseling (see sample form in appendix). The assignment form, returned by the employer, was filed in the student's folder and was available for counseling purposes.

By the end of the year 45 students had participated in career exploration activity exploring 31 different types of jobs. A number of exploration appointments were cancelled toward the end of the school year. Two appointments were cancelled by employers, and 11 cancelled by students who lost interest in exploration or who had conflicts.

On May 21, 1974, 30 graduating seniors who had participated in exploration activity were given a questionnaire evaluating career exploration. The results were as follows:

Value of career exploration in giving the student information regarding a career he was considering:

Very Valuable	19	(64%)
Valuable	7	(23%)
Of Some Value	4	(13%)
Of Little Value	0	
Of No Real Value	0	
	30	(100%)

Visit to the employer confirmed career choice	19	(64%)
Visit to employer changed career choice to another field:	10	(33%)
(No Answer)	(1)	(3%)
	30	(100%)

Comments regarding why career exploration changed the career choice: ....The people honestly told me that the field of medical technician was decreasing and in a few years fewer and fewer would be needed.... I do not want to work with welfare..., It merely confirmed my opinion of not going into psychiatry.... Decided I was not ready for the particular career I wanted.

Visit to the employer left the student undecided in his career choice:

Yes	8	(29%)
No	22	(71%)
	30	(100%)

Comments regarding career exploration in general: Good idea!.... A very valuable asset to any high school.... It would be great if it started sooner in high school. Also more than a visit--an opportunity to work as a helper with the employer for a time.... It is

worth it.... It is a very good program. It is very helpful.... It is a valuable service for seniors to enjoy.... I think it is a very valuable project.... It was a great opportunity to find out the job.... It is very helpful in choosing a career.

The following observations and suggestions are the results of the experiences of the first year:

Career exploration as developed in the Sand Springs schools is a valuable counseling tool. It gives students a first-hand view of jobs they are considering thus providing meaningful career information which could be gained in no other way. It can effectively be used by placement officers who already have employer contacts and, therefore, though time consuming, is not difficult to implement.

It is suggested, however, that career exploration be used carefully so that employers are not besieged with a flow of students which would interfere with business and cause them to discontinue participation in the program.

It is also suggested that career exploration be started in October after school is well under way and that it be discontinued during December and early January during the holiday season when both school and business schedules are crowded. It should be continued from mid-January until mid-April when school schedules again become crowded and student interest lags.

We found employers very cooperative, offering to go above and beyond the call of duty. Frequently they offered additional time to assist students in learning more about jobs.

Through counseling and exploration activities graduating seniors made the following choices:

	1974	1973
College	128	109
Vocational or technical school	25	33
Permanent jobs	99	66
Military	11	13
Out of labor force (married, etc.)	11	2
No plans	12	35
Total	286	258

Southwestern Bell Telephone Company sent representatives to the school to test students who wished to be considered for employment by their company. Plans are being made to work more closely with other companies in preparing students for entry level jobs.

Government agencies such as Neighborhood Youth Corps and Operation Main Stream helped disadvantaged students and dropouts secure jobs or further training.

More students have used the placement services this year. Several former students have returned for assistance in finding jobs or in getting information about schools. Also several parents have been assisted in finding jobs.

The placement officer developed a job survival packet primarily for seniors. The packet contains such information as: methods for locating jobs, how to approach an employer,

do's and don'ts for job seekers, filling out job applications, pre-employment tests, and questions frequently asked during the employment interview.

The placement officer should have clerical help to answer the telephone and take messages while she is out of the office contacting employers.

At the Career Education Fair nine vocational departments and eight academic departments entered group displays of various careers. Individual displays were also entered by students. The English department had the largest number of individual entries. The students who won were extremely pleased with their ribbons and with the large number of visitors who came to see what had been done. The coverage by two local T.V. stations also pleased them.

As recommended in the 1972-73 report a job fair was held for senior students. Twenty-two companies and the armed forces sent representatives to the school. Senior students were released from classes to be interviewed by these people. Each student had completed a simple application form to show the employers at the intereview.

Several students were hired at the job fair to begin work when school was out. Appointments were made for second interviews for further consideration by many students. As of June 30, 1974, 25 students were hired as a result of the job fair. A job fair offers two opportunities: (1) a job and (2) the chance to be interviewed by several companies in a more realistic situation.

Data regarding placement and followup are in Tables II and III.

TABLE II

STATISTICS - JOB PLACEMENT

Number of Employer Contacts		675
Number of Student Contacts		2,250
Number of Jobs:		
Permanent	94	
Part Time	201	
Jobs Obtained by Vocational Teachers (COE, ICT, Ag., etc.)	112	
N.Y.C.	73	
TOTAL	480	

TABLE III

STATISTICS - FOLLOW-UP

The follow-up on the 1973 graduating seniors compares their plans in May, 1973, to what they were actually doing in October, 1973.

	May, 1973	October, 1973
College	109	80
Vocational or Technical School	33	17
Permanent Jobs	66	119
Military	13	11
Out of Labor Force (married, etc.)	2	11
No Plans	35	--
Could Not Be Contacted (moved)	--	20
TOTAL	258	258

One of the objectives of the project was to test the feasibility of initiating a placement operation similar to the one in Sand Springs in other school districts--using an existing counseling staff to operate the placement office. Administrators and counselors in Broken Arrow and Skiatook agreed to try the placement office and were assisted by the placement officer. The counselor in Skiatook who was designated to supervise the placement operation was also designated the coordinator for career education, K-12. With such responsibilities, she was unable to give proper attention to the placement operation, however, the normal assistance was given to students who needed assistance in continuing their education. In addition, approximately 35 graduates were placed in full time jobs as a direct result of the placement office.

The Broken Arrow placement office was more successful. The school district hired an additional counselor to have major responsibility for job placement and the combined efforts of the counseling staff resulted in almost 300 students and graduates being placed on full- or part-time jobs.

These two experiences lead to the conclusion that a placement office--including both educational and job placement--can be successfully operated within existing counseling operations if there is desire on the part of the counselors and administrative support for the activity.

RESULTS AND ACCOMPLISHMENTS

The major result of the project is that a complete model for career education, K-12, has been refined and is operational in the Sand Springs School District. The model has been documented along with procedures for implementing a career education program; is endorsed by the State Department of Education and the State Department of Vocational and Technical Education; and has been disseminated throughout the State.

Specific results related to the project objectives follow:

1. Curriculum materials at the elementary level were revised and reprinted at all grade levels. A supplement of suggested activities was included in the second printing. Additional materials which were developed include a booklet of bulletin board ideas, a research guide to the fifteen clusters, and a compilation of new activities obtained from materials collected from other states.

2. Program objectives were revised at all grade levels and in all components to reflect input from teachers and the third-party evaluation report of the previous year.

3. The elementary schools were open to educators throughout the school year as a demonstration of career education in action. Educators from across the State as well as from Kansas and Louisiana visited during the year.

4. Curriculum in the junior high level of home economics, business, and agriculture were expanded to allow exploration of more occupations in their respective areas. Home economics classes also explored in the area of health occupations.

5. Curriculum guides at the secondary level for math, English, social studies, and science were adopted to expand career education in the junior high and high schools.

6. A placement office was established in the Broken Arrow and Skiatook school districts. Counselors in Oklahoma have traditionally assisted students in placement at colleges and universities. The counseling staff at these two school districts now place students in colleges and universities, in post secondary technical schools or trade schools, and in full- or part-time jobs.

7. Dissemination of the model was accomplished through five workshops developed for the purpose of orienting educators to the career education activities at Sand Springs. The workshops were held at Tulsa, Edmond, Wilburton, Enid, and Lawton. Educators in all school districts in the State were invited to attend the workshop of their choice. In addition, all administrators were invited to attend or send representatives to the Career Education Day. More specifically, staff of the project have assisted the Skiatook School District in establishing the model, K-12 in that district; and have consulted with staff and teachers

in the Oklahoma City exemplary career education project. Teachers, counselors, and administrators from other school districts have attended the workshops developed for in-service in Sand Springs, and the project staff have made numerous presentations at in-service meetings and workshops in other school districts. Finally, the career education model has been distributed to all superintendents of schools and to all county superintendents.

There have been some additional results which do not relate directly to the project objectives. The Guidance and Counseling Section of the State Department of Education is making use of the placement component of the model to assist counseling staffs across the State with establishment of a placement office. A project has been developed with the thirteen school districts in Tulsa County to support the ninth and tenth grade career exploration component.

As stated in the final report of the initial Sand Springs Career Education project, a self-evaluation of the project is concerned with the effect of the career education activities on student achievement in the academic areas. A major hypothesis of the project was that school systems can introduce appropriate career education training into the general curriculum of the school without loss to the basic academic program.

The Stanford Achievement Test Battery was administered to grades 1-8 in May, 1972, May, 1973, and May, 1974. Table IV compares the percentile scores by grade level between 1972 and 1974. Overall, there appears to be neither negative nor positive effects of the project on achievement as measured by the Stanford tests. Comparisons on the composite average discloses that four grade levels had an increase in percentile rank while three had a decrease and one remained constant. Among the individual tests, there are 28 cases where the percentile score increased, and 28 cases where it decreased. Perhaps the most alarming observation, the one which requires additional research, is the tendency for the lower grades to increase while upper grades decrease in percentile scores.

An inferential test of the hypothesis is questionable since comparison by grade level is between different groups of students; however, a binomial test of changes was made with the result indicating that Paragraph Meaning did have significantly positive change. This result, reported in Table V, conflicts with the results of comparisons between 1972 and 1973 testing which was previously reported. That comparison indicated Word Reading to be significantly changed in the positive direction with Paragraphy Meaning showing the least amount of change in the communication area. Teachers, particularly in the first six grades, continue to support the fact that student behaviors have improved as a result of the career education activities--which fact tends to further support the hypothesis that academic achievement is not decreased.

At the high school level, the Iowa Test of Educational Development was administered in grades 9-11 in May, 1973, and again in May, 1974. Table VI lists the percentile averages and net change on this test. The composite scores indicate increases in the ninth grade and eleventh grade and a decrease in the tenth grade. As at the elementary level, it must be concluded that incorporation of the career education philosophy and activities has not adversely affected academic achievement.

Finally, the accomplishments of the project can be summarized in two statements. Career Education has a foothold in Oklahoma with the continuation of Sand Springs District as a demonstration center for career education in Oklahoma; and a model for initiating career education in other school districts is in active use in Oklahoma.

TABLE IV

STANFORD ACHIEVEMENT TEST MEAN PERCENTILE NET CHANGE
BETWEEN 1971-72 and 1973-74 ELEMENTARY GRADES

Test	1st Grade %ile			2nd Grade %ile			3rd Grade %ile			4th Grade %ile			5th Grade %ile			6th Grade %ile			7th Grade %ile		
	72	74	Net	72	74	Net	72	74	Net	72	74	Net	72	74	Net	72	74	Net	72	74	Net
Word Reading	84	92	+8	61	76	+15	50	56	+6	51	58	+7	56	45	-11	45	34	-11		N/A	
Paragraph Meaning	80	94	+14	57	66	+9	47	54	+7	49	56	+7	48	50	+2	47	40	-7	44	46	+2
Spelling	85	86	+1	68	80	+12	59	76	+17	57	74	+3	51	56	+5	46	42	-4	48	49	+1
Language	71	77	+6	64	72	+8	61	69	+8	52	50	-2	48	46	-2	43	36	-7	48	39	-9
Arithmetic Comprehension	87	86	-1	63	76	+13	67	86	+19	49	44	-3	40	40	---	40	35	-5	46	33	-13
Arithmetic Concepts		N/A		43	74	+31	55	64	+9	53	56	+3	56	49	-7	44	36	-8	54	48	-6
Social Studies		N/A		63	60	-3	65	62	-3	51	60	+9	49	46	-3	42	40	-2	44	40	-4
Science		N/A			N/A			N/A		52	56	+4	55	40	-15	47	38	-9	44	43	-1
AVERAGE	81	87	+6	60	72	+12	56	65	+9	52	54	+2	50	47	-3	44	38	-6	46	43	-3

TABLE IV

STANFORD ACHIEVEMENT TEST MEAN PERCENTILE NET CHANGE
BETWEEN 1971-72 and 1973-74 ELEMENTARY GRADES

1st Grade %ile			2nd Grade %ile			3rd Grade %ile			4th Grade %ile			5th Grade %ile			6th Grade %ile			7th Grade %ile			8th Grade %ile		
72	74	Net	72	74	Net	72	74	Net	72	74	Net	72	74	Net	72	74	Net	72	74	Net	72	74	Net
84	92	+8	61	76	+15	50	56	+6	51	58	+7	56	45	-11	45	34	-11		N/A			N/A	
80	94	+14	57	66	+9	47	54	+7	49	56	+7	48	50	+2	47	40	-7	44	46	+2	32	43	+11
85	86	+1	68	80	+12	59	76	+17	57	74	-3	51	56	+5	46	42	-4	48	49	+1	48	46	-2
71	77	+6	64	72	+8	51	59	+8	52	50	-2	48	46	-2	43	36	-7	48	39	-9	48	34	-14
87	86	-1	63	76	+13	67	86	+19	49	44	-3	40	40	---	40	35	-5	46	33	-13	42	28	-14
	N/A		43	74	+31	55	64	+9	53	56	+3	56	49	-7	44	36	-8	54	48	-6	45	47	+2
	N/A		63	60	-3	65	62	-3	51	60	+9	49	46	-3	42	40	-2	44	40	-4	38	36	-2
	N/A			N/A			N/A		52	56	+4	55	40	-15	47	38	-9	44	43	-1	39	40	+1
81	87	+6	60	72	+12	56	65	+9	52	54	+2	50	47	-3	44	38	-6	46	43	-3	39	39	---

TABLE V

BINOMIAL TEST OF CHANGES IN MEAN PERCENTILES ON THE STANFORD ACHIEVEMENT TESTS BETWEEN 1971-72 and 1973-74 ELEMENTARY GRADES

Test	Positive Changes	Negative Changes	Total	Probability
Word Reading	4	2	6	.344
Paragraph Meaning	7	1	8	.035
Spelling	5	3	8	.363
Language	3	5	8	.363
Subtotal, Communication	19	11	30	.390
Arithmetic Comprehension	2	5	7*	.227
Arithmetic Concepts	4	3	7	.500
Subtotal, Arithmetic	6	8	14	.395
Social Studies	1	6	7	.062
Science	2	3	5*	.500
TOTAL	28	28	56	.500

*One grade had no change in percentile rank and was dropped from the total.

TABLE VI

IOWA TEST OF EDUCATIONAL DEVELOPMENT MEAN PERCENTILE NET CHANGE BETWEEN 1972-73 AND 1973-74 HIGH SCHOOL GRADES

Test	9th Grade %ile 73	9th Grade %ile 74	9th Grade Net	10th Grade %ile 73	10th Grade %ile 74	10th Grade Net	11th Grade %ile 73	11th Grade %ile 74	11th Grade Net
Reading Comprehension	40	49	+9	49	42	-7	39	45	+6
Vocabulary	39	43	+4	39	39	---	29	41	+12
Language Usage	40	48	+8	42	35	-7	33	46	+13
Spelling	44	48	+4	45	38	-7	35	42	+7
Mathematics	44	51	+7	53	42	-11	36	50	+14
Social Studies	43	47	+4	46	46	---	34	43	+9
Science	41	45	+4	39	35	-4	33	36	+3
Use of Sources	51	56	+5	43	43	---	34	44	+10
COMPOSITE	42	48	+6	43	36	-7	33	45	+12

REPORT OF THE SAND SPRINGS CAREER EDUCATION EVALUATION TEAM 1973-74

SAND SPRINGS RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

CONDUCTED UNDER
PART C of PUBLIC LAW 90-576
Grant No. OEG-0-73-2974
Project No. V361013L

Submitted to the:

Research Coordinating Unit
State Department of Vocational-Technical Education
Stillwater, Oklahoma

October, 1974

EVALUATION REPORT

Introduction

The purpose of the evaluation effort was to evaluate the perceived effectiveness of the Career Education Project's administration and the Career Education program as it was operated in the Sand Springs, Oklahoma, school system. To accomplish the stated purpose, the following goals were established:

1. To determine the adequacy of supervision, as perceived by teachers, administrators and the Career Education staff.
2. To determine the adequacy of organization as perceived by teachers, administrators and the Career Education staff.
3. To determine the adequacy of materials as perceived by teachers, administrators and the Career Education staff.
4. To determine the effectiveness of the approaches used as perceived by teachers, administrators and the Career Education staff.
5. To determine the change in observed student behavior as perceived by teachers, administrators and the Career Education staff.
6. To determine the change in the school system as perceived by teachers, administrators and the Career Education staff.

Instrument Development

The design of this evaluation necessitated the development of measuring devices specifically to the goals of the project. Instrument development began in September. The evaluation team met three times in September to consider the initial form and format of the measuring instruments. At these meetings, sample items were written and the team, as a whole, reviewed each item. The items were then field tested on a teacher population at Oklahoma State University.

The second phase of instrument development was to revise and scale the items of the instrument. This task was accomplished by the evaluation team meeting four different times in the month of October. The scale was field tested for communicability. The scale was then combined with the items and then that instrument was field tested with a teacher population at Oklahoma State University. Based on the results of the second field testing, the instruments were revised and refined.

Since the data collection design required an interview situation, it was felt that the third phase of the instrument development was particularly important if accurate data was to be collected. Therefore, phase three of the instrument development was achieved during two meetings of the team in November. The purpose of these November meetings was to establish that each member of the evaluation team had an adequate understanding of all of the measuring instruments. Through this mechanism, it was felt that a consistent approach to and interpretation of the measuring devices used was achieved.

Data Collection

The evaluation team had anticipated a November date to begin the initial data collection. However, no official mechanism was established to allow for the incurring of cost of printing evaluation devices and permit travel expenses to the project site. The evaluation team continued to meet periodically (one time in December and one time in January) to review the proposed procedures and to clarify any questions which might have occurred. Upon notification that the contract between the Oklahoma State University and the State Department of Vocational and Technical Education had been approved and cleared by all parties, the evaluation team met three times in February to select visitation dates and to plan and carry through the selection of teachers who were to be interviewed.

The evaluation team owes a debt of thanks to Mr. Herman Grizzle and the members of his staff who assisted in organizing site visits and assisted in arranging calendars. The cooperation and assistance provided the team was appreciated. Administratively speaking, it enhanced the evaluation process.

The Sample

A stratified random sample consisting of approximately fifty percent of the teachers in the Sand Springs school system was selected to participate in the interview procedures. The teachers were stratified according to grade level. Approximately fifty percent of the elementary, junior high and senior high school teachers participated in the interview procedure.

The sample was specifically selected by stratifying all teachers listed in the Sand Springs teachers' directory by grade level. Then each teacher was assigned a number. The selections process was made by using a table of random numbers to select the teachers.

The schools involved were then identified. The evaluation team chairman contacted Mr. Grizzle giving him the name of the teacher and the school involved and the proposed date of an on-site visitation. Mr. Grizzle then contacted the principal of the school and established a meeting for a member of the evaluation team. In all, five elementary schools, two junior high schools and the high school was visited by evaluation team members.

The Procedure

Upon arriving at the Sand Springs Career Education Project office, the evaluation team member contacted Mr. Grizzle to inform him that the evaluation team member was ready

to begin his interview sessions. Mr. Grizzle would then ask the appropriate counselor from his staff assigned to that specific building to accompany the evaluation team member to that building.

When the evaluation team arrived at the appropriate school, the career education staff counselor would contact the building principal to inform them that the evaluation team representative was in the building and ready to begin the interview schedule which had been established and cleared several days before.

Typically, during the initial visit to a school building, the evaluation team member arrived early in order to interview the principal concerning his perceptions of the program. In every case, an attempt to interview the building administrator was made during the initial or subsequent visits to that building. Not all building principals were interviewed because of various stated reasons. This, however, was not the case with the teachers. Every selected teacher ultimately was interviewed.

In most cases, the evaluation team member was warmly received by the building principal. The building principal typically had made advance preparations in terms of a room for the interviews and had teacher aides standing by to relieve the selected teacher for the interview.

The interviews were on a one-to-one basis. They lasted from 12 to 20 minutes. The length of time required for the interview was dependent upon the interviewee's inclination to embellish the particular item to which he was responding. Generalized statements and summaries of the interviewee's comments are included in a later section of this report.

In every case, the interviewer was one of the evaluation team members. The procedure followed was for the team member to introduce himself to the subject and to explain the purpose of the visit. The subject was then provided a copy of the interview sheet. The purpose of this was to provide the subject an opportunity to see the questions they were being asked verbally by the evaluation team member. It was felt that this would require less time and the evaluation team member would not have to re-read some of the items to the subject. As the subject responded to one of the categories on the interview sheet, the evaluation team member simply recorded the response in the appropriate category.

If the subject felt the need to embellish or explain the answer in great detail, the evaluation team member was instructed to make no notes during the verbalization but to listen intently. As soon as the interview was over, the evaluation team member made notes on the main points covered by the subject.

An attempt was made to schedule visitations in order to complete all teachers who had been selected in a particular building in one day. For the most part this was done. There were some cases, however, where this was not possible due to absence, prior commitment and the like. In those cases, the evaluation team member returned to that building to obtain the interview at a later time mutually agreed upon by the principal, the teacher, Mr. Grizzle and the evaluation team member.

Report of the Findings

Five specific groups were interviewed. They included: the career education project staff; Sand Springs administration (all levels); high school faculty; junior high school faculty;

and elementary school faculty. Items of the interview were concerned with six broad areas. They include: philosophy and objectives; reaction to supervision of the program; organization (school and school systems); instructional approaches; materials; and change in student-teacher behavior.

The first series of items of the interview dealt with the subject's perception of the philosophy and objectives of the career education project. Nearly everyone interviewed had a copy of the written objectives of the Sand Springs Career Education Project. Of the 98 individuals interviewed, only five reported not having written copies. As the team conducted its evaluation it found the availability of the written objectives to be plentiful. It is the conclusion of the evaluation team that an effort has indeed been made to insure that this information is available.

The largest percent of negative answers in this section was found to be in areas of lack of involvement of the faculty in developing the instructional objectives for the project; and in the fact that the objectives had not been reviewed with the faculty since the beginning of the school year.

In further investigation, the evaluation team found that the instructional objectives were developed by a committee of grade level or subject area teachers. In many cases, the committee sought input from several of their colleagues. It appears that while not every teacher in the district did have specific input into the development of the instructional objectives, a large portion of the teachers did have input. Also, a summer workshop for the express purpose of developing objective statements was held. The nucleus of the objective development committees was composed of teachers who attended these workshops. The specific questions asked and the tabulation of responses, by group, are included in Table VII.

Nearly one-third of the junior high school faculty who were interviewed indicated that the type and amount of in-service education in career education received by the teachers was below average or poor. Approximately fourteen peroent of the high school teachers indicated the same perception.

Upon visiting with Mr. Grizzle, the evaluation team learned that the elementary teachers tended to be much more involved in terms of attending workshops, seminars and short courses offered to assist in the in-service aspect of the project. This same attitude seemed to prevail during the first year of the project as well. That is to say, the elementary school personnel seemed to be more supportive and enthusiastic than did the secondary level personnel.

Generally, both the secondary level and elementary level teachers indicated a supportive perception of the assistance in planning and carrying out career education activities provided by the Career Education Project staff. Whereas nearly forty-three percent of the junior high faculty felt the extent to which the central office administrative staff encouraged and promoted teacher involvement in career education activities was below average or poor, approximately seventy-seven percent of the high school and nearly ninety percent of the elementary school faculty perceived the effort to be average or above in this area.

Tabulation germane to the area of faculty reaction to supervision of the career education program are found in Table VIII.

In terms of organization, the evaluation team determined that the majority of those who participated in the interview perceived that there had been some or much change in the

TABLE VII

PHILOSOPHY AND OBJECTIVES

Question	Response	Number of Responses				
		Project Staff	Admin	Faculty by Level 10-12	7-9	K-6
Do you have a list of written objectives of the Sand Springs Career Education Project?	Yes	7	5	20	21	40
	No	-	-	3	2	-
Was the concept of career education adequately explained to you at the onset of the program?	Yes	7	5	18	16	32
	No	-	-	5	7	8
Do you feel the project is a justifiable expenditure of federal funds?	Yes	7	5	19	15	38
	No	-	-	2	8	1
Were the objectives of the program properly explained to you at the beginning of the program?	Yes	7	3	21	15	33
	No	-	1	2	8	7
Were you involved in formulating the objectives for the project?	Yes	7	4	22	16	37
	No	-	1	1	7	3
Were the objectives stated clearly and realistically?	Yes	7	5	22	16	37
	No	-	-	1	7	3
Have the objectives been reviewed with you since the beginning of the current school year?	Yes	6	2	8	8	22
	No	1	1	15	15	18

organizational structure of the school system and the local school building. Further, the organizational change resulted in some or much effect on the teaching. This change was in a positive direction.

In an indepth interview with the career education staff, the evaluation team determined that the career education staff felt the program would have been enhanced if more authority would have been granted to the staff in terms of working with the building principals.

TABLE VIII

REACTION TO SUPERVISION OF PROGRAM

Item	*Response	Number of Responses				
		Project		Faculty by Level		
		Staff	Admin	10-12	7-9	K-6
The type and amount of inservice education in Career Education received by teachers.	1	4	4	5	2	13
	2	3	1	13	12	22
	3	-	-	3	7	1
	4	-	-	2	1	5
Assistance in planning and carrying out Career Education activities provided by project staff.	1	6	5	13	3	20
	2	1	-	9	15	15
	3	-	-	-	4	5
	4	-	-	1	-	-
Extent to which central office administrative staff encouraged and promoted teacher involvement.	1	6	4	-	-	-
	2	1	1	17	12	35
	3	-	-	6	9	4
	4	-	-	-	1	-

* 1 = Excellent; 2 = Average or Above; 3 = Below average or Poor; 4 = Item not applicable.

Table IX contains the items and the tabulations relative to the organization aspect of the project.

On items concerning instructional approaches, the perception tended to be positive with the possible exception of the item which asked if these projects had resulted in increased attention given to the individual student situation as a direct result of the career education project. For the most part, the faculty maintained that individual attention had always been provided the student. Therefore it is not surprising that this area tended to be less positive than the other areas.

There seemed to be general agreement that overall improvement in the quality of classroom teaching, variety of teaching methods utilized in the classroom and the extent to which specific career information incorporated into the "regular" classroom setting had resulted either some or much as a direct result of the career education project. The only notable exception was at the junior high school level.

The questions and tabulation relative to the instructional approaches are found in the Table X.

In terms of career education instructional support mechanism being provided for the teachers and the teachers utilization of those materials, the perception of the faculty tended

TABLE IX

ORGANIZATION

Question	*Response	Number of Responses				
		Project		Faculty by Level		
		Staff	Admin	10-12	7-9	K-6
To what extent did you notice a change in the organizational structure of the school system?	1	-	1	-	1	3
	2	6	2	10	11	19
	3	-	2	8	7	13
	4	1	-	5	4	5
If you have noticed a change in the structure, how has it effected your teaching?	1	1	1	1	1	1
	2	3	1	11	11	22
	3	-	-	7	5	3
	4	2	-	4	4	3
To what extent did you notice a change in the organizational structure at your building?	1	-	-	1	-	2
	2	5	3	12	8	20
	3	1	2	8	10	11
	4	1	-	2	5	7
If you have noticed a change in organizational structure in your building, who has it effected your teaching?	1	-	-	-	-	-
	2	3	3	12	7	23
	3	-	-	8	5	4
	4	3	-	3	8	3
How much organizational change is needed in order to fully implement the Career Education Project?	1	1	1	3	4	1
	2	6	2	12	15	31
	3	-	1	6	3	8
	4	-	-	2	1	-

* 1 = Great Deal; 2 = Much or Some; 3 = Little or None; 4 = Not applicable.

to be positive. Further, the faculty tended to rate the instructional material average or above.

Again, the junior high faculty tended to respond in a more negative fashion than did the other levels of the school system. While most of the teachers felt the career education concept was integrated into the curriculum with some degree of permanency, over one-third of the junior high faculty felt that this was not true.

Questions and tabulations relative to the section on instructional materials are provided in the Table XI.

Educational psychologists have defined learning as the modification of behavior. The

TABLE X

INSTRUCTIONAL APPROACHES

Item	*Response	Number of Responses: Project Staff	Project Staff: Admin	Faculty by Level: 10-12	Faculty by Level: 7-9	Faculty by Level: K-6
Extent to which career education has been accepted as an essential component of the total educational process in the system.	1	4	4	6	1	16
	2	3	1	13	10	25
	3	–	–	4	11	1
	4	–	–	–	1	–
Overall improvement in the quality of teaching since implementation of career education.	1	1	3	2	–	7
	2	4	2	13	11	25
	3	–	–	6	9	5
	4	2	–	2	3	2
Extent to which specific career information has been incorporated into the regular classroom setting.	1	3	4	3	2	14
	2	4	–	18	14	24
	3	–	–	2	7	1
	4	–	1	–	–	–
Increased attention given to individual student situations as a direct result of the project.	1	2	4	6	1	8
	2	4	1	15	14	22
	3	1	–	1	6	9
	4	–	–	–	2	1
Inprovement in variety of teaching methods employed since implementation of the program.	1	1	4	–	1	13
	2	6	1	16	14	26
	3	–	–	6	4	1
	4	–	–	1	4	–

* 1 = Great Deal; 2 = Much or Some; 3 = Little or None; 4 = Question not applicable.

response of the faculty to the items concerning change in student-teacher behavior tended to show that the career educational project has indeed modified the behavior of the teacher as well as the student.

For the most part, some, much or a great deal of change was perceived. This was true in areas which concerned the students understanding of the world of work, the teacher's classroom behavior, the student's school behavior, the community attitude and involvement, and the teacher's awareness of the career education concept.

Questions and tabulations for the area of change in student-teacher behavior are reported in the Table XII.

TABLE XI

MATERIALS

Question	*Response	Number of Responses				
		Project Staff	Admin	Faculty by Level 10-12	7-9	K-6
To what extent were the teachers involved in the development of Career Education instructional materials?	1	2	4	6	2	13
	2	5	1	13	13	19
	3	-	-	2	4	7
	4	-	-	2	4	1
To what extent were the career education instructional materials provided for you?	1	3	4	9	1	20
	2	2	1	13	16	17
	3	1	-	1	5	3
	4	1	-	-	1	-
To what extent do the teachers use the career education materials?	1	3	4	2	1	14
	2	3	1	15	13	25
	3	1	-	5	7	1
	4	-	-	-	2	-
To what degree of permanency are the ideas of career education being integrated into the curriculum?	1	2	1	-	-	10
	2	5	3	19	14	26
	3	-	-	4	8	4
	4	-	-	-	1	-
How would you rate the instructional materials of the program?	#1	4	4	7	5	18
	2	2	-	15	13	21
	3	-	-	1	4	1
	4	1	-	-	-	-

* 1 = Great Deal; 2 = Much or Some; 3 = Little or None; 4 = Question not applicable.

Responses to the question were: 1 = Excellent; 2 = Good or Average; 3 = Below Average or Poor; 4 = Question not applicable.

TABLE XII

CHANGE IN STUDENT - TEACHER BEHAVIOR

Question To what degree:	*Response	Number of Responses: Project Staff	Project Admin	Faculty by Level 10-12	7-9	K-6
Do students evidence a better understanding of the work of work as a result of the project?	1	4	4	6	2	19
	2	3	-	15	15	21
	3	-	-	1	4	-
	4	-	-	1	2	-
Has student attitudes toward career exploration changed?	1	3	3	1	1	13
	2	4	1	20	12	22
	3	-	-	1	8	4
	4	-	-	1	2	1
Has student behavior changed as a result of the career education project?	1	3	1	1	1	2
	2	3	2	12	5	26
	3	-	-	8	15	12
	4	-	-	2	2	-
Have the work skills of the students improved as a result of the project?	1	2	1	-	1	10
	2	5	3	14	7	25
	3	-	-	8	14	5
	4	-	-	1	1	-
Has teacher classroom behavior changes as a result of the project?	1	3	1	-	2	11
	2	4	1	17	7	24
	3	-	-	5	13	5
	4	-	-	1	1	-
Has job placement changed as a result of the project?	1	3	1	10	3	1
	2	4	1	8	10	1
	3	-	-	1	1	-
	4	-	-	4	8	1
Have community attitude and involvement changed as a result of the project?	1	4	4	5	2	20
	2	3	-	16	13	19
	3	-	-	2	3	1
	4	-	-	-	5	-
Has teacher awareness of the career education concept changes as a result of the project?	1	3	4	2	2	20
	2	4	-	20	19	20
	3	-	-	-	2	-
	4	-	-	1	-	-
Has the school system changes as a result of the project?	1	3	3	3	1	6
	2	4	1	15	14	31
	3	-	-	2	6	2
	4	-	-	3	2	1

* 1 = Great Deal; 2 = Much or Some; 3 = Little or None; 4 = Question not applicable.

TABLE XIII

ACTUAL EXPENDITURES BY COMPONENT

Component and Category	Expenditures Federal	Local	Total
Elementary Component			
Personnel Costs	$ 12,342.85	$ 4,706.42	$ 17.049.27
Supplies & Materials	4,364.99	2,088.96	6,453.95
Services	1,051.18	--	1,051.18
Total Elementary	17,759.02	6,795.38	24,554.40
Guidance & Counseling Component			
Personnel Costs	23,411.98	6,928.54	30,340.52
Travel	139.39	244.40	383.79
Supplies & Materials	2,870.99	--	2,870.99
Services	577.40	160.00	737.40
Total Guidance & Counseling	26,999.76	7,332.94	34,332.70
Placement Component			
Personnel Costs	21,994.73	--	29,994.73
Travel	219.78	--	219.78
Communications	149.45		149.45
Services	113.50		113.50
Total Placement	22,477.46	--	22,477.46
Junior High Component			
Personnel Costs	12,097.75	--	12,097.75
Travel	53.40	--	53.40
Supplies & Materials	4,025.29	1,216.92	5,242.21
Services	395.50	--	395.50
Total Junior High	16,571.94	1,216.92	17.788.86
Project Administration			
Personnel Costs	21,415.93	4,000.00	25,415.93
Travel	1,623.85	163.46	1,787.31
Supplies & Materials	2,383.64	--	2,383.64
Communications	579.93	--	579.93
Services	7,296.47	4,214.80	11,511.27
Total Administration	33,299.82	8,378.26	41,678.08
GRAND TOTAL	$117,108.00	$23,723.50	$140,831.50

Generalized Observation Summaries

Generally speaking, the elementary teachers tended to be the most enthusiastic group of faculty. Not only did they verbally support the concept, but a visit to the classroom revealed bulletin boards, visitation by industry and manufacturing company representatives as well as skill and service area representatives. They were involved in "constructing" teaching machines, etc.

In elementary schools visited where the teachers did not exhibit the above mentioned enthusiasm, it appeared that the "cause" for the lack of enthusiasm could be directly related to the attitude exhibited by the building principal. Those elementary schools visited which appeared to be of a "closed" climate tended to elicite a general lack of enthusiasm. The attitude of the teachers tended to be guarded or negative.

Under some circumstances the career education staff felt that their effectiveness had been usurped because of a lack of support on the part of some building principals.

At the secondary level (junior and senior high schools), the attitude seems to be that career education was a strictly vocational education program. The junior high school faculty seemed particularly negative and frustrated. Several junior high school faculty members asked the evaluation team member how to relate their subject area to the world of work.

Conclusion and Recommendations

For the most part, it appears that the career education project has been a successful venture. Any time a school system moves to a system-wide program, problems are going to develop. The students have received many varied kinds of experience and exposures that they would not have received in a traditional program. The teachers (for the most part) have a positive attitude toward much of the program. The community has been involved in a greater way with the school system than normally found. The degree of permanency of the career education concept will apparently be significant.

Specifically, the evaluation team would recommend:

1. The planning phase of a program such as this should begin with the administration deeply involved. The administration must understand the philosophy and objective of the program. The support of the administration--superintendent and all building principals--is an absolute must.

2. Any in-service program for teachers should be on a mandatory rather than voluntary basis. Those who attend in-service training tend to understand what is being done. Those who do not, tend to develop myths concerning the concept and the result can be frustrating and ineffective.

3. Teacher education programs of colleges and universities should offer at least an introductory course about career education.

4. Efforts should be made to insure that teachers perceive the career education concept as a marriage of the vocational and academic programs--not just as a vocational program.

5. Efforts should be made to insure wide involvement in the development of instructional objectives and teaching materials. This involvement should include professional educators and citizen groups as well as experts from the field. Attention of possible sex discrimination in the printed materials utilized by the program was called to the attention of the evaluation team by a group of interested citizens from the Sand Springs community. Perhaps this situation could be avoided by greater involvement of a larger segment of the society served.

Cost Transportability

A consideration of cost transportability is important in any program. The cost of transporting a program such as the Career Education program from Sand Springs, Oklahoma, is contingent on several variables.

The Sand Springs project had several expenses inherent in the project. For example, the development of materials and the development and dissemination of a Career Education model were a part of the contract for Sand Springs which would not necessarily be a part of the expenses of another project.

To a large degree, the cost of transporting a project is dependent upon the degree of intensity of the program desired at the receiving institution. The Sand Springs project could be transported at a greatly reduced cost at the present time.

The reason this is so is because much of the developmental work on this project would not have to be repeated. It is difficult to say just how much has been saved for receiving institutions of a program very much like the Sand Springs project because of the work done at Sand Springs. To be sure, some developmental work would need to be performed by the receiving institution. However, "the wheel would not need to be re-invented."

School administrators seem to be preoccupied with "first cost" figures. The evidence produced through evaluation over the past two years would seem to indicate that the educational affect on students tended to be a positive one. Certainly, the academic progress was not impaired. The general attitude of the teachers, especially at the elementary level, was positive. The activities in the classroom as well as the field trips to make the students aware of many aspects of the world of work and the work ethic on the part of the teacher are difficult to measure at this time.

The involvement and support of the community received by the Sand Springs schools are a benefit which cannot be easily measured. However, the rapport established with the community by this project will, in all probability, return dividends for the schools for many months to come. How does one place a dollar figure on this?

Specifically, the major costs involved in transporting a program such as this would be primarily with the personnel and facilities. Secondary costs would be incurred in the purchase of materials specifically concerned with the Career Education concept.

The cost of personnel to implement a Career Education program would depend, as has been mentioned earlier, on the degree of intensity of the program desired by the institution establishing a program. Decisions such as: 1) Is this to be a K-12 program? 2) Should Career Education counselors be assigned to individual buildings or should one counselor be assigned to more than one building? 3) Should the Career Education staff be responsible for the program or should an intensive in-service program be developed and required of all teachers within the district? 4) Should materials be developed or purchased? The answer to these and other questions would go far in answering questions about cost transportability. The known fact at this time indicates that resources would not be required of another program to the same extent as were required of the Sand Springs project because of the vast amount of developmental work performed by the Sand Springs project.

TABLE XIII

ACTUAL EXPENDITURES BY COMPONENT

PROJECT COMPONENTS	FEDERAL EXPENDITURES	LOCAL EXPENDITURES	TOTAL EXPENDITURES
A. Elementary Level			
Personnel	$ 12,342.85	$ 4,706.42	$ 17,049.27
Supplies & Materials	4,364.99	2,088.96	6,453.95
Services	1,051.18		1,051.18
Total	$ 17,759.02	$ 6,795.38	$ 24,554.40
B. Guidance & Counseling			
Personnel	23,411.98	6,928.54	30,340.52
Travel	139.39	244.40	383.79
Supplies & Materials	2,870.99		2,870.99
Services	577.40	160.00	737.40
Total	$ 26,999.76	$ 7,332.94	$ 34,332.70
C. Placement			
Personnel	21,994.73		21,994.73
Travel	219.78		219.78
Communications	149.45		149.45
Services	113.50		113.50
Total	$ 22,477.46		$ 22,477.46
D. Junior High Level			
Personnel	12,097.75		12,097.75
Travel	53.40		53.40
Supplies & Materials	4,025.29	1,216.92	5,242.21
Services	395.50		395.50
Total	$ 16,571.94	$ 1,216.92	$ 17,788.86
E. *Administration			
Personnel	21,415.93	4,000.00	25,415.93
Travel	1,623.85	163.46	1,787.31
Supplies & Materials	2,383.64		2,383.64
Communications	579.93		579.93
Total	$ 33,299.82	$ 8,378.26	$ 41,678.08

*Costs of workshops and other dissemination activities were accumulated as Project Administration costs.

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The Sand Springs Career Education Project was the first attempt by a public school in Oklahoma to initiate a comprehensive program of career education at all grade levels throughout the school system. When the project was initiated, it was anticipated that much material would be made available from the national school-based career education project directed by the Center for Vocational and Technical Education at Ohio State University. Certain events relating to the administration of that project made it necessary to look elsewhere for instructional materials, techniques and other resources. There was a dearth of material at the secondary level which could be integrated into on-going curricula. Further, there was little information relating to articulation between grade levels.

After the first full school year of operation, it was recognized that a comprehensive program had not been initiated. A proposal was therefore submitted requesting support for a second year of development. Goals of this proposal were to complete development of the model, provide dissemination of the model in Oklahoma, and assist in its diffusion through demonstration and consultation.

The conclusions and recommendations that follow are based on pragmatic observations of the activities and accomplishments during the second year of the project.

Conclusions

1. Articulation is and will continue to be a problem which must be faced particularly when using community resources to provide orderly growth in the student's career development.

2. The diffusion process needs leadership at the State Department level. The career education philosophy will not be adopted by means of a "ground swell" from the "grass roots" level.

3. The cost transportability concerns will be eased as more resources are developed and released in the public domain; and as teacher education increases support for career education through preservice training.

4. A tentative conclusion is that placement components can most economically be established and operated by counseling staff--given appropriate software, in-service training, and administrative support.

5. As a result of the third-party evaluation data, some conclusions regarding the program this year were made:

   a. Faculty attitudes toward career education and toward the program at Sand Springs are extremely good. The conclusion is based on the eighty-one percent average favorable response to items on the evaluation instrument.

   b. Negative faculty attitude relates strongly with negative administrator attitude and with "closed" school climate.

Recommendations

1. The State Department of Education in Oklahoma should provide the leadership necessary to diffuse career education throughout the local education agencies in the State. Two specific actions are urgently needed:

   a. Designation of a Career Education Section within the Division of Instruction with a full-time administrator and other appropriate staff. Such action would enhance support of and input to the Curriculum Section, Guidance and Counseling Section, and Teacher Education Section as well as to the subject areas and others.

   b. Addition of a Placement Consultant to the Guidance and Counseling Section in support of local education agencies needing assistance to establish a placement component.

2. Local education agencies should seek State and/or Federal support (perhaps through Title III, ESEA, or Part D of the Vocational Education Act) to replicate the Sand Springs program. Support for materials, in-service training and designation of a career education coordinator are major local needs to accomplish replication--at least in part.

3. Teacher Education and local schools should look on the Sand Springs program as a demonstration center and make use of the school district and its staff as an appropriate resource for diffusion of the career education concept.

4. The Sand Springs School District should develop a longitudinal study of the effects of the program on its students. The impact of the program will not be fully understood until students have gone through the complete articulated career education program. The study should be an on-going phase of local accountability. It is expected that changes will occur as more research results are released regarding career education. Changes in the Sand Springs program should be formally documented as a part of the study.

None of the conclusions and recommendations which were made in the Final Report of the previous Sand Springs project have been found to be invalid as a result of this project. Some of the recommendations were specifically directed toward the 1973-1974 school year in Sand Springs--and many were accomplished. Other recommendations were more generalizable to the state and to other school districts in the state. Staff members in school districts attempting to replicate the Sand Springs program should consider both this report and the report of the previous project as valid sources of information.

APPENDIX A

CAREER EDUCATION DAY
and
CAREER EDUCATION FAIR

C A R E E R E D U C A T I O N D A Y

SCHEDULE

HOST: Clyde Boyd, Superintendent
Wendell Sharpton, Director of Instruction
Herman Grizzle, Director of Career Education
SAND SPRINGS PUBLIC SCHOOLS

Bill Shaw, President
Bob Davis, Manager
SAND SPRINGS CHAMBER OF COMMERCE

9:00 Meet Community Room, Sand Springs State Bank

9:20 Tour One

9:40 Tour Two and Tour Three

11:45 Lunch with Chamber of Commerce at Ward's Cafeteria

1:00 Tours Continue

2:30 Career Education Materials will be distributed to all participants.

(Career Education Day, March 27, 1974)

LUNCHEON PROGRAM

Plantation Room, Wards Cafeteria
11:45 - 1:00

MASTER OF CEREMONIES	BILL SHAW, President Sand Springs Chamber of Commerce
INVOCATION	LARRY KLIEWER, Career Education Exploration Coordinator
LUNCH	
INTRODUCTIONS	HERMAN GRIZZLE, Director Career Education
WELCOME	DR. WENDELL SHARPTON Director of Instruction Sand Springs Schools
"COMMUNITY INVOLVEMENT"	NORMAN DUCKWORTH, Director Tulsa Metro National Alliance of Businessmen, Member, Executive Board of Chamber of Commerce
"CAREER EDUCATION IN THE ELEMENTARY SCHOOLS"	LINDA BYNUM, Teacher Limestone Elementary
"CAREER EDUCATION IN THE SECONDARY SCHOOLS"	JOAN WILLIAMS, Teacher Clyde Boyd Junior High

SAND SPRINGS CAREER EDUCATION SLIDES	HERMAN GRIZZLE Career Educati

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SAND SPRINGS PUBLIC SCHOOL

Superintendent of Schools	Mr
Director of Instruction	Dr. Wend

CHAMBER OF COMMERCE OFFICER

President	
1st Vice-President	
2nd Vice-President	
3rd Vice-President	
Secretary-Treasurer	
Manager	

(Career Education Day, March 27, 1974)

LUNCHEON PROGRAM

tion Room, Wards Cafeteria
11:45 - 1:00

SAND SPRINGS CAREER EDUCATION SLIDES

HERMAN GRIZZLE, Director
Career Education

* * * * * * * * * * *

NIES

BILL SHAW, President
Sand Springs Chamber of Commerce

LARRY KLIEWER, Career Education Exploration Coordinator

HERMAN GRIZZLE, Director
Career Education

DR. WENDELL SHARPTON
Director of Instruction
Sand Springs Schools

EMENT"

NORMAN DUCKWORTH, Director
Tulsa Metro National Alliance of Businessmen, Member, Executive Board of Chamber of Commerce

IN
HOOLS"

LINDA BYNUM, Teacher
Limestone Elementary

IN
OLS"

JOAN WILLIAMS, Teacher
Clyde Boyd Junior High

SAND SPRINGS PUBLIC SCHOOLS

Superintendent of Schools	Mr. Clyde Boyd
Director of Instruction	Dr. Wendell Sharpton

CHAMBER OF COMMERCE OFFICERS

President	Bill Shaw
1st Vice-President	Fred Dunn
2nd Vice-President	Joe Williams
3rd Vice-President	Ron Watkins
Secretary-Treasurer	Charles Hill
Manager	Bob Davis

CAREER EDUCATION FAIR

9:00 a.m. - 9:00 p.m.
Tuesday, April 2, 1974

A Career Education Fair, co-sponsored by the Rotary and Lions Clubs of Sand Springs, is under the supervision of the Community Service Committee, one of the committees of the Advisory Council. The following suggestions were made by the committee:

ELEMENTARY DIVISION:

Group Entries

The elementary schools can enter only one group display in each of the following groups. The groups are:

1. Kindergarten
2. Grades 1 and 2
3. Grades 3 and 4*
4. Grades 5 and 6*
5. Special Education

*Grade 3, Central Elementary and Grade 4, Garfield Elementary can each enter a group display.

Guidelines:
1. Entry from each group.
2. Judging will be based on creativity and originality.
3. All entries must be related to career education.

Individual Entries

The elementary schools can enter only three individual entries for each class (K-6) - Kindergarten through Sixth Grade.

Guidelines:
1. Three individual projects from each class.
2. Judging will be based on creativity and originality.
3. All entries must be related to career education.
4. All work on individual displays must be done by the exhibitor.

CAREER EDUCATION FAIR

9:00 a.m. - 9:00 p.m.
Tuesday, April 2, 1974

A Career Education Fair, co-sponsored by the Rotary and Lions Clubs of Sand Springs, is under the supervision of the Community Service Committee, one of the committees of the Advisory Council. The following suggestions were made by the committee:

JUNIOR HIGH SCHOOL DIVISION:

Group Entries

Area of Entry:

1. Industrial Arts
2. Speech
3. Music
4. English
5. Science
6. Social Studies
7. Physical Education
8. Home Economics
9. Art
10. Math
11. Vocational Agriculture
12. Business Education

Guidelines;

1. Group entry for each area named above.
2. Judging will be based on creativity and originality.
3. All entries must be career related, name career or vocation and cluster.

Individual Entries

Each junior high school can have only one individual exhibit from each class.

Guidelines:

1. One individual exhibit from each class.
2. Judging will be based on creativity and originality.
3. All work must be career related, name career or vocation and cluster.
4. All work must be done by exhibitor.

CAREER EDUCATION FAIR

9:00 a.m. - 9:00 p.m.

Tuesday, April 2, 1974

A Career Education Fair, co-sponsored by the Rotary and Lions Clubs of Sand Springs, is under the supervision of the Community Service Committee, one of the committees of the Advisory Council. The following suggestions were made by the committee:

HIGH SCHOOL DIVISION:

Group Entries

Each department at Charles Page High School can enter one group display in the Career Education Fair.

Guidelines:
1. Vocational and academic department displays will be judged separately.
2. One group entry from each department.
3. All entries must be career related with name of career or vocation and cluster.
4. Judging will be based on creativity and originality.

Individual Entries

A one-hour class can enter one, two-hour class two, and three-hour class three individual exhibits per class.

Guidelines:
1. One-hour class 1, two-hour class 2, and three-hour class 3 exhibits.
2. Judging will be based on creativity and originality.
3. All entries must be career related, name career or vocation and cluster.
4. All work must be done by the exhibitor.

C A R E E R E D U C A T I O N

Sand Springs Public Schools

March 18, 1974

Dear Principals and Teachers:

The two largest career education activities for the year are: (1) State Career Education Day, March 27, and (2) State Career Education Fair, April 2. I appreciate all the preparation you are making for these two events. The final arrangements for these events are being made by the Career Education Advisory Council.

The State Career Education Day is being sponsored by the Sand Springs Public Schools and the Sand Springs Chamber of Commerce.

The State Career Education Fair is being sponsored by the Sand Springs Public Schools and the Sand Springs Lions and Rotary Clubs.

The Sand Springs Leader-Times is printing a special edition of the newspaper and the news media (T.V., radio, and newspapers) in Tulsa will be notified of the two events. Special handouts will be prepared to be given to parents and organizations in the community. Letters were sent to educators state wide and we expect approximately 100 educators to attend the Career Day.

The Career Fair is open to the general public from 9:00 a.m. to 9:00 p.m. on Tuesday, April 2. We expect several hundred visitors from the Sand Springs community, Tulsa area, and educators state wide. The details of the plans for the two events are attached to this letter.

Sand Springs administrators and teachers have made the career education program a great success. The career education staff and the State Department of Vocational-Technical Education wish to thank you for your willingness to accept and infuse career education activities into the Sand Springs schools.

Sincerely yours,

Herman Grizzle

Herman Grizzle, Director
Career Education Program

HG:jt

RULES FOR THE CAREER EDUCATION FAIR

GROUP ENTRIES

1. Exhibitors must provide their own tables for the group displays.

2. Exhibitors of group displays that use electric equipment must furnish the electric wiring.

3. The location of each group display in the gymnasium will be identified by a sign.

4. Exhibitors of group displays should provide a sign to identify the name of the teacher(s), grade or department, and school.

5. Elementary group displays will be judged in the following groups: Kindergarten; Grades 1 and 2; Grades 3 and 4; Grades 5 and 6, and ribbons will be awarded to the top six winners. A Grand Champion ribbon will be awarded to the outstanding elementary group display.

6. Special Education group displays will be judged as one division and ribbons will be awarded to the four group displays. A Grand Champion ribbon will be awarded to the outstanding special education display.

7. Junior high school group displays will be judged by departments and ribbons will be awarded each winning display. A Grand Champion ribbon will be awarded to the outstanding junior high school group display.

8. Academic department group displays from Charles Page High School will be awarded ribbons for the top five winners. A Grand Champion ribbon will be awarded to the top high school academic group display.

9. Vocational department group displays from Charles Page High School will be awarded ribbons for the top five winners. A Grand Champion ribbon will be awarded to the top vocational group display.

10. Every class or department that made a group display for the Career Education Fair, regardless of whether or not it was entered in the fair, will be presented with a certificate from the Sand Springs Lions and Rotary Clubs.

11. All group displays must be career related. Judging will be based on creativity and originality.

RULES FOR THE CAREER EDUCATION FAIR

INDIVIDUAL ENTRIES

1. Each individual entry will be provided a space on the floor of the junior high school gymnasium marked by a sign.

2. The elementary schools can enter only three individual entries for each class (K-6) kindergarten through sixth grade.

3. Individual elementary entries will be judged by grades and job clusters. The teacher will determine which of the fifteen job clusters each exhibit represents. Entry tags will be furnished for each individual entry.

4. Each junior high school can have only one individual exhibit for each one-hour class.

5. The Charles Page High School can have only one individual exhibit for each one-hour class, two exhibits for each two-hour class, and three exhibits for each three-hour class.

6. Individual junior high and high school entries will be judged by departments.

7. Each student in the Sand Springs Public Schools who made an individual entry for the Career Education Fair, regardless of whether or not it was entered in the fair, will be presented a certificate from the Sand Springs Lions and Rotary Clubs.

8. All entries must be career related and judging will be based on creativity and originality.

9. All work on individual displays must be done by the exhibitor.

APPENDIX B

CAREER EDUCATION JOB FAIR

"A JOB SURVIVAL PACKET"

CAREER EDUCATION

Sand Springs Public Schools

Mr. Clyde Boyd
Superintendent of Schools

Dr. Wendell Sharpton
Director of Instruction

Mr. Herman Grizzle
Director Career Education
P. O. Box 970
Sand Springs, Okla. 74063
Phone: 918 245-8506

Plans have been completed for the Senior Job Fair at Charles Page High School, Sand Springs. The event will be held on May 1, 1974, in the high school cafeteria. The time will be from 8:30 a.m. until 10:30 a.m.

Table space will be provided for you. Each senior will have completed a job application which will have basic information on it for you to use while talking to him.

Charles Page High School is located at Adams and Park Road. If you come out Keystone Expressway, exit at Adams Road, turn right and go about four blocks north. There is parking in the circle area in front of the school and in the parking lot at the back of the school. Please do not park in the bus area or in reserved places.

Please plan, if possible, to be there at 8:00 a.m.

If there are any questions please call me at 245-2733 or 245-8506.

Sincerely yours,

Mrs. Pat Thompson
Placement Officer

PT:jt

Mr. Clyde Boyd
Superintendent of Schools

Dr. Wendell Sharpton
Director of Instruction

CAREER EDUCATION

Sand Springs Public Schools

Mr. Herman Grizzle
Director Career Education
P. O. Box 970
Sand Springs, Okla. 74063
Phone: 918 245-8506

November 7, 1973

Pat Smith
1818 S. Broadway
Sand Springs, Oklahoma

Dear Pat:

Career Education and Charles Page High School are conducting a followup on the graduating Seniors of 1973.

Please complete the enclosed card with necessary information and return to me.

Thank you very much.

Sincerely yours,

Mrs. Pat Thompson
Placement Officer

PT:jt

Enclosure

POSTCARD

I am:

1. Attending college at _____
   My major area of study is _____
2. Working at _____ Full Time ___
   Part Time ___
   My job is _____
3. Unemployed and looking for work ___
4. In the Armed Services ___. Which branch? _____
5. Other - Married, Not looking for work ___

_____
Name Address Phone

DEFEAT
MUSCULAR DYSTROPHY
SUPPORT MDAA

Mrs. Pat Thompson
Placement Officer
Career Education Program
Box 970
Sand Springs, Oklahoma 74063

INSTRUCTIONAL MATERIAL

Instructional sheets have been prepared for you to use with your students to better inform them of the skills and techniques in seeking employment.

It has been notices that some students complete their training with good skills and technical knowledge but are weak in job employment procedures.

The materials enclosed have been prepared for your students. It will take several related class periods to present this information. It is suggested that the material be used in the following order:

(Encourage students to keep all material for future reference)

(1) Method for Locating Job - Students may be asked to bring the classified ad section of the newspaper for a study of the listings in his occupation. The Circulation Department will make available former editions for class use. Compare Sunday and week-day listings.

(2) How to Approach the Employer

(3) Do's and Don'ts for Job Seekers

(4) The Application

(5) Pre-Employment Test

(6) The Interview and Interview Questions Frequently Asked

METHODS FOR LOCATING JOBS

Employment Agencies - Public

Oklahoma State Employment Service (No charge for services)

Be sure to go to the appropriate office:

Clerical and Professional	409 S. Boston	583-0811
Industrial and Farm	818 S. Boston	

Employment Agencies - Private

Private employment agencies are private businesses licensed by the state of Oklahoma. They are in business for profit; therefore, they may charge you if you accept a job that they find for you.

Usually the fee for placement on a full-time job is approximately 40% to 50% of your first month's salary. For example, if your salary is $400 a month, you will have to pay the agency a total of $160. Usually the fee for a part-time job is less. Many times the employer will pay the fee for the job to the employment agency, and there will be no charge to you.

Be sure to read carefully any paper you are asked to sign. Make sure you understand the exact amount you will be required to pay and when the payment will be due. BEFORE you sign your name or accept a job.

(For a list of Tulsa's private employment agencies, check the yellow pages in the phone directory under "Employment.")

Trade Associations and Unions

Trade associations and unions are a good source of job information and for learning a trade through the apprenticeship programs. For a list of the apprenticeship programs available in the Tulsa area, see:.

Pat Thompson or Larry Kliewer - Career Education

Newspapers

Newspapers are one of the best sources for immediate job information. Jobs are listed under several headings - Help Wanted, Male or Female, Professional Employment, Sales Help and Part-Time or Temporary. Be sure to follow up the leads immediately. Remember, there are other people looking too.

School

Career Education - Charles Page High School - 245-2733
After May 27, 1974 - Career Education Office, 13 W. Broadway - 245-8506

Others

Friends, relatives, and business firms - personnel departments

HOW TO APPROACH AN EMPLOYER

Be prepared when you go job hunting. Have the information readily at hand to answer any questions written or verbal that an employer might ask. Remember, BE PERSISTENT! After a few "no's" any job seeker may become discouraged. Should this happen to you, try to increase your contacts with employers. Working hard at finding a job makes you feel that you are an integral part of the "Working World" rather than part of the unemployed. Your job now is "seeking a job."

Here are some helpful tips from employers:

1. Apply for a specific job--don't be vague about the position for which you are applying. But, if there is no opening--you may want to indicate to the employer that you would be willing to start in another position.

2. Indicate that you are willing to learn. This approach will be more beneficial in placing you than the cut and dried--'I can do this and nothing else' approach.

3. If you are going to a large company, be sure you apply with the appropriate person for the job you are seeking. For example, one personnel department may hire only professional workers--another personnel department may work with skilled or unskilled personnel.

4. DO NOT GO IN GROUPS to apply for a job. GO ALONE!

DOS AND DON'TS FOR JOB SEEKERS

DO stress your qualifications for the job

DO recount experience you have had which would fit you for the job

DO talk and think, so far as possible, about the future rather than the past

DO indicate where possible, your stability, attendance record and good safety experience

DO try to learn ahead of time about the company and its products

DO assume an air of confidence

DO approach the employer with respectful dignity

DO try to be optimistic in your attitude

DO maintain your poise and self-control

DO try to overcome nervousness or shortness of breath (it helps to take a deep breath)

DO hold yourself erect

DO apply for a specific job or jobs

DO answer questions honestly and with straight-forwardness

DO stress the contribution you can make to the enterprise

DO have available a list of former employers, time and period of service

DO have a list of references

DO let as many people as possible know you are "job hunting"

DO make plenty of applications

DO be well-groomed and appropriately dressed

DON'T keep stressing your need for a job

DON'T discuss past experience which has no application to the job

DON'T display overconfidence

DON'T cringe or beg for consideration

DON'T speak with muffled voice or indistinctly

DON'T be one of those who can do anything

DON'T hedge in answering questions

DON'T ask your questions about hours, pay, etc. early in the interview

DON'T hesitate to fill out application, give references, take physical examination or tests on request

DON'T hang around, prolonging interview, when it should be over

DON'T arrive late and breathless for interview

DON'T be a "know it all" or person who can't take instructions

DON'T keep yourself from contacts who might help you find a job

DON'T feel that the world owes you a living

DON'T make claims if you cannot deliver on the job

DON'T display a feeling of inferiority

DON'T depend upon the telephone for your job

DON'T be untidy in appearance

CAN YOU ADD MORE ??

SAND SPRINGS INDEPENDENT SCHOOL DISTRICT
Occupational Placement and Followup Center

THE APPLICATION

Most employers have their own application form.* The amount and type of information requested may vary somewhat from employer to employer. Here are some hints that you might recall when filling out an application:

1. Carry your own pen or pencil. This gives the impression that you've come prepared.

2. Complete all information - do not skip anything. For example, if you do not have a phone in your home, put the number of a relative's or neighbor's phone and indicate to whom it belongs.

3. Complete the form as neatly as possible. A messy application is hard to read and does not give a good "first impression." A line drawn in an answer blank will indicate that you have no answer for questions which do not apply to you.

4. Almost all applications ask for a social security number. Make sure you know your number or have the information with you. If you don't have one, be sure you apply for your number at the local Social Security Office.

5. If you forget key information such as names, dates and addresses or you have trouble spelling them correctly, try carrying a summary sheet of this information with you when you go job hunting. (Complete application in reasonable time)

6. Be honest - don't lie or give false information. It may cost you your job when the truth is found out. (Polygraph test used by some firms)

A Word About References

Almost all potential employers will ask you for several references. Select the people you want to use carefully. Be sure to ask their permission so they will not be caught off guard when an employer calls about you. (Be sure to use references who will return request).

In addition to their proper name and title, you will need to list their business address and phone number.

It is best to use former employers; but until you have some work experience, your references might be limited to a principal, counselor, teacher or someone who knows you and knows the kind of person you are.

*The forms contain all the questions which he must have answers for before he can consider anyone for employment. Just as it takes time for you to complete the application, it takes time for him to read them. But, he does read them!

SAND SPRINGS INDEPENDENT SCHOOL DISTRICT

Occupational Placement & Followup Center

PRE-EMPLOYMENT TESTS

A Word About Tests

Since you first began school you have been taking tests and will continue to take tests when you apply for certain jobs, enter the military service, enter college or even get a driver's license.

Basically, there are two types of tests:

1. I. Q., aptitude, and achievement which are used to help determine if you have the intelligence, ability, potential, and educational background to pursue a certain job or career.

2. Inventory tests measure your interests, values, and attitudes. These tests aid in the evaluation of your desires, goals, and personality traits. These inventories can be used in comparing you to other people who are successful in a chosen career.

One test score cannot necessarily tell you all you or an employer wants to know about you. But often, a combination of test results may give some indication of your basic skills and interests. (Always read instructions carefully before you start - some tests have a time limit.)

SAND SPRINGS INDEPENDENT SCHOOL DISTRICT

Occupational Placement & Followup Center

THE INTERVIEW

The interview is the final and most important step in your job campaign. Don't dread the interview--it will give you your opportunity to discuss your qualifications for a position.

Try to prepare yourself for any questions the employer might ask. Also, you think about questions you will want answered concerning the position. Here are some helpful tips:

1. Groom yourself. Remember first impressions are important.

2. Arrive at the interview a few minutes earlier than your appointment. If there is a receptionist or secretary, tell her who you are and give the name of the person you are to see.

3. Be cheerful and polite.

4. Speak clearly, listen carefully and be interested.

5. Your answers should be to the point, but more than yes and no. Try to make the interview interesting, but don't get too carried away. Remember the employer's time is valuable.

6. Leave your cigarettes and chewing gum hidden at home.

7. Know something about the position for which you are applying.

8. Look for clues when the interview is over. Usually an employer will ask, "Do you have any more questions?" This is probably a good time to say, "No thank you, but I enjoyed our interview and hope that you will consider me for the position with your company."

9. Look directly at your interviewer. When the top of your head is all that can be seen, its hard to determine your interest, appearance and enthusiasm.

10. Be on your best behavior from the minute you enter the building for the interview until you leave. Other persons, such as the receptionist, might be called on to give their opinion of you or what your reaction was while you waited to see the personnel manager.

*Questions Frequently Asked During the Employment Interview

1. What are your future vocational plans?

2. How do you spend your spare time?

3. In what type of position are you most interested?

4. Why do you think you might like to work for our company? (If possible, obtain information about company before interview)

5. What qualifications do you have that make you feel that you will be successful in your field?

6. Why do you think you would like this particular type of job?

7. Are you looking for a permanent or temporary job?

8. Do you prefer working with others or by yourself?

9. Can you take instructions without feeling upset?

10. Can you get recommendations from previous employers?

11. Have you had any serious illness or injury?

12. Do you like to travel?

13. How about overtime work?

14. What have you done which shows initiative and willingness to work?

* Write your answers

JOB PLACEMENT INFORMATION

Please Print

Grade:_____ Sex:_____ Race:_____ School:_____ Date:_____

Name:_____ Height:_____ Weight:_____
Last First Middle

Address:_____ Phone:_____ Date of Birth:_____
No. Street City Zip

Social Security No._____ Marital Status:_____Single _____Married

Vocational Course	Vocational Training	Business Machines
List Course and Grade	Industrial Cooperative Training____	Typing:____wpm
_____	Vocational Agriculture_____	Shorthand____wpm
_____	C.O.E._____	10 Key____
_____	Other_____	Full Key____
		Rotary Cal____
		Electronic Cal____
		Bookkeeping____
		Others_____
		_____

Are you interested in permanent, full-time employment? Yes_____ No_____

Are you interested in summer employment only? Yes_____ No_____

Are you planning to continue your education? Yes_____ No_____

If yes, where_____ Course_____

Full Time_____ Part Time_____

List extracurricular activities while in high school:

_____ _____

List below any employment that you have had in the past or at present:

Employer	Address	Type of Work	Salary	Dates Of Employment	Hrs. Per Week

Do you have transportation? Yes_____ No_____

Do you have a driver's license?_____ Has it ever been suspended?_____ Are you now under a doctor's care?_____ If so, explain_____

How many days did you miss from school during this past year?_____ What was the main cause of your absence?_____

APPENDIX C

CAREER EDUCATION EXPLORATION FORMS

EXPLORATION FORMS

I. LETTER TO EMPLOYER (printed form letter)

A. Purpose: To acquaint employers with career exploration and solicit exploration stations.

II. QUESTIONNAIRE: (printed)

A. Purpose: To act as an instrument of employer response to the letter. This form accompanied the letter.

III. WORKING FILES (typed on 5 X 8 cards)

A. EMPLOYER FILE

1. Purpose: To keep record of employers willing to participate in career exploration noting the types of job exploration stations available through each one.
2. They were filed alphabetically according to employer name in the "Employer" section of the file.

B. EXPLORATION STATION FILE

1. Purpose: To keep record of the types of exploration stations available, where they could be found (employer), and the person to contact to set up an assignment. The back of the card was used to record assignments to the station (date, student's name, student's grade, how long the student was to stay at the station, and comments--usually the time of day that the student was to go to the assigned station was listed under this section.) A section marked "Frequency" was used to indicate how often an employer would accept a student for exploration activity (e.g. 1/wk, 1/mo., by arrangement, etc.).
2. These were filed alphabetically according to job title of the exploration station in the "Exploration Station" section of the file. They stayed there as long as they were available for assignment. When an assignment had been made the card was moved to the "Numerical" section of the file.

C. NUMERICAL FILE (numbered 1 to 31)

1. Purpose: To keep record of the dates of exploration station assignments.
2. Exploration station cards with assignment dates were filed under the date the student was to go on exploration activity (e.g. all assignments for students to go on exploration activities on the fifth of the month were filed under "5"). If needed, students or employers could be reminded of exploration assignments set up some time in advance. Cards were removed from this file and placed back in the "Exploration Station" file after an assignment was complete.

IV. CAREER EXPLORATION ASSIGNMENT SHEET (8½ X 11 mimeographed)

A. Purpose: To provide essential information about student and exploration assignment for the student himself, the employer, parents or guardians, and the school administration. Also to provide feedback for counseling and evaluation purposes.

B. The first section was for recording assignment information for the student, employer, and parents or guardians.

C. The second section explained exploration activity to parents or guardians with space for signature of parent or guardian giving permission for student to participate in exploration activity. Also space is provided for the principal's signature of approval of the activity.

D. The third section was for the employer to rate the student's interest, job readiness, and the value of the exploration activity. This section provided feedback information for counseling and analysis of the career exploration concept.

E. The back of the exploration assignment sheet was used to note the student's schedule, including classes, athletics, and work hours. Whether the student had transportation was also noted.

F. The student was required to have all signatures on the assignment form before he could go on the assignment. Before he left he was given a stamped envelope addressed to the career exploration coordinator which was to be used by the employer to return the completed assignment form.

V. CHARLES PAGE HIGH SCHOOL ACTIVITY TRIP SLIP (printed)

A. Purpose: To get students excused from class when needed to go on career exploration activity.

VI. STUDENT QUESTIONNAIRE

A. Purpose: To get student evaluation of career exploration and to get feed back of effect of career exploration on career decisions.

B. Given at the end of the school year to graduating senior students who had participated in career exploration.

VII. LIST OF TYPES OF EXPLORATION STATIONS

CAREER EDUCATION

Sand Springs Public Schools

Mr. Clyde Boyd
Superintendent of Schools

Dr. Wendell Sharpton
Director of Instruction

Mr. Herman Grizzle
Director Career Education
P. O. Box 970
Sand Springs, Okla. 74063
Phone: 918 245-8506

Dear

Career education has been a part of the Sand Springs School System for one year now. Last year the major emphasis was career awareness and placement. This year the career exploration phase is being added. Basically career exploration means getting students involved in work situations so that they can make better decisions about career goals and preparation for careers.

Here is what we propose to do starting with high school seniors. A student who has two or three alternative careers which he is seriously considering will be given the opportunity to explore them more in depth. Arrangements will be made with interested employers to allow the student to actually work without pay in a specific job for one day. Employers will be encouraged to provide realistic work situations so that the student will get an accurate picture of what he could expect on the job. Follow-up counseling with the student will be done at the school after he has completed exploration activities.

We realize there will be limitations when age, safety, or insurance coverage present problems. However, in these cases there may be ways to expose the student to working conditions through supervised observation of the job.

We need your help not only in providing exploration sites but also in evaluating our ideas and making suggestions about the exploration phase of this program. Please fill out the enclosed questionaire and return it as soon as possible.

Sincerely yours,

Larry A. Kliewer
Exploration Coordinator

LK:jt
Enclosure

Date_____

Name and Address of Employer:

_____

_____

_____

_____ Yes we are interested in providing work situations for career exploration.

Person to contact to make arrangements: _____

Phone: _____

_____ We need more information before deciding. Please arrange to visit with us.

The following positions could be made available for exploration activities (example: secretary, shop worker, draftsman, mechanic, etc.)

_____ _____

_____ _____

_____ _____

We could accept a student for participation in exploration activity:

_____ Once per week.

_____ Twice per month.

_____ Once per month.

_____ Other _____

Comments or suggestions regarding career exploration:

_____

_____

_____

_____

EMPLOYER FILE

Career Education Program
Box 970 - 13 West Broadway
Sand Springs, Oklahoma 74063

Phone: 245-8506
Contact: Herman Grizzle

Stations	DOT Code
Bookkeeper	210.388
Secretary	201.368

(Reverse side lined with no headings)

EXPLORATION STATION

BOOKKEEPER 210.388

Career Education Program
Box 970 - 13 West Broadway
Sand Springs, Oklahoma 74063

Phone: 245-8506
Contact: Herman Grizzle

FREQUENCY_____

(Reverse side of card is headed as follows:
DATE STUDENT GRADE DUR COMMENTS)

CAREER EXPLORATION ASSIGNMENT

STUDENT _____

GRADE _____ AGE _____

JOB TO BE EXPLORED _____

DATE _____ TIME _____

EMPLOYER _____

ADDRESS _____

CONTACT _____ PHONE _____

TO THE PARENT OR GUARDIAN:

Arrangements have been made for _____ to visit the above employer on the specified date and time for the purpose of exploring a specific job. The student will be observing actual work situations and, where possible, will be working on the job for a few hours without pay. The purpose of career exploration activity is to help the student in deciding or verifying his career choice. Any classwork missed will be made up by the student as arranged by the teacher. We need your approval for your young person to become involved in Career Exploration as designated above. If you have any questions please feel free to call _____ at 245-2733 or 245-8506.

_____ has my permission to participate in career exploration as scheduled above.

_____ Date _____

Parent Signature

Approved by: _____ (principal)

TO THE EMPLOYER: Please fill out the fo
evaluation. The information will be used
seling with the student and will not bec

1. Student's interest in the job or jobs
(check one)

_____ Actively Interested
_____ Mildly Interested
_____ Indifferent
_____ Mildly Disinterested
_____ Strongly Disinterest

2. How job ready do you feel the studen
following areas:

	Ready	Needs Some Improvement
Attitude	_____	_____
Appearance	_____	_____
Skills (if applicable)	_____	_____

Other areas: _____

_____

3. Did the student seem to profit from
with you?

_____

4. Other comments or observations: _____

_____

_____

ER EXPLORATION ASSIGNMENT

_____

_____AGE_____

ED_____

_____TIME_____

_____

_____

_____PHONE_____

GUARDIAN:

been made for _____ to
mployer on the specified date and
ose of exploring a specific job. The
bserving actual work situations and,
ill be working on the job for a few
. The purpose of career exploration
lp the student in deciding or verify-
oice. Any classwork missed will be
udent as arranged by the teacher. We
l for your young person to become in-
Exploration as designated above. If
tions please feel free to call
_____ at 245-2733 or 245-8506.

_____ has my permission to
reer exploration as scheduled above.

99

_____Date_____

_____ (principal)

TO THE EMPLOYER: Please fill out the following evaluation. The information will be used in counseling with the student and will not become public.

1. Student's interest in the job or jobs explored: (check one)

_____Actively Interested
_____Mildly Interested
_____Indifferent
_____Mildly Disinterested
_____Strongly Disinterested

2. How job ready do you feel the student is in the following areas:

	Ready	Needs Some Improvement	Needs Much Improvement
Attitude	_____	_____	_____
Appearance	_____	_____	_____
Skills (if applicable)	_____	_____	_____

Other areas:_____

_____

3. Did the student seem to profit from the time spent with you?

_____

4. Other comments or observations:_____

_____

100

_____

CHARLES PAGE HIGH SCHOOL
ACTIVITY TRIP SLIP

To the Teacher: _____ will miss class _____

Time of leaving school: _____ AM / PM Time of return to school: _____

Purpose of trip: _____

_____

Sponsor's Signature _____

STUDENT SCHEDULE

1		
2		
3		
4		
5		
6		
7		

Assignment Given (Teacher Sign)

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

Assi

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

This sheet is to be presented to the teacher five (5) days before the absence from school. The Teacher will make an assignment of wor the absence, and sign in the proper place above. The assignment is to be completed and handed in to the teacher the day BEFORE th then signs in the proper place above. Upon completion of this process, the principal will sign below and grant permission for the trip.

Principal's Signature _____

CHARLES PAGE HIGH SCHOOL
ACTIVITY TRIP SLIP

_____ will miss class _____ (date)

_____ AM / PM Time of return to school: _____ AM / PM

Sponsor's Signature _____

TUDENT SCHEDULE

Assignment Given (Teacher Sign)	Assignment Handed in (Teacher Sign)
1. _____	1. _____
2 _____	2 _____
3. _____	3. _____
4 _____	4 _____
5. _____	5. _____
6 _____	6 _____
7. _____	7. _____

to the teacher five (5) days before the absence from school. The Teacher will make an assignment of work to cover the time of
oper place above. The assignment is to be completed and handed in to the teacher the day BEFORE the absence. The teacher
bove. Upon completion of this process, the principal will sign below and grant permission for the trip.

Principal's Signature _____

STUDENT QUESTIONAIRE

NAME _____ 5-21-74

This past year you were given the opportunity to visit one or more employers to explore a particular job. We now need your HONEST evaluation of Career Exploration.

1. Was career exploration of any value in giving you information regarding a career you were considering. (Check one)

   Very valuable _____

   Valuable _____

   Of Some Value _____

   Of Little Value _____

   Of No Real Value _____

2. Did your visit to the employer confirm your career choice? (Did you decide to go into the career you explored?)

   Yes _____ No _____

3. If it did change your mind please indicate why and list what your career choice is now as far as you know.

   _____

   _____

4. Did you visit with the employer leave you undecided in your career choice?

   Yes _____ No _____

5. If you were left undecided, why? _____

Please make any other comments about career exploration you may have.

103

TYPES OF EXPLORATION STATIONS AVAILABLE

THOSE USED:

Bookkeeper
Caseworker
Clerk, General Office
Dental Assistant
Digital Computer Operator
Director, Television
Draftsman, Architectural
Economist
Electrician, Industrial
Electronics Technician
Fingerprint Classifier
History Professor , University
Illustrator
Interior Designer and Decorator
Jewelry and Flatware Designer
Lawyer
Machinist
Manager Trainee
Medical Laboratory Assistant
Medical Technologist
Nurse, General Duty
Patrolman
Pharmacist
Police work (general)
Printing Occupations
Psychiatrist
Salesperson, Cosmetics and Toiletries
Salesperson, General
Secretary
Teacher, Blind
Teacher, Elementary School
Veternarian

THOSE SCHEDULED BUT CANCELLED:

Counselor II
County Agricultural Agent
Fish and Game Warden
Inhalation Therapist

THOSE UNUSED BUT AVAILABLE:

Accountant
Business Administration
Calculating Machine Operator
Cashier I
Chemist, Inorganic
Collector
Court Jobs
Dentist
Dispatcher, Radio
Draftsman, Electrical
Draftsman, Mechanical
Electrical Engineer, Power
File Clerk
Finance
Floral Designer
Fork-Lift-Truck Operator
Gas Serviceman
Geologist
Geophysicist
Grinder-Chipper II
Grocery Business
Housekeeper (medical service)
Lineman, Repairman
Maid, Hospital
Mechanical Engineer
Metal-Cleaner, Immersion
Metal-Fabricating-Shop Helper
Meter Reader
Musician
Nurse Aide
Nurse, Licensed Practical
Orthodontist
Programer, Business
Programer, Scientific
Proof-Machine Operator
Stock Clerk
Teller
Tractor-Trailer-Truck Driver
Tube Drawer
Typist
Veterinary-Hospital Attendant
Warehouseman

APPENDIX D

FIELD TRIPS AND SPEAKERS

PLACES VISITED - 1973-74

ELEMENTARY

Ace Cleaners
Aerial Map Company
Bowlero Lanes
Channel 2 TV - Tulsa
Dentist Office
DX Refinery - Tulsa
First National Bank - Tulsa
Food Store
High School COE Classroom
High School Home Economics Dept.
Hissom Memorial Center
KTOW Radio Station
Hoerner Waldorf Box Company
Keystone Dam
Leader-Times Newspaper
Mohawk Zoo - Tulsa
Moore's Pig Farm
Safeway Grocery
Texaco Refinery - Tulsa
T.G.&Y. Store
T.L. Osborn World Museum - Tulsa
Tulsa City/County Library
Tulsa International Airport
Tulsa Stockyards

Community Visits:

Banks
City Hall
Fire Department
Health Center
Library and Museum
Orphanage
Railway
Telephone Company
U.S. Post Office

JUNIOR HIGH

Alteration Shop
Fabric Mill Outlet Store
Knick-Knack Shop
KTOW Radio Station
Micro-wave Oven Demonstration
Southwestern Bell Telephone Co.
Cleaners
Public Service Co.
Oklahoma Natural Gas

JUNIOR HIGH (Continued

Hobby Shop
Grocery Stor
Restaurant
Sand Springs Newspaper
Sand Springs Library
Armco Steel Corporation
Kerr Glass Company
Corps of Engineers
Museum
Box Company
Dentist
Hospital
Architect Office
Bridge Project
Bank
Gas Station
Pharmacy
Post Office
Car Dealer
Jewelry Store
Clothing Store
Ward's Cafeteria
Auto Parts Store
Court Room
City Hall
Park and Recreation Center
Music Store
Health Center
Real Estate Office

High School Classes:
Printing
Carpentry
Auto Mechanics
Electronics
Commercial Art
Drafting

HIGH SCHOOL

American Airlines - Tulsa
Art Shop
Dairy Cattle Project
Earth Science Lab - Leonard, Okla.
Funeral Home
Kitchen Korner
Oakdale Nursing Home
Okla. State Tech. Art Department
Osage Hampshire Farm

SPEAKERS - 1973-74

ELEMENTARY

Airline Ticket Agent
Anthropologist
Autoharpist
Baker
Billboard Advertising Manager
Chief of Police
Cosmetologist
Dietitian
Florist
Gift Shop Owner
High School students:
- Art
- Business
- Chemistry
- Commercial Art
- Debate
- Drama
- Drafting
- Electronics
- Gymnastics
- Home Economics
- Social Studies

Highway Patrolman
Lady Pharmacist
Marine Recruiter
Minister
Mobile Zoo
Newspaper Publisher
Paleontologist
Philharmonic String Quartet
Secretary
Sign Painter
Slide Show (Oklahoma)
Tulsa Police Canine Trainer
TWA Stewardess
Visually Handicapped Teacher
Weather Forecaster, TV

JUNIOR HIGH

Astronaut
Astronomer
City Planning Councilman
Coast Guard Recruiter
Industrial Chemist
NASA Spacemobile
Psychiatrist
Race Car Driver
Realtor
Red Cross Worker
Restaurant Owner
Scuba Diver
Secret Service Agent
Soil Conservationist
USAF Recruiter
Public Service
Oklahoma Natural Gas
Health Inspector
Geologist
Doctor
Research Chemist
Hospital Volunteer Worker
Wild Life Manager
Petroleum Engineer
Electric Engineer
Surveyor
Scout Leader
Archaeologist
Fire Fighter
Para-Medic
Lab Technician
Dietitian
Nurse, R.N.
Nurse, Aide
Medical Secretary
Chiropractor
Chemist
Game Ranger
Zoo Director

SPEAKERS - 1973-74

HIGH SCHOOL

Archaeologist
Armco Steel
Astronaut
Authoress
Auto Test Mechanic
Boy Scout Director
Cities Service Oil Co. Representative
City Planner
Court Clerk
Dentist
Draftsman
Electronics Engineer
Employment Agency Owner
Fibercast Company
Horticulturist
Insurance Agent
Lawyer
Medical Physician
Medical Technician
Meterologist
Minerologist
Neurologist
Orthopedic Surgeon
Osteopath
OSU Veterinary Students
Park and Recreation Director
Pharmacist
Photographer
Pollution Engineer
Public Service Manager
Publisher, Magazine
Physical Therapist
Registered Nurse
Seismograph Corp. Representative
Spartan Aviation Director
Sun Oil Co. Personnel Director
Vocational Rehabilitation Counselor
Williams Brothers Company Public Relations
X-Ray Technician