

## DOCUMENT RESUME

ED 115 742

95

CE 005 539

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TITLE A Career Decision-Making Handbook for Adult Basic Education Teachers.  
INSTITUTION Huntsville City Schools, Ala.  
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.  
PUB DATE Jun 75  
NOTE 60p.  
EDRS PRICE MF-\$0.76 HC-\$3.32 Plus Postage  
DESCRIPTORS Adult Basic Education; \*Adult Counseling; Adult Educators; \*Adults; Adult Students; Annotated Bibliographies; \*Career Choice; Counselor Role; \*Decision Making; \*Disadvantaged Groups; Personal Values; Resource Materials; Teacher Role; Vocational Counseling; Vocational Development  
IDENTIFIERS Alabama (Huntsville)

## ABSTRACT

The purpose of the special project, operated by the City Board of Education (Huntsville, Alabama), was to perfect a career decision-making model that could be used by Adult Basic Education (ABE) teachers to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based on his and his family's personal value system. Career counselors trained the ABE teachers in the use of the career decision-making model, using preservice, inservice, and on-the-job training. The teacher and the counselor worked with adult learners in developing the thinking processes needed for career decision making. The document explains in detail the adult career decision-making processes and provides an example of a career decision-making chart, briefly describing each of the 18 points on the chart. Also discussed are the four counseling techniques used: (1) behavioral techniques, (2) educational media, (3) group techniques, and (4) vocationally oriented curriculum. The remainder of the document consists of lists of materials: an annotated bibliography covering occupational information, job search, and study guides for job entry; local community resources; and an annotated list of tests useful in counseling adult learners. (BP)

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A Career Decision-Making Handbook  
for Adult Basic Education Teachers

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This project was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or the policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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June, 1975

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## Introduction

This Special 309(b) Project, "A Career Decision-Making Model Utilizing Adult Basic Education and Counseling for the Under/Unemployed Adult and Family," was funded for the year July 1, 1973 to June 30, 1974, and was an integral part of the total Adult Education Program operated by the City Board of Education, Huntsville, Alabama.

The purpose of this project was to perfect a career decision-making model that could be used by an Adult Basic Education teacher to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based upon his and his family's personal value system. Once the adult has selected his intended career goal, the model could be used to help the disadvantaged adult determine the best route to reach his selected career.

The emphasis in the year funded from July 1, 1974, to June 30, 1975, was placed on counseling and assisting the teachers in counseling the unemployed and underemployed adult who is enrolled in the Adult Education Program.

As the learners enrolled in Adult Basic Education, if they were interested in improving their employability in the areas offered in ABE, they enrolled in a vocational class, such as shorthand, typing, and bookkeeping. In

these classes the adults received the basic skills necessary for employment, and help in career decision-making.

Part-time teachers were used in the evening programs to assist Level I adults, and Level II adults in the career decision-making process.

Adult Career Task Modules developed in an Adult Basic Education Institute at Auburn University in the summer of 1973, were used as a guide for occupational knowledge. These modules were developed from the National Adult Performance Level Study conducted by the University of Texas to determine the competencies needed by adults to function effectively in a complex society.

The teachers and counselors also used the career oriented materials available through the Adult Learning Center as well as resource people from community agencies.

Career counselors were used to train Adult Basic Education teachers in the use of the career decision-making model. This training was based upon the knowledge that the counselors have gained during the past year. This training was in the form of pre-service, inservice and on the job training. The teacher and counselor worked with the adult learner in using the thinking process inherent in the career decision-making model. The adult should be able to answer the following questions:

- (1) "Who am I?"

(2) "Where am I going?"

(3) "How do I get there?"

The learner should attempt to answer these questions by participating in this process which combines the following: (a) responsive and initiative community between teacher and adult through didactic, experiential, and model teaching techniques with (b) educational and career information obtained through the cooperating agencies and with (c) an acquisition of skill in a systematic method of career decision-making process.

The first step in career decision-making was defining career to the uneducated, disadvantaged adult. To the uneducated adult, it is a process by which he is able to reach his desired goal. To reach his goal, a program must be established whereby the teacher, counselor and the learner take systematic steps toward his goal. This systematic program of adult education and career guidance should allow the adult learner to know at each step how close he is to his goal.

The second step in this process was to assist the unemployed or underemployed adult in choosing a career. The individualized career decision-making chart was used in the following way:

The counselor and teacher will help the adult learner decide what career goals he has, and at the same time, will discuss the barriers that will prevent the adult from reaching his career goals. With additional counseling, the adult will decide, based upon his personal



value system, which is more important to him, his career goals or the barriers. If the barriers are more important, he will drop out or redefine his goals, but if the goals are the most important, he will continue the individualized career decision-making process by selecting at least three alternate careers that will meet his goals. After enumerating the strength and weakness of each, he will select the career that has the best possibilities for him to reach his goals. The individualized career chart is planned so that the adult may recycle through all of the selected careers, if he needs to, before he finally reaches a career decision. Or he may at anytime redefine his decision, select new goals, and start the process over again.

Early in the career decision-making process much information about available careers in this area was given the adult in order to expedite the process.

The counselors administered interest tests and arranged for aptitude tests for those who desired to take them and should benefit from the results.

The teacher assisted the adult in his career decision so that:

1. It was an achievable career.
2. It was worthwhile to his family.
3. It enabled the learner to reach his goals.
4. It offered opportunity for advancement.
5. It provided him with career maturity.

After the learner has reached his decision on which career he could best enter in order to reach his goals based upon his personal value system, the teacher and



counselor worked through different community agencies and resources to channel him into the proper training agency.

The ideal career decision for most people would be a job in which a person would give his most to society while working in an occupation which closely fits his or her interests, aptitudes, and abilities.

## ADULT CAREER DECISION-MAKING

Each adult must be treated as a distinct personality, with unique educational and vocational needs and abilities. Counseling this individual is a process of two-way communication. The counselor provides accurate and up-to-date occupational information while allowing the client freedom to reach his own career decision. The counselor's role in guiding the client in setting realistic goals is important. The goal which the client brings with him to a counseling session is often unrealistic, wishful thinking. In most cases the final goal will be a compromise. The empathy and tact of the counselor are invaluable in assisting the client in reaching a suitable compromise without decreasing his self-image.

Most people have to make a career choice. Very few people get into an occupation accidentally, although it does happen. Deciding on a career is one of the most important acts that almost everyone has to make. It is very important then to know what to do and how to do it.

The occupation chosen is important because to a large extent it determines the life style of the individual. Involved in this is where and under what conditions an individual spends his time, the kind of education one must have and get, income, family life; in essence, the total spectrum of life's activities.

As in the past, labor market trends influence the kinds of occupations people choose. As industries grow larger and more complex, changes will take place in the occupational structure. Occupations become more complex and specialized. There are over 20,000 various occupations from which to choose. The larger number and complexity of occupations make career planning very important indeed.

The shift toward white-collar jobs is one of the most significant changes in the labor market. White-collar workers now outnumber blue-collar workers. Through the 1970's, the trend of rapid growth for white-collar occupations, a slower than average growth for blue-collar occupations, fast growth for service workers and decline of farm workers is expected as reported in the Occupational Outlook Handbook, a U. S. Department of Labor publication. Overall employment is expected to increase about twenty-four per cent between 1970 and 1985. The current economic conditions however could limit this to a somewhat lower figure. By 1985, white-collar jobs will make up more than half of all workers. The service producing industries' rapid growth will require large numbers of white-collar and service workers. The growth of white-collar jobs will result also from demand for workers for research and development, health and education services and for processing increasing amounts of paperwork in all industries. Labor market indications point toward work requiring more education

and training although not necessarily four years of college.

No one can predict the future adequately enough to know when and if his own career choice will be affected by shifts in the labor market. The trends should be considered in the decision-making process however.

The career decision-making process with its many possibilities and complexity is vital to the individual as well as to society. The effect of the occupation chosen on our life's pattern has been mentioned before. The life pattern is a result of the values which are related to the occupation. The individual should be aware of these values to determine how well they coincide with his own values. A job which provides satisfaction contributes to the happiness of the family as well as the individual and his co-workers and friends. From the societal standpoint a severe lack of workers in important jobs could severely hamper economic development. Unwise career choices can invoke hardships on those in the field due to overcrowding. Choosing a career above or below one's ability is a loss to the individual and society. Failure to make a good decision can lessen the chances of success when and if a change in occupations occurs. Many people do change occupations, sometimes as many as five or six times during a normal working life.

Some job changes occur as a result of changing industrial

and economic conditions. However, many job changes are the result of dissatisfaction due to hasty decisions concerning jobs. The career decision-making process should be the result of sometimes years of study, consideration and counseling. Career decisions should not be made after completing some interest and/or aptitude tests. Just because an individual may have had an interest in a particular occupation for several years does not mean it is a good choice. Among the other aspects, a career decision should be based on knowledge of many different and varied occupations. Adults who come to realize that they really have not made a career decision are likely to forego gaining adequate information in order to "catch up" and make a decision. This can lead to job dissatisfaction and change. One way to help avoid this is to look closely at job interests and abilities.

Enjoying the work in an occupation and the ability to function effectively in it without too much tension are essential to happiness and satisfaction. Interest and ability are vitally important factors in a career decision.

Everyone has certain interests and abilities that are unique to him or her that should be considered. The abilities could be intellectual or physical or combinations of these and other things. Interests of individuals are many and varied but often people have special interests that provide

direction in lives and careers. Most occupations can be entered with average abilities in terms of physical ability but interest should be above average for a particular occupation. Although different jobs may require different levels and kinds of abilities, this should not be interpreted to mean that occupations have different values attached to them. Relating to interest and abilities, special aptitudes should also be considered in career decision-making.

In reaching a career decision, the individual should understand from the occupational knowledge he has gained that jobs require different levels of ability and achievement. Many careers can be entered at a beginning level and offer chances for advancement without much formal training. Others require a high level of specialized training before entry into the actual job. This makes it important to look at job families (ones that are similar but at different levels) and career ladders before a career decision is made. Taking as many factors as possible into consideration before deciding should include looking at the advantages and disadvantages of each possible career. The career decision-making chart illustrated in this handbook should prove helpful in this endeavor.

In using the career decision-making chart as a guide,

it is important to attempt to match personal abilities with those demanded by specific field of work. The personal traits--interests and abilities--should be matched with those of a job family. The person interested in a job which provides the opportunity for self-expression, as an example, should check the job characteristics of the occupation in which he is interested before making a final decision. Job characteristics include whether or not the job requires a high school diploma, strict supervision, working as a team, exposed to weather conditions, etc. The Occupational Outlook Handbook is an excellent source for reviewing these characteristics.

When a particular career has been chosen, it should not be viewed as the only one that should have been made. The willingness to reassess a career decision in light of new circumstances or information is important. Everyone makes mistakes in career selection--the important point is that the individual should recognize his mistake and profit from it.



# Career Decision-Making Chart

The career decision-making chart is an aid to the teacher in counseling. Its usefulness will depend upon the value the teacher places upon a systematic approach to the counseling process. Each point on the chart is explained in terms of how it has been used. This should in no way restrict the use of the chart to these ways, however. The perception of the learner and the teacher as to what each point means in terms of reaching a satisfactory decision is what is most important.

NAME \_\_\_\_\_  
 ADDRESS \_\_\_\_\_  
 PHONE \_\_\_\_\_

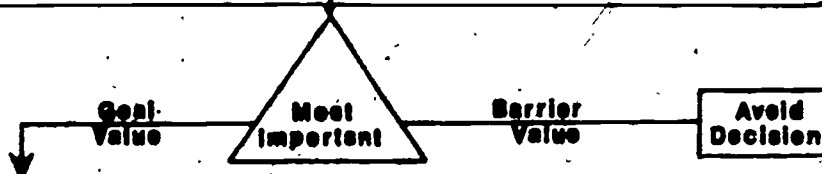
# CAREER DECISION

Initial Career Choice: \_\_\_\_\_

Goals In Career	Barrier In Decision
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Personal Values Placed Upon Goals      Personal Values Placed Upon Barriers

1. _____	1. _____
2. _____	2. _____



List at least 3 alternate careers:	List strengths and weaknesses of each:
1. _____	1. a. _____ b. _____
2. _____	2. a. _____ b. _____
3. _____	3. a. _____ b. _____

Decide on a solution for which there are strengths to achieve the most desirable outcome

Set goals and start program

Has outcome been achieved?

Have you tried all solutions with desirable outcome?

Comfortable avoiding the decision?

Redefine the decision

SATISFACTORY DECISION

## INDIVIDUALIZED CAREER DECISION MAKING CHART

HUNTSVILLE ADULT EDUCATION PROGRAM

Huntsville, Alabama

## Explanation of Points on Career Decision-Making Chart

### 1. Name

In order to maintain an efficient record keeping system it is necessary to file and keep up-to-date career decision-making charts. To prevent mislocation of charts, the simplest way is to have the adult learner's name on each sheet in the file.

### 2. Initial Career Choice

Almost everyone has, at least in the back of their mind, some idea of what they would like to do or become. It is useful in one of the first interviews with learners to get an indication what this choice might be. It is important to emphasize that this need not be a practical choice. A "daydream" occupational choice will provide direction to the counselor/teacher in helping the learner reach a realistic choice of a career later on.

### 3. Goals In Career

Useful information for a final career decision can be obtained by discussing with the learners the goals they have in their career. This can be thought of as goals they have in life or what they would like to achieve.

These goals may not all be obtained but they can serve as motives for reaching as high a level as possible.

It is not necessary to list three or to stop with three.

4. Personal Values Placed Upon Goals

The personal values the learner places on the goals play a major role in whether or not he or she has the desire to reach the stated goals. These values are what a learner wants and needs in terms of self-esteem and self-actualization as well as a relative measure of their importance.

5. Barrier In Decision

Sometimes things stand in the way of a decision or when considered will unfavorably influence a decision. The barriers or things that interfere with the best possible decision must be taken into account.. These barriers may be internal in that they are a part of what the learner feels or the barriers may be external with the learner having no control over them or else is unwilling to control them.

6. Personal Values Placed Upon Barriers

The importance the learner attaches to the barriers

will determine if they can be overcome. A barrier can be an excuse not to make a firm decision because of fear of failure, dependency on others, lack of confidence in ability or many other things. Barriers are also sometimes external to the learner and he may need assistance in overcoming these.

7. Goal Value

At this decision point the learner must decide if the goal value carries the most importance. If so, he would move on to the next step. All factors must be considered carefully here. This is a key point in the decision-making process.

8. Barrier Value

The barrier value is weighed against the goal value by the learner in order to decide which direction to go. If the barriers are seen as insurmountable, then the barrier value will necessitate a crucial decision as to direction.

9. Avoid Decision

Arrival at this point on the chart indicates that the barrier value was weighed more heavily than the goal value. No firm satisfactory decision as to a

career will have been made.

10. Three Alternate Careers

At this point the teacher/counselor must work closely with the learner. Occupational information needs to have been provided along with interest and aptitude test. The past experience of the learner, his goals and barriers in the decision are all factors to consider before listing occupations. Here the learner must make a realistic choice based on his desire and ability with all possible outcomes explored to the extent possible.

11. Strengths and Weaknesses

Each alternate career listed should be considered in terms of its strengths and weaknesses. Each occupation will offer unique aspects in terms of its potential to meet the goals that have been set and the values placed on them.

12. Decide On A Solution

After considering all aspects of the career decision-making process up to this point a solution is decided upon. The solution will be a compromise between the goals and a realistic career choice. Since this is the most important decision point, much time and



thought should be given to it.

13. Set Goals and Start Program

Once the decision is made, new goals will need to be set in accordance with the decision. They will be more specific and should include steps to follow in beginning the program or activities.

14. Has Outcome Been Achieved?

If a satisfactory solution has been decided on and goals set, the outcome has been achieved and a satisfactory decision has been made. If not, it is necessary to go on to the next point.

15. Have You Tried All Solutions With Desirable Outcome?

Each possible solution must be explored. This may necessitate the widening of the search for a program or situation that will lead to the attainment of goals. It may be necessary to go back to point twelve and decide on a new solution or go ahead to point sixteen.

16. Comfortable Avoiding The Decision?

If at this point the learner is comfortable avoiding the decision because all solutions with desirable outcome have been tried, then he has reached a satis-

factory decision. He can either stop at this point and be finished with the decision-making process or approach the whole problem again.

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17. Satisfactory Decision

This is the point every learner is working toward. He could reach here through the achievement of desired outcomes as a result of setting goals or from avoiding a decision. In either case a satisfactory decision has been reached in terms of a career decision. This decision may not come quickly. It could be reached after formal or informal training or job preparation. The important point to consider in seeking a satisfactory decision is to always have this point in mind and knowing where you are in relation to it.

18. Redefine The Decision

When a satisfactory decision cannot be reached and the learner is not comfortable avoiding the decision, it is necessary to redefine the decision. This will involve going through the decision-making process from the beginning again. This process may be necessary several times before a satisfactory decision is reached.

## Counseling Techniques

## Techniques

The initial meeting with a client is perhaps the most important. It is this session which establishes the counselor-client relationship. A good rapport is necessary if there is to be mutual trust. The counselor should listen carefully as the client talks. In this way, he may gain insight into the individual needs of each client and determine the best way to help him reach his career goals. There are various career guidance methods which the counselor may employ with his client. The counselor should be flexible enough to use one or a combination of techniques, depending on the individual need of the client. The basic methods used with adults are: (a) behavioral techniques (b) educational media (c) group techniques (d) vocationally oriented curriculum.

The behavioral method utilizes several techniques to aid the process of change in a client's behavior. This method is based on the premise that behavior is learned, and therefore, can be changed. \*A. E. Ivey describes the purpose of behavioral counseling as giving individuals more alternatives for their own behavior. The client must specify the behavior desired, e.g. job skills. The counselor helps in successfully producing these behaviors. A simple example of the use of this technique might be the client who needs to change her appearance in order to

maximize her chances for employment. This client desired employment as a receptionist, but had not been successful in getting a job. She felt that the interview had kept her from getting a job that she wanted. She was not sure why she had not made a good impression.

In discussing the appropriate dress for an interview, she felt that this was her mistake. In trying to impress the prospective employer, she had over dressed.

After determining the possible cause of her failure to get past the interview, the counselor can then help her to modify this behavior--over dressing--in order to obtain her goal.

This can be accomplished through discussion of appropriate dress and reinforcing through praise any positive change in behavior.

There are several varieties of educational media that are used in counseling: written materials, audio-visuals, programmed materials. Educational media should furnish clients with occupational information. The information should be relevant to the characteristics, needs and goals of the learners and should stress information about occupations for which there is local demand. Usually, a combination of media is an effective means of counseling.

Group counseling procedures require the counselor or teacher to interact with more than one learner. The content and process will depend upon the needs and goals of the

group. \*C. F. Combs lists several advantages of group procedures: (a) It allows one counselor to assist a number of learners. (b) It is less threatening since learners feel they are part of a group. (c) It uses the social setting and peer group in counseling. (d) The counselor serves as a model. (e) Group sessions may encourage learners to seek individual counseling. One example of the successful use of group counseling has been the formation of career guidance classes in which a teacher or counselor assists the members of each group in the career decision-making process. Here the learners are helped through individual activities such as completing sample job applications, as well as group discussions and resource people from the community.

The Adult Education classrooms can also be used to facilitate the vocational development of the learners if the material studied is made relevant to the vocational life of the learners. For example, learners who need to improve their reading can be encouraged to read about jobs. Counselors and teachers must cooperate in the development of this curriculum.

\*Campbell, R. E., Walz, G. R., Miller, J.V., & Kriger, S. F. Career Guidance: A Handbook of Methods, Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.



Occupational Materials



One of the primary responsibilities in providing counseling is having a sufficient amount of good occupational information materials. Material on occupations is necessary to provide factual and up-to-date information. Few, if any, adult teachers or counselors have enough personal knowledge about occupations to meet the varied inquiries of adult learners. Reliance must be placed mainly on printed matter since obtaining first hand information on a large scale would be impossible. Information can be obtained commercially or gratuitously.

Some of the occupational material listed here is for professional reference with the rest being for use of the learner.

## Occupational Materials

Alabama Department of Industrial Relations, Alabama Job Guide For Young Workers. Montgomery, Alabama, 1971.

The purpose of this publication is to provide counselors in the Alabama State Employment Service, schools, and community agencies with a listing of educational facilities, job descriptions and employment prospects in Alabama. Every two and four year college in Alabama is listed, along with pertinent information on cost, curricula, and student aids. Trade schools and their offerings are discussed.

Alabama State Employment Service. How to Prepare Yourself for Job Interviews. Montgomery, Alabama.

Simple practical tips on being successful in getting a job. Information is also given about the Alabama State Employment Service.

Blakely, Caroline. Occupations. Syracuse, New York, New Readers Press, 1972.

Much of the material in this book first appeared in the weekly newspaper, "News For You." Information on job descriptions usually came from the Occupational Outlook Handbook. The descriptions are written at a low level, high interest reading level for adults. Pictures help stimulate interest in occupations.

Careers, Inc. Careers Kits. Largo, Florida, 1972.

Six separate kits containing career briefs, summaries, and job guides which can be used for individual research or group discussion. The kits are updated frequently. Careers are categorized under Health, Industrial, Science, and Engineering, Business, and Semi-skilled areas. Other kits are available including the Career Exploratory Kit which is cross referenced with the other kits.

Dare, Beatrice F. and Edward J. Wolfe. Accent/Job Models. Chicago, Illinois, Follett Publishing Company, 1967.

This series of worktexts help the learner know specific job skills that will be required for successful job performances.

Dare, Beatrice F. and Edward J. Wolfe. Accent/The World of Work. Chicago, Illinois, Follett Publishing Company, 1967.

A series of worktext books written on a low level on the following subjects: You and Your Occupations, Getting That Job, You and Your Pay, will help the learner talk with the teacher and in group discussion in order to choose the occupation best suited to him.

Fenigold, Norman S. A Counselor's Handbook. Cranston, Rhode Island, Carroll Press, 1972.

Dr. Fenigold is a prolific writer and respected educator in the field of counseling and career development. This book is a collection of articles and speeches selected from more than 125 important contributions. The articles span a range of subjects including: student aid, rehabilitation of the handicapped, high school and college counseling, future competencies required by counselors and a penetrating analysis of the world of work.

Goble, Dorothy. How to Get a Job and Keep It. Austin, Texas, Steck-Vaughn, 1969.

This basic worktext utilizes an easy vocabulary to give a step-by-step exploration of the procedures, requirements, and rules for getting and keeping a good job.

Happock, Robert. Occupational Information. New York, New York, McGraw-Hill, 1967.

This is a textbook for use in the education of counselors and others to whom people turn when they want facts about jobs to help them to decide what they will do to earn a living. The kinds of occupational information that clients and counselors need is identified as well as suggestions given on appraising, classifying and filing it. The results of new research showing the impact of occupational information on career plans is reported.

Health Career Council of Alabama. Health Careers in Alabama. Birmingham, Alabama, 1973.

Outlined in this reference manual are more than 100 available health careers, including qualifications, training, institutions for such training, financial assistance, loan free films for guidance and expected salary. All the careers in the health field are not listed, only those that are usually found in Alabama.

Kelly Services, Inc. The Kelly Girl Second Career Guide.  
Boston, Massachusetts, Little, Brown, and Co., 1973.

This guide was published to give a complete manual of modern office procedure for the first-time worker or a refresher for the woman returning to office work. Useful exercises in grammar, hints for using office machines, basic math, filing, handling visitors, etc., are very specific and realistic.

Knott, Bill. They Work and Serve. Austin, Texas, Steck-Vaughn, 1967.

Eleven interesting stories presented on a low reading level give a short insight into eleven occupations suitable for job entry into semi-skilled careers.

Kosnick, Kay. The World of Work. Syracuse, New York, New Reader's Press, 1969.

Much of the material in this book first appeared in the weekly newspaper, News for You. The articles appeared as a series, "You and Your Job." Chapters on jobs for teenagers, jobs for mature workers, jobs for the handicapped, and job training programs will give the learner a new knowledge of where the jobs are. Sample work sheets with such information as "Daily Time Sheets", "Check List of Appearance", and "Job Application", give practice in work situations. The booklet is written for low level-high interest reading and group work.

Link, Wade and Katherine S. Hand. The World of Work. Montgomery, Alabama, Link Enterprises, 1968.

Twelve tapes and filmstrips in this kit utilize group discussion sessions that are designed to help learners get, keep, and advance on a job.

Novakowski, Dione. Be Informed Series. Syracuse, New York, New Reader's Press, 1970.

This booklet is used for independent study by learners with a low reading level. The units are of a high interest area of adult concern, such as: personal credit, getting a job, and keeping a job.



Society for Visual Education. Job Opportunities Now. Chicago, Illinois, 1967.

Six cassettes and filmstrips with a concise overview of job requirements in the world of job opportunities are covered in this kit. The subjects covered are: Job Opportunities in a Restaurant, In a Supermarket, In a Department Store, In a Hospital, Achieving Success in the World of Jobs, and Requirements in the World of Jobs.

TARCOG, Human Resources Program. Information Needed for Occupational Entry. TARCOG Human Resources, 1973.

INFOE is a career information system with specific career information on 200 jobs in Northeast Alabama. Each job description includes expected salary, qualifications, educational facilities, and job outlook in the area.

Turner, Richard H. The Turner Career Guidance Series. Chicago, Illinois, Follett Educational Corporation, 1967.

The six books in the Turner Career Guidance Series provide a continuous story of the practical job experiences of several young men and women. Each book deals with a major concern of occupational and career experience: identifying aptitudes, skills and abilities; taking on-the-job training; working at a specific occupation; seeking a new job through necessity; developing skills and responsibility; and finding satisfaction in a career.

Turner, Richard H. The Turner Livingston Reader. Chicago, Illinois, Follett Educational Corporation, 1962.

The Turner-Livingston Readers is a new series for a student who does not like to read. This series makes reading a joy and an emotional experience for the stories tell of the pressing worries of a family, personal appearance, dating, and getting a job. The book titles in the series are: Starting a Job, Training for a Job, Looking for a Job, Holding a Job, Changing a Job, and Wanting a Job.

Udavari, Stephen S. Family Development Series. Austin Texas, Steck-Vaughn, 1973.

There are ten books in this series that help the learner be a more effective person in using life-coping skills to function effectively in today's society. Book titles in the series are: Understanding Yourself; Becoming a More Effective Person; Health, Safety, and Sanitation; Buying Guides; Family Money Management; Your Family; Communicating with Others; Working With Others; Being an Informed Citizen; Where to Go, Who to See, What to Do.

Nutter, Carolyn, The Resume Workbook. Cranston, Rhode Island, Carroll Press, 1970.

When a learner has a guide for making a personal career file for job applications he is secure in making a resume. This worktext is simple to understand and apply.

Pathescope Educational Films, Inc. Careers Program. New Rochelle, New York Pathescope Films, Inc., 1973.

Two cassette tapes and filmstrips comprise eleven separate kits in the following areas: Construction, Law Enforcement, Nursing, Health Service, Transportation, Food Services, Community Service.

Each career field is examined in a program of two tapes and two filmstrips. The first filmstrip provides the viewer with a broad picture of a career area, using interviews with people working at real jobs. The tapes suggests to the career-seeker the material, social and personal rewards implicit in each career. The second filmstrip focuses on the detail of a given career and poses these questions: Are you personally fitted for any of these careers? Do you have the necessary aptitudes? Are you academically qualified? Do you want to do what is necessary to prepare you for this career? Do you want to make this career your lifework? This program is very good for stimulating action and decision-making.

Richter, David J. Occupational Essentials Skills and Attitudes for Employment, Third Edition. Rockford, Illinois, Johnson Press, Inc., 1971.

It is the objective of Occupational Essentials to help students attain skills and attitudes necessary in finding and maintaining a job. Occupational Essentials is written on a reading level adaptable to different age groups and levels of ability. Self evaluation is an important key to job success and is explored in chapter five.

Society for Visual Education. Exploring Careers. Chicago, Illinois, 1967.

Superior graphics and audio on six careers are included in this kit, as follows: The Telephone Installer, The Newspaper Reporter, The Automotive Mechanic, The Truck Driver, and The Broadcast Technician, and The Airline Cabin Attendant.

U.S. Department of Labor. Dictionary of Occupational Titles, Volume I. Washington, D. C., U. S. Department of Labor, 1965.

A knowledge of occupations is of key importance to an analysis of manpower economics, behavior of job market forces, and the employment process. Over 75,000 broad definitions of jobs and classifications of occupations are included.

U.S. Department of Labor. Dictionary of Occupational Titles, Volume II. Washington, D.C., 1965.

The second volume of the Dictionary of Occupational Titles serves as a method of grouping jobs having the same basic occupational, industrial, or worker characteristics to help the user discern relationships among occupations.

U.S. Department of Labor. Dictionary of Occupational Titles, Supplement 2. Washington, D. C., 1968.

This second supplement to the Dictionary of Occupational Titles arranges data on physical demands, working conditions, and training time for each job defined in the Dictionary primarily by the worker trait groups of the occupational classification structure presented in Volume I of the Dictionary. This is helpful in the utilization of workers in the restructuring of jobs.

U.S. Department of Labor. Occupational Outlook Handbook, Washington, D. C., U.S. Department of Labor, 1972-73.

This edition provides information for more than 800 occupations so that young persons, veterans, women returning to the labor force, and others choosing careers can determine which jobs are best suited to their individual needs. The Handbook discusses the nature of work in different occupations, as well as earnings, job prospects during the 1970's, and education and training requirements.



## Study Guides for Job Entry

Brownstein, Samuel C. and Mitchel Weiner, You Can Win A Scholarship, Woodbury, New York, Barron Educational Series, 1972.

Reference material on study skills necessary for winning scholarships is compiled into "test-taking" experiences.

College Editorial Staff, How to Pass the Graduate Record Examinations Advanced Test-Geology, New York, New York, College Publishing Company, 1967.

"Test-taking" experience on material covered on the GRE test is presented for individual study.

College Editorial Staff, How to Pass the Graduate Record Examination Advanced Test-Mathematics, New York, New York, College Publishing Company, 1967.

The study guide reviews intermediate through advanced mathematics on material covered in the advanced GRE math section.

College Editorial Staff, How to Pass the Graduate Record Examination Advanced Test-Music, New York, New York, College Publishing Company, 1967.

"Test-taking" experience on material covered on the GRE advanced test in music is presented for individual study.

College Editorial Staff, How to Pass the Graduate Record Examination Advanced Test-Sociology, New York, New York, College Publishing Company, 1967.

"Test-taking" experience on material covered on the GRE advanced test in sociology is presented for individual study.

Cowles Editorial Staff, Cowles Guide to Careers and Professions, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Cowles Guide to Careers indicates the necessity of basic preparation for career or vocation.

Cowles Editorial Staff, How to Pass Federal Civil Service Examination-Clerk-Carrier, (U.S. Post Office), Toronto, Ontario, Cowles Book Company, Inc., 1968.

The guide is helpful to achieve vocational goals in passing the Clerk-Carrier test.

Cowles Editorial Staff, How to Pass Federal Civil Service Examination-Mail Handler (U.S. Post Office), Toronto, Ontario, Cowles Book Company, Inc., 1968.

The guide helps in studying information needed to pass the test for Mail Handler.

Cowles Editorial Staff, How to Pass Federal Civil Service Examination-Office Aid, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Motivational materials and "test-taking" experiences gives the learner skills in passing the examination.

Cowles Editorial Staff, How to Pass Federal Civil Service Examination-Stenographer and Typist, Toronto, Ontario, Cowles Book Company, Inc., 1968.

The book covers material for study to help pass the Steno-Typist Exam.

Cowles Editorial Staff, How to Pass the High School Equivalency Examination, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Excellent "test-taking" techniques and a compilation of five GED test areas are covered in this study guide.

Cowles Editorial Staff, Practice for Civil Service Arithmetic and Vocabulary Tests, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Arithmetic, vocabulary, and analogies review give "test-taking" experience.

Cowles Editorial Staff, Practice for Civil Service-Police Department Promotion Examination, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Relevant vocabulary and "test-taking" experience for the Police Department Promotion is reviewed.

Cowles Editorial Staff, Practice for Civil Service Stenographer and Typist Examinations, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Math, vocabulary and general basic areas are reviewed for "test-taking" experience.

Cowles Editorial Staff, How to Pass the Civil Service Examination-Fireman, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Basic skills covered for review are verbal ability, mechanical comprehension and first aid.

Cowles Editorial Staff, How to Pass the Civil Service Examination-Patrolman, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Basic skills are reviewed for passing the patrolman test.

Cowles Editorial Staff, How to Pass Civil Service Examination-Social Case Worker, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Included in the Civil Service study guide for social case worker is an exceptional "Job Opportunity" Guide and a list of graduate professional schools.

Cowles Editorial Staff, How to Pass Civil Service Examination-State Trooper, Toronto, Ontario, Cowles Book Company, Inc., 1968.

The study guide is useful in determining the requirements for passing the Civil Service State Trooper Examination. ( )

Cowles Editorial Staff, How to Pass Civil Service Examination-Beginning Office Worker, Toronto, Ontario, Cowles Book Company, 1968.

The book gives study skills needed to pass the beginning office worker examination for Civil Service.

Cowles Editorial Staff, How to Pass Civil Service Examination-Clerk, Toronto, Ontario, Cowles Book Company, Inc., 1968.

The guide is useful to determine the requirements for passing the Civil Service Examination for Clerk.

Cowles Editorial Staff, How to Pass Entrance Examination-Practical Nursing School, Toronto, Ontario, Cowles Book Company, Inc., 1968.

The guide is an excellent presentation of material and special vocabulary needed to pass the LPN Entrance School Test.

Cowles Editorial Staff, Preparation for Graduate Record Examination Aptitude Test, Toronto, Ontario, Cowles Book Company, Inc., 1968.

A review by areas for the GRE provides "test-taking" experience.

Cowles Editorial Staff, Preparation for Miller Analogies Test, Toronto, Ontario, Cowles Book Company, Inc., 1968.

Vocabulary development and "test-taking" experiences are provided with this worktext.

Cowles Editorial Staff, The Regenery/Cowles CLEP Book, Toronto, Ontario, Cowles Book Company, Inc., 1968.

A compilation of CLEP test material is informative and useful.

Doster, William C., Barron's How to Prepare for the College-Level Examination Program, Woodbury, New York, Barron's Educational Series, 1973.

The CLEP study guide is based on what the average sophomore has studied during his first two years in college.

Turner, David, College Level Examination Program, New York, New York, Arco, 1972.

The study guide accurately assesses educational progress with a compilation of CLEP materials.

Turner, David, High School Equivalency Diploma Tests, New York, New York, Arco, 1965.

All five GED areas are covered with high level material. The presentation is difficult.

Turner, David, Practice for the Armed Forces Tests, New York, New York, Arco, 1947.

The material emphasizes enlistment and placement tests for entrance into the United States Armed Forces.

Youth Education System Editorial Staff, Preparing for College Entrance Tests, Stamford, Connecticut, Youth Education System, 1971.

The worktext is a basic skills review and "test-taking" experience.



Youth Education System Editorial Staff, The Civil Service Preparation Book, Stamford, Connecticut, Youth Education System, 1970.

The study guide is helpful in arithmetic, vocabulary and a "test-taking" experience.

## Community Resources

Effective utilization of local community resources can add greatly to an Adult Education Program. In order to utilize any resource it is necessary to know the kinds of services provided, eligibility and application procedure among other things. Putting the learner in contact with the right agency at the right time can mean the difference between helping the learner to the fullest extent possible or failure to meet the total needs of the learner. The following is a listing of resources that could prove useful in meeting the adult learners need. It is not all inclusive since there are many other agencies but it represents what are probably the most useful.



## Community Resources

### 1. Alabama State Employment Service

Purpose: Job placement, employer service, public relations and unemployment compensation programs, federal manpower training programs.

Services: Listed in purpose

Eligibility: No restrictions

Fees: None

Application Procedure: Apply in person or call for information.

### 2. J. F. Drake State Technical College

Purpose: To develop vocational skills in those who want them, who need them, and those who can profit by them.

Services: Offers courses in technical and trade fields.

Eligibility: Any person 16 years or older who has completed at least 9th grade equivalency.

Fees: \$15.00 per month; \$25.00 per month for night courses.

Application Procedure: Directly to admissions office.

### 3. Madison County Department of Pensions and Securities

Purpose: Provide financial assistance and social services to individuals and families.

Services: Financial aid is available to needy persons who meet the requirements for one of the following categories: old age pension, aid to the blind, aid to the partially and totally disabled, aid to families with dependent children. The DPS also cares for children in foster boarding homes and helps pay for day care of children under certain conditions.

Services are available to unmarried parents and investigations are made on complaints of child neglect or abuse. Receives applications from families who want to adopt a child and works with the state office in making adoption placements. WIN (Work Incentive) rehabilitation and educational program for recipients of AFDC (Aid to Families With Dependent Children.)

Eligibility: Based on need

Fees: None

Application Procedure: Apply at DPS office.

#### 4. Calhoun Community College

Purpose: The college seeks to guide the student as an individual into democratic and creative living in the home and the community; it seeks to prepare students for successful entry into the upper division of a senior college or university; it offers technical, semi-professional programs which enable the student to find employment.

Services: Courses of study in college parallel programs, technical degree programs and diploma and certificate programs.

Eligibility: Depends on program, generally high school diploma or GED and over 16 years of age.

Fees: For full time \$70.00 per quarter

Application Procedure: Apply to admissions office for application packet and have scholastic record sent to college.

#### 5. The University of Alabama in Huntsville

Purpose: To offer four year courses of study in areas appropriate to the demand.

Services: Complete range of services to assist students in a satisfying and fulfilling program of study.

Eligibility: High school graduates must have acceptable high school records and scores on ACT. GED recipients must have satisfactory scores.

Fees: For full time \$198.00 per semester.

**Application Procedure:** Submit application forms, application fee, high school transcript or GED scores and medical forms to Office of Admissions and Records.

6. **Alabama A. & M. University**

**Purpose:** To provide a scholarly environment in which inquiring and discriminating minds may be further developed; to educate youth to prepare intelligently and responsibly for effective citizenship in a democratic society; to provide education in the professions and other vocations which require education beyond the high school level; to search for new knowledge through the prosecution of research; to extend, through an outreach program, educational services to the larger community; and to recognize change and the need for intelligent adjustment.

**Services:** Listed in Purpose

**Eligibility:** High school graduates must have acceptable high school records and scores on the ACT or SAT. GED recipients must have satisfactory scores.

**Fees:** For full-time \$165.00 per semester.

**Application Procedure:** Submit applications forms, application fee, high school transcript or GED scores and medical forms to the Director of Admissions and Records.

7. **Association of Huntsville Area Companies**

**Purpose:** To translate the policies and directives relative to equal employment opportunity into positive programs and to render mutual assistance in the implementation of such programs on a timely basis.

**Services:** The Association's positive programs are associated with relief to the disadvantaged in the areas of employment, education, housing, community relations, and community services through fact finding, interpreting, motivating, and cooperation in mobilizing community resources against the factors that impinge on equal opportunity.

**Eligibility:** No restrictions, but emphasis is on assistance to disadvantaged citizens.

Fees: None

Application Procedure: Contact AHAC Office.

8. Catholic Social Services

Purpose: Child and family welfare agency for the sixteen northern counties in Alabama.

Services: Assistance for unwed mothers, adoption service, foster home and institutional, counseling, and emergency relief.

Eligibility: Based on need.

Fees: On a sliding scale basis for the adoption program, foster home and institutional care depending on circumstance of client. No fee for emergency assistance.

Application Procedure: Referral or apply in person.

9. Christmas Charities Services, Inc.

Purpose: Clothing needy school children in Huntsville and Madison County and giving food and toys to those in need at Christmas.

Services: Listed in purpose.

Eligibility: Based on need.

Application Procedure: Referrals or apply in person.

10. City Demonstration Agency  
(Formerly Model Cities Program)

Purpose: A five year program designed to demonstrate how the living environment and the general welfare of people living in slum and blighted neighborhoods can be substantially improved in cities of all sizes and in all parts of the country. Under the control of the city government, it calls for a comprehensive attack on social, economic and physical problems in selected slum and blighted areas through the most effective and economical concentration and coordination of federal, state and local public and private efforts.

Services: Referral services; provides added and expected services through existing agencies.



Eligibility: Live in model neighborhood area.

Fees: None

Application Procedure: Call area office.

11. Community Council of Huntsville and Madison County

Purpose: To mobilize the community resources to meet the health, welfare, recreation and other needs of the citizens.

Eligibility: No restrictions. An organization and/or an individual must make the request for a study of a problem in the community.

Fees: None

Application Procedure: Apply in writing.

12. Comprehensive Child Care  
(Formerly Education Improvement Program (EIP))

Purpose: To provide an early childhood program for disadvantaged 3, 4, and 5 year olds in Huntsville.

Services: Instruction, health and nutrition, social, and psychological.

Eligibility: Based on total family income.

Fees: None

Application Procedure: Recruitment program in summer; Pre-register and register at Centers or Central Office.

13. Day Care Association of Huntsville and Madison County

Purpose: To help single parent provide a better, more wholesome, happier home for children.

Services: Provides a Day Care Center while mother and father work. Place children in a learning situation. Children learn to share with other children their age. The five year olds are prepared for school.

Fees: \$6.00 to \$15.00 per week based on income.

Application Procedure: Fill out an application and a medical form on the child.

14. Follow Through

Purpose: To meet needs of economically deprived children; to make the school, home, and community more desirable.

Services: Psychological, health, social services, cooking, first aid training, work with children in schools, speech department, tool technology, music and classroom instructions.

Eligibility: Children in grades 1 - 3 who have had EIP or Head Start or who have poverty level income (\$4,250 for a family of four).

Fees: None

Application Procedure: Referrals from EIP or Head Start, or apply at office.

15. Huntsville Area Vocational Technical Center

Purpose: In general to make vocational education available to everyone. Day program: to prepare high school students for a job level entry upon graduation. Night program: to allow adults to upgrade their field in which they are in.

Services: Vocational, technical and adult basic education courses. Courses in typing, shorthand, data processing, basic electronics, radio repair, off-set printing, graphic arts, drafting, auto mechanics, machine shop, welding, refrigeration, carpentry, electricity, tv operations, and horticulture.

Eligibility: Day program: high school students. Night program: any adult desiring to learn a trade or upgrade a trade.

Fees: Night program: \$25-\$50, depending on course  
Day program: \$15.00 per semester

Application Procedure: Night program: apply at Center in September and January. Day program: contact counselors at local high school.

16. Huntsville - Madison County Chamber of Commerce

Purpose: To advance the civic, commercial, industrial and agricultural interest of Huntsville and Madison County.

**Services:** Promotion of business, industry, and all phases of business in the area to help make Huntsville and Madison County a better place in which to live.

**Eligibility:** Any reputable business, professional or individual in good standing in the community.

**Fees:** Minimum dues \$60.00 per year

**Application Procedure:** Contact the Chamber for an application.

17. Huntsville-Madison County  
Community Action Committee, Inc.

**Purpose:** To eliminate the causes of poverty within Huntsville and Madison County.

**Services:** Full range of personal and family services for the indigent.

**Eligibility:** Based on income

**Fees:** None

**Application Procedure:** Personal call, application, interview

18. Huntsville - Madison County  
Mental Health Center

**Purpose:** To provide mental health services to citizens of Huntsville and Madison County

**Services:** Out-patient diagnostic and treatment services for emotional, mental, learning and behavioral disorders; in-patient treatment at Huntsville Hospital; help with alcoholism; have a day treatment center and an emergency treatment center; consultation and educational services available to the general public and other organizations.

**Eligibility:** Anyone except adults over a certain income. Children of families with any income.

**Fees:** Sliding scale

**Application Procedure:** Call an in-take worker and arrange for an appointment



19. Huntsville Public Library

Purpose: To provide complete library service for Huntsville and Madison County.

Services: Books, telephone directories, college catalogs, inter-library loan, phonograph records, framed works of art, eight, super-eight, and 16mm films and film strips, microfilm readers, periodicals, xerox copiers, movie projectors, bookmobile service, story hours, television programs, vacation reading clubs, radio book reviews, display space, speakers bureau. Special departments such as childrens, blind and physically handicapped, Department of Local History; outreach services in nursing and retirement homes and hospitals, auditorium and conference rooms for meetings, enrichment programs in Model Cities Areas 1, 2, and 3.

Eligibility: Resident of Madison County (non-residents can use materials upon payment of a \$2.00 deposit which is returnable).

Fees: None (over-due fines)

Application Procedure: Fill out an application for a card

20. The Huntsville Rehabilitation Center

Purpose: To make available to the citizens of this community and this area of our state the very best in comprehensive out-patient rehabilitative services in so far as available staff and facilities will permit. To engage in activities to improve the health, welfare, education, rehabilitation, employment, and recreational facilities and opportunities for crippled children and adults of this area, regardless of race, color or national origin. To develop and carry out a comprehensive program of rehabilitation services and to cooperate with all accepted public and private agencies. To collect, compile and disseminate information as to the program of services being provided directly or indirectly through this facility. To expend every effort and resource possible to try to meet the unmet needs of the crippled and handicapped.

Services: Therapy, speech, hearing, audiological testing, occupational and physical therapy, job education and training.

**Eligibility:** No restrictions except referral from a physician.

**Fees:** Based on service rendered and ability to pay. Also free service; to be eligible for free service, a person must be interviewed by the Free Service Commission.

**Application Procedure:** Referral from physician

21. Legal Aid Society of Madison County

**Purpose:** To aid indigents having need of lawyers in civil matters.

**Services:** Provides legal assistance in civil matters. Does not handle criminal cases.

**Eligibility:** Must be a resident of Madison County; income must be below \$2000 a year for one person.

**Application Procedure:** Call office and make appointment.

22. Lions Club Huntsville Chapter

**Purpose:** To serve the well being of the community and promote good government; to make the community and state a better place to live as friends and neighbors. Our motto "We Serve".

**Services:** Sponsors International Youth Organization, Participates in National Sight Conservation Program (eye testing, glasses, etc.), contributes to Red Cross and Salvation Army.

**Eligibility:** Any person who needs eye glasses or testing and cannot afford on their own.

**Fees:** None

**Application Procedure:** Cases are usually referred by local welfare agencies.

23. Madison County Health Department

**Purpose:** To promote community health through control of communicable disease, control of the environment and safety of food and drink.

Services: Immunizations, registration of births and deaths, environmental inspections, inspection of food and beverage manufacturers and services; water supply and sewage surveillance. The above services are rendered to all classes of citizens. Medical treatment is limited solely to indigent elementary school children. Prenatal and postpartum clinics and birth control services are available to the medically indigent. Chest x-rays available for cases, contacts, and referrals from doctors. Venereal disease clinic Monday, Thursday, and Friday 1:00 to 3:00 p.m.

Eligibility: Listed under services

Fees: None

Application Procedure: Referrals, personal call or apply in person.

24. Neighborhood Center System  
The Huntsville-Madison County CAC, Inc.

Purpose: To lend technical assistance to areas' Out-reach workers in food, medical and/or social services.

Services: Social Service

Eligibility: Must meet OEO guidelines

Fees: None

Application Procedure: Go to the Neighborhood Center closest to your residence and talk with an in-take counselor.

25. Neighborhood Youth Corps

Purpose: To help disadvantaged young men and women between the ages 16 to 21 to become employed in the private business sector.

Services: On the job training, counseling and remedial education for young men and women who have dropped out of school.

Eligibility: Ages 16 through 21 who have dropped out of school; financial eligibility based on family income.

Fees: None

Application Procedure: Fill out application and interview.

26. Retired Senior Volunteer Program

Purpose: Placement of retired senior citizens (60 or over) into meaningful work in the community.

Services: Working through all volunteer agencies both public and private in the community.

Eligibility: Any retired person 60 years or older.

Fees: None

27. Social Security Administration

Purpose: To pay Social Security benefits to those who are eligible.

Services: Pay monthly benefits to retired workers and their dependents, pays monthly benefits to disabled workers and their dependents, pays monthly benefits to the survivors of deceased workers, pays a lump sum death payment based on the work record of any insured worker, assist people in processing their claims for Medicare benefits. SSI - Supplementary Security Income.

Eligibility: Varies with each worker and each dependent. Medicare recipients must be 65 or over, but there are no restrictions on earned income.

Fees: None

Application Procedure: Call an in-take worker

28. Top of Alabama Regional Council of Governments - Human Resources Program - Information needed for Occupational Entry Program

Purpose: Occupational guide for high school students.

Services: Job descriptions are placed on aperture cards for use with microfiche readers.

Eligibility: Students in grades 9 through 12. Junior Colleges and vocational students will have opportunity to use the index.

Fees: None

Application Procedure: Through local high schools



29. Vocational Rehabilitation Service

Purpose: To provide a service for those persons who have employment handicaps as a result of mental or physical disability. It is designed to preserve, or to restore or develop the ability of disabled men and women for gainful employment.

Services: Evaluation, counseling and guidance, physical restoration, training and training supplies, maintenance, job placement, placement follow-up.

Eligibility: Based on physical or mental disability

Fees: None

Application Procedure: Call for an appointment

30. Voluntary Action Center-  
Volunteer Bureau of Huntsville  
and Madison County

Purpose: To direct the efforts and resources of volunteers to the needs of organized agencies and services in the health, recreational, welfare, educational, civic and cultural areas on a community-wide basis.

Eligibility: No requirements to be a volunteer

Fees: None

Application Procedure: Prospective volunteer makes an appointment with the Volunteer Action Center (VAC). The VAC interviewer helps the volunteer choose his volunteer work according to the wishes of the volunteer and the needs registered with the VAC. The volunteer is referred to the agency he chooses and becomes that agency's volunteer.

## List of Tests



## List of Tests

The following tests are useful in counseling with the adult learner. Most are interest tests with the learners interests score correlated with successful people in the field. Learners should be cautioned that such tests are only aids in making a career decision and should not be considered the final word.

1. Hall Occupational Orientation Inventory

The Hall Occupational Orientation Inventory was developed to help the individual relate information about himself to selected occupations so that the information is meaningful and facilitates occupational exploration. Learners are assisted in understanding some of the variables that will effect their occupational choice.

Hall, L.G. Hall Occupational Orientation Inventory.  
Chicago, Ill., Follett Educational Corporation, 1971.

2. Kuder E. General Interest Survey

The Kuder surveys the learners' interest in a wide range of activities. Interests are categorized into the areas and are rated on a percentile scale correlated with people in the various areas. Each area is briefly explained with an example of occupations in the area.

Kuder, G. Frederic Kuder E. General Interest Survey.  
Chicago, Ill., Science Research Associates, Inc., 1963

3. Minnesota Vocational Interest Inventory

This inventory is designed to measure the interests of males in occupations where a college degree is not necessary. Scores on twenty-one occupational scales show the extent of similarity between the learner's interests and those of men employed in various semi-skilled and skilled occupations.

Clark, K.E. Minnesota Vocational Interest Inventory.  
New York, N.Y., The Psychological Corp., 1973

#### 4. Strong Vocational Interest Blanks

The Strong Vocational Interest Blanks is an inventory of interests and preferences designed to aid in predicting chances of success and satisfaction in various occupations. The occupational scales are based on the responses of people working in the occupations. Usually it is not appropriate for use with unskilled, semiskilled, and skilled trade occupations.

Strong, Edward K. Strong Vocational Interest Blanks.

Stanford, California, Stanford University Press, 1968

#### 5. The Self Directed Search

This vocational preference search begins with the learners occupational daydreams. Various occupations are listed under six headings; realistic, investigative, artistic, social, interprising and conventional. The learner makes responses concerning his likes or dislikes regarding items under categories of activities, competencies, occupations and self-estimates to arrive at a summary code. The summary code is then interpreted by the learner as to various occupations that could be considered.

Holland, John L. The Self Directed Search.

Palo Alto, California, Consulting Psychologists Press, 1970



6. General Aptitude Test Battery

The General Aptitude Test Battery was developed as a predictor of success in certain vocational areas. It is an effort to define a person's aptitudes and to classify them so that the test results can be used in occupational planning. The General Aptitude Test Battery has been validated for jobs ranging from the professions to some of the semi-skilled occupations. The local Employment Service Office can give this test.

United States Employment Service General Aptitude Test Battery.

U.S. Department of Labor, Washington, D.C.