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AUTHOR Nixon, William J., Jr.
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ABSTRACT

The project, conducted from June 1973 to December 1974, was designed to further the development of career education activities in Rhode Island. The goals and objectives of the project were as follows: (1) a synthesis of statewide and national information regarding career education models; (2) development of three model types focusing on the specific problems of urban, rural, and suburban settings; (3) establishment of a broad based advisory committee for the State; (4) a conference involving representatives from each local educational agency in Rhode Island; (5) a career education state of the art paper; and (6) three plans for the implementation of career education in local school districts. The body of the report explains in detail the procedures involved in carrying out the project objectives. The third party independent evaluation entails both formative and summative analyses of the various process and product objectives. The method for collecting information for these analyses principally consisted of review and interview of project staff at critical stages. The conclusions are that through the activities of the project, career education awareness has reached business leaders and the public sector and more people have a better understanding and are more receptive to the concept. Appendixes, making up the body of the report, include instruments and products developed in the course of the project. (Author/NJ)

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FINAL REPORT

Project No. V 361057L
Grant No. OEG-0-73-3009

Research and Development Project
in Career Education

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

William J. Nixon, Jr.
Rhode Island Department of Education
22 Hayes Street
Providence, Rhode Island 02908

VT-102-322

Final Report

June 1, 1973 through December 31, 1974.

Project No. V 361057L

Submitted by

Alan Sinclair
Project Director

March 28, 1975
Date

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Summary

Time Period:

The original project dates were from June 1, 1973 to June 30, 1974. Due to circumstances as explained in a letter sent to the Bureau of Occupational and Adult Education, the project operation date was extended to December 31, 1974. Therefore, the period covered by this report is from June 1, 1973 to December 31, 1974.

Goals and Objectives:

Goals and objectives of the project are as follows:.

1. A synthesis of statewide and national information regarding Career Education models.
2. Development of three model types focusing on the specific problems of urban, rural and suburban settings.
3. Establishment of a broad based advisory committee for the State.
4. A conference involving representatives from each local educational agency in Rhode Island.
5. A Career Education state of the art paper.
6. Three plans for the implementation of Career Education in local school districts.

Procedure Followed:

The procedure for the development of the report regarding statewide and national Career Education information involved visitations, interviews and searches by the Rhode Island Education Information Center. Additional data was collected by contacting each state concerning Career Education materials, programs and activities.

Development and plans for implementation of the three models, urban, rural and suburban, were made possible through the co-operative efforts of various sections of the State Department of Education. Both program development and staff training were achieved through the combined efforts of these sections. The statewide Career Education Conference was conducted for superintendents, Career Education directors and teachers, representatives from business, industry and the public sector to make them aware of the on-going Career Education activities in the United States and Rhode Island. The one day conference was planned so that the participants would have the opportunity to hear two nationally prominent leaders speak about Career Education activities and issues, to view selected Career Education projects, to discuss and interchange ideas with state Career Education leaders and become familiar with on-going Career Education programs in Rhode Island.

The advisory committee which was established consists of five representatives, two from local education agencies, two from the

state education agency and one from a post secondary facility. The purpose of the committee was to open lines of communication so that people may work together to foster a team effort to bring about cooperation and unite divergent factors.

Accomplishments:

Through the direction of the Coordinator of the project all stated goals and objectives were achieved. The body of this report explains in further detail the accomplishments.

Evaluation:

The Curriculum Research and Development Center at the University of Rhode Island was contracted to evaluate the project. Evaluation for the research and development project entails both formative and summative analyses of the various process and product objectives. The method for collecting information for these analyses principally consisted of review and interview of project staff at critical stages. Product objectives were to be evaluated on the basis of the degree to which results achieved by the project meet the stated objectives.

Conclusions and Recommendations:

Through the activities of the project Career Education awareness has reached business leaders and the public sector. The activi-

ties and projects conducted in one area of the state have been disseminated to other educators. Because of the Career Education project more people have a better understanding and thus are more receptive to the concept. Many avenues of concern, doubt, misunderstanding and confusion have been deviated if not completely erased.

In order to further the development of Career Education activities in Rhode Island a continued effort on the part of those involved must be maintained. If Career Education is to become a part of a total delivery system for educational reform then there must be complete integration of Career Education concepts into the total operation of all American Education.

PROBLEM AREA TOWARD WHICH THE PROJECT WAS DIRECTED:


In Rhode Island there exists a myriad of Career Education programs made up of various components. The State has escalated development to such a level (using Federal Vocational Funding, Title III ESEA, Teacher Center, state and local funds) that it reached a point where some consolidation and unification of delivery systems was needed so that a more comprehensive system would emerge. Currently, Rhode Island has three comprehensive Career Education models. In addition to the comprehensive models every community in the state is operating at least one program under the label Career Education or using the older labels of Industrial Arts, Career Guidance, Vocational Training, Cooperative Education, etc. The formats and emphases in these programs varied as did the local level of commitment to them. Elementary programs in some communities had initiated highly innovative career awareness components while ignoring the self-evaluation, self-direction, decision making concepts. In other communities, open classrooms provided effective systems for self-exploration and decision making while forgetting the career awareness component. Middle schools and junior high schools around the state offered guidance programs which at this level acted mostly as disciplinary counseling units or quasi-administrative posts. Most had an occupational information resource center but little effort was made to motivate students

to utilize this information. Industrial Arts programs existed in most schools but these were not truly exploratory in nature nor were they a vehicle for exposure of all middle school students. In most schools, Industrial Arts and Home Economics programs were offered only to the upper grades. Again in most cases these were fairly narrow offerings of cooking and sewing for girls, wood shop, metal shop or drafting for boys. In schools where Industrial Arts was offered for more than one year the courses were full year curricula in one shop with little chance for exploration outside the standard curriculum of that shop. A few schools had the traditional Industrial Arts General Shop and in some cases individual exploration was allowed but no effort was made to coordinate the interests derived with the standard class work in the other disciplines.. Other general shops had taken on the aspect of project shops. Students did projects such as corner shelves, bird houses, hammers, or salt shakers for the product's sake and with little attention to the shelf and career exploratory nature of the activity. Some middle schools and junior high schools had begun prevocational programs including career guidance but in most cases program participants were special populations such as potential dropouts or potential referrals to the area vocational schools. High school programs varied as greatly as did the middle school. Most of the guidance function at these levels remained quasi-administrative; scheduling, group testing, discipline, failure counseling and most of all, college placement.

A network of area vocational schools had been built. However, their position as "area" schools is in doubt. Since all except

one of the vocational schools were attached to local comprehensive high schools the host community reaped most of the benefits of the facility while the sending communities did not utilize these centers to the degree expected. Alternative approaches to curricula, organization, and scheduling must be found to increase the utilization of these facilities. In addition to the area schools, many local high schools operated small scale vocational programs of their own; these were mostly auto, drafting, wood, and metal shops which scheduled students one hour per day. (A period which was often too short to really get in depth practical applications).

Cooperative Education and Distributive Education programs existed in many schools with the D. E. people doing a tremendous job of occupational guidance, job preparation, subject matter relating and community placement.

 Vocational Amendment programs around the State had begun many new exploratory practices, developed many new curricula areas, and had in general, spawned a lot of interest in Career Education. However, with this Career Education activity at all levels and with the necessity to consolidate approaches to conserve resources, it was time that an analysis of the entire Career Education market be made and establishment and dissemination of a unified approach towards Career Education on a state-wide basis be started.

The physical size and compactness of the State of Rhode Island made it uniquely suitable to this kind of comprehensive approach to program diffusion. The state department had the influence and the ability to foster the sharing of resources among the communities. The local education agencies had shown a great

interest in finding ways to expand their options and finally the State Board of Regents was mandated under the Education Act of 1969 to formulate a consolidated approach to all of education.

Goals and Objectives:

A synthesis of statewide and national information regarding Career Education was one of the goals of the project. This goal was accomplished in conjunction with the task of developing a state of the art Career Education paper. The two objectives involved the following duties:

1. Collecting information through searches by the Rhode Island Information Center.
2. Contacting other states regarding information about Career Education programs and materials.
3. Visiting and interviewing teachers and administrators in more than 30 Career Education programs in Rhode Island.
4. Conducting a survey concerning Career Education activities in all Rhode Island Elementary and Secondary schools.
5. Attending Career Education conferences and meetings.

The development of three model types focusing on the specific problems of urban, rural and suburban settings was achieved through the cooperative efforts of the various sections of the State Department of Education. Both program development and staff training for these projects were achieved through the combined efforts of over six sections of the State Department of Education as explained in the section of this report concerning the Bureau of Technical Assistance (BTA).

The three plans for the implementation of Career Education in three local school districts were tied in with the development of the three models in the urban community (Central Falls), the rural setting (North Scituate) and the suburban area (Cumberland).

The Career Education Conference involving representatives from each local education agency in Rhode Island was conducted on November 21, 1974.

Over 300 people attended the conference to observe 16 Career Education activities.

Establishment of an advisory committee by the coordinator of the project helped to unite the Career Education movement in Rhode Island.

Additional information concerning goals and objectives of the project is in the Results and Accomplishment section of this report.

PROJECT DESIGN

Bureau of Technical Assistance (BTA)

Rhode Island was selected by the United States Office of Education to develop one of four pilot Teacher Center projects. The Rhode Island Teacher Center (RITC) is a collaborative and cooperative organizational structure which has as its purpose the improvement of education for all children.

The coordinator of the Career Education Project has been able to utilize the services and personnel of the Teacher Center to fulfill the requirements of the project. Due to the availability of these services the results of the Career Education project objectives have had a greater impact on the development of Career Education in Rhode Island. Many achievements have been made in the area of Career Education other than the stated objectives of the project,

Services rendered by the Education Information Center (EIC) were valuable in collecting Career Education data for the Career Education Project. The EIC is a service component in the Bureau of Technical Assistance (BTA) which operates a comprehensive state education information system linking national, regional, and local sources of information to Rhode Island educators. Its purpose is to facilitate and support educational renewal and planned educational development by providing the educator with critical information and research utilization services.

A key role in the delivery of services from the RITC is played by the Program Development Unit. This unit was instrumental in the development and implementation of the three Career Education models focusing on the specific problems of urban, rural and suburban settings. Acting in a role

of service, advocacy and leadership to Local Educational Agencies (LEA), the Program Development consultants support a vital function of the State Educational Agency's expanding role as an educational service and leadership organization. The focus of this role is implementation of a diffusion system to serve program development and educational improvement. Acting as a link between educational resources and LEAs, the Program Development consultant provides for delivery of ETA services to support program/systems planning, development and implementation in Rhode Island school districts.

The Alternate Learning Center (ALC) is the in-service training component of the RITC and is designed to respond to the needs of educators by providing on-site training in local educational agencies (LEA). Its major objective is the diffusion of validated educational programs in Rhode Island schools which are responsive to their identified needs. Four major ALC functions are: awareness, developmental assistance, in-service training and program installation assistance.

The ALC has provided in-service training for more than 40 percent of Rhode Island's educators from 85 percent of the local education agencies. Career Education training provided by the ALC for teachers and administrators involved 216 educators from 9 different communities.

While in-service training is viewed as a vital step in the adoption or adaption of validated programs, the ultimate goal is installation of these programs. LEAs are urged to utilize the assistance of the Program Development consultants in developing and installing educational programs for which in-service training may be but one component.

ORGANIZATIONAL STRUCTURE

As a first step in institutionalizing successful Teacher Center activities the Rhode Island Teacher Center (RITC) has been integrated into the Bureau of Technical Assistance (BTA) in the Rhode Island Department of Education. It operates in coordination with the Support Services and Program Development Units in the BTA to provide a total system for delivery of services to local education agencies (LEAs). The primary components of the RITC include: Needs Assessment, Alternate Learning Center and Competency Based Teacher Education/Certification.

Major purposes of the RITC project are:

To develop a model for comprehensive needs assessment and to assist local education agency needs assessment.

To conduct statewide needs assessment in the area of staff development.

To link Rhode Island educators with national, regional and local sources of educational research and of new and validated approaches in education.

To support and assist adoption/adaptation of validated educational programs which are consistent with local and statewide needs through in-service training in local education agencies.

To study and develop a pilot performance based teacher education and certification system.

On the following page is the organizational structure of the BTA.

RHODE ISLAND DEPARTMENT OF EDUCATION

Bureau of Technical Assistance

Bureau Chief/RITC Director
RITC Assistance Director

Interna

Office of Support Services

Coordinator

Education
Information
Center

State-
wide
Testing

Student
Needs
Assessment

Rhode Island Teacher Center

Teacher
Needs
Assessment

Alternate
Learning
Center

Competency
Based Teacher
Education/
Certification

Program

Prog

RHODE ISLAND DEPARTMENT OF EDUCATION

Bureau of Technical Assistance

Bureau Chief/RITC Director
RITC Assistance Director

Internal Evaluation

Rhode Island Teacher Center

Teacher
Needs
Assessment

Alternate
Learning
Center

Competency
Based Teacher
Education/
Certification

Program Development Unit

Coordinator

Program Development
Consultants

RESULTS AND ACCOMPLISHMENTS

Questionnaire:

A Career Education Questionnaire was designed and staffed by a State Department of Education committee. An introductory letter/questionnaire was sent to all Rhode Island principals of Elementary and Secondary Schools (See Appendix A).

There was a strong indication from the processed Career Education questionnaires that there were many educators in Rhode Island who have very little or no knowledge of Career Education, its concepts, goals and objectives.

Return Information:

Questionnaires sent out	-	373
Questionnaires returned	-	290
Percent returned	-	77%

The information derived from the questionnaires provided:

1. The number of Career Education programs in Rhode Island (as defined by the principal)
2. Types of programs
3. Number of teachers and students involved
4. Source of funding
5. Reasons for not having a Career Education program
6. Future plans for a Career Education program

Career Education Curriculum Materials Classification and Profile

A Career Education evaluation curriculum materials classification and profile form was adapted by the coordinator of the project to be used by state and local educators for evaluation. Career Education materials and programs

could then be evaluated for further use in the development and implementation of Career Education activities (See Appendix B).

Career Education Conference

A Career Education conference was conducted on November 21, 1974 for superintendents, Career Education directors and teachers, and representatives from business, industry and the public sector to make them aware of the on-going Career Education activities in the United States and Rhode Island.

Those attending the conference had the opportunity to hear two nationally prominent Career Education leaders address the conference participants on Career Education activities and issues, to view selected Career Education projects, to discuss and interchange ideas with State Career Education leaders and become familiar with Career Education programs in Rhode Island. Sixteen local presenters were selected to demonstrate through various methods outstanding on-going activities.

Close to 300 people attended the conference with representatives from 31 of the 39 Rhode Island school districts.

An evaluation and needs assessment form was developed and distributed to the conference participants. The needs assessment information is being used by the State Department's Program Development Unit for further development of Career Education programs (See Appendix C).

State of the Art Paper

A State of the Art paper was developed during the grant period. Information concerning Career Education activities in Rhode Island was the major focus of the research. Development of the report involved visiting over 30 Career Education programs in the state and interviewing Career Education directors and teachers. Information was collected through searches by the Rhode Island Education Information Center and correspondence with Career Education leaders throughout the country. (See Appendix D)

The goals of the report were to:

1. State a case for a Career Education program.
2. Provide a review of Career Education programs in Rhode Island and the United States.
3. Project the future for Career Education.

Copies of the report are available for distribution to educators, business representatives and the public sector. An abstract of the report and a request form was part of the information folder given to each Career Education Conference participant.

CURRICULUM COORDINATOR

The coordinator of the Career Education Project was selected to represent Rhode Island and attend the Northeast Network for Curriculum Coordination in Vocational-Technical and Career Education meetings. The Northeast Network is one of seven regional groupings within the National Network and consists of the states of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the Commonwealth of Puerto Rico. Representatives of the participating states meet on a regular basis to set policy for the Network and for the New Jersey Curriculum Management Center, which provides on-going curriculum resources to the Northeastern states.

As part of the NNCCBTE, the New Jersey CMC acts as a clearinghouse for the northeastern region, ensuring dissemination of materials obtained from the other curriculum management centers and national distribution of materials developed within the region.

RHODE ISLAND CAREER EDUCATION ASSOCIATION

In the spring of 1974, a number of Rhode Island Career Education teachers met and formed a State Career Education Association. The coordinator of the Career Education Project was asked to be on the board of directors to help develop a constitution and by-laws for the association. The main purpose of the association is to foster further development of Career Education activities in Rhode Island.

The Career Education Association has set a number of goals which will aid in the development of Career Education in Rhode Island and provide the opportunity for educators to acquire the tools necessary in implementing successful career programs.

These goals are just the beginning of established objectives that hopefully will be integrated within the framework of the Department of Education's policies and provide meaningful direction in Rhode Island Education. (See Appendix E)

The goals are as follows:

1. To focus a proportionate educational and financial effort in the State of Rhode Island on Career Education and local and State Department and Higher Education.
2. To help to evolve a definition for Career Education that everyone can relate to.
3. To allow for an interchange of ideas, materials and support for career oriented programs.
4. To initiate an educational partnership with professional and non-professional occupations which will lend itself to the total development of Career Education.

Workshops

Through the efforts of State Department of Education personnel and administrators at Rhode Island College, a Career Education workshop was conducted for teachers who were involved in Career Education activities. The workshop consisted of 30 teachers from the cities of Warwick and Cranston who attended one class per week for 15 weeks. Funds from the Career Education Project were used to finance the workshop.

The workshop was designed to train the teachers involved in Career Education programs. Activities were planned so that the participants would be able to carry out the goals and objectives of the grants received from Vocational Education funds and to enhance the programs already established in the communities.

Areas covered by workshop participants:

1. Development of materials
2. Strategies
3. Methods of instruction
4. Familiarization with commercial material
5. Understanding the Career Education concept
6. Team approach

CONFERENCES

The coordinator attended a number of conferences during the grant period. Information collected at the conferences was distributed through various channels to educators who would use the materials and data for Career Education activities.

Conferences attended:

The purpose of the following conferences is described on page 18.

1. Three Northeast Network Conferences

January - University of New Hampshire, New Hampshire

May - Hartford, Connecticut

October - Albany, New York

2. A National Conference for State Coordinators of Career Education

was conducted by the Council of Chief State School Officers in Dallas, Texas on April 29, 30 and May 1, 1974. The primary purpose of the conference was to acquaint the state directors/coordinators with recent significant developments in Career Education. A major purpose was that of providing a forum in which useful information was shared among the various participants.

The Coordinator of the Rhode Island project had an opportunity to observe, on a first-hand basis, the Skyline Center in Dallas.

Educational opportunities for the citizens of Dallas have been provided by the development of the multi-purpose facility.

3. A National Curriculum Diffusion Seminar was conducted in May, 1974 at Southern Illinois University. The Seminar was sponsored by the United States Office of Education and the State of Illinois Division of Vocational and Technical Education.

Each participant was able to attend all of the nine General Sessions. Five Round Robin Workshops were also scheduled so that each participant could be involved in the activities. In addition to the General Sessions and the Round Robin Workshops, there were three of six Mini Sessions available for participation.

Most of the activities at the Seminar involved Career Education. Some of the major areas covered were as follows:

1. Career Awareness
2. Relating Vocational Education to Career Education
3. Career Clusters
4. Curriculum Development and Diffusion
4. The National Conference on Career Education in Marketing and Distribution was held in Boston, Massachusetts on August 5 and 6, 1974. The conference represented the culmination of the efforts of more than a year in developing Career Education materials in marketing and distribution for use at various levels of education.

Participants interacted with national leaders in Career Education and gained a greater understanding of how the concept was developing nationwide for middle and senior high schools. The Conference provided a better understanding of Career Education for some participants. For others, it clarified some misconceptions about Career Education.

The materials received contained useful information and helpful ideas. These consisted of written materials distributed by those in charge of the Conference and state materials that many of the participants brought for observation and distribution. Finally, the proceedings of the Conference provided each participant a written record of the speeches presented, a summary of the workshop discussions, and the action plans and efforts of the participants.

Advisory Committee:

A Career Education advisory committee was established to help promote and develop Career Education activities in Rhode Island. The committee members were representatives from two local education agencies, the state education agency and a post-secondary facility.

Committee members:

James Ryan, Director of the East Providence Career Education Project, K-12.

Orrin Laferte, Director of North Kingstown Career Education Project, K-12.

James Harrington, Consultant, Program Development Office, Rhode Island State Department of Education.

Ronald Esposito, Coordinator, Career Education, Bureau of Social and Educational Services, Rhode Island College.

William J. Nixon, Jr., Coordinator of the Rhode Island Career Education Project.

The committee's activities were directed towards the following goals:

1. Uniting the Rhode Island Career Education movement through interaction with Career Education teachers and administrators.
2. Planning a statewide Career Education Conference.
3. Development of a Career Education Association.
4. The selection of Career Education information to be used in the development of a data bank.

Three Models

The goal is to establish three models focusing on the specific problems of urban, rural and three plans for the implementation of Career Education in local school districts. The framework for program comparison is through a description of the communities represented, the goals and objectives they have selected, the teacher training methodologies utilized, the procedure for achieving goals (organization, curriculum, teaching techniques and activities) and the methods of evaluation utilized in each. (See appendix F)

The report indicates that differences do exist in the Career Education programs of the three demographically different communities. It is fairly difficult to determine whether these differences are a result of the demographics of because of the differences of program objectives, personnel, training, financial resources, or students.

Generalizations of Career Education programs are hard to draw. The three models have both similarities and differences. The similarities involve using the broad Career Education concept to both motivate students and create in them career awareness, self awareness, and better decision-making skills. The differences seem contingent upon the individual teacher, the commitment of the school system, and most importantly, upon the geographic and demographic makeup of each community. The relative differences of rural, urban and suburban demographics contribute to the different approaches of both methodology and content.

The success of the three diverse programs is attributable to the cooperative efforts of the various sections of the State Department of Education. Both program development and staff training for the projects were achieved through the combined efforts of more than six units of the State Department.

its third year and then will make the decision for possible expansion.

These three communities, as well as any other interested community in Rhode Island, will continue to receive maximum support for development and training of Career Education programming. Plans for this support include mini-grants, Part D Vocational Education funds, and Alternate Learning Center funded in-service training. The latter program insures that any community in Rhode Island that is interested in the Career Education concept has a chance to explore and develop a viable program.

During the initial proposal development stage each community had the assistance of consultants from the Program Development Unit. The consultants aided each community in planning, writing, submitting and defending the program to be funded.

At the same time, the services of a second unit of the State Department of Education were being utilized. The Education Information Center (EIC) searched all pertinent information that was needed by the three communities in developing a valid program proposal.

The Vocational Office of the State Department provided funds for the three programs. Training monies were a cooperative effort of the following:

1. State Department of Education Career Education Project (Grant #OE-CD-73-3009)
2. Alternate Learning Center
3. EPDA funds through the State Vocational Office
4. State Department of Education In-Service Training funds

Because of the cooperative funding and assistance provided by the various units of the State Department of Education, the three communities have been assured the basic support necessary for development and continuance of the programs. The future expansion of the programs appears to be assured because of both community and local administrative support.

It is imperative for the success of any Career Education program that the school administrators and the community demonstrate active and visible support. Continual support from the State Department will aid these three communities in maintaining and expanding their respective programs. Both Cumberland and Central Falls have active plans to expand to full K-12 programs. Scituate will develop the present program during

Duties and Responsibilities:

The Coordinator of the Career Education Project has had many additional tasks and duties to perform during the grant period. Due to the type of role the Coordinator has played in the organizational structure of the Rhode Island State Department of Education, he has had to assume other responsibilities. The following is a list of these responsibilities including the ones stated in the project proposal.

1. Develop a Career Education state of the art paper;
2. Communicate with other states and collect information regarding Career Education programs;
3. Observe activities in Career Education projects in the state;
4. Collect information about Career Education through searches by the Rhode Island Information Center;
5. Conduct a survey concerning Career Education activities in all Rhode Island Elementary and Secondary schools;
6. Attend a selected number of national and regional Career Education conferences and meetings;
7. Organize and conduct a statewide Career Education conference;
8. Communicate with Career Education teachers and administrators in Rhode Island;
9. Distribute information concerning Career Education to educators in the state;
10. Prepare Career Education reports for USOE;
11. Establish a Career Education Advisory Committee;
12. Meet with Advisory Committee members;
13. Serve as Career Education consultant for the State Department of Education;

14. Answer all requests regarding Career Education information;
15. Assist external evaluator in determining Career Education project effectiveness;
16. Serve on various committees related to Career Education and curriculum development;
17. Develop Career Education models focusing on the specific problems of urban, rural and suburban settings;
18. Establish plans for the implementation of the models;
19. Serve as liaison with the National Career Education Office, USOE.

CONCLUSIONS AND RECOMMENDATIONS

Due to the existence of the Career Education Project many accomplishments have been made in furthering the development of Career Education activities in Rhode Island. Other than fulfilling the stated goals and objectives of the project, a strong comradeship among Career Education leaders and teachers has been developed during the past year. The establishment of a Career Education association with over 100 members is an example of this trend. It will take time before the impact of some of the other project activities can be measured and evaluated.

The State Department of Education has been active in providing inservice training for educators, and grant support to local educational agencies for the establishment of pilot projects. Although the demand for Vocational Education funds for Career Education projects have increased each year, the State does not have a comprehensive Career Education program throughout an entire school system. The three major programs in Rhode Island are in the Pawtucket, East Providence and North Kingstown communities. While these Career Education projects encompass K-12 students, each project is on a pilot basis with certain selected populations, or as a supplementary aspect of the curriculum. Many communities have started a great variety of Career Education programs, with or without Federal-State financial support, which are but pieces of a fully implemented program.

Further development and expansion of Career Education activities in Rhode Island depends on many factors. Some areas considered to be important are as follows:

1. Development and implementation of a State Career Education plan.

Evaluators of nine Rhode Island Career Education Projects during

1974 recommended a State Career Education Plan. Their recommendation is based on the fact that many project directors requested that their specific duties or functions in implementing a program for their system be specified (New England Research Center for Occupational Education, 1974). A guide with a stated rationale, specific duties detailed, implementation strategies specified, and a means for assessing the effectiveness of the programs is sorely needed for the State of Rhode Island.

2. More financial support by the federal, state and local educational agencies for career education activities.

If and when the State Career Education Plan is developed, the money for functioning should be accessible. Educators must first be willing to do a needs assessment survey of their own communities to show cause for financial support. Our educational merit, at present, is in question.

3. Further acceptance of the Career Education concept by school administrators, teachers, parents and the public sector.

If numbers 1 and 2 are accomplished, acceptance by the school and public will follow. Again, we must show need and be able to demonstrate a viable plan for implementation. This is a strong rationale for having a Rhode Island Career Education Association.

Until the above statements become a reality, the Career Education movement in Rhode Island the the United States face many obstacles. In order to achieve total integration of Career Education as a delivery system in our educational institutions, it is vital that these three conditions be accomplished.

SUMMARY

American educators are faced with a great challenge. In order to help our youth and adult population to "become what they can become" our educational institutions must adjust to the needs of society and the world of work. As a response to this call, Career Education activities have been developed and implemented throughout the country. During the past three years, Career Education has demonstrated its acceptability to educators and society. Unfortunately, Career Education has not been implemented into all educational programs. In order for Career Education to become a vehicle for educational reform, there must be complete integration of Career Education concepts into the total operation of all American Education.

Career Education offers students opportunities to meet all the basic human needs - security, survival, belonging, self-esteem, and self-actualization. Through Career Education activities, schooling experiences will provide involvement and relevance because human needs will determine the purposes and priorities of education. A sense of direction has been provided. As educators, we now need a united, cohesive effort to make Career Education, in which all the arts of education are integrated, a national reality.

UNIVERSITY OF RHODE ISLAND
KINGSTON, R. I. 02881

Department of Education • 705 Chafee Building • 401-792-2564

March 12, 1975

Mr. William Nixon
Career Education Coordinator
R.I. State Department
of Education
Providence, RI 02908

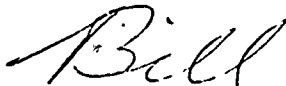
Dear Bill:

Attached is the final evaluation report.

In our estimation you have completed the requirements of the program in a most successful manner.

If you have any questions, do not hesitate to contact me or Drs. Purnell, or MacMillan.

Sincerely,



William F. Kelly, Ph.D.
Associate Professor of Education

WFK:mf

Evaluation

The evaluation of this project entailed both formative and summative analyses of its various product and process objectives. The methods for performing the evaluation consisted of interviewing project staff at critical stages and providing feedback and attending meetings and relevant functions designed by the staff. The initial meetings with the project coordinator and director were used to formulate the key project objectives about which the evaluators would interact primarily with the staff. Target dates for conducting these (approximately 13) meetings were established and were supplemented with numerous telephone conversations. The objectives specified for evaluation involvement were identified from the aims of the original proposal to be:

1. Develop a "state of the art" paper on Career Education in Rhode Island. (See Appendix D.)
2. Develop three useable Career Education Models. (See Appendix F.)
3. Hold a Career Education Conference for representatives of all the LEAs in Rhode Island. (See Appendix C.)
4. Establish and work with a Career Education Advisory Committee regarding the first three objectives.

In overview, the three members of the evaluation team have determined that each of these objectives were completed successfully to a satisfactory or better degree. Each of the objectives will be commented on separately in detail in the pages that follow. At this point, however, recognition should be given to the several valuable ways in which the project exceeded its basic expectations in that:

1. It established a functioning Rhode Island Career Education Association.
2. It held a Career Education Workshop.

3. It involved staff in numerous national and regional Career Education conferences.
4. It enabled the project coordinator to serve as the Career Education consultant for the State Department of Education.

1. State of the Art Paper

The evaluators assessed the state of the art of Career Education for Rhode Island paper to be very well documented, utilizing necessary support data to substantiate the need for and significant value of a comprehensive career education program. The paper presents a counter-argument to the popular stereotype that career education is concerned only with vocational-occupational training and not with the academic areas by carefully defining what career education is, what it encompasses, and what it does and does not intend to do. Clearly presented diagrams and three-dimensional models are used to define and describe the various stages and populations of a model career education program.

The paper contains the results of a survey of career education programs in other states and of a survey of the programs in Rhode Island school systems. Part one provides a synthesis of a unified approach to career education in Rhode Island, which was the major purpose of this project.

Part two of the paper presents detailed accounts of the findings from the intrastate and interstate surveys. The total product represents the highly successful completion of a very complex and arduous task.

2. Career Education Models

Three comprehensive models of career education were developed and operationalized in three Rhode Island communities: Scituate, Cumberland and Central Falls. These are three very different communities in relation to their geography, socio-economic level, and general attitudes toward

education. Provisions for these divergent characteristics have been incorporated into each of the programs and are reflected in a comparison among the three sets of specific objectives, goals, and evaluation designs.

The original intent of this project was to produce three K-12 career education models from the review and to identify locations for field testing implementation of the models. A review of Appendix F will show that the project exceeded the original intent by participating in the actual funding and training operations of the implementation of the three models. The needs of the three communities warranted the shift to two K-6 (Scituate and Cumberland) and one junior and senior high school (Central Falls) models. This shift was considered more realistic than creating three K-12 career education models.

3. Rhode Island Career Education Conference

A member of the evaluation team attended the statewide Career Education Conference held on November 21, 1974. The conference was well attended by relevant groups, indicating a significant interest in career education. The reactions of attendees are reported in Appendix C of this report. The questionnaires gathering these data were administered during the conference.

A broad representation of Rhode Islanders actually involved in and potentially interested in career education attended the conference. Their responses to the evaluation instrument depicted the various aspects of the conference as having been highly successful. Most respondents agreed that the needs were met, the time was very well spent, and the presentations were excellent. An appreciable percentage (45%) could have used more time for questions and clarification and about 46% felt they could have used more opportunities for personal interaction. The last two items may be

taken to indicate a need for additional conferences and a high degree of interest. Ninety-six percent expressed the feeling that this conference was better than most than they had attended. The setting for the conference was geographically central.

4. Career Education Advisory Committee

Five members of groups interested in and active in career education in Rhode Island were selected to comprise this representative Career Education Advisory Board. The board successfully helped organize various activities of the project, including the statewide conference, the establishment of a Rhode Island Career Education Association, and the development of a data bank. The evaluators concurred with the selection of the members of this board and felt that they commanded the appreciable knowledge of and practical experience with the multiple facets of career education in the state, the region, and the nation.

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT

USOE/DVTE

2. NAME AND ADDRESS OF GRANTEE ORGANIZATION

R.I. Department of Education
Roger Williams Building
Hayes Street
Providence, Rhode Island 02908

4. EMPLOYER IDENTIFICATION NO.

05-600522

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.

1430-520

8. PROJECT PERIOD (Month, Day, Year)

FROM 6 1 73 TO 12 31 74

10. STATUS OF FUNDS

PROGRAMS - FUNCTIONS - ACTIVITIES

	(1) Salaries and Fringes	(2) Travel	(3) Supplies	(4) Data Processing
a. Total outlays previously reported	\$ 24,476.81	\$ 511.90	\$ 330.67	\$ 0
b. Total program outlays this period	7,586.16	68.16	109.72	0
c. LESS: Program income credits	0	0	0	0
d. Net program outlays this period	7,586.16	68.16	109.72	0
e. Total program outlays to date	32,062.97	680.06	440.39	0
f. LESS. Non-Federal share of program outlays	0	0	0	0
g. Total Federal share of program outlays	32,062.97	680.06	440.39	0
h. Total unpaid obligations	0	0	0	0
i. LESS. Non-Federal share of unpaid obligations	0	0	0	0
j. Federal share of unpaid obligations	0	0	0	0
k. Total Federal share of outlays and unpaid obligations	32,062.97	680.06	440.39	0
l. Total Federal funds authorized	31,894.00	1,180.00	500.00	216.00
m. Unobligated balance of Federal funds	-168.97	+499.94	+59.61	+216.00

11. INDIRECT EXPENSE. a. TYPE OF RATE (Mark box)

☐ PROVISIONAL ☐ FINAL
☐ UNDETERMINED ☐ FIXED

b. RATE

c. BASE

d. TOTAL AMOUNT

e. FEDERAL SHARE

12. REMARKS (Attach additional sheets if necessary)

13. Certificate completed by grantee

NAME

Dr. Director

SIGNATURE

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT USOE/DVTE				2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO. OEG-0-73-3009			
3. EMPLOYER IDENTIFICATION NO. 05-600522		5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO. 1430-520		6. FINAL REPORT <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		7. BASIS OF REPORT <input type="checkbox"/> CASH <input checked="" type="checkbox"/> ACCRUED EXPENDITURE	
8. PROJECT PERIOD (Month, Day, Year) FROM 6 1 73 TO 12 31 74				9. REPORT PERIOD (Month, Day, Year) FROM 10 1 74 TO 3 31 75			

PROGRAMS - FUNCTIONS - ACTIVITIES					
	(3) Supplies	(4) Data Processing	(5) Conferences & Workshops	(6) Evaluation	TOTAL
511.90	\$ 330.67	\$ 0	\$ 0	\$ 0	\$ 25,319.38
68.16	109.72	0	0	0	7,764.04
0	0	0	0	0	0
68.16	109.72	0	0	0	7,764.04
680.06	440.39	0	3,766.17	2,100.00	39,049.59
0	0	0	0	0	0
680.06	440.39	0	3,766.17	2,100.00	39,049.59
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
680.06	440.39	0	3,766.17	2,100.00	39,049.59
180.00	500.00	216.00	3,500.00	2,100.00	39,320.00
499.94	+59.61	+216.00	-266.17	0	+340.41

13. Certification - I certify that to the best of my knowledge and belief this report is complete and that all outlays and unpaid obligations are for the purpose set forth in grant award documents.		<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:30%; padding: 2px;">NAME Dr. Alan Sinclair Director</td> <td style="width:30%; padding: 2px;">TITLE</td> <td style="width:20%; padding: 2px;">TELEPHONE AREA CODE 401 NUMBER 277-2841</td> <td style="width:20%; padding: 2px;">DATE REPORT</td> </tr> <tr> <td colspan="3" style="padding: 2px;">SIGNATURE OF AUTHORIZED OFFICIAL</td> <td style="padding: 2px;"></td> </tr> </table>		NAME Dr. Alan Sinclair Director	TITLE	TELEPHONE AREA CODE 401 NUMBER 277-2841	DATE REPORT	SIGNATURE OF AUTHORIZED OFFICIAL			
NAME Dr. Alan Sinclair Director	TITLE	TELEPHONE AREA CODE 401 NUMBER 277-2841	DATE REPORT								
SIGNATURE OF AUTHORIZED OFFICIAL											

WHAT IS THE ALTERNATE LEARNING CENTER?

Rhode Island is the site of one of four U.S.O.E. supported teacher centers. The Alternate Learning Center (A.L.C.) is the major component of the Rhode Island Teacher Center, the major function of which involves school based in-service training for local teachers and administrators.

Each operating cycle of the A.L.C. includes the following elements: the collection, review and selection of validated products/practices derived from R & D labs and centers as well as school based developers; the training of trainers in selected validated practices; the process of matching identified practices to local needs; the dissemination of information regarding practices through the use of printed material, statewide Awareness Conferences, videotapes and other means; the development of school based training programs which includes the purchase of materials, the acquisition of graduate credit, the identification of training sites and the scheduling of trainers.

All training is evaluated immediately following each training program and is not to be used four to six months following training. The Alternate Learning Center provides in-service training for Rhode Island educators which is focused on school as opposed to individual needs. It acts as a linker and feedback mechanism for the products of the research and development community. Over the past two years the A.L.C. has engaged representatives from every local school district in Rhode Island in awareness activities, 85% of all school districts in actual training and over 4,500 teachers and administrators will have engaged in such training by the summer of 1975.

The Abstract Booklet and the A.L.C. Guidelines and Proposal Manual contain additional information on A.L.C. activities.

APPENDIX A

CAREER EDUCATION QUESTIONNAIRE REPORT

On January 31, 1974 a career education questionnaire was sent to all elementary and secondary school principals in Rhode Island to determine the status of career education in the State. The following data was compiled from the responses received from the principals.

Number of Questionnaires Mailed	<u>373</u>
Number of Questionnaires Returned	<u>306</u>
Percent Returned	<u>82%</u>

The principals who did not respond were contacted by the Coordinator of the Career Education Project three weeks after the questionnaires were mailed. Approximately 20% or 77 of the total sent out claimed that they did not receive the questionnaire. A second questionnaire was sent to each.

Number indicating that there is some career education activity in their school.

142 Yes 146 No 18 No Response

If Yes, which of the following best describes these activities (check as many as applicable):

- A. A planned curriculum with specific goals and objectives
- B. A planned unit with specific goals and objectives
- C. A general awareness philosophy integrated in all aspects of learning
- D. A general awareness philosophy integrated in one subject area
- E. An instructed exploratory approach with no defined goals or objectives
- F. Other (Please specify)

One Class	More Than One Class	Entire Building
6	34	9
10	33	13
5	34	34
6	24	12
10	20	
	2	

Approximately how many teachers are involved in some phase of career education?

1,167 Total

Approximately how many students are involved in some phase of career education?

34,783 Total Number

What grade levels does this encompass?

99 K-6 25 7-9 14 10-12
165 No Response 3 Other

Approximately how many hours per week are devoted by teachers to career education?

52 1/2 hour - 5 hours 10 6 hours - 10 hours
55 Other 189 No Response

How long has this Career Education program been operating in your building?

37 1 Year 2 1/2 Year 30 2 Years
10 3 Years 43 Other Comments 184 No Response

What is the source (s) of funding for your program?

12 Federal 33 Local 4 State
16 Combination 60 Other 181 No Response

If there are no career education programs in your school, are you or any of your staff planning to develop career education programs in your school?

103 Yes 73 No 6 Other 124 No Response

Would you like to receive information concerning career education?

262 Yes 22 No 21 No Response 1 Other

William Nixon, Coordinator
Career Education Project
March 16, 1974

CAREER EDUCATION CURRICULUM MATERIALS
CLASSIFICATION AND PROFILE

Title _____ Copyright Date _____
 _____ Revised _____
 Author(s) _____ Cost _____
 Availability Mode HC _____ MF _____ Other _____ No. Pages _____
 Publisher _____ Single Item _____
 Place of Publication _____

1. Type of Material
(Check Appropriate Items)

- ☐ Activity unit
☐ Bibliography
☐ Educational model
☐ Curriculum guide
☐ Guidance information
☐ Evaluation instrument
☐ Instructional unit
☒ Instructor's guide/manual
☐ Program organization/operation
☐ Research report
☐ Occupational cluster unit
☐ Student activity manual workbook
☐ Supplementary material
☐ Book
☐ Simulation games
☐ Other _____ (specify)

2. Content/Discipline Area
(Check no more than 2 items)

- ☐ Foreign Languages
☐ Language arts
☐ Mathematics
☐ Science
☐ Social studies
☐ Fine arts
☐ Health/physical education
☐ Career education
☐ Agriculture/natural resources
☐ Business/office/distributive education
☐ Health occupations
☐ Consumer/homemaking
☐ Industrial education/arts
☐ Vocational education (general)
☐ Recreation
☐ Technical education
☐ Interdisciplinary approach

3. USOE Career Education Cluster
Classification (Check Appropriate
Items)

- ☐ Business & office
☐ Marketing & distribution
☐ Communications and media
☐ Construction
☐ Manufacturing
☐ Transportation
☐ Agri-business & natural resources
☐ Marine science
☐ Environmental control
☐ Public service
☐ Health
☐ Hospitality & recreation
☐ Personal services
☐ Fine arts & humanities
☐ Consumer & homemaking
☐ Applies to all

4. Grade Level Difficulty Range
(Check Appropriate Grades)

K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

5. Population Served
(Check Appropriate Items)

- ☐ Administrators
☐ Student (Reg., Disadvantaged,
or Handicapped)
☐ Instructional Personnel
☐ Non-Instructional Personnel
☐ Parents
☐ Community at large
☐ Other _____ (specify)

ASSESSMENT OF INSTRUCTIONAL MATERIAL

I. OBJECTIVES

Yes No

A. Are there objectives stated for the use of the material?

1. General objectives?

2. Instructional objectives?

3. If stated in behavioral terms, do the objectives specify:

(a) The type of behavior?

(b) Conditions under which it will appear?

(c) Level of performance expected?

B. What appears to be the source of the objectives (both stated and implicit objectives)?

1. Are the objectives related to a larger frame of instruction?

2. Are the objectives specific to a subject skill?

3. Are the objectives related to a broader behavioral pattern that is to be developed over a period of time?

4. What seems to be the emphasis of the objectives:
(Check as many as are appropriate)

(a) Attitudinal ___

(b) Motor skills ___

(c) Cognitive development skills ___

(d) Subject skills ___

G. Quantitative rating: objectives

Directions: Please make an X on the rating scale below at the point that represents your best judgement on the following criteria. Please place the X ON a specific point.

1	2	3	4	5
Objectives--vague, unclear, or missing. Those included not useful. Fails to distinguish between general & instructional objectives, mixes various types of objectives, confusing to teacher.		Average, some of the criteria for objectives met, some missing, at times inconsistent, objectives only partially operational for classroom teacher.		Objectives are stated clearly and in behavioral terms. Both general and instructional objectives are stated in a consistent conceptual framework. Excellent, one of the best, useful for a teacher.

II. ORGANIZATION OF THE MATERIAL (SCOPE AND SEQUENCE)

Yes No

A. Has a task analysis been made of the material and some relationship specified between the tasks?

B. If a task analysis has been made, what basis was used to organize the materials: (check as many as are appropriate)

1. Simple to complex _____

2. General to specific _____

3. Logical order _____

4. Chronology _____

C. Is there a basis for the scope of the materials included in the instructional package?

D. Is there a recommended sequence?

1. What is the basis of the recommended sequence? (Check as many as are appropriate)

(a) Interrelationships of the subject _____

(b) Positive reinforcement and programmed sequence _____

(c) Open ended development of a generalization _____

(d) Other (please specify) _____

E. Quantitative rating: organization of the materials (scope and sequence).

Directions: Please make an X on the rating scale below at the point that represents your best judgement on the following criteria. Please place the X ON a specific point.

1	2	3	4	5
Sequence illogical or unstated, teacher is left to puzzle it out. Does not appear to have subjected material to any analysis to build an instructional design. Scope is uncertain, seems to contradict sequence. Little help unintentionally to teacher or children in organizing material.		Average in organization. Some help but teacher must supply much of organizational sequence. Scope somewhat limited, may be too narrow (or broad). Sequence is not detailed enough and may not have been tested with a range of children.		Excellent organization of scope and sequence. Conceptually developed based on a consistent theory; task analysis or other appropriate investigation has been done. Tested for appropriateness of recommended sequence.

III. METHODOLOGY

A. Is the methodological approach, if suggested, specific to the mode of transaction?

Yes No

1. Does the mode of transaction:
(Check as many as appropriate)

(a) Rely upon teacher-centric method (largely teacher directing?)

(b) Rely upon pupil-centric method (largely self-directing?)

(c) Combination of active and passive participation by the students?

(d) Direct students' attention to method of learning as well as the learning product?

(e) Provide for variation among students--uses several approaches to method?

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

B. Quantitative rating: methodology.

Directions: Please make an X on the rating scale below at the point that represents your best judgement on the following criteria. Please place the X ON a specific point.

1 2 3 4 5

Very little help is given on methodology, or methodology is too abstract and complex for most students and teachers. Methodology appears to be unrelated to content and an afterthought in the learning package. Too active or passive for most students. Teacher required to participate fully with too many students at every step. Does not have appropriate methodology for variety of learning ability among students.

Gives help to the teacher, but would like more. Some students would be able to cope with suggested methodology but others not. Doesn't appear to have been widely field tested. Teacher has to work out variety for students with special learning difficulties.

Uses a variety of modes in the transactions. Does not chain a teacher to a mode without reason, but provides assistance for different abilities. Describes the field test of the methodology. Teachers will find methodology easy to use and believe students will respond. Methodology is part of goals of instruction and not just vehicle for content.

IV. EVALUATION

A. Are there recommended evaluation procedures in the instructional package?

Yes No

1. What do the evaluation procedures emphasize?
(Check as many as appropriate)

(a) Cognitive skills _____

(b) Subject skills _____

(c) Psychomotor skills _____

(d) Affective responses _____

2. Are the evaluation procedures compatible with the objectives?

3. Are evaluation procedures developed for several different levels? (Check as many as appropriate)

(a) Immediate feedback evaluation for the pupil _____

(b) Evaluation for a variety of the areas in #1 above and over a period of time _____

(c) Immediate feedback evaluation for the teacher _____

Yes No

B. Does the evaluation give attention to both product and process learning? _____

C. Is there information on how evaluation procedures were tested and developed? _____

D. Quantitative rating: evaluation

Directions: Please make an X on the rating scale below at the point that represents your best judgement on the following criteria. Place the X ON a specific point.

1 2 3 4 5

Haphazard in approach. Product and process learning either entirely neglected or confused. Lists items, but poorly constructed, no evidence of testing of evaluation approach. Students receive no assistance through feedback. Fails to recognize and examine different types of learning where appropriate.

Some examples given, range of evaluation limited. Samples given but sketchy & limited. Teacher finds useful that which is given, but needs more examples. Evaluation is limited to product or process. Unsure on whether evaluation has ever been tested, but seems logical though limited in types of learning examples.

Many suggestions and helps in evaluation for the teacher. Has criterion reference procedures where appropriate. Student obtains assistance in learning through feedback evaluation. Gives attention to several kinds of learning, consistent with objectives of learning package.

V. COMMENT

A. Draw up an overall statement of the strengths and weaknesses of the material as an instructional package. Prepare your statement as if it were to be addressed to your fellow classroom teachers who are going to use it to make a decision on these instructional materials.

B. Quantitative rating: overall assessment of material.

Directions: Please place an X on the point in the rating scale which best represents your overall judgement of these materials. Place the X ON the specific point.

1	2	3	4	5
Poorly designed, conceptually weak and inconsistent or haphazard design. Does not appear to have been field tested: inaccurate assumptions about children who will be using material. Overpriced, underdeveloped, a bad bargain.		Has strengths and weaknesses, but most teachers would find satisfactory. On the balance comes out about average, would need considerable supplementary effort by teacher. A compromise of price and availability.		Excellent, one of the best by comparison with other material. Theoretically strong & carefully field tested. Show consistent instructional design. Would recommend highly; well worth the price.

APPENDIX C

Results of Survey:

REACTION TO CAREER EDUCATION CONFERENCE

All information received on this questionnaire will be held in the strictest confidence; we ask for your name in Section II only for the purpose of following the conference with individual assistance in areas of indicated interest.

All data resulting from this survey will be used to aid in the further development of Career Education activities in Rhode Island. Your timely cooperation and assistance in this project is appreciated.

If you wish to make comments about individual items or the survey in general, use the margins, reverse sides or attach a separate sheet; your additional comments are solicited and appreciated.

1. Do you feel that the Career Education Conference was planned with your needs in mind:

() 1% irrelevant to current needs	() 11.7%	() 38.7%	() 48.6% extremely relevant to current needs
--	-----------	-----------	--

2. Did the conference adequately use the time available?

() 0% time wasted	() 3.7%	() 29.7%	() 66.6% time very well spent
-----------------------	----------	-----------	--------------------------------------

3. Were the presentations clear and intelligible?

() 1% poorly presented	() 4.5%	() 52.2%	() 42.3% presentations excellent
-------------------------------	----------	-----------	---

4. Did you have enough time to ask questions or seek clarifications?

() 25.4% too rushed	() 19.8%	() 34.2%	() 21.6% good time allowance
-------------------------	-----------	-----------	-------------------------------------

5. Did you have the opportunity to discuss each of the career education activities personally with the presenters?

() 11.7% no personal interaction	() 34.2%	() 36.9%	() 17.2% much personal interaction
---	-----------	-----------	---

6. Rate this conference (in general) in comparison with other conferences you have attended.

() 0%
worse than
most

() 4.5%

() 36%

() 59.5%
better than
most

7. Please list what you perceived to be the three major objectives of the conference. Start with the most important objectives.

Most important: 1. A chance to see what is going on in Career Education in Rhode Island and the United States.
2. Career Education awareness - goals and objectives
3. _____

8. Please list the parts of the conference that you liked the most. Start with the best part:

Best part: 1. Presentations of the various programs
2. _____
3. 2

9. Please list any dissatisfactions which you may have had with the conference, starting with the most serious dissatisfaction.

Most serious: 1. Not enough time to interact with the presentors.
2. _____
3. _____

Note:

Answers to questions 7, 8 and 9 indicate the consensus of opinion.

APPENDIX C:

CAREER EDUCATION CONFERENCE

NOVEMBER 21, 1974

PROGRAM

SENIOR ELEMENTARY: SO. BALLROOM

Scituate School Department - North Scituate Elementary School
Kindergarten - Personal Services
June Guglielmi - Program Director
Mary Poole, Kindergarten Teacher
Terry Collins - Teacher Aide

JUNIOR ELEMENTARY: SO. BALLROOM

East Providence School Department - Orchard St. School - Grade 6
107th Recycling Center - A Career Experience in Integrating Basic Skills
James Ryan - Career Education Project Director - K-12
Bernard Fagundes - Career Education Teacher

SENIOR HIGH SCHOOL: SO. BALLROOM

Pawtucket School Department
Career Exploration Cluster - Exploration of Occupations
Dr. Edward Melucci - Director of Vocational Education and Career Development
Michael DeVonis - Jenks Junior High School Teacher
Frank Lannon - Student
Michael Breten - Student

SENIOR HIGH SCHOOL: RM. 201-202

North Kingstown School Department - North Kingstown High School
Career Placement at the High School Level
Christian Cherau - Principal - North Kingstown High School

SENIOR HIGH SCHOOL: RM. 201-202

St. Mary's Academy - Bay View - Riverside
Community Classroom - Career Exploration
Sister Mary Bernard McCann - Director of Career Education
Bay View Students
Patricia D'Almeida - Povar Animal Hospital - Veterinarian
Laureen Quaranto - Johnston Police Department - Law
Cathleen Sloan - Fatima Hospital - Medical Field
Robin Pegg - Providence Neighborhood Youth Corp - Social Work

COMPUTERIZED CAREER INFORMATION SERVICE: RM. 201-202

Rhode Island Junior College
Charles C. D'Arezzo - Innovative Learning Systems Director
Robert Perrello - C.C.I.S. Supervisor
Dr. Gerald D. Fontaine - Program Director

NATURAL RESOURCE - VIDEO PROGRAM: RM. 201-202

University of Rhode Island
Dr. Donald E. McCreight - Program Director
Paul Roselli

TV. CHANNEL 36: RM. 301-302

Rhode Island State Department of Education - Educational T.V. Services
Building Television Into Career Education Projects
Adrienne Dowling - Instructional T.V. Consultant

RM LIBRARY: RM. 301-302

Rhode Island State Department of Education
Judy Edsal - Consultant

CAREER EDUCATION PROJECT FOR "HOME BASED" ADULTS: 301-302

Career Counseling for Adults
Peggy Gardner - Community Information Director
Alfred Santaniello - Director of Counseling
Barbara Wilson - Director of Information Unit

DAVID L. LIVERS: RM. 301-302

Open Discussion
Professor of Curriculum and Instruction
Illinois State University

AGING INSTRUCTIONAL CHANGE: RM. 401-402

North Kingstown School Department
Orrin Laferte - Career Education Project Director - K-12

CAREER TRAINING: RM. 401-402

Rhode Island College
Dr. Ronald Esposito - Career Education Coordinator

PROGRAM EVALUATION: RM. 401-402

Rhode Island College
Dr. Murray H. Finley Jr. - Counselor Education Department

ANTHONY RICCIO: RM. 401-402

Open Discussion
Professor of Education
Ohio State University

THE ROLE OF THE GUIDANCE COUNSELOR IN CAREER EDUCATION: SO. BALLROOM

Diana DiSanto - Elementary Career Education Guidance Counselor -
Cumberland School Department

Elizabeth Farrell - Junior High Career Education Guidance Counselor -
East Providence School Department

CAREER EDUCATION CONFERENCE

NOVEMBER 21, 1974

PROGRAM SCHEDULE

8:00 - 8:30	REGISTRATION AND COFFEE - BALLROOM			
8:45 - 9:30	<u>SOUTH BALLROOM</u> GREETINGS: DR. NELSON F. ASHLINE - ASSOCIATE COMMISSIONER, R. I. DR. DAVID L. LIVERS, PROFESSOR OF CURRICULUM AND INSTRUCTION ILLINOIS STATE UNIVERSITY - CAREER EDUCATION OVERVIEW			
<div>PROGRAM</div> <div>TIME</div>	PROGRAM #1 SOUTH BALLROOM	PROGRAM #2 ROOM 201-202	PROGRAM #3 ROOM 301-302	P R
9:30 - 10:45	GROUP 1	GROUP 2	GROUP 3	G
10:45 - 12:00	GROUP 2	GROUP 3	GROUP 4	G
12:00 - 1:00	LUNCH - NORTH BALLROOM			
1:00 - 1:30	<u>GENERAL SESSION - NORTH BALLROOM</u> DR. ANTHONY RICCIO, PROFESSOR OF EDUCATION OHIO STATE UNIVERSITY - CAREER DECISION MAKING IN CONTEMPORARY SOC			
1:30 - 2:45	GROUP 3	GROUP 4	GROUP 1	GR
2:45 - 2:50	COMPLETE EVALUATION FORMS - TO BE COMPLETED & COLLECTED IN LAST PRO			
2:50 - 3:30	POOL SIDE - COKE BREAK AND SOUTH BALLROOM			
	INTERACTION WITH PRESENTERS FILM "CHOICE NOT CHANCE" CAREER EDUCATION INFORMATION DIS THE COUNSELOR IN CAREER EDUCATIO			

CAREER EDUCATION CONFERENCE

NOVEMBER 21, 1974

PROGRAM SCHEDULE

REGISTRATION AND COFFEE - BALLROOM

NORTH BALLROOM

MEETINGS: DR. NELSON F. ASHLINE - ASSOCIATE COMMISSIONER, R. I. STATE DEPARTMENT OF EDUCATION
 DAVID L. LIVERS, PROFESSOR OF CURRICULUM AND INSTRUCTION
 ILLINOIS STATE UNIVERSITY - CAREER EDUCATION OVERVIEW

PROGRAM #1 NORTH BALLROOM	PROGRAM #2 ROOM 201-202	PROGRAM #3 ROOM 301-302	PROGRAM # 4 ROOM 401-402
GROUP 1	GROUP 2	GROUP 3	GROUP 4
GROUP 2	GROUP 3	GROUP 4	GROUP 1

LUNCH - NORTH BALLROOM

GENERAL SESSION - NORTH BALLROOM

ANTHONY RICCIO, PROFESSOR OF EDUCATION
 ILLINOIS STATE UNIVERSITY - CAREER DECISION MAKING IN CONTEMPORARY SOCIETY

GROUP 3	GROUP 4	GROUP 1	GROUP 2
---------	---------	---------	---------

COMPLETE EVALUATION FORMS - TO BE COMPLETED & COLLECTED IN LAST PROGRAM ROOM

SIDE - COKE BREAK
 AND
 NORTH BALLROOM

INTERACTION WITH PRESENTERS
 FILM "CHOICE NOT CHANCE"
 CAREER EDUCATION INFORMATION DISPLAYS
 THE COUNSELOR IN CAREER EDUCATION

EDUCATION IN RHODE ISLAND

Focus on career edu

Career education is a golden opportunity for education in America, according to Dr. David L. Livers, professor of curriculum and instruction at Illinois State University.

Speaking to about 300 participants from throughout the state at a career education conference sponsored recently by the Department of Education, Dr. Livers said that career education has the ability to answer the public's dissatisfaction with the American educational system from elementary through postsecondary levels.

He said that public dissatisfaction is a very real thing. "The general public is not just going to sit around and gripe. They want something done. It's apparent to the public that schools are not fulfilling the purposes for which they were originally intended."

Dr. Livers said that school should be a preparation for life and for making a living. He said he feels that career education is an answer to "consumer revolt."

"Career education has a practical, reasonable approach to solving problems facing American society," he noted.

Citing worker alienation as a major societal problem, Dr. Livers said that education begins to turn kids off even before business and industry do. "It's important to teach kids to read, basic math, and teach them how to work in a fulfilling job."

He noted that by 1980 only 18.6 per cent of the available jobs will require a college education.

"Career education is not designed to push kids out of going to college. It's designed to show all young people what the world of work is all about and whether or not they should go to college," Dr. Livers said.

He added: "We, as educators, should work in the areas of interpersonal relationships, work attitudes, and job orientation in addition to the work concept if through career education."

Dr. Livers noted that the call for career education was first issued by former U.S.

Marland in 1971. He said it was the first educational concept supported by both political parties since the Elementary and Secondary Education Act of 1965.

Although former Commissioner Marland did not define career education, he did set up guidelines, according to Dr. Livers, which include making it part of the curriculum for all students, continuing it from kindergarten through adult education, and enabling students to learn a skill.

All the guidelines can be summed up in one word, noted Dr. Livers, and that word is "relevance."

He called upon educators to meet the challenge from Dr. Marland and to become familiar with forthcoming guidelines from the United States Office of Education on the unemployed and what should be done for them.

Following Dr. Livers' introductory remarks a series of programs dealing with career education at the elementary, junior high and, secondary school levels and beyond were held. Also presented were programs on services available from Channel 36, the Department's film library, the Computerized Career Information Service at Rhode Island Junior College, teacher training, program evaluation, and the role of the guidance counselor in career education.

In one program, Orrin Laferte, career education project director in North Kingstown, told the participants how to bring about a change or a new program in their school systems. He said that change of any kind is a risky situation, and that to cut down the risk all the populations involved in the proposed change should be included. Representatives from students, teachers, administrators, the public and the school board are all needed to make a program work.

Both he and Dr. Murray H. Finley Jr. of the counselor education department at Rhode Island College stressed the need for goals and objectives in any career education program.

The second guest speaker at the con-

education at Ohio State University, spoke on career decision-making in contemporary society.

Dr. Riccio said that decision-making is the name of the game. "The person who will be most successful is the person who can make three key decisions in life: choice of a mate, choice of an occupation, and major financial decisions."

What people need first of all to make decisions is knowledge, a strong cognitive basis," he said.

The way to do the most with all we have at present is to prepare for a productive role in society. The question is: what can we do to help people make decisions?" he said.

Dr. Riccio said the most important thing is to teach people to read well and develop cognitive skills. Then the variables enter the picture. They include



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EDUCATION OF RHODE ISLAND

No. 30 December 1974

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Dr. Riccio stressed that "cognitive intervention" is very important. He defined it as introducing data to help people make quality decisions.

The educator noted the need for more use of reason than emotion.

He defined the role of the teacher in helping people to make quality decisions as, first of all, learning to make more decisions themselves and to use reason.

A report on career education in Rhode Island including a definition and rationale for career education and career education activities going on in the state is available. Copies may be obtained by contacting William Nixon, coordinator of the Career Education Project, Department of Education.



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DR. ANTHONY RICCIO, professor of education, addresses a group at the career education conference sponsored by the Department of Education.



KINDERGARTEN TEACHER Mary Poole explains program at North Scituate Elementary School to conference participants.



NEW COMMISSIONER of Education, who will assume his duties in mid-November, was an education leader from 1971 to 1973. An interview with him will appear in the January issue of the journal.

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NEW COMMISSIONER of education, Dr. Thomas C. Schmidt, will assume his new position with the Department of Education early next year. Dr. Schmidt, who was selected in November, was an assistant education commissioner from 1971 to 1973. An interview with Dr. Schmidt will appear in the January issue of INTERROBANG.

APPENDIX D

CAREER EDUCATION

IN

RHODE ISLAND

PART I

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FOREWORD

Career Education as a concept, and as a vehicle for alleviating some of our social, economic and educational problems is presently receiving attention from the educational community. Educators, parents, students and employers are asking questions concerning Career Education. The purpose of this report is to state a case for Career Education programs; provide a review of Career Education programs, and project the future for Career Education.

As a response to the call for educational reform, Career Education is a vehicle that makes the educational process open to real-life experiences. Since 1971, the United States Office of Education has developed and implemented a number of Career Education programs throughout the country. The Rhode Island State Department of Education has channeled funds and provided technical assistance and teacher training programs to local educational agencies for the development of Career Education programs.

Further development and expansion of Career Education programs in Rhode Island and in other states will depend a great deal upon the support and financing by federal and state educational agencies.

This report has been made possible through a grant #OEG-0-73-3009 from the United States Office of Education awarded to the Rhode Island State Department of Education.

PART ONE

RATIONALE FOR CAREER EDUCATION

INTRODUCTION

"It is the aim of education to lead each child toward that knowledge and understanding of the world and of himself which permits efficient, constructive, and cooperative living in our society." (Marzolf, 1956)

This 1956 aim of education is applicable for our schools today if the point of view is taken that the educational delivery system fosters the development of a high level of student self-direction and decision making skills. The educational fostering of student development for self-direction and decision making is basic general education, known today as Career Education. The Career Education concept has been promoted by prominent local and national educators for its implementation in our schools.

A CASE FOR A CAREER EDUCATION PROGRAM

Fred G. Burke, former State Commissioner of Education in Rhode Island, sees Career Education as ". . . a method of educating people towards an understanding of the essential interrelation of individuals in society. It intends to foster the skills of information acquisition, self-appraisal, synthesis, decision-making and planning by using careers as the central focus or organization for all learning activities. This approach to education will promote individualization, the acquisition of life-oriented skills, emphasize the use of personal, internal motivation to learn in place of external teacher-applied motivation, and hopefully result in individuals better equipped to develop and carry out their own chosen pattern of living." (Burke, 1972)

According to Dr. Kenneth Hoyt, recently appointed by the United States Senate as the Associate Commissioner, Office of Career Education, United States Office of Education, Career Education is described as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values in their lives, so that work becomes possible, meaningful, and satisfying to each individual. (Hoyt, et al., 1973)

Hoyt defines "Career Education" as the totality of experience through which one learns about and prepares to engage in work as part of his or her way of living. (Hoyt, 1974)

According to Hoyt, "career" is the totality of work one does in a lifetime. This means that it is a developmental concept beginning in the very early years and extending into retirement. "Education" for Hoyt, then, would include more than the formal educational system. (Hoyt, 1974)

Our present educational system has not been committed to the total development of all students. Educators have taught courses to their total student population, but, in fact, have serviced the needs of but a few students. This was recognized by former United States Commissioner of Education, Sidney P. Marland, Jr., when he stated:

"Of those students currently in high school, only three out of ten will go on to academic college-level work. One-third of those will drop out before getting a baccalaureate degree. That means that eight out of ten present high school students should be getting occupational training of some sort; but only about two of those eight students are, in fact, getting such training. Consequently, half our high school students, a total of approximately 1,500,000 a year, are being offered what amounts to irrelevant general education pap." (Marland, 1971)

Former Commissioner Marland's statement hits closer to home than one would like to see in Rhode Island. According to the United States Bureau of Census' 1960 and 1970 report, Rhode Island ranks last among the New England states in education of those 25 years and over. As shown in the table below, there was substantial improvement in the educational level in New England between 1960 and 1970. However, only in Rhode Island was the proportion of high school graduates less than half. While there was a gain over the 1960 figures, the New England States did not improve their overall ranking among the 50 states. Rhode Island remained in an unimpressive position of 39th of the 50 states in the total population high school education category.

TABLE I

PERCENT OF POPULATION 25 YEARS OLD AND OVER												
HIGH SCHOOL GRADUATES, COLLEGE GRADUATES, NEW ENGLAND STATES WITH RANK, 1960 AND 1970												
	Total Population 25 and Over				White Population 25 and Over				Negro Population 25 and Over			
	High School		College		High School		College		High School		College	
	4 Yrs. or More		4 Yrs. or More		4 Yrs. or More		4 Yrs. or More		4 Yrs. or More		4 Yrs. or More	
	Nat'l.		Nat'l.		Nat'l.		Nat'l.		Nat'l.		Nat'l.	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
England												
1960	44.6	3**	8.4	3								
1970	56.5	3	12.1	3								
Connecticut												
1960	43.3	22	5.5	46	43.2	25	5.5	48	40.8	4	4.4	16
1970	54.7	23	6.4	42	54.7	28	8.4	47	64.4	5	5.9	14
Hampshire												
1960	42.9	23	7.1	28	42.9	27	7.1	35	47.3	1	7.7	4
1970	57.6	18	10.8	24	57.6	20	10.8	27	65.3	3	16.5	2
Massachusetts												
1960	42.9	23	7.4	25	42.9	27	7.3	31	42.4	3	11.1	1
1970	57.1	19	11.5	18	57.0	22	11.4	21	55.0	9	24.4	1
Rhode Island												
1960	47.0	14	8.8	14	47.3	17	8.9	15	36.9	10	6.2	10
1970	58.4	15	12.5	12	58.8	17	12.7	14	46.9	14	5.6	17
Vermont												
1960	43.9	20	9.5	7	44.4	21	9.7	10	27.1	20	3.3	27
1970	56.1	20	13.7	7	56.9	23	14.1	6	38.1	25	4.3	27
Washington												
1960	34.9	41	6.5	36	35.2	47	6.6	41	25.7	22	3.9	22
1970	48.4	39	9.4	32	46.5	44	9.5	38	37.4	26	3.5	47

non-white in 1960.

and nine divisions of the U.S.

ERIC derived from U.S. Bureau of the Census: 1970 "General Social and Economic Characteristics of the States." State Reports.

MISCONCEPTIONS ABOUT CAREER EDUCATION

Career Education is not an over-correction for past discrimination against particular segments of the student population. It is not "anti-college" nor "pro-trade skills."

The concept is designed for all students. Career Education should integrate the academic and the occupational into a concept whose overall objective is to prepare all individuals for successful working careers. One of the goals of Career Education programs is to achieve 100% placement of high school graduates. There are considered to be four areas of placement: a junior college, a university, an apprenticeship program or a job. Career Education encourages students who are interested in a career which requires an advanced degree to attend a university. Therefore, careers encompass the entire spectrum of occupations: professional, technical, skilled, and semi-skilled.

Career Education should not be perceived as:

- A re-naming of Vocational-Technical Education;
- An anti-intellectual conspiracy;
- A way to discourage poor and minority young people from going to college;
- Limited to elementary and secondary schools; or
- Simply a means of getting a job.

Career Education does not attempt to "lock in" a student at an early age to any particular career. Career Education encourages and allows students at all grade levels to "explore" whatever career areas in which they are interested. The student is free to explore as many occupations as he desires. However, this is not the rationale or total process of Career Education.

Exploring careers for the sole purpose of occupational training is folly.

Career exploration is meaningful only when it is tied to specific curricular concepts and objectives, thereby becoming a means of encouraging students in their job interest and skill development. The student then will be able to become self-directed and capable of refining his decision-making skills. As Agne and Nash have noted, "one of the more serious misdirections in Career Education could be extraordinary attention given to acquiring the necessary skills for occupying future job niches at the expense of fully living in the present. If people are locked into a careerist mode of thinking from preschool to graduate school, chances are increased that they will become more preoccupied with building an economically secure future and less concerned with enhancing the vitality of their day-to-day lives." Students must be given the space and time to express themselves not only vocationally, but also economically, socially, personally, and politically. Then, Career Education will have relevance to educating the whole person. (Agne and Nash, 1973) The major concerns of schools should be the provision for growth and development of all persons through an educational process that will prepare each individual for the many segments of life.

The Career Education tenets of Aaron Miller best subscribe to the Career Education philosophy and concepts as stated in this paper. These are:

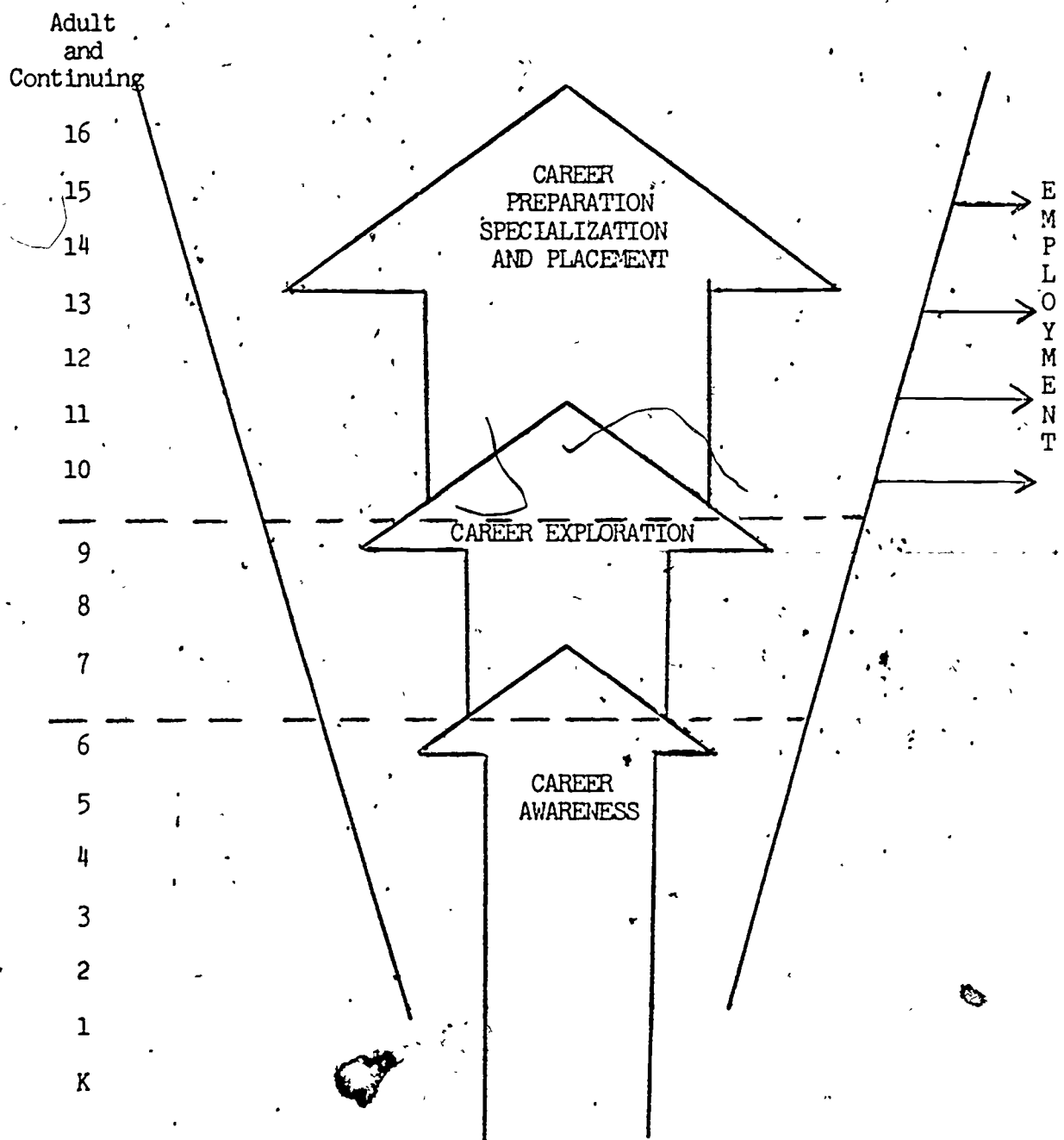
CAREER EDUCATION TENETS

1. Career Education is a comprehensive educational program focused on careers. It begins with the entry of the child into a formal school program and continues into the adult years.
2. Career Education involves all students, regardless of their post-secondary plans.

3. Career Education involves the entire school program and unites the schools, communities and employers in a cooperative educational venture.
4. Career Education infuses the school program rather than provides a program of discrete Career Education curriculum "blocks."
5. Career Education provides the student with information and experiences representing the entire world of work.
6. Career Education supports the student from initial career awareness, to career exploration, career direction setting, career preparation and career placement; and provides for placement and follow-up including re-education if desired.
7. Career Education is not a synonym for vocational education; but vocational education is an integral and important part of a total Career Education system. (Miller, 1972)

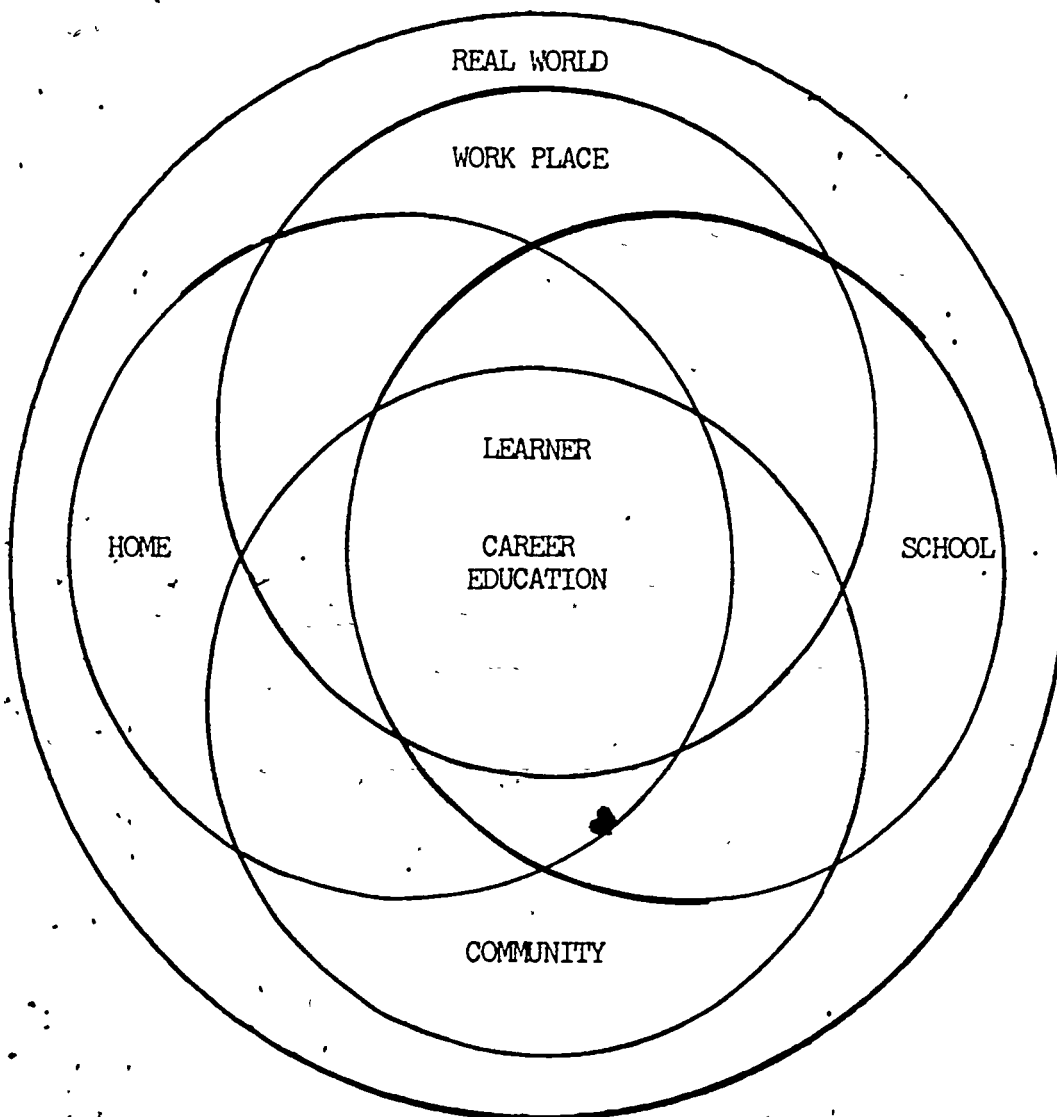
There are many variations in the number of definitions that have been put forth for Career Education. Graphic portrayals to indicate the scope and character of Career Education have been developed by a number of state educational agencies. The model used by the Oklahoma State Department of Education indicates where, in the educational spectrum, the several types of Career Education programs ideally should take place. The model developed by the Nevada State Education Agency portrays the relationship between Career Education and the world.

OKLAHOMA MODEL
CAREER EDUCATION MODEL



The real world as applied to Career Education is the universe of human experiences affecting individual life-styles - that is, everything that contributes to human development. This diagram of Career Education shows that the four learning environments (the school, the home, the community, and the work place) are interrelated and dependent on one another.

NEVADA



REAL WORLD: The universe of human experience affecting individual life-styles. Everything that contributes to human development.

WORK PLACE: The areas where one performs labor, tasks or duties which afford people their accustomed means of livelihood and/or results in personal satisfaction.

COMMUNITY: An interacting population of various kinds of individuals in a common location, linked by common rules, laws, or values.

HOME: A place where a person lives, either alone or with others.

SCHOOL: A place for formalized teaching of persons through a series of structured experiences.

LEARNER: Any person.

In summary, Career Education could be characterized as "education for living", in which young people reach at least the beginning of a career path along with well-developed basic skills, understanding the use of leisure time, having a positive self-concept, and appreciation of and ability to function and interact in political and social situations. Career Education is all of education; it involves the academic, the personal adjustment and all other activities of the kindergarten through secondary school years. It is intended for adults who would like to, or through necessity have to, explore new career paths and enter and exit educational programs throughout their adult years.

PART TWO

CAREER EDUCATION PROGRAMS

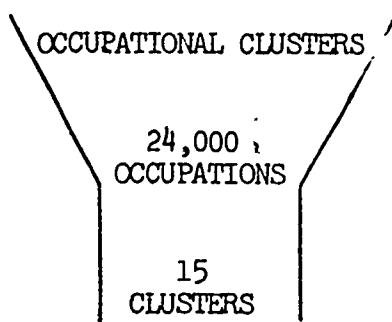
A REVIEW OF CAREER EDUCATION IN THE UNITED STATES

Career Education techniques and methods have been used for many years by teachers and administrators. It would be difficult to determine at what point in time the Career Education concept was born. However, the United States Office of Education has proclaimed a starting date of January, 1971. At that time, former United States Commissioner of Education, Sidney P. Marland, spoke before the convention of the National Association of Secondary School Principals in Texas and assigned United States educators the job of closing the gap between the worlds of education and work. As Marland gave his speech "Career Education Now", plans were being made by the United States Office of Education to implement Career Education programs throughout the country.

Fifty exemplary projects under the funding and guidance of the provisions of the Vocational Education Act were started the previous year in grades

K through 14. Career Education awareness, exploration, skill training, and career counseling and guidance were areas of major importance.

Four Career Education models were supported by USOE. By the fall of 1971, the School-Based Career Education Model, a comprehensive K-12 Career Education program was implemented in six school systems. Studies and implementation of the Employer-Based Model for 13-18 year olds and the Home-Community Based Model for the out-of-school adults were under way in fiscal 1971. The Rural-Residential Model for disadvantaged rural families was started during that year. In 1971, the development of occupational clusters, the categorization of more than 20,000 jobs and the listing of those jobs in the Dictionary of Occupational Titles occurred. The Vocational Education Act of 1968 provided funds for curriculum development in five of fifteen clusters. This was considered an important move in translating work reality into educational relevancy. The 15 "career clusters" as developed by the United States Office of Education are shown below.



- | | |
|--|---------------------------|
| 1. Agri-Business and Natural Resources | 9. Marketing-Distribution |
| 2. Health | 10. Marine Service |
| 3. Public Service | 11. Personal Service |
| 4. Business-Office | 12. Construction |
| 5. Environment | 13. Transportation |
| 6. Communication-Media | 14. Consumer-Homemaking |
| 7. Manufacturing | 15. Fine Arts-Humanities |
| 8. Hospitality-Recreation | |

The student now has a manageable number of "career areas" to become aware of and to explore. The teachers also have an established list of "career areas" to infuse into their curriculum.

During FY 1972, the USOE made available \$15.0 million for Career Education efforts and four Employer Based Models were in operation. Fifty Career Education "mini-models" were started while studies were made to explore the meaning of Career Education for post-secondary institutions. Staff development in Career Education expanded during the same period.

The National Institute of Education (NIE) was conceived by the passage of the Education Amendments in the latter part of FY 1972 to promote research and development in education. The new law established a Bureau of Occupational and Adult Education within the USOE with specific responsibility for a number of vocational, technical, occupational, manpower and adult education programs.

In August 1973, the four Career Education models and the Educational Resources Information Center (ERIC) Clearinghouses were transferred to NIE. The development of a "Forward Plan for Career Education Research and Development" by NIE and the first set of post-secondary awards by the Fund for the Improvement of Post-Secondary Education were part of the 1973 summer activities.

As the new Bureau of Occupational and Adult Education got underway in January 1973, plans were being made for the creation of a Center for Career Education within the United States Office of Education during May 1973. Administration of assigned programs of grants and contracts and coordination of all Career Education programs within the Office of Education were to be two important functions of the "Center".

THE PRESENT

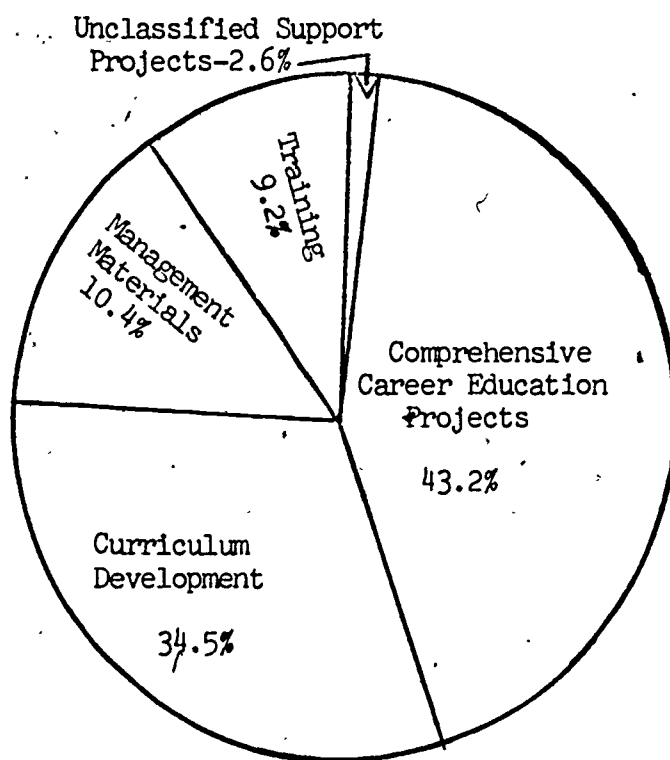
The USOE has tried not to define Career Education so that creativity and diversity would not be hampered in the development of programs. A great variety of Career Education activities have been adapted and adopted in educational systems throughout the country. The ambiguity of the Career Education definition has prompted the Center for Career Education to develop a set of criteria which separates USOE activities into two categories:

- 1) Comprehensive Career Education Projects - Those activities which, for all students in the educational levels served, seek to:
 - (1) Develop and expand career awareness;
 - (2) provide opportunities for exploration and/or skill attainment in careers of their choice;
 - (3) provide career-oriented guidance and counseling;
 - (4) provide career placement services;
 - (5) improve cognitive and affective performance through restructuring the curriculum around a career development theme;
 - (6) provide training for educational personnel to enable them to meet the preceding objectives.
- 2) Career Education Support System Projects - Those activities which contain one or more of the following as their only objective(s), to:
 - (1) Provide training for educational personnel to improve their ability to design, operate and/or evaluate one or more aspect(s) of a Comprehensive Career Education Project;
 - (2) design, develop, test, demonstrate, or disseminate Career Education curriculum materials;
 - or (3) design, develop, test, demonstrate, or disseminate Career Education management materials (e.g., case studies, evaluative designs, etc.).

The operational models serving students in various grade levels are

Comprehensive Career Education Projects, whereas students being served through the development of materials and staff training are considered Support System Projects.

During FY 1973, the USOE spent \$43,242,028 in support of 947 Career Education projects in 16 separate programs under 6 individual pieces of legislation. Only 28.5 percent of the funds came from sources other than vocational education money. Funding through the Higher Education Act, Elementary and Secondary Act and the Education of the Handicapped Act provided the balance of the monies spent for Career Education activities in FY 1973. (U.S. Office of Education, 1974)



Percent of FY 1973 Career Education funds spent in different areas of effort.

CAREER EDUCATION IN OTHER STATES

Career Education activities have been developed and implemented in every state in the country. Some states have provided state funds for further expansion and development of these activities. Dr. Sidney C. High Jr. has highlighted some of these state programs.

ARIZONA

The State of Arizona officially established Career Education by passing Senate Bill '5 during the 1971 legislative session. The legislators allocated \$1.9 million for Career Education during FY 72. The Department of Education has funded 13 separate pilot Career Education programs throughout the state with these funds. Each of the projects have been experimenting with different ways to infuse the Career Education concept in Arizona's public schools. A state-level task force plans and coordinates all Career Education activities. The State Education Agency operates a Career Education clearinghouse which collects, assesses, categorizes, and distributes curriculum materials to local school districts throughout the state. Operation of a public information program by the State Department of Education keeps businesses, industry, and parents informed about Career Education activities.

ALABAMA

The State Superintendent of Education and the State Directors of Divisions assumed a leadership role in initiating a Career Education program as a major thrust of all education in grades K through 14 in Alabama. At the present time, thirty-five school systems in Alabama have received funds to develop programs in Career Education. These 35 school systems involve

approximately 300,000 students in the state. These systems are rapidly developing programs in career awareness, career exploration and career preparation and placement.

According to a recent report produced by the Alabama State Department of Education, school systems have designed projects, written proposals, engaged in in-service activities for teachers, and implemented Career Education units in elementary and secondary classrooms.

FLORIDA

The state legislature has provided funds to initiate pilot Career Education activities in each of its 67 counties. These activities are in addition to the federally-funded pilot projects in other parts of the state. The State Department of Education is providing leadership, technical assistance, and coordination for the development of the programs.

NEVADA

In March 1972, the Nevada State Board of Education adopted "A Position and Policy Statement for Career Education". The State Department of Education responded to this statement with the development of "A Conceptual Model of Career Education for Nevada Schools". After extensive study of the Model, the State Board of Education endorsed the document in November 1973 and recommended its implementation in schools throughout the state.

CALIFORNIA

An interdisciplinary task force on Career Education has developed a detailed plan for implementation of Career Education in the California school system. Close to 1,000 Career Education curriculum units have been prepared and field tested in twelve pilot project school districts.

Curriculum materials, representing an infusion of Career Education concepts into the instructional program from kindergarten through the eighth grade, are being made available state-wide through the County Superintendents of Schools.

Many other states have made major contributions to the development and expansion of Career Education activities. At least thirty states have developed state definitions of Career Education. The range of definitions vary from official statements to unofficial working definitions used in staff papers and planning documents. (High, 1974)

A REVIEW OF CAREER EDUCATION IN RHODE ISLAND

As stated previously, Career Education techniques and methods have been used for many years by educators throughout the country. This same statements holds true for school systems in Rhode Island. Since the starting date proclaimed by the United States Office of Education was January 1971, this review will cover the period from then to the present.

The first Rhode Island Career Education program was developed by the Pawtucket School Department. It was "A Human Resources Career Development Model" for Pawtucket in conjunction with the Pawtucket Model Cities Agency. The Pawtucket School Department submitted the proposal to the United States Commissioner of Education for approval of \$312,705 of federal funds to be used over a three-year duration from January 1971 through December 1973. The thirty-six month project actually started in March 1971 and operated through August 1974 with a six-month extension provision. The Pawtucket School Department has decided to continue and expand the program by funding it with local money.

The first Career Education program in Rhode Island supported with

Vocational Education funds was the East Providence K-12 project. A proposal for a Career Education Pilot Project was submitted and approved by the State Department for federal assistance under the Vocational Education Amendments of 1968 (PL 90-576) for the sum of \$206,819.00 in the spring of 1972.

The pilot project was designed to form an experimental group consisting of a total of 825 students from senior high, junior high and elementary grades. A control group was formed with an equal number of students at each grade level. The overall project objectives and hypothesis were as follows:

- I. Students in the project environment will have a more positive attitude toward school and the world of work than students in the control group.
- II. Given the increased time devoted to non-traditional academic pursuits, the two groups will not differ significantly on standardized achievement tests.
- III. The experimental group will show significantly greater growth in their ability to use problem solving techniques in making decisions than will the control group.
- IV. Students in the experimental group will exhibit a significantly greater knowledge of career information than those in the control group.
- V. Students in the experimental group will make career decisions at the end of the program that are significantly more congruent with their profile than the control group.
- VI. Students in the experimental group will make career decisions that are more independent of socio-economic, racial, and sex characteristics than the control group.

The East Providence project is now in its third year of operation.

The third K-12 Career Education activity that was developed in Rhode Island was the North Kingstown project. In December 1972, the North Kingstown School Department submitted a proposal to the State Department of Education requesting funds for the project. The request was approved for a total of \$333,759.00 to be used over a three-year period beginning on June 15, 1973 and ending on June 14, 1976.

The North Kingstown project is now in its second year of operation. When the federal funds expire in 1976, the North Kingstown School Department will have the option to continue the Career Education activities with local funds.

Since 1972, many other Career Education programs and activities have been developed and implemented throughout Rhode Island elementary and secondary schools. Most of the new Career Education activities have been supported with Vocational Education funds. A limited amount of money is available each year for the development of such programs. Over a period of time, the Local Education Agencies have the responsibility to assume full financial support of the projects. A supplementary report entitled: Career Education Programs in Rhode Island summarized the 1973-74 Career Education programs that have received financial assistance from Vocational Education funds.

PART III

THE FUTURE OF CAREER EDUCATION

On August 21, 1974, President Ford signed into law Public Law 93-380, the Education amendments of 1974. The new act extends and amends the Elementary and Secondary Education Act through fiscal year 1978.

One section of the act provides separate authorization for Career Education by setting up an Office of Career Education reporting directly to the United States Commissioner. It establishes a National Advisory Council on Career Education, provides a set of definitions and purposes for Career Education, and authorizes up to \$15,000,000 a year through FY 1978. The FY 1975 appropriations bill passed by the House and presently pending before the Senate Appropriations Committee, provides \$10 million for Career Education.

In a September 1974 report produced by the United States Associate Commissioner of Career Education, Kenneth B. Hoyt, key considerations concerning the current status of Career Education were:

1. State Education Agencies and Local Education Agencies have embraced Career Education at a record rate (when the size of the federal investment is considered). A majority of states and approximately 5,000 of the 17,000 school systems have already initiated Career Education efforts.
2. Quantity has exceeded quality, by a considerable margin, in current Career Education implementation efforts.
3. Implementation has largely taken place at the K-8 level. Relatively few examples are found at the senior high, community college, four year college and university, or adult education levels.
4. Great apparent diversity has existed in both the conceptualization and in the implementation of the Career Education concept.
5. The business-labor-industry-professional community has responded enthusiastically to Career Education's call for establishment of collaborative working relationships with the formal educational system.

6. Career Education has, to date, been largely a matter of "over promise" and "under delivery" to such special segments of the population as the economically disadvantaged, minorities, physically and mentally handicapped, gifted and talented, and females.
7. Implications of Career Education for structural changes in Education, at both the Local Education Agency and the teacher preparation levels, have been largely ignored. Where faced, they have, for the most part, been resisted.
8. Most of the federal financial support for Career Education, over the last three years, has come from Parts C, D, and I of the 1968 Vocational Education Amendments. These funds, amounting to approximately \$20 million per year, are being sharply reduced at the present time.

CAPSULE SUMMARY OF THE UNITED STATES OFFICE
OF EDUCATION FY PLAN FOR CAREER EDUCATION

1. \$6 million dollars - To be distributed, on an exemplary project basis, to State Education Agencies on a competitive basis. State Education Agencies, in turn, are to submit plans for using these funds to effect incremental quality improvements in existing Local Education Agency Career Education programs at the K-12 level aimed at raising their quality, increasing their comprehensiveness, and evaluating their effectiveness (30 to 40 grants will be made).
2. \$2 million dollars - To support exemplary projects aimed at:
 - a) demonstrating the effectiveness of Career Education at the senior high school level (expected cost: \$500,000); b) meeting the special needs of groups such as the handicapped and minorities (expected

cost: \$1,000,000); c) integrating Career Education into teacher education program (expected cost: \$500,000).

3. \$1 million dollars - To perform a national survey and assessment of the status of Career Education at the K-12 level. This activity will be coordinated with the National Advisory Council on Career Education, which has yet to be named.
4. \$1 million dollars - To upgrade the knowledge of Career Education personnel and to communicate knowledge regarding Career Education to such personnel. Specifically, the funding will be allocated to:
 - a) studies that concentrate on, in a Career Education context, the process of effecting change in education through a demonstration (expected cost: \$200,000);
 - b) studies that assimilate pertinent knowledge and encourage interchange of ideas (expected cost: \$200,000);
 - c) dissemination of materials to practitioners in ways that entail an inservice education component (expected cost: \$300,000);
 - d) an attempt to increase the ability of Career Education leaders and practitioners to communicate with each other how they "invented the wheel" (expected cost: \$300,000).

SUMMARY AND CONCLUSIONS

American educators are faced with a great challenge. In order to help our youth and adult population to "become what they can become" our educational institutions must adjust to the needs of society and the world of work. As a response to this call, Career Education activities have been developed and implemented throughout the country. During the past three years, Career Education has demonstrated its acceptability to educators and society. Unfortunately, Career Education has not been implemented into all

educational programs. In order for Career Education to become a vehicle for education reform, there must be complete integration of Career Education concepts into the total operation of all American Education.

Career Education offers students opportunities to meet all the basic human needs - security, survival, belonging, self-esteem, and self-actualization. Through Career Education activities, school experiences will provide involvement and relevance because human needs will determine the purposes and priorities of education. A sense of direction has been provided. As educators, we now need a united, cohesive effort to make Career Education, in which all the arts of education are integrated, a national reality.

RECOMMENDATIONS

Further development and expansion of Career Education activities in Rhode Island depends on many factors. Some areas considered to be important are as follows:

1. Development and implementation of a State Career Education plan. Evaluators of nine Rhode Island Career Education Projects during 1974 recommended a State Career Education Plan. Their recommendation is based on the fact that many project directors requested that their specific duties or functions in implementing a program for their system be specified (New England Research Center for Occupational Education, 1974). A guide with a stated rationale, specific duties detailed, implementation strategies specified, and a means for assessing the effectiveness of the programs is sorely needed for the State of Rhode Island.

2. More financial support by the federal, state and local educational agencies for Career Education activities. If and when the State Career Education Plan is developed, the money for functioning should be accessible. Educators must first be willing to do a needs assessment survey of their own communities to show cause for financial support. Our educational system, at present, is in question.
3. Further acceptance of the Career Education concept by school administrators, teachers, parents and the public sector is required. If numbers 1 and 2 are accomplished, acceptance by the school and public will follow. Again, we must show need and be able to demonstrate a viable plan for implementation. This is a strong rationale for having a Rhode Island Career Education Association (see supplement).

Until the above statements become a reality, the Career Education movement in Rhode Island and the United States faces many obstacles. In order to achieve total integration of Career Education as a delivery system in our educational institutions, it is vital that these three conditions be accomplished.

A supplement has evolved from this report containing:

1. A 1974 Career Education Questionnaire Report.
2. An explanation of each of the 1973-74 Career Education Programs supported by Vocational Education funds.
3. An explanation of each of the 1974-75 Career Education Programs supported by Vocational Education funds.
4. An explanation of the 1974-75 Career Education Mini-Grant Programs.

5. Other Rhode Island Career Education activities:

- a. Pawtucket Career Education Project
- b. Explorer Program
- c. Computerized Career Information Service
- d. Rhode Island College Career Education Activities
- e. Home Based Career Education Project
- f. St. Mary Academy's Community Classroom Program
- g. Rhode Island Career Education Association

Copies of the supplement may be requested from:

Mr. William Nixon, Coordinator
Career Education Project
22 Hayes Street
Providence, Rhode Island 02908

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APPENDIX D

CAREER EDUCATION

IN

RHODE ISLAND

PART II

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FOREWORD

This supplementary report is a compilation of various Career Education projects and activities in Rhode Island from 1973-75. It has been made possible through the United States Office of Education Grant #OEG-0-73-3009 awarded to the Rhode Island State Department of Education.

A. CAREER EDUCATION
QUESTIONNAIRE REPORT

A. CAREER EDUCATION QUESTIONNAIRE REPORT

On January 31, 1974 a Career Education questionnaire was sent to all elementary and secondary school principals in Rhode Island to determine the status of Career Education in the State. The following data was compiled from the responses received from the principals.

Number of Questionnaires Mailed	<u>373</u>
Number of Questionnaires Returned	<u>306</u>
Percent Returned	<u>82%</u>

The principals who did not respond were contacted by the Coordinator of the Career Education Project three weeks after the questionnaires were mailed. Approximately 20% or 77 of the total sent out claimed that they did not receive the questionnaire. A second questionnaire was sent to each.

Number indicating that there is some Career Education activity in their school.

142 Yes

146 No

18 No Response

If Yes, which of the following best describes these activities (check as many as applicable):

- A. A planned curriculum with specific goals and objectives
- B. A planned unit with specific goals and objectives
- C. A general awareness philosophy integrated in all aspects of learning
- D. A general awareness philosophy integrated in one subject area
- E. An unstructured exploratory approach with no defined goals or objectives
- F. Other (Please specify)

One Class	More Than One Class	Entire Building
6	34	9
13	33	13
6	34	34
6	24	13
10	26	16
	2	1

Approximately how many teachers are involved in some phase of Career Education?

1,167 Total

Approximately how many students are involved in some phase of Career Education?

34,783 Total Number

What grade levels does this encompass?

99 K-6 25 7-9 14 10-12
165 No Response 3 Other

Approximately how many hours per week are devoted by teachers to Career Education?

52 1/2 hour-5 hours 10 6 hours-10 hours
55 Other 180 No Response

How long has this Career Education program been operating in your building?

37 1 Year 2 1/2 Year 30 2 Years
10 3 Years 43 Other Comments 184 No Response

What is the source(s) of funding for your program?

12 Federal 33 Local 4 State
16 Combination 60 Other 181 No Response

If there are no Career Education programs in your school, are you or any of your staff planning to develop Career Education programs in your school?

103 Yes 73 No 6 Other 124 No Response

Would you like to receive information concerning Career Education?

262 Yes 22 No 21 No Response 1 Other

William Nixon, Coordinator
Career Education Project
March 16, 1974

B. RHODE ISLAND

1973-74 CAREER EDUCATION PROGRAMS
SUPPORTED BY VOCATIONAL EDUCATION FUNDS

B. RHODE ISLAND
1973-74 CAREER EDUCATION PROGRAMS SUPPORTED
BY VOCATIONAL EDUCATION FUNDS

Sponsoring Agency: Burrillville Jr.-Sr. High School

Title of Program: Exemplary, Comprehensive, Interdisciplinary Program in
World of Manufacturing and World of Construction

Program Director: Edward C. Yabroudy

Project Dates: From 9/73 to 6/74

Grade Level: 9th Grade

No. of Population to be Served: 100

Description of Population to be Served: Non-college, heterogeneously
grouped, co-ed randomly selected

Federal Funds: \$24,034.76

Program Description:

The major objective of the program is to expose the ninth grade non-college students to the World of Manufacturing and the World of Construction. A number of these students are involved in an exemplary, comprehensive, interdisciplinary, elective program to enable them to explore various career opportunities.

A major area of the students' curriculum involves the World of Manufacturing that provides "hands-on" experience in at least eighty occupations varying in minimum educational job requirements ranging from the high school drop-out to post-college graduate. An important goal of the project is to provide training so that the student will have a better chance for success in a chosen area of occupation. Subject matter in the English, Math, Science, and Social Studies courses relate to the content of the curriculum of the World of Manufacturing. The subject area is

refocused by an infusion of occupational goals in such a way as to make the subject matter more meaningful and interesting.

Program Goals:

1. To increase students' knowledge of careers
2. To increase academic achievement in the basic skills
3. To improve students' attitude towards school
4. To increase students' knowledge in selected occupational clusters
5. Development of a student evaluation of themselves in relation to careers
6. To increase students' knowledge of production practices
7. To develop student awareness of vocations in the constructions

Sponsoring Agency: Burrillville Jr.-Sr. High School

Title of Program: Career English

Program Director: Richard E. Colburn

Project Dates: From 9/73 to 6/74

Grade Level: Junior and Senior

No. of Population to be Served: 50

Description of Population to be Served: Potential Dropouts, Ages 16

Federal Funds: \$2,100.00

Program Description:

A major objective of the project is to provide students with a knowledge of the various career opportunities available to them after graduating from high school. To motivate the student, provide information and develop communication skills are other important goals of the program.

The students are exposed to the fifteen career clusters during the

school year so that they will learn what the necessary skills and requirements are for different jobs. Students investigate careers of their choice through library research, periodical literature and career information available in the classroom.

The program is open to all students with preference given to under-achievers who are bored with the traditional high school curriculum.

A special curriculum has been developed whereby the English communication skills are shown to be a basic necessity in all occupations.

Students are exposed to related communication skills, basics of decision making and a variety of career choices in order to equip them with the fundamentals needed to find employment in a chosen field. Occupational clusters, necessary skills, employment procedures and future career outlook is used as context for teaching the basic English communication skills necessary to succeed in any occupation.

Sponsoring Agency: Central Falls School Department

Title of Program: Career Education Project

Program Director: John A. Worsley . . .

Project Dates: From 9/73 to 6/74

Grade Level: 7-8

No. of Population to be Served: 132

Description of Population to be Served: High, middle, and low achievers

Federal Funds: \$42,644.25

Program Description:

The purpose of the project is to expand the knowledge of careers for the students, improve their attitudes about themselves, about school

and work, improve their academic achievement, and to have students be able to make career decisions. Operation of the program is by a four-teacher team with a coordinator/counselor and a school counselor.

Objectives are as follows:

1. Seventy percent of the students will be able to explain the relationship between school work and careers.
2. Fifty percent of the students will make statistically significant gains in attitudes about themselves, about school and about work and be able to make career decisions.
3. Students will make school average gains in academic achievement in basic subject matter.
4. All students will have twenty-five percent increase in knowledge of careers.

The team of teachers cover basic subject matter areas: English, mathematics, social studies and science. Other teachers on the junior-senior high school staff are teachers in art, home economics, business, distributive education, and industrial arts.

Students are assisted in acquiring decision-making skills forming attitudes towards themselves, their peers, everyday living and the community. The contract system is used with students working on projects of interest.

The students gain basic subject matter through the projects while all the team teachers associate project work to real world situations. Project objectives in the cognitive, affective and psycho-motor areas are incorporated in the program.

Sponsoring Agency: Cranston School Department

Title of Program: A Developmental Program for Preparing All Students for the World of Work

Program Director: Carmine Ruggiero

Project Dates: From 9/73 to 6/74

Grade Level: K-6, Sp. Ed.

No. of Population to be Served: 385

Description of Population to be Served: Title I, ESEA Target Schools

Federal Funds: \$38,590.58

Program Description:

Program goals and activities are to make the students aware of the inter-relationships of curriculum and careers. The students are exposed to a variety of occupational activities through which they may develop realistic career choices and alternatives. Development within the student of an understanding and acceptance of self and others as persons having dignity and worth with varying interests, abilities and values is an important part of the project. Program activities enable the students to make further educational decisions and choices by exposing him, at the elementary level, to the broad range of these possibilities.

Through activities such as guest speakers, field trips to industries and businesses, role playing, interviews, use of tape recorders and cameras, research projects, utilization of film strips and video tape recorders, the students develop an attitude of respect and appreciation for people whose work constitutes a contribution to the effective functioning and well being of society. The creation of students' interest in the program allows the student to explore areas of interest to them in relation to

career opportunities connected with the subject areas. During the course of the project, various careers and clusters are introduced, teacher-made tests are given and projects are worked on which relate to curriculum and careers.

The project's goals are as follows:

1. To recognize the interaction between various family members.
2. To recognize the need for family workers.
3. To help the student explore his world and the people in it.
4. To recognize in the world of work that there is a specialization and inter-dependence at all job levels, and that all careers are important because of this inter-dependence.
5. To be aware that there are many different workers.
6. To recognize the fifteen career fields, the careers within these fields, and the reason why people work in different careers.
7. To know the step-by-step completion of specific tasks frequently performed by a person in a particular career, to understand why people work, what they do, and how they get a job.

Sponsoring Agency: Cranston School Department

Title of Program: Career Awareness Partnership

Program Director: Edward Myers

Project Dates: From 7/10/73 to 6/30/74

Grade Level: 1st and 3rd

No. of Population to be Served: 80 children and their parents

Description of Population to be Served: Early elementary - target area - title designated schools.

Federal Funds: \$7,888.85

Program Description:

A parent education program focusing on the three critical areas of career process development of early elementary age children is a major

goal of the project. The Career Awareness Partnership program attempts to involve in a direct way the most important interpersonal environmental influence in the child's life - his parents, in an effort to maximize those elements which will enhance his early steps in career process motivation. The innovative program deals with three areas of career process motivation. The innovative program deals with three areas of career process development that have been identified as important to early elementary age youngsters. The areas are self-esteem, decision making skills, and awareness of the occupational environment.

A major objective of the program is to prepare parents with the knowledge and insight to change critical areas of home environment and interaction in the three specific areas relating to career development of elementary age youngsters. Objectives include the manifestation of higher levels of self-esteem and greater occupational awareness.

Two groups of parents participate in the program by attending one meeting per week. The first cycle of meetings is from October to January while the second cycle meets from February to May. Parents for the Career Awareness Partnership program are randomly selected by the guidance counselor in four of the elementary schools. The selection process is aimed at both the husband and wife in order to make the program more meaningful. The intention of the program is to involve parents from areas that represented the lower socio-economic sections of Cranston.

Through the use of films, readings, speakers and discussions, the program attempts to give parents some understanding and skills in fostering decision making with their children.

Sponsoring Agency: Cumberland School Department

Title of Program: Career Concepts Awareness

Program Director: James E. Sullivan

Project Dates: From 9/73 to 6/74

Grade Level: K-6

No. of Population to be Served: 250 students

Description of Population to be Served: Middle to lower income level families

Federal Funds: \$14,967.22

Program Description:

The Career Concepts Awareness project has students participating in a career-oriented program aimed at promoting the understanding of various occupations, providing occupational information, exploring the world of work and assisting. A goal of the program is to assist the student in finding out about himself as part of the preparation for decision making.

All academic skills are taught using an individualized approach to learning as well as career-oriented techniques and materials. Teachers assume the role of the learner facilitator by using the concept approach which is developed around a series of concepts with suggested activities and materials designed to guide and encourage each student to make decisions and to plan his day's activities based on his immediate needs and interests. Teachers facilitate the decision-making process by having the student go through the sequence of assessing himself and the information available, assimilating the two in order to make a decision, selecting his activity thereby preparing him to go through these stages again at a higher level.

The following methods are used to increase the students' knowledge of careers and the world of work:

1. Individual and small group activities in the classroom of projects, simulation games, dramatizations, enable the students to gain insight into various occupations.
2. Resource guest speakers from the community give the students a chance to interview actual workers and understand the makeup of different jobs.
3. Field trips give the students a close look at the working world.
4. Classroom interest centers provide the students with manipulative materials and hands-on experience.
5. Audio-visual films, filmstrips and slides give the students the opportunity to explore individual areas of interest.

Decision-making skills are developed by an individualized approach to instructions and a contractual system. Contracts are developed by the student with his teacher while individual instructional activities are geared to a student's level of learning.

Sponsoring Agency: East Providence School Department

Title of Program: Career Education Program

Program Director: James R. Ryan

Project Dates: From 7/1/73 to 6/30/74

Grade Level: K-12

No. of Population to be Served: 1,060 students

Description of Population to be Served: Principally non-college, non-vocational students who evidence need of career direction.

Federal Funds: \$45,121.00

OVERALL PROJECT OBJECTIVES

The goal of the Career Education project is to maintain an educational delivery system which fosters the development of a high level of student self-direction and decision-making skills. The East Providence School Department feels strongly that Career Education can act as the catalyst to foster a totally new approach for preparing students for survival in the modern world. With the above goal and commitment in mind, three overall program objectives have been developed.

- I. Students in the Career Education program will demonstrate achievement in their ability to use problem-solving techniques in making decisions and establishing self-direction.

Measurement Techniques

- a) The Vocational Development Inventory, Part 3: Choosing a Job and Part 5: What Should They Do?, will be used with the project students. Students in the project will demonstrate ability significantly above the standardized norms for the two tests.
- b) Project records will document the number and type of individualized contracts which the students complete. Career Decisions and number of contracts will demonstrate congruent career choice and increased self-directed activity.
- c) The Ohio Vocational Interest Survey (OVIS) and the Differential Aptitude Test (DAT) will be used to assist students, in making career decisions. Decisions made will demonstrate appropriateness of choice when viewed against personal profiles on the OVIS and DAT.

- II. Students in the Career Education program will demonstrate targeted

levels (75th percentile or above) of knowledge in career awareness, career orientation, and career knowledge on standardized measures.

Measurement Techniques

a) Appropriate career awareness/knowledge tests will be used at each grade level to assess students' knowledge of careers

- 1) Elementary - Knowledge of Careers Test
- 2) Junior High School - P.E.C.E. Test
- 3) Senior High School - Vocational Development Inventory

Part 2: Knowing About Jobs and Part 4: Looking Ahead

III. Students in the Career Education program will show growth in positive attitudes toward school and achieve positive attitudes toward the world of work.

Measurement Techniques

- a) Attendance records will demonstrate that overtime project students' rate (%) of attendance increase and that the project students have significantly higher rates of attendance than new project youngsters (by grade level).
- b) Disciplinary records at the junior and senior high school level will be documented to demonstrate a decreasing rate of incidents involving project students. Also the project students will have significantly fewer disciplinary actions when compared to the student body (by grade level).
- c) The Super Work Values In Inventory, The Vocational Development Inventory (Part I), the Work Attitude Inventory will be used to assess attitude toward work at the appropriate grade level. Students will achieve at the 75th percentile or above against test norms.

Name of School	Grade Level	Project Enrollment	Total* Enrollment	No. of Teachers	Project Teachers	No. of Counselors	Project Counselors
Prove Avenue	K-6	415	415	14	14	0	1
Orchard Street	6,7	120	582	23	4	1	$\frac{1}{2}$
Central Jr. High	8,9	120	1,008	49	6	$1\frac{1}{2}$	$\frac{1}{2}$
Diverside Jr. High	7,8,9	180	942	49	8	$1\frac{1}{2}$	$\frac{1}{2}$
Providence High	10,11,12	225	2,270	126	11	7	1

*Based on 1973 estimates

Sponsoring Agency: East Greenwich School Department

Title of Program: Career Awareness Project

Program Director: Linda Handel

Project Dates: From 9/73 to 6/74

Grade Level: Fourth and Sixth - Frenchtown School

No. of Population to be Served: 80

Description of Population to be Served: Elementary - 1

Federal Funds: \$3,000.00

Program Description:

The major purpose of the Career Awareness Project is to introduce six of the career clusters. Those clusters are: Fine Arts, Construction, Communications and Media, Business, Math and Physical Service, and Manufacturing. Two teachers incorporate the clusters into the curriculum using a school store as the vehicle. The students in the program build the store, make the products and sell the items to other students.

Program goals are:

1. By the culmination of the project year, the sixth grade students will be able to recognize and understand at least seven various occupations in the fine arts field.

2. During the project year, the fourth grade students will be able successfully to create a layout for an advertisement, a label for a product and a set of directions for a game and the use of a product.
3. The students in the sixth grade will be exposed to at least twenty-five jobs within the construction cluster.
4. By the end of the program, the fourth grade students will have an understanding of the terminology and be able to demonstrate their knowledge about running a business.
5. The fourth grade students will explore and understand the requirements and duties of a number of math and physical science occupations.
6. During the project year, fourth grade students in the program will be trained and be able to manufacture at least three project items to be sold in the school store.

Students are introduced to the concepts of running a business and constructing a school store. This area is integral with the mathematics program. The study of banking, accounting and bookkeeping is a part of the involvement in the business cluster.

Field trips to local industries and businesses with guest speakers discussing the various cluster areas provide the students with first-hand information about different careers.

Guest speakers and field trip information:

1. A local pharmacist teaches the students certain aspects of chemistry and how to use the tools of the trade. Tours to a chemical firm, a school of pharmacy are conducted during the school year.

2. An announcer from a radio station demonstrates aspects of communication. Various people involved in newspaper work speak about and demonstrate writing techniques and skills.
3. Volunteer artisans from different craft areas provide demonstrations for the students in the program. Field trips to the Rhode Island School of Design are made where professors speak to the group about careers in art and related areas.

Sponsoring Agency: Lincoln School Department

Title of Program: Opening Doors to Awareness

Program Director: Mrs. Norma Blythe

Project Dates: From 7/1/73 to 6/30/74

Grade Level: K-6

No. of Population to be Served: 525

Description of Population to be Served: Students ages 5-12 whose family characteristics are: 13 receiving Child Care Assistance; majority of French Canadian descent; some upper middle class.

Federal Funds: \$17,296.61

Program Description:

Northern Lincoln Elementary School is an open space, non-graded school which was opened in September 1971. The school is divided into four learning centers: Kindergarten (two sessions with approximately 30 children in each session and a group of 25 children who have had one year of kindergarten but are still at a readiness level in ability to read); Primary (approximately 150 children); and Upper Intermediate (approximately 160 children). The population of the Primary Center is composed of those children who would be in first and second grades in a traditional school; the Intermediate Center, of those who would be in the third and fourth grades; and the Upper Intermediate of

those who would be in fifth and sixth grades. Therefore, a child usually stays in each center for two years. There are six teachers in each center, working as a team, to coordinate the learning activities of the children in the center. A two-year program is planned for each center.

The aim of the program is that students be able to know how to make decisions, that they be able to apply those decisions to their lives, and that they learn while they make those decisions. As decision-making skills are stressed, the teacher becomes a research person, rather than a disseminator of information.

The program of career awareness helps children begin to see the relationships between the academic areas taught in school and the job demands of the world of work. The children learn that:

1. There are productive and potentially satisfying careers that can utilize their particular talents and interests.
2. Children with physical, mental, and/or emotional handicaps can also have useful careers.
3. Individual initiative and group efforts are complementary.
4. Good habits and attitudes are necessary for successful job performance.
5. There is worth and importance in each individual job.
6. Career opportunities change as technology and ideas change, and that people must be flexible to meet the challenge of the gradual disappearance of some jobs and the emergence of new ones.

As the fifteen career clusters are explored in each center the students, after six years of study, will become more aware of the myriad and diverse career opportunities available to them. They will learn of the interdependence of all workers upon each other. Their vision of the working world will be

enlarged so that their future career choices will be thoughtful, enlightened ones.

Throughout the program, each Center focuses on a single theme as the source and supporter of a multitude of career choices. In the Primary Center, the "Restaurant" is dependent upon workers from all 15 career clusters. Within a unit of construction, the children learn about the jobs involved in the building of a restaurant. Under a unit of Personnel Services, the children become aware that such workers as secretaries, bookkeepers, cashiers, cooks, bakers, waiters, and laundry workers, add to the efficiency of the restaurant. In the Health Unit the children are shown that doctors, health inspectors, and dieticians are essential in the working of a restaurant. This type of coverage is done for all 15 career clusters.

In the Intermediate Center, pupils use the "Library" as a jumping off point for examining the other occupational clusters. The first unit deals with the people who work in and maintain the library. Careers covered include librarians, library technicians, clerks, secretaries, bookkeepers and maintenance engineers. In the manufacturing cluster, more indirectly related to the operation of the library, students explore the manufacture of bricks used in the construction of the building, the manufacture of carpet in the library and the paper-making process necessary in the production of books. In relating transportation to the library, the pupils will examine how raw materials are moved to places where they will be processed and how manufactured goods are moved to the library. The other career clusters are related in a similar manner to the central theme of the library.

The central theme used in the Upper Intermediate level is the "Hospital". Children are shown how this institution is not an isolated entity, but is dependent on a multiplicity of careers which enable it to function effectively.

The students will begin with Health Services as their first field of research and deal with the commonly associated occupations. Students then turn their attention to other career clusters less directly associated. Exploration in the clusters of communication, services, and Marketing and Distribution will reveal such diverse occupations as T.V., cameraman, radio and T.V. announcers, teachers, counselors, repairmen, salesmen, and economists.

Sponsoring Agency: New Shoreham School Department

Title of Program: Pre-Vocational

Program Director: Mr. Thomas McCabe

Project Dates: From 9/73 to 6/74

Grade Level: Sixth through twelfth

No. of Population to be Served: 64 secondary disadvantaged students

Federal Funds (Voc. Ed.): 1973-74 \$30,301
1974-75 \$27,379

Program Description:

This project is designed to provide a student population with extensive exposure to and with actual experience in as many occupational areas as possible. These students, all part of an insular community which lacks a varied vocational environment, must upon graduation, for reasons of economic necessity, leave the island community for the mainland for further education or full time employment. The project has five occupational clusters from which orientation and vocational career selections may be made. These occupational clusters provide students with a wider range of career selection.

The construction cluster provides students with knowledge that may lead to local employment in the construction industry, considering the shortage of skilled labor on the island.

The hospitality cluster teaches students the necessary skills that will

allow them to participate in the seasonal tourist business on the island during the summer months.

The business office occupations cluster trains students to be prepared to work in the world of business.

The communications and media cluster provides students with an opportunity to acquire knowledge and skills leading to careers in a wide field of communications and printing.

The health occupations cluster provides knowledge to students useful to maintaining good health for themselves and their families, as well as providing motivation and knowledge leading to occupations in this important field.

Sponsoring Agency: , North Kingstown School Department

Title of Program: Career Education - A Model for Open Education and Community Responsibility

Program Director: Orrin Laferte

Project Dates: From 6/15/73 to 6/14/76

Grade Level: K-Adult

No. of Population to be Served: Total school population

Description of Population to be served: Total school

Federal Funds: \$333,759 \$111,253/Yr.

Program Description:

This exemplary project is a proposal to design and implement a coordinated Kindergarten through adult program of instruction and service in career awareness, orientation, exploration, preparation and placement.

The program for the students will be developed as an activity centered,

continuous progress instructional system focused on self-awareness and decision making.

The program for the students will be designed to provide counseling and placement services during evening hours.

All phases of the program will be planned and implemented by a parity involvement of students, teachers, parents and the business and industrial community.

The program will move from planning to pilot to full implementation in the school system in thirty-six months.

Program Goals

1. To increase the self-awareness of each student.
2. To assist each student in developing favorable attitudes about the personal, social and economic significance of work.
3. To assist each student in developing and practicing appropriate career decision-making skills.
4. To assist in the development of the career awareness of each student in grades K-5.
5. To assist in the development of career orientation and meaningful exploratory experiences by each student in grades 6-9.
6. To assist each student in grades 10-14 in preparing for a job in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education.
7. To insure the placement of each existing student in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

8. To provide guidance and counseling services as needed to assist each student in achieving successfully the goals and objectives of this Career Education Program.

Sponsoring Agency: North Providence School Department

Title of Program: Career Education Project

Program Director: Michael J. DeLuca

Project Dates: From 7/73 to 6/74

Grade Level: 10th, 11th, 12th

No. of Population to be Served: Non-College - In Title I Area

Federal Funds: \$16,600.00

Program Description:

Goals of the project are to increase the career awareness of students to the broad range of options available in the world of work, to provide them with career orientation and meaningful exploration, and to carry out job placement activities for those participating in the career education program. Other goals are to deter students from absenteeism and dropping out of school.

Under the direction of the Career Education Coordinator, the students spend a specified amount of time in the classroom and time in "on-the-job" observation.

An effort is made to place students who are enrolled in the program in an assignment appropriate to their career aims. Students are provided an opportunity to gain insight into the job opportunities and responsibilities. The on-the-job observation involves exposure to at least six different occupational clusters.

Student schedules are rotated so that they receive academic instructions

in those subjects vital to their needs. The general curriculum students selected for participation give up their study periods and substitute Career Education for one of their electives in order to provide time for their "off campus" activities.

The criteria for the selection of students are:

1. Student's interest in the program
2. Recommendation by the Guidance Counselor
3. Parental approval
4. Joint agreement by the Career Education Coordinator and the guidance counselor on who is to enter the program. This is based on the student's previous record and the possibility that the career education program will be beneficial to them.

The Career Education Coordinator determines the compatibility between the occupational interests of the general students and the available community observation stations. The occupational interest of the students is measured by the use of various testing instruments and counseling with students.

Sponsoring Agency: North Smithfield School Department

Title of Program: Project Environment

Program Director: Mrs. Juliette E. Elias

Project Dates: From 9/73 to 6/74

Grade Level: 4 Bushee

No. of Population to be Served: 30

Description of Population to be Served: Semi-Rural Community

Federal Funds: \$2,915.00 (Mini-Grant)

Program Description:

Bushee Elementary School is located in a semi-rural area of North Smithfield. The school's structure contains grades K-5, with a school population of about 200 children.

Project Environment's three major activities are to develop an understanding of the causes and effects of the environment, to promote an awareness of occupational information and to foster a real identity with other persons who are successfully performing in job situations related to the environment.

The three activity units are correlated with various occupational clusters so that the students will understand how man has the ability to alter his environmental conditions. The various occupations presented in the project cover a broad spectrum of skills, training and focus. This is in keeping with the aim of creating an awareness of the environment and in stressing the cooperative nature of all occupations related to the subject.

The occupations presented fall into four main clusters: Agri-Business and Natural Resources, Environment, Health, and Public Services.

Sponsoring Agency: North Smithfield School Department

Title of Program: What Can You Be?

Program Director: Anne D'Antuono

Project Dates: From 9/73 to 6/74

Grade Level: 5 Halliwell Memorial School

No. of Population to be Served: 28

Description of Population to be Served: Homogeneous group of 28 students attending a Title I School in a Rural (non-farm) area

Federal Funds: \$3,075.00

Program Description:

The major goal of the program "What Can You Be?" is to make the students aware of career possibilities by exposing them to a spectrum of employment ranging from jobs requiring a college education to those available to a school drop-out. Field trips within a twenty-mile radius of the school are conducted to stimulate and motivate the students so that they will have a brighter and broader outlook of job opportunities.

Employment of this concept, change in the presentation and use of material along with the field trips will help the students to realize what types of jobs are available and what type of education and training is required to meet the requirements for employment.

Sponsoring Agency: Providence School Department

Title of Program: Career Orientation Education -- C.O.E.

Program Director: Principal, Mt. Pleasant Elementary School
Counselor, Edmund W. Flynn Model School

Project Dates: From 9/73 to 6/74

Grade Level: Mt. Pleasant Elementary, K-4, 180
Edmund W. Flynn Model, 3rd Year, 100

No. of Population to be Served: 280

Description of Population to be Served: Elementary

Federal Funds: \$7,108.00

Program Description:

The major premise on which the program is designed is that work is a basic or central institution which "plays a pervasive and powerful role in the psychological, social, and economic aspects of our lives". Implementation of the program involves two schools, both involved in innovation and experimentation at the primary level. The four major goals of the program

are as follows:

1. To refocus the elementary curriculum around the idea that an individual's identity and life's work are integrally related.
2. To begin to develop a self-direction and decision-making curriculum, by starting at the primary level with self-awareness, values clarification, positive self-concept building as the first, essential steps towards self-confidence, exploration, creativity, self-understanding, problem solving, decision making, and healthy interpersonal relations.
3. To reintegrate the affective and cognitive domains in the construction of curriculum, in accord with the most recent studies of human behavior.
4. To make a concentrated and deliberate effort to counteract race and sex stereotyping, particularly harmful in the area of career education, in educational materials and in society at large.

Learning centers are created to develop career awareness, provide for individualized and independent learning. Field trips are a part of the program along with the use of community resources to help dispel the stereotyping of occupational roles.

The Edmund W. Flynn Elementary School is by design a school in which innovative programs are initiated, implemented, and evaluated. The social needs of the student body encompass a wide range of life styles. Since Flynn is a model school, the concept also allows for voluntary bussing of white children into a predominantly black neighborhood to maintain the black-white ratio. Due to the bussing arrangement, just about all facets of economy, work positions and employment are represented in the parents of the children.

Sponsoring Agency: Providence School Department

Title of Program: Protective Services Careers

Program Director: Daniel A. Spaight, Jr.

Project Dates: From 9/73 to 6/74

Grade Level: 11th, 12th

No. of Population to be Served: Senior high school students interested in public service careers in the protective services.

Federal Funds: \$12,984

Program Description:

The Protective Services Careers program is designed to provide training in four protective service areas for juniors and/or seniors. The program is offered at the James L. Hanley Vocational-Technical Facility three periods a day during the school year. Ten weeks of career exploration and preparation is presented in each of the following areas:

1. Law Enforcement
2. Fire Protection
3. Natural Resource Protection
4. Private Protective Agencies

Students completing the program will be better qualified to be employed in jobs of major concentration. The junior students will be eligible for the cooperative education program in their senior year.

Sponsoring Agency: Scituate School Department

Title of Program: Career Awareness in North Scituate (CANS).

Program Director: Mrs. June Guglielmi

Project Dates: From 6/73 to 6/74

Grade Level: K-6

No. of Population to be Served: 400

Description of Population to be Served: Elementary Students

Federal Funds: \$19,298.34

Program Description:

The primary purpose of the program is to expose approximately 400 students on a K-6 level to careers in 10 of the 15 occupational clusters identified by the U.S.O.E. In allowing elementary school children exposure to such a vast variety of occupations, they will become aware of the alternate choices and options open to them and will be able to start narrowing their choices as they progress toward career exploration and then to actual career preparation.

The 50 behavioral objectives involved in the program relate to demonstrating awareness of occupations in the clusters of Public Service Personal, Fine Arts, Humanities, Hospitality and Recreation, Agriculture, Business, Natural Resources, and Communications. Objectives are accomplished by exposure to the activities, tasks, tools and vocabulary involved in the many occupations. Sixteen classroom teachers and one art teacher work on separate occupational clusters with their activities often interrelating. Use of guest speakers, role playing, interviewing, hands on demonstrating, and videotaping with large and small groups are important activities of the program.

Two kindergarten classes cover Personal Service while three first grades study Public Service and Transportation. Three second grades work with the Environment, one third grade with Consumer Education, one third grade with Construction and another with Transportation. One fourth grade covers Hospitality and Recreation and the other fourth grade studies Fine Arts and

Humanities. A Fifth grade studies the performing arts while the other fifth grade covers Agriculture, Business, and Natural Resources. A split 5/6 grade covers the non-print area of Communications Media and a sixth grade studies Communications in the print area:

During the 1972-73 school year, four mini-grants (\$3000 limit per grant) were awarded to four teachers in the North Scituate Elementary School. The excitement, interest and enthusiasm among students, parents, school committee and staff generated by the grants encouraged the school department to continue and expand the program.

Sponsoring Agency: College of Resource Development, University of Rhode Island

Title of Program: Phase II Developing, Implementing and Evaluating Career Exploration Materials

Program Director: Dr. Donald E. McCreight

Project Dates: From 10/1/73 to 6/30/74

Grade Level: 7, 8 and 9

No. of Population to be Served: 800 students

Description of Population to be Served: Students in 4-6 Rhode Island Schools

Federal Funds: \$18,400

Program Description:

The program is a field test project to serve seventh, eight, and ninth grade students in 4-6 Rhode Island schools to provide career orientation and exploration. Desirable student outcomes include student growth in understanding of broad occupational areas and/or several occupational clusters. The major purpose of the project is to develop, implement, and evaluate career education materials for Floriculture, Food Products, Small Animal

Technology, Marine Resources, Resource Conservation Management, Outdoor Recreation, Turf Management, and Nursery-Landscape Maintenance.

The project is broken down into two phases. Phase I included development of the first six units and pilot testing of the first four units while Phase II included the development of the last two units field testing and evaluating all eight units.

Procedures are to develop packages of teaching materials for each of the areas. The materials are to include:

1. Guide suggest learning activities and source materials.
2. Achievement test, attitude survey, and interest inventory.
3. Sound Slide presentation to depict various job titles.
4. Video tape to show workers in action.

The format of the materials was established during Phase I of the project by pilot testing the first four units. Activities of Phase II include field testing and revising all units as a regular part of their on-going program.

The materials package is rated by each member of a task force committee for the following points:

1. Clarity
2. Content
3. Organization structure.
4. Completeness
5. Appropriate grade level

Each task force participant does a pilot test of one of the five career cluster packages of materials. Ten to fifteen seventh, eight or ninth grade students participate in the pilot test of each materials package unit.

A Pre-Post Test design is used to measure change of student achievement, attitude and interest. Students and teachers complete evaluation forms on each unit to determine final revisions. A follow-up mail survey will be administered to determine how many and how the schools used the units. Although this is the final year for the project, a survey of materials usage will be conducted during the next year.

Sponsoring Agency: Warwick School Department

Title of Program: O.E.O.E. Occupational, Exploration, Orientation, Exposure

Program Director: Richard T. Colgan

Project Dates: From 3/73 to 3/74

Grade Level: Fifth and sixth

No. of Population to be Served: 70-75

Description of Population: Elementary School Students

Federal Funds: \$7,496.00

Program Description:

The purpose of the project is to provide for the students' developmental and sequential Career Education information and experience. Assistance in the guidance of the individual pupil from grade six through grade eight by providing information of broad fields of work with particular emphasis upon the current occupational opportunities and the emerging occupational opportunities in Rhode Island and the United States is an important objective of the program. A comprehensive usable career information center is available to both students and the instructional staff in order to facilitate and coordinate career information with the educational curriculum.

Pupils are acquainted with specific careers in order to stimulate greater occupational awareness via: a) exposure to and discussion with persons in a wide variety of career fields; b) factual information from various agencies and resource people, and c) on-the-job visits. Training is available so that students become aware of the multiplicity of career training programs available in Rhode Island.

C. RHODE ISLAND

1974-75 CAREER EDUCATION PROGRAMS
SUPPORTED BY VOCATIONAL EDUCATION FUNDS

C. RHODE ISLAND1974-75 Career Education Programs Supported
By Vocational Education Funds

Sponsoring Agency: Providence School Department

Title of Program: Protective Services Careers

Program Director: Robert Brooks, Paul Mason

Project Dates: 9/1/74 - 6/30/75

Grade Level: 11th; 12th

No. of Population to be Served: 20 (Central Vocational)

Description of Population to be Served: Senior high school students
interested in public service careers in protective services

Federal Funds: \$8,581.00

Sponsoring Agency: Central Falls School Department

Title of Program: Career Education Project

Program Director: John Worsley

Project Dates: 6/30/74 - 6/30/75

Grade Level: 7th, 8th

No. of Population to be Served: 132

Description of Population to be Served: Students from low-income area

Federal Funds: \$21,016.34

Sponsoring Agency: North Providence School Department

Title of Program: Career Education Project

Program Director: Michael J. DeLuca

Project Dates: 7/73 - 6/74

Grade Level: 9th, 10th, 11th, 12th

No. of Population to be Served: 60

Description of Population to be Served: Non-college - in Title I area

Federal Funds: \$12,645.63

Sponsoring Agency: Cumberland School Department

Title of Program: Career Concepts Awareness

Program Director: James E. Sullivan

Project Dates: 7/74 - 6/75

Grade Level: K-6

No. of Population to be Served: 575

Description of Population to be Served: Elementary

Federal Funds: \$9,391.98

Sponsoring Agency: Lincoln School Department

Title of Program: Opening Doors to Awareness

Program Director: Lemuel Crooks

Project Dates: 7/74 - 6/75

Grade Level: K-6

No. of Population to be Served: 510

Description of Population to be Served: Students, ages 5-12 whose family characteristics are: 130 receiving Child Care assistance; majority of French-Canadian descent; some upper middle class; Title I target area.

Federal Funds: \$5,564.00

Sponsoring Agency: Providence School Department

Title of Program: Career Orientation Education - C.O.E.

Program Director: Robert Brooks, Paul Mason

Project Dates: 9/74 - 6/75

Grade Level: 3, 4, 5

No. of Population to be Served: 300

Description of Population to be Served: Elementary

Federal Funds: \$3,938.00

Sponsoring Agency: Cranston School Department

Title of Program: A Developmental Program for Preparing All Students for the World of Work

Program Director: Carmine Ruggiero

Project Dates: 7/74 - 6/75

Grade Level: K-6

No. of Population to be Served: Title I Target School Area

Federal Funds: \$12,629.93

Sponsoring Agency: Providence School Department

Title of Program: Career Orientation Education - C.O.E.

Program Director: Veretta Jungwirth

Project Dates: 9/74 - 6/75

Grade Level: K-4

No. of Population to be Served: Elementary - Mt. Pleasant

Federal Funds: \$1,794.48

Sponsoring Agency: Warwick School Department

Title of Program: Career Education for 8th Graders Who Are Potential Drop-Outs

Program Director: Evelyn Healey

Project Dates: 8/74 - 6/75

Grade Level: 8th

No. of Population to be Served: 20

Description of Population to be Served: Students who have a high potential for dropping out of school

Federal Funds: \$4,952.92

Sponsoring Agency: Cranston School Department

Title of Program: Vocational Exploration and Career Awareness

Program Director: Loretta M. Cimini

Project Dates: 8/74 - 6/75

Grade Level: Vocational students at Cranston East

No. of Population to be Served: Vocational students

Federal Funds: \$3,174.33

Sponsoring Agency: Cranston School Department

Title of Program: Communications: Vocations in Television

Program Director: Ruth Siperstein, Ronald Boemker

Project Dates: 9/74 - 6/75

Grade Level: High school

No. of Population to be Served: 50-60

Description of Population to be Served: Title I, ESEA, Eligible School

Federal Funds: \$7,086.15

Sponsoring Agency: North Providence School Department

Title of Program: Office Practice Simulation Laboratory

Program Director: Louis D. Fabrizio

Project Dates: 9/74 - 6/75

Grade Level: Seniors

No. of Population to be Served: 70

Description of Population to be Served: Business education majors

Federal Funds: \$7,419.50

Sponsoring Agency: Warwick School Department

Title of Program: ACE

Program Director: Benjamin R. Curtis

Project Dates: 9/74 - 6/75

Grade Level: 8th

No. of Population to be Served: 75-100

Description of Population to be Served: Students lacking in achievement - difficulty in most academic areas

Federal Funds: \$5,705.00

Sponsoring Agency: East Providence School Department

Title of Program: Career Education Program

Program Director: James F. Ryan

Project Dates: 7/74 - 6/75

Grade Level: 10-12, 7-9, K-6

No. of Population to be Served: 972

Description of Population to be Served: —

Federal Funds: \$28,703.00

Sponsoring Agency: Providence School Department

Title of Program: Career Orientation/Exploration - Summer

Program Director: Robert Brooks

Project Dates: 7/74 - 8/74

Grade Level: 7th, 8th

No. of Population to be Served: 100

Description of Population to be Served: —

Federal Funds: \$6,564.00

Sponsoring Agency: Cranston School Department

Title of Program: The Student and the Environment: An Experience

Program Director: Dr. Jeanne Gardner/Mr. Alan Bostock

Project Dates: 7/74 - 6/75

Grade Level: 9th

No. of Population to be Served: 100

Description of Population to be Served: 100 academically disadvantaged students from eligible schools determined by Title I guidelines

Federal Funds: \$4,911.40

Sponsoring Agency: Providence School Department

Title of Program: Industrial Based. (Construction/Manufacturing) Career Education

Program Director: John M. MacManus, Jr.

Project Dates: 9/74 - 6/75

Grade Level: 7th and 8th, 5th and 6th

No. of Population to be Served: 100

Description of Population to be Served: 100 7th and 8th grade students (50 World of Construction, 50 World of Manufacturing) and 200 students grades 5 and 6 for Career Awareness

Federal Funds: \$8,687.00

D. THE MINI-GRANTS

D. THE MINI-GRANTS

The mini-grant is an incentive grant to be used for the purpose of responding to specific social, educational, and geographical needs related to vocational training in Rhode Island. Approved mini-grant projects are funded under the Vocational Education Amendments of 1968. A mini-grant is meant to be a one year award of up to \$3,000 for a small-scale innovative project which fills one or more specified needs.

Sponsoring Agency: Johnston School Department

Title of Program: Career Exploration

Program Director: Alexander J. Freda

Project Dates: 9/74 - 6/75

Grade Level: 9th and 10th grade

No. of Population to be Served: 800

Federal Funds: \$3,023.72

Sponsoring Agency: Coventry School Department

Title of Program: Environmental Working - Career Education in Natural Resources

Program Director: Angela Derocher Holt

Project Dates: 9/74 - 6/75

Grade Level: 3rd

No. of Population to be Served: 60

Federal Funds: \$2,603.29

Sponsoring Agency: Hope Valley School, Hopkinton, R.I.

Title of Program: World of Work

Program Director: Donna Walsh (Mrs.)

Project Dates: 6/30/74 - 6/30/75

Grade Level: 6th

No. of Population to be Served: 60

Federal Funds: \$2,885.77

Sponsoring Agency: Hope Valley School

Title of Program: Focus on the Future

Program Director: Mary E. Richardson

Project Dates: 8/1/74 - 6/30/75

Grade Level: —

No. of Population to be Served: Approximately fifteen students with learning and/or emotional disabilities - hope, also, to involve other students of school

Federal Funds: \$3,015.83

Sponsoring Agency: Ashaway School

Title of Program: Creating (+) Vocational Awareness

Program Director: Jeannette Geary

Project Dates: 9/74 - 6/75

Grade Level: 6th

No. of Population to be Served: 60

Federal Funds: \$2,951.08

Sponsoring Agency: Ashaway School

Title of Program: Career Opportunities in the Natural Environment

Program Director: Cynthia Johnson

Project Dates: 8/1/74 - 6/31/75

Grade Level: 3rd

No. of Population to be Served: 90

Federal Funds: \$2,735.89

Sponsoring Agency: St. Dunstan's Day School

Title of Program: Project: Career Planning

Program Director: Nancy Landes

Project Dates: 9/74 - 6/75

Grade Level: 9-12

No. of Population to be Served: 50

Federal Funds: \$1,381.48

Sponsoring Agency: Providence School Department

Title of Program: Art Career Awareness/Exploration

Program Director: Mrs. Sharon B. Hull

Project Dates: 9/74 - 6/75

Grade Level: 8th

No. of Population to be Served: 200 8th grade students approximately - most of whom are disadvantaged economically

Federal Funds: \$2,835.00

Sponsoring Agency: Coventry School Department

Title of Program: Career Awareness in Communications

Program Director: Daniel Storti

Project Dates: 8/30/74 - 6/30/75

Grade Level: 6

No. of Population to be Served: 75

Description of Population to be Served: —

Federal Funds: \$1,670.43

Sponsoring Agency: Frenchtown School

Title of Program: Career Awareness Project II (CAP II)

Program Director: Linda Handel

Project Dates: 9/74 - 6/75

Grade Level: 6th

No. of Population to be Served: 60

Description of Population to be Served: —

Federal Funds: \$3,278.38

E. OTHER RHODE ISLAND
CAREER EDUCATION ACTIVITIES

E. OTHER RHODE ISLAND CAREER EDUCATION ACTIVITIES

There are a number of Career Education programs and activities in Rhode Island being supported by funds from a variety of sources. Although the operation and methodology of the projects vary from one program to another, the basic Career Education goals are the same.

Sponsoring Agency: Pawtucket School Department

Title of Program: A Human Resources Career Development Model

Program Director: Dr. Edward M. J. Melucci

Project Dates: 3/71 to present

Grade Level: K-12

No. of Population to be Served: 1500

Description of Population to be Served: Students who are enrolled in the two elementary schools, two junior high schools, Tolman High School and youth out of school who can benefit from the services of the program.

Federal Funds: \$312,705 March 1971-August 1974

Local Funds: Presently being funded with local funds

Description of Program:

I. Administrative Structure

This project is administered by a project director who is responsible to the Superintendent of the Pawtucket School Department.

The project director organized a variety of committees to assist him in the various components of the project. In addition, an Advisory Committee provides the basis for the overall guidance and direction of the project.

II. Program Design

The program is designed to operate at three levels: elementary

school, middle school and high school; with a primary focus on students enrolled in schools in the model neighborhoods. The general curriculum features of the proposed project may be depicted within the shape of a pyramid with a broad base occupational orientation at the elementary level, occupational exploration at the middle school level, and specific - including cooperative and intensive training programs at the senior high level. Guidance is a common thread running through all grade levels and a placement director serves the high school students, not only in easing the transition from school to work, but also in securing valuable feedback data regarding the adequacy of the schools' occupational programs.

III. Program Components

- A. Occupational Orientation -- The program for the two elementary schools is directed at occupational orientation with a goal of making occupations a core around which much of the other instruction will revolve. Career packages, involving a broad range of occupations, are employed. Television equipment and relocatable classrooms are features of this component. The classrooms give the students the opportunities to explore the use of simple tools and materials associated with selected occupations.
- B. Cooperative Education -- Cooperative education programs have been established in health occupations, diversified occupations, distributive occupations, and business and office occupations. Local funds have been budgeted for the employment of qualified coordinators and for the purchase of specialized classroom equipment for these programs.

- C. Intensive Job Entry Skill Training — Intensive training programs have been organized for students who are approaching graduation and who do not have salable skills, and for similar students who have elected not to complete high school. These are offered at times and in program areas that, in the judgment of the Advisory Committee, are in harmony with employment opportunities in the Pawtucket Area.
- D. Occupational Guidance, Counseling, and Placement — The guidance counselor works with each student and the parents in the future refinement of career plans. Other teachers at the high school and the social workers assigned to the project assist in the process. A placement office has been established to assist students in making the transition from school to work and in providing feedback information regarding the adequacy of the occupational training programs.

EXPLORING IN RHODE ISLAND

Exploring is a program for high-school age youths established by the Exploring Division, Boy Scouts of America to meet the needs, concerns and desires of the future generations of citizens. It achieves its goals through a planned program of action that brings young people voluntarily into association with adults. These adults are carefully selected from the community and the world of work to provide a positive force in the lives of youth.

Using updated approaches to high-school age young men and women, Exploring assists them in finding their present and future roles as individuals in society and in the working world. Their goals are fulfilled through the planned program of action in areas related to career, social, service, citizenship and personal fitness. This is achieved through an organizational framework that is flexible relevant to the immediate interest of young adults in Rhode Island.

Exploring is used by established institutions including industrial and business, professional, service and religious organizations. It seeks focal points of interest that will attract and hold the interest of young people and adults in common association.

The Explorer Division of the B.S.A. Narragansett Council conducts a Career Interest Survey in sixty-four high schools. Approximately 95% of students questioned were enrolled in Rhode Island high schools. A total of 16,379 students in grades 10, 11 and 12 responded to the 1974 survey.

Currently, the Explorer Division is offering the following programs in Rhode Island:

Athletics
Automotive
Aviation
Banking
Broadcasting
Business Management
Clergy
Data Processing
Fire and Rescue
Forestry-Conservation
Government

Hairdressing
High Adventure
Journalism
Law Enforcement/Law
Medical/Health Careers
Social Services
Wood Working
Youth Organization Services
Photography
Ocean Sciences
Secretarial Skills

COMPUTERIZED CAREER INFORMATION SERVICERHODE ISLAND JUNIOR COLLEGE

The computer is being viewed by educators as a unique tool for their field because of its inherent capabilities. Because of the conflict of priorities for the guidance counselor's time and attention the computer is currently being used in the field of guidance.

The basic goals of the Computerized Career Information System is to provide students with a sophisticated tool (cathode ray tube) with which to explore information about self, occupations, jobs and educational opportunities. The intent is to provide accurate, up-to-date data in an interactive and interesting manner.

During the past few years national and local priorities have focused upon career information on all education levels. Through the development and implementation of the computer information center at Rhode Island Junior College data in the following areas is made available to students in 22 schools in Rhode Island:

- I. OCCUPATIONS-BRIEFS on 450 occupations describing duties, work day, educational requirements, employment outlook.
 - a. Student receives a list of occupations that meet his level of training and interest area (Roe Classification System)
- II. FOUR YEAR COLLEGES - The computer has in its memory information on 1500+ colleges.
 - a. Through the College Selection Process a student can narrow his choice of colleges by responding to several variables (major, location, size, cost, etc.)
 - b. A student may receive specific information on any of the colleges.
 - c. The student also has the opportunity to go through several teaching scripts on college information.

- III. RHODE ISLAND JUNIOR COLLEGE - A high school student may receive general information on admission, financial aid, curriculum, student activities, and continuing education at RIJC.
 - a. Transfer information is available for RIJC students interested in transferring.
- IV. LOCAL TECHNICAL AND SPECIALIZED SCHOOLS - A student may receive a list of all the technical and specialized schools within a 50-mile radius of Providence.
- V. LOCAL APPRENTICESHIP - Through an informational quiz, a student learns about apprenticeship programs.
 - a. A student may receive specific information concerning a trade and the companies who hire in that area.
- VI. LOCAL JOBS - This script provides students with a vast amount of information.
 - a. Teaching scripts
 - b. Job Selection Game
 - c. List of companies and types of employees hired
 - d. Current jobs available daily via the Department of Employment Security
 - e. Jobs available for RIJC graduates
 - f. Part time jobs available
- VII. FINANCIAL AID - A student may receive general information by exploring the teaching scripts.
 - a. Through the Financial Aid Selection Process the student will receive a list of financial aids for which he is eligible.
- VIII. MILITARY INFORMATION - Students will have an opportunity to explore

the New Military.

The facilities listed below are the agencies that have had a terminal installed so that the computer services are available to the students and the faculty:

Woonsocket

Foster-Glocester

North Kingstown

Coventry

Davies

~~Cranston (2)~~

Marathon House

Warwick

Newport

North Providence

Cumberland

Dept. of Corrections

Pawtucket (2)

Lincoln

East Providence (2)

~~East Greenwich~~

Urban Education Center

De Vinci Center

Westerly

RHODE ISLAND COLLEGE

CAREER EDUCATION ACTIVITIES

The current status of Career Education at Rhode Island College is active but somewhat fragmented.. Areas of the College that are involved in Career Education and related Career Education activities include 1) Career Education Coordinator's Office, 2) Industrial Arts Department, 3) Economic Education courses, 4) Curriculum Resource Center, 5) Career Development Center, 6) Student Services Office, 7) General Studies Program, and 8) Continuing Education Office.

1) The Career Education Coordinator's Office is located in the Bureau of Social and Educational Services. Its presence is supported fiscally by Federal and State Grants and Contracts with the College supporting at about the 10% level. This office is primarily responsible for coordinating the many three graduate-credit Career Education Workshops that are run throughout the state under E.P.D.A. funds, Alternate Learning Center funds or L.E.A. funds.

During the past two years over 24 three-graduate credit Career Education Workshops have been offered through the office. More than 500 educational personnel from all over Rhode Island have been involved in the workshops including administrators, teachers (elementary and secondary), counselors, vocational educators, industrial arts educators and home economics teachers. Both public and private school teachers have been participants as well as State Department of Education personnel.

Courses planned for Spring 1975 and Summer 1975 include the following:

1. Spring workshop for vocational education teachers
2. Spring open course at Rhode Island College
3. Spring workshop for home economics teachers

4. Summer workshop for home economics teachers
5. Summer curriculum materials building workshop for elementary teachers at Rhode Island College

2) Curriculum Resource Center: The Curriculum Resource Center, located in Mann Hall on the Rhode Island College campus, contains approximately 100 pieces of Career Education curriculum materials. These include Career Education learning activities in specific subjects, examples of Career Education curriculum guides for teachers from many different states, audio and visual aids developed for Career Education programs. These materials are available (and used) by teachers from any school system in the state. Thus many students have been exposed to Career Education materials with the smallest possible investment. Slow but continued adding of materials is planned.

3) Career Development Center: The placement office has been involved in a gradual change from the traditional resume development, industry interview placement service for seniors to one that is now working with sophomores and juniors in more comprehensive career development, planning and decision-making. Particularly important for Rhode Island College students is the declining need for teachers and the need for students better to understand potential career alternatives.

4) Industrial Arts Department: This department has been involved in running workshops for teachers in two related Career Education programs: The World of Construction and The World of Manufacturing. In addition, workshops for elementary teachers which instruct them in the use of hand tools were offered to aid these teachers in developing "hands-on" activities in the classroom. Continued offerings are planned.

5) Economic Education Program: Through the Economics Department, courses and workshops in Economic Education and Consumer Education have been

and are being offered to the teachers of the state. This Career Education related program helps the teachers become better aware of the business and industry resources available around them as well as developing the consumer education portion for their students.

6) General Studies Program: In addition a course in the General Studies Program is being offered which is primarily aimed at helping undergraduate students develop better career decision making skills for future academic and life planning.

THE CAREER EDUCATION PROJECT
FOR HOME-BASED ADULTS

In a world of rapidly changing technology, the need to examine the relationship between education and work is increasingly important. In recent years Career Education has been a focal point of discussion among educators concerned with the lifetime planning of students and the relevance of curriculums. A process designed to increase the options of individuals in relation to the world of work has been incorporated into many new programs implemented at the local level for children in school.

Without the support of a formal guidance structure, however, many adults experience difficulty in planning their future occupations. They often lack adequate information on which to base career choices and have little opportunity to examine alternatives. Adults at home may have even more difficulty in overcoming personal problems and constraints or in dealing with diverse community organizations.

Senator Claiborne B. Pell in a statement to the Career Education Project in June of 1973 summarized the need for career counseling for adults:

"Too often in our efforts to improve educational opportunity for all citizens, we focus mainly on the young, overlooking the real and serious needs of adults. The country's primary workers and producers — adults — must engage in the vital and sometimes difficult process of planning and implementing long-range personal and occupational goals. Traditionally, we have allowed our adult population to "sink or swim" when it comes to career development, but we can no longer afford to do so.

An individual who can realize his or her career potential has a much

greater chance of leading a satisfying and secure life. Career Education for adults will not solve all the nation's economic and social problems, but it can make an important contribution toward helping people help themselves."

On October 2, 1972 a unique approach to career guidance was offered to adults for the first time in Rhode Island. The Career Education Project, a federally-funded model program,* was established under a contract to the Education Development Center of Newton, Massachusetts, a publicly supported non-profit corporation, in accordance with guidelines defined by the funding agency, the National Institute of Education.

The goal of the Career Education Project has been to develop and test an innovative program of career counseling for people over sixteen who are not currently working full-time or attending school on a full-time basis, or actively seeking full-time work. A free telephone counseling service (Career Counseling) has been designed to assist, among others, young people out of school who are unsure of future plans and women at home who may be considering career training. By helping people analyze their own interests and abilities, by assisting them to view the world of work realistically, by offering information concerning future expanding career opportunities and current resources for training to prepare for these fields, counselors can help Rhode Island adults to plan effectively for future professions or occupations and to acquire the skills necessary to improve their job options.

Career Counseling is unique in that it is a service presented entirely on the telephone, thus eliminating costly travel and baby-sitting fees for clients while making the service more accessible to more people. Counselors

*One of four national models, the others being concerned with residential, school-based or employer-based populations.

are nonprofessionals, trained and supervised by a professional staff, thus minimizing counseling costs. The program is the first in the nation to use specifically trained nonprofessional counselors to deliver career related services to a home-based adult population by telephone.

Over the past two years the staff of the Project has gathered much material concerning local educational and training programs and supportive services for adults, including such information as child care facilities, financial aid possibilities and testing agencies. In addition, a large collection of data relating to career development and preparation from national sources has been assembled and studies by Project personnel.

A Resource Center, the information base of the Project, was established for use by staff, clients and representatives of local educational institutions and is located on the eighth floor of the Howard Building at 10 Dorrance Street in downtown Providence. The Center is open to the public weekdays from 9 to 5.

During the first two years of operation of the service, 3734 home-based adults have called Career Counseling for assistance. Of this group, slightly over three-fourths have been women. In addition, over one thousand individuals, including representatives of local schools and organizations, have visited the Resource Center.

Some of the clients counseled during the past year have been referred indirectly to Career Counseling by the Rhode Island Department of Education as part of a cooperative effort to be of service to Rhode Island residents. As part of a national campaign sponsored by the United States Department of Health, Education and Welfare, spot announcements have appeared on local television, listing career information available. All inquiries received in Washington from Rhode Island residents as a result of this campaign have been forwarded to the Rhode Island Department of Education. Since career counseling is not

currently available at that agency, these inquiries are referred to the Career Education Project. To date there have been 764 referrals of this nature. Each of the individual respondents is informed by letters from the Project's Counseling Director that free career counseling is available for home-based adults in the Rhode Island area.

Now in its third and final year of operation, the Career Education Project will continue to provide service so that a final assessment may be made of the Career Education needs of home-based adults and the effectiveness of counseling procedures designed to meet these needs. In addition, Project staff will be supporting implementation efforts in Rhode Island, developing products, and sharing materials and information about the model with potential adaptors across the country.

"How-to Manuals", based upon the accumulated experiences of staff in the Rhode Island area, will be developed to inform a national audience of the operation of individual model components. Intended to show how to create and maintain a career counseling service for adults, the series will present explanations of Project activities; samples of materials; discussions of staffing, skills and costs; and suggestions for alternate actions.

Current working titles are How to Attract Clients for Adult Career Counseling, Establishing and Operating a Career Counseling Service for Adults, Establishing and Operating an Adult Career Counseling Resource Center, Developing an Information Base for Adult Career Counseling, Developing Instructional Materials for Career-Concerned Adults, and Integrating Research and Evaluation with the Operation of Service-Oriented Programs.

While the manuals will be geared primarily for practitioners and policy-makers, other products will be designed for a broader appeal. For example, clients and counselors have been using preliminary editions of the Career

Development Series for nearly a year. Consisting of modular units sent to clients when appropriate, this series contains information and hints on exploring the work world, choosing a school, overcoming obstacles to career fulfillment, and searching for a job.

The second informational package under revision addresses the needs of clients who are considering, engaged in, or have been graduated from liberal arts or sciences programs. Called Liberal Arts and Sciences and the World of Work, this series of booklets focuses on problems LAS graduates encounter in the labor market and presents some ways to approach LAS training as career preparation.

Both counselors and clients have also been receiving and using portions of two other major products. One of these, A Guide to External Degree Study, is intended to assist adults who wish to be involved in post-secondary education but cannot do so in a traditional manner.

The second, Women and the World of Work, stems from the needs of career-concerned women, and aims to provide both a thorough analysis of the state of women in today's work world and some concrete suggestions for action. This package covers such topics as sociocultural precedents for women's vocational behavior, fears about work or school re-entry, sex discrimination, innovative employment practices, and translation of homemaking and volunteer experiences into marketable skills.

Locally, the Rhode Island Department of Education under a sub-contract from EDC is providing technical assistance to a task force of twenty-four interested Rhode Island citizens who are investigating methods of continuing counseling services after the financial support of the National Institute of Education is terminated. Final recommendations of this group will be completed on October 31, 1974 and will be available after November 15.

ST. MARY'S ACADEMY, BAY VIEWCAREER EDUCATION PROGRAM

COMMUNITY CLASSROOM, a career-oriented program is offered as one of many options for seniors. This is to link the academic with the practical; to introduce students to the world of work; to add new dimensions to book-learning; to provide these young women opportunities to know more about themselves; to challenge them to make decisions; to develop latent talent(s); to develop self-confidence; and to arouse interest in existing and also emerging careers; to know men and women dedicated in their respective areas; to become acquainted with resources of the community.

The Senior Release Time Career Plan is an educational plan to give the student an opportunity for actual "hands on" experience in a particular field of their choice. Students with clearly stated objectives may request approval to engage in volunteer work in agencies within the school community or places located near their homes. A contract setting forth in detail the nature of the program is required and must be approved by the student's parents, the faculty advisor, the guidance department, and the principal of the school.

As undergraduates, students have been exposed to the varied careers open to women. As seniors, they will have an opportunity to obtain in-service experience in their chosen field.

RHODE ISLAND CAREER EDUCATION ASSOCIATION

In the spring of 1974, a few Rhode Island Career Education leaders met and formed a State Career Education Association. A constitution and by-laws were developed with the main purpose of furthering the development of Career Education in Rhode Island.

The goals of the Career Education Association are as follows:

1. To focus a proportionate educational and financial effort in the State of Rhode Island on Career Education and Local and State Department and Higher Education.
2. To help to evolve a definition for Career Education that everyone can relate to.
3. To allow for an interchange of ideas, materials and support for career oriented programs.
4. To initiate an educational partnership with professional and non-professional occupations which will lend itself to the total development of Career Education.

CAREER EDUCATION - DR. PATRICK O'ROURKE CHILDREN'S CENTER

One of the Title I grants awarded to the Dr. Patrick O'Rourke Children's Center, 610 Mt. Pleasant Avenue, Providence, included a provision for the hiring of a resource teacher for the Home School. The primary responsibility of this teacher would be to work with the teachers to develop and implement a career/education in the curriculum.

Because of the needs, both academic and emotional, of the children attending the Home School, it was decided that the awareness level would be the most appropriate one at which to begin implementation for all the students.

It is planned to use a unit approach in which awareness activities will be integrated into the general area to be explored whenever they will be appropriate and meaningful.

As many of the children in the school are moderately to severely academically retarded in one or more areas (reading and mathematics being the most common). Their school experiences have generally been negative ones. As a result, it is especially important that the awareness activities planned for them closely fit their level of skill development in order to insure success.

At this time, the only information concerning a child's specific academic needs which a teacher receives are the results of the Wide Range Achievement Test which is administered to all students as soon as they enter the school. However, these are only useful for gross placement and provide no information on skills. It was decided to place at least reading and mathematics instruction on a skills-

continuum basis and to administer diagnostic tests in these areas to each student to pinpoint their strengths and weaknesses. Then career awareness activities will be tailored to fit both the needs and interests of each child.

A resource room will house materials and reference sources which will be available to both teachers and students. A file of awareness activities will be maintained and kept current. An index of all materials will be provided for each teacher in the school.

PROJECT I. C. E. (INVESTIGATING CAREER EDUCATION)

Project I. C. E. is a federally funded program which investigates and studies the potential of the concept of Career Education. The project is sponsored by the Diocese of Providence. The initial phase includes the involvement of six pilot schools which are grouped into five categories: Diocesan, Regional, Parochial, Private and Inner City. A Career Education Consultant has been hired to assist teachers in grades 7 through 12 to integrate the principles of career awareness, career exploration and work experience into the teaching of English, Mathematics, Social Studies, Science and Business Education. Two in-service components are planned: one a pilot component for the six schools, the other a system-wide component for 67 schools not involved in the pilot component. Interested teachers and administrators of Providence Public Schools and other LEA's will be invited to participate in the system-wide teacher training component.

The Career Education Consultant will be establishing a Resource Center where materials are ordered, cataloged, and loaned. The consultant is also developing a Career Education newsletter designed for the purpose of disseminating Career Education-related materials. Hopefully the newsletter also will be a vehicle of expression for teachers, administrators and counselors. Through sharing our results of implemented programs, we will be able to maximize our efforts in Career Education.

PORTSMOUTH HIGH SCHOOL

The career education program at Portsmouth High was designed by a counselor to meet the needs of 250 students.

The program consists of five phases. Phase I is a general orientation to careers and a self-appraisal of each student's abilities, interests and aptitudes by use of testing materials, group and individual counseling, resource materials and speakers.

Phase II - students are grouped according to their career choice. Teachers and resource speakers work with the groups and field trips are planned for all groups.

Phase III - all students are given a practical view of what takes place in each occupation either as an individual or a group by having the opportunity to spend a day at a job site with a model.

Phase IV - is planned on an individual basis - students are directed to specific employment stations and/or educational institutions that will meet their needs.

Phase V - is the evaluation stage. Students and counselor evaluate the program and make necessary adjustments to improve it.

4-H AND CAREER DEVELOPMENT

4-H is a youth directed informal educational activity administered from the University of Rhode Island and supported by local professional staff in Newport, Providence, Greenville and East Greenwich. Embracing the concept of "Learning by Doing", 4-H has actively worked in the area of Career Development with programs for individuals and groups of all ages. Four thousand of Rhode Island's youth are involved as 4-H Club Members and are "Learning by Doing" by participating in projects spanning hundreds of subjects and have the use of supporting materials such as "Career Exploration" and "The Self Directed Search", (Published by Cooperative Extension Service)

The following are examples of recent 4-H Career Development programs:.

- College Day - 250 Junior High School and High School youth were exposed to the faculty and programs of the College of Resource Development at the University of Rhode Island and to the Agribusiness Job Cluster. A message from the Dean of Resource, departmental exhibits, a slide show, tour of the campus and a talk with the Dean of Admissions were parts of the program.

- College Nite - Sponsored by Northern Rhode Island Extension and informational evening was held to acquaint the public with college financing, admissions procedures and career opportunities.

- Seniors Conference - A peer planned two day conference at Alton Jones Campus involved 65 teenagers in discussions of careers, values, and life goals. This is an annual event.

- Simplicity Fashion Review - Teenagers in cooperation with the Jordan Marsh Company and 4-H modeled fashions before an audience. They are now members of Jordan Marsh's Teen Board as advisors to the company and models in future reviews.

- In-Service - A one day staff conference was held to acquaint professionals with Proprietary Schools and their certification in Rhode Island, the North Kingston Career Education Project, the Natural Resources Video Program, Rhode Island Agribusiness Opportunities, and an update of current literature.

- LEAA - 4-H Project - This is a recently proposed Law Enforcement Assistance Association and 4-H proposal for approximately \$65,000.00 to reduce the rate of recidivism for 100 juvenile 1st offenders referred to 4-H by the Family Courts. A store front building will provide training in various skills ie: horticulture, small engines, upholstering and counselors and staff will develop value systems, direct goals and facilitate in the decision making processes for these youths.

Work—A Basis for Reform

By BERT WADL

PROVIDENCE — The classical education and Ivy League model which have dominated American and particularly New England, have been an impediment to finding the best education is that which prepares people for college, according to William F. Carroll Jr., executive director of the state agency devoted to vocational education.

Carroll spoke last week to the first general membership meeting of the newly formed Rhode Island Career Education Association, which he said would be "a place where people can talk about their own ideas."

Carroll, a former director of the state Department of Vocational Education, said he was accustomed to being in the "accepted" mode of himself until he was sent to college trying to find a way. The preparation for college has been more detrimental to education than most people realize, he said.

Carroll, a former Burlington High School teacher and state coordinator of economic opportunities and human resources, also denounced former Education Commissioner Fred G. Burke for "destroying" the state Division of Vocational Education during his reorganization of the department in 1971. Burke preferred generalists to specialists on his staff, said Carroll.

"A lot of us took issue with that, but we tried it for three years," and during that time, the progress of vocational education faltered, Carroll

asserted. "We let it be known then that the period of experimentation should be over and that we were ready to return to specialists. We wrote a controversial report, which Burke did not agree with and the regents did not agree with and we still don't have the specialists available. Rhode Island has the only state Department of Education in the country without a Division of Vocational Education."

Carroll urged reestablishment of the division as part of the total push for career education, which "in spite of the torrent here today has met with some resistance," he said.

Career education, of which vocational education is only a part, is for everyone, said Carroll—the work-bound, the college-bound and those who don't know what they want to do. "It is not a program but a point of view based on the assumption that everyone goes to work at some time—this is not a workless society."

James E. Sullivan, a distributive education teacher at Cumberland High School, is president of the new association, which is open to any teacher interested in or actively teaching career education at any level.

The organization also welcomes associate members, who may be business leaders, school or community administrators or parents. Sullivan said these Chambers of Commerce are represented among the 120 members as well as several banks and businesses.

Walter Metcalf, personnel

officer for Rhode Island Hospital Trust Bank is an associate member. "Because banks touch the lives of everyone in a community, they cannot fail to be carefully oriented, and therefore actively involved in promoting good educational programs," he said.

The philosophy of RICEA is based on that of Sidney F. Marland, former assistant secretary of education in the U.S. Department of Health, Education and Welfare, who gave career education national attention, and incorporates many of the proposals for educational change outlined

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Hoyt says work — "the conscious effort aimed at producing benefits for oneself and/or for others" — is an appropriate common element for education reform.

Career education, according to Hoyt, is the "totality of educational experience (which is far more than schooling) through which one learns about work (which includes unpaid activities as well as paid employment)."

A primary goal of the new association is selling career

ork—A Basis for Reform

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The educators will push, but they also believe business must take some initiative in this important reform, said Sullivan. The educators are asking business and industry to give them information and to provide guest speakers. They also want to know which businesses will allow students to spend a day exploring companies or plants and which will give the students hands-on experience in work programs.

APPENDIX E

Work—A Basis for Reform

By BERT WADE

Journalist at the Providence Evening Bulletin

PROVIDENCE — The social education and by the people which have pointed America and particularly New England, have been an injustice implying that the best education is that which prepares people for college, according to William Carroll Jr., executive director of the state advisory commission on vocational education.

Carroll spoke last week to the first general membership meeting of the newly formed Rhode Island Career Education Association, which he said had about 50 members.

By 1975, Carroll said he was accustomed to being in the "accepted" or himself until he was a college trying to find a The preferred college are has been more critical to education than most he realized he said.

Carroll, a former Barrington High School teacher and state legislator of economic opportunities and human resources, also denounced former Education Commissioner Fred G. Burke for "destroying" the state Division of Vocational Education during his reorganization of the department in 1971. Burke referred generalists to specialists on his staff, said Carroll.

"A lot of us took issue with this, but we tried it for three years," and during that time, the progress of vocational education faltered, Carroll

asserted. "We let it be known then that the period of experimentation should be over and that we were ready to return to specialists. We wrote a controversial report which Burke did not agree with and the regents did not agree with, and we still don't have the specialists available. Rhode Island has the only state Department of Education in the country without a Division of Vocational Education."

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APPENDIX E

APPENDIX F

THREE CAREER EDUCATION PROJECTS
IN RHODE ISLAND

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INTRODUCTION

The purpose of this paper is to describe three types of Career Education programs that exist in the state of Rhode Island. Our goal is to establish three models focusing on the specific problems of urban, rural and suburban settings and three plans for the implementation of Career Education in local school districts. The framework for program comparison will be through a description of the communities represented, the goals and objectives that they have selected, the teacher training methodologies utilized, the procedures for achieving goals (organization curriculum, teaching techniques and activities) and the methods of evaluation utilized in each.

We will try to give insight into the mechanics of three fairly successful Career Education projects letting the reader elicit from those descriptions the components and activities which he feels would best apply to his situation.

Career Education objectives and procedures usually focus on the development of self-awareness, career-awareness, favorable attitudes toward work, and ultimately on sound decision-making skills. The three programs described will be compared for the amount of emphasis they place on each of these goals.

As the reader will note in the body of this report, differences do exist in the Career Education programs of the three demographically different communities. It is more difficult to determine whether these differences are a result of the demographics or because of the differences of program objectives, personnel, training, financial resources, or students.

The urban program (Central Falls) reflects many of the problems and strengths typical of any urban school system. Among the problems are 1) older buildings,

2) more visible drug and delinquency problems, 3) less community interest in school programs, 4) more acceptance of kids dropping out to work, and 5) cultural isolation.

Strengths include 1) student response with new knowledge of options, 2) kids have better exposure and closer relationship with the community--i. e., everything more visible and 3) more federal money available.

The Central Falls program revolves around developing decision-making skills and career-awareness. It has served as a motivation for the students to stay in school and also to become aware of potential upward-mobile career and life-style alternatives that were not a part of their home learning.

The North Scituate (rural) program has developed around Career Awareness. Because of a more conservative population, the basic skills are of great concern and the areas of decision-making and self-awareness are considered frills. The use of the 15 Career Education clusters is more pronounced in this program with each teacher having the responsibility for one cluster. Due to its rural nature, with fewer community resources readily available, the classroom Career Education projects are very elaborate and thorough. More project monies are spent on equipment to aid in the development of these projects, as well as on transportation, than in other projects.

Fewer business, manufacturing and construction resources exist within the town boundaries, thus the need for a higher percentage of project funds for transportation. Yet this distance problem has also led to a higher number of in-class "hands-on" activities than in the other communities. It is interesting to note that in this project the three clusters not covered are construction, manufacturing, and business and office services.

The Cumberland (suburban) program reflects the more liberal and affluent population. Areas such as decision-making, self-awareness and guidance related activities are stressed more than just job choice or career awareness. Professional-technical careers are explored more often than in the urban model. Post-secondary education is the expected route for students to take.

Transportation monies are also important due to geographic size of Cumberland. However, at the elementary and secondary level the use of parent car pools or the students own cars are much more available than in the other two models.

The Career Education teachers have a more diverse pool of community resource people to choose among than the rural or urban teachers.

Due to administration and community support, more local monies are used to expand the program, and the growth of the Career Education program is less dependent on state or federal monies. This support also encourages other teachers within the school system to be more open and accepting of the concept and obviously this enhances the further development of Career Education. Music, art, special education and guidance personnel are all actively involved in this program.

Generalizations of Career Education programs are difficult to draw. These three models have both similarities and differences.

The similarities involve using the broad Career Education concept to both motivate students and create in them, career-awareness, self-awareness, and better decision-making skills.

The differences seem contingent upon the individual teacher, the commitment of the school system, and most importantly, upon the geographic and demographic make-up of each community. The relative differences of rural, urban and suburban

demographics contribute to the different approaches of both methodology and content. It appears, however, that the broad concept of Career Education is served well in each of the three models.

The success of these diverse programs is in no small way attributable to the diverse, but cooperative efforts of the various sections of the State Department of Education. Both program development and staff training for these projects were achieved through the combined efforts of at least six sections of the State Department of Education.

During the initial proposal development for each of the three models, they had the continual aid of consultants from the program development unit. (See Appendix C). These consultants aided each of the communities in planning, writing, submitting and defending the proposal to be funded.

During this time, a second section of the State Department was used. This was the Education Information Center. (See Appendix C) It's role was to search, nationally, all pertinent research and information that was needed by the three communities in developing a valid program proposal.

The funding of the projects was furnished through the Vocational Office through either mini-grants or Part D funds of the Vocational Education Act.

Training monies for these three models were a cooperative effort of the following:

1. State Department of Education Career Education Project
(Grant #OE CD-73-3009)
2. Alternate Learning Center (See Appendix D)
3. EPDA funds through the Vocational Office
4. State Department of Education In-Service Training monies.

With this cooperative funding (and the active and cooperative leadership inherent in such a venture), the three communities are assured the basic, inclusive support mandatory for the genesis and nurturance of their Career Education programs.

The Alternate Learning Center is particularly supportive in the training aspect of Career Education.

The future development of these three programs seems assured because of both community and local administrative support.

It appears imperative for the success of any Career Education program that the school administrators and the community demonstrate active and visible support. Continual support from the State Department of Education and the Coordinator of Career Education at Rhode Island College will aid these three communities in maintaining and expanding their respective programs. Both Cumberland and Central Falls have active plans to expand to full K-12 programs. Scituate will develop, more fully, the present program during its third year and then will make the decision for possible expansion.

These three communities, as well as any other interested community in Rhode Island, will continue to receive maximum support for development and training of Career Education programming. Plans for this support include mini-grants, Part D Vocational Education funds, and Alternate Learning Center funded in-service training. The latter program insures that any community in Rhode Island that is interested in the Career Education concept has a chance to explore and develop a viable program.

The remainder of the report includes descriptions of the three communities and of the programs that have been developed to meet the differing needs of the populations and geographic locations.

DESCRIPTION OF COMMUNITIES

Central Falls -- Central Falls is a one square mile city of extremely dense population. It is bordered by three other communities and has little open land for horizontal expansion. It was primarily a textile center with the majority of the population working at unskilled and semiskilled occupations within the textile and allied industries.

The population has an ethnic mix of French, Irish, Portuguese, Polish, Latin American and Italian many of whom are bi-lingual.

Only 10% of the population has ever entered college and the median educational level is 8.9. Central Falls has the lowest percentage of high school graduates in the state (25.3% of the population).

In addition, one third of the labor force in Central Falls is involved in manufacturing with only 450 persons (of 7,549 in the labor force) employed in professional level occupations.

Physical facilities for education are poor and over crowded although a new addition to the high school and a new middle school are being constructed. Large classes (over 30) have been the norm and the limited facilities have allowed for little space for materials storage or even for individual student or teacher resource development.

With the high drop-out rate, the low academic interest and the limited awareness of future career possibilities this community saw the infusion of a Career Education program as a viable alternative to their traditional educational programs.

Thus, for purposes of this paper, Central Falls was selected as a model for Career Education development in an urban setting.

Cumberland -- The town of Cumberland is located in the Northeastern section of the state and has a population of approximately 26,453. Its population has increased by 60% during the 10 year period (1960-1970). Open land and better roads have contributed to this town's development as a suburban "bedroom" community for people working in both Providence and Southeastern Massachusetts. The median school years completed is 13.3 and the median income is \$12,231.

Although Cumberland has an area of low-income and disadvantaged population (the southern area bordering on Central Falls) the bulk of the population of the town is considered to be middle-income. A broad range of occupations is represented; ranging from unskilled to professional.

The physical facilities of the Cumberland school system are adequate with class sizes at 25 or below.

The need for Career Education in Cumberland was articulated and supported by the school committee because of a realization that in a complex and changing world, students leaving the schools are in greater need of decision-making skills and broader awareness of career and life style options. The Cumberland program is designed to meet these needs.

Because of Cumberland's geographic location and residential population mix, it was felt to be an appropriate community for the suburban Career Education model.

Scituate -- This community is a very sparsely populated area covering over 110 square miles of land and water.

The land consists of 49 square miles populated by 153 persons per square mile. The total population is 7,489, a 43% increase in population since 1960. This increase indicates a change from a totally rural community toward a somewhat more suburban community.

Median income is now \$10,652 and the median school years completed is 12.1. Both the income and school years completion have increased since 1960 due to the change in population.

SCITUATE MODEL

GOALS AND OBJECTIVES

The Scituate program states its objectives in terms of terminal behaviors for each grade level. The total focus of the objectives and consequently the program is on career-awareness. No general goals for the project are stated but a review of the specific objectives bares out this total emphasis on a single dimension of Career Education.

This type of focus is quite common for the elementary level, however, many elementary programs also give equal emphasis to self-awareness. The most positive aspect of the objectives for this program is that it systematizes the exposure of students to eleven of the occupational clusters and consequently to the greatest possible numbers of career options while insuring that undue repetition does not occur.

Objectives of the North Scituate Elementary School Program:

1. At the conclusion of the project, kindergarten students will demonstrate awareness of at least 10 occupations associated with personal services by identifying pictures of activities performed in those occupations with 70% accuracy as measured by an oral, pictorial teacher-made test.
2. At the conclusion of the project, the 60 students in Grade 1 with 75% accuracy, will be able to demonstrate awareness of at least 20 occupations associated with public service as demonstrated by an oral-pictorial teacher-made test.
3. At the conclusion of the project, 2nd grade students will show their awareness of at least 15 occupations in the area of environment, as measured by an oral tape recorded listing.

4. At the end of the project, 20 third grade students will have increased their awareness of occupations in the field of transportation by at least 50% as measured by a teacher-made pre - post test.
5. At the end of the project, about 25 third grade students will demonstrate, with 75% accuracy, awareness of at least 10 occupations in the area of foods and nutrition by identifying tasks involved in these occupations in a teacher-made matching test.
6. At the conclusion of the project, 25 third grade students will demonstrate, with 75% accuracy, awareness of twenty occupations related to marine sciences by recognizing these on a teacher-made test.
7. At the conclusion of the project, 30 fourth grade students will demonstrate with 75% accuracy, awareness of at least 10 occupations associated with fine arts by matching the job with activities associated with that job on a teacher-made matching test.
8. At the conclusion of the project, 30 fourth grade students, with 75% accuracy, will demonstrate awareness of the careers available in the hotel industry by matching 10 specific terms - such as porter, bellhop, valet, accountant, door-man - with their meanings on a teacher-made test.
9. At the conclusion of the project, 30 fifth grade students, with 75% accuracy, will demonstrate awareness of at least 25 occupations in the performing arts area of fine arts and humanities cluster as measured by a teacher-made pre - post test.
10. By the conclusion of the program, 30 fifth grade students will be able to identify, with 80% accuracy, the occupations related to agriculture and natural resources

as determined by a teacher-made and administered test by listing at least 40 occupations.

11. At the conclusion of the program the students will be aware of the problems surrounding soil and water conservation and will be able to identify at least seven occupations associated with these resources through teacher-made tests.
12. During the program the sixth grade students will gather, write, edit, print and distribute a school newspaper thereby demonstrating their comprehension of the numerous jobs involved in and related to journalism. Evaluation will be by teacher observation of both process and results based on 70% accuracy in performance of their jobs.
13. At the conclusion of the project, 30 fifth and sixth grade students will show a 50% increase in knowledge of occupations in the field of communications and media as measured by a teacher-made pre - post test.
14. Approximately 30 sixth grade students will increase their knowledge of 25 health careers by 50% as measured by a teacher-made test.

SCITUATE MODEL PROGRAM DESCRIPTION

The primary purpose of the project is to expose approximately 400 students on a K-6 level to careers in eleven of the fifteen occupational clusters identified by the United States Office of Education. Teachers have been working on concepts, generalizations and activities related to careers at levels appropriate to the maturity of their respective students.

Each of the sixteen teachers involved has been working on her own curriculum for her part of the project. In addition to the regular classroom teachers, the art teacher will be working with the fourth grade students who will be studying fine arts and humanities. She has arranged to change her planned course of study so that she can work with this class on sculpture, pottery and painting and the regular classroom teacher will carry on with these three areas as well as architecture.

Many different methods were used by the teaching staff. They include:

1. Interviews
2. Lectures
3. Field Trips
4. Guest Speakers
5. Large Group Instruction
6. Small Group Instruction
7. Hands-On Demonstration
8. Role Playing
9. Activities

The two kindergarten classes cover personal service, three first grades study public service, three second grades are concerned with environment, one third grade is working on homemaking and consumer education careers, another third grade on marine sciences and yet another on transportation careers. One fourth grade covers

hospitality and recreation and the other fourth grade fine arts and humanities. One fifth grade is studying the performing arts area of fine arts and humanities and the other fifth grade covers agri-business and natural resources. A split fifth/sixth grade will cover the non-print area of communications and media while a sixth grade will study communications and media in the print area. Another sixth grade is looking at health careers.

The curriculum plans for developing each occupational cluster follow. The descriptions herein are those of the teachers involved in the project. Activities cited are of the project type, intended to expand career knowledge and experiences.

Personal Service

Kindergarten

Barber

Caterer

Private Nurse

Hairdresser

Laundry Workers

Librarian

Rug Cleaner

Waitress

Dressmaker

Field Trips

1. To a laundry
2. To a commercial kitchen or caterer
3. To a costume rental agency

Visitors

- | | |
|------------------|-----------------|
| 1. A barber | 4. A dressmaker |
| 2. A hairdresser | 5. A caterer |
| 3. A rug cleaner | |

1895

Personal Services -- Objectives:

1. To help the child to develop an increasing appreciation for those in the community who work for the welfare and happiness of each family.
2. To help the child to comprehend all of the different facets that make up one type of personal service.
3. To help the child to organize his thoughts about different personal services, by visiting some businesses during operating hours.
4. To help the child to reinforce such concepts learned while visiting different establishments by recreating some of the businesses in our classroom.
5. To help the child to understand more about other types of personal services through visitors coming to our classroom, and through slides, movies, and tape recordings.
6. To help the child to develop his memory by taking pictures when we see the personal services being offered, and then reviewing and remembering what we did and saw by the use of the photographs.

Barber/Hairdressing

A barber or hairdresser will visit the room. As they perform their services, they will explain their schooling, equipment, job responsibilities and provide information about good grooming and hair care.

Rug Cleaner

Children first "solicit bids" to see how much various rug cleaning companies would charge to shampoo the carpet in the kindergarten room. After deciding which company wins the "contract", the children watch and ask questions of the cleaners.

Their equipment and chemicals and type of business are all sources of learning for the children.

Follow-Up -- Children will then have a carpet sweeper to maintain the rug and to instill good clean-up habits after each day's activities.

Caterer

Children engage in a practical experience in party planning by hiring a caterer to come into the class to prepare a small meal. First, the children determine how many there will be, and what they want on the menu -- then figure out which caterer gives the best for the money. Children ask questions about food handling and preparation as they watch him prepare the meal. Some caterers have waitresses that accompany them, so she can explain her job to the children also.

Follow-Up -- With our own hot plates, and a counter bake/broil oven, the children plan a balanced menu for either a light breakfast or lunch, and we prepare it in our room. Good table manners are also reinforced through this project.

Laundry Workers

The children gather together a pile of dirty clothes and visit a laundry to see its progress through the plant. We see the various occupations of the men and women within the laundry and the system and machines they use to keep each person's laundry separate. Prior to the visit, we would see a filmstrip on the laundry, and discuss how people washed clothes before electricity.

Dressmaker

The children love to learn and recite nursery rhymes, so we presented a program

Mother Goose characters. Some of the costumes are easy to make ourselves, but

some have to be made by a seamstress. She could visit the classroom, and help the children make the costumes we need. Some costumes that would prove too costly or difficult to make could be rented from a costume rental agency - a possible field trip. The children help gather and prepare any props we would need for our presentation.

Follow-Up -- The children see the filmstrip about a tailor and apparel making and compare difference, and see how making items of apparel in quantity is achieved.

Librarian

The children will be taught the correct care and maintenance of library books. Our school librarian will demonstrate this. The kindergarten children could then begin to check our books from our school library. She could simply explain how books are numbered and cataloged and grouped on shelves. Children should realize that library is not only for books, but is rather a multi-media center for records, filmstrips, cassettes, games, research and even animals.

Follow-Up -- Children can visit a large library for tour and story-hour. Children can make a library in room.

Photographer

With the various field trips and visitors planned, the children will want to remember the details by taking pictures. A camera salesman or photographer could come to the class and teach several competent interested students how to operate the camera and take various shots. The children would have a practical experience in the handling of money and mail as they prepare the films for processing and then await the return

of the finished project. The children will display the photographs within the room, which will serve as catalysts for them to organize what they have seen and experienced into a logical, cohesive pattern.

The photographer could maybe take time to describe to the children how they develop and finish prints.

Public Service

Grade I

I. School - October

Jobs to include:

- Superintendent
- Principal
- Teachers
- Custodians
- Aides
- Clerks
- Nurse
- Special Teachers
- Kitchen Helpers
- Bus Drivers

Activities:

Interviews with special teachers, custodians, aides, clerks, cooks.

* Speakers

- Superintendent
- Nurse
- Principal
- Bus Drivers

Trip - Walk to Superintendent's Office

Room Activities Note: These same activities will be pursued for each unit as they lend themselves to said unit.

Map Study (make map of school)
Bulletin Board Displays
Charts
Filmstrips
Books
Flannel Board
Illustrations - made by children
Role Playing
Mural
Songs
Poems

II. Fire Department

Jobs to include:

Rescue workers - including ambulance corps
Fire fighters
Communications

Contrast the volunteer and the paid fire department, or determine how they are alike.

Activities

Field Trips 1. Walk to local Fire Department
2. Visit City Fire Department
3. Visit local Ambulance Corp

Speakers - Uncle Pete, the Forest Ranger may come to speak about Fire Prevention.

III. Police - January

Jobs to Include:

Chief
Patrolmen
Traffic Detail
Juvenile Officers
Detectives
Dispatcher
Canine Training etc.
Include both State and Local Police

Activities

Visit State Police Barracks

Speakers

Local Chief

Juvenile Officer

Someone to speak on how dogs are trained

IV. Post Office - February

Jobs to Include:

Postmaster

Rural Carrier

Mail Sorters

Clerks

Truck Driver collection and delivery

Parcel Post

Activities

Build our own Post Office for Valentines, and role play the various activities

Visit local post office

Visit automated post office

Speakers

Mr. Morrison a city postman

Mr. Weiselquist, a rural carrier

V. Other Community Helpers - March and April

Jobs Included:

Doctor

Dentist

District Nurse

Librarian

Veterinarian

Activities

Speakers

District Nurse

Mrs. Pearson, Librarian
Dr. Brochu, Physician
Dr. Gebhart, Dentist
Dr. Parillo Veterinarian

Set up little room library and let children play part of librarian.

Play -- Include all categories in a little play for parents to view.

Environment and Conservation Education

Grade 2

I. Possible Careers:

CONSERVATION

Park Patrolman
Park Ranger
Park Worker
Park Forester
Forest Ranger
Forest Fighter

CARE OF THE LAND

Farmer
Farm - Equipment Operator
Dairyman
Farmhand, animal
Farm Housekeeper
Orchardist

CARE OF ANIMALS

Animal Keeper - Head
Animal Keeper
Veterinarian
Farrier
Horse Raiser and Trainer
Pet Shop Owner and Clerks

PLANTS AND SOIL

Nursery Man
Nursery Worker

Greenhouse Owner
Landscapers

CARE OF THE WATER

Fishermen
Coast Guard
Firemen

Audubon Society Employees

Florist

Activities Proposed for Each Section:

II. and III. Land

A. Field Trip(s)

1. Visit a farm, dairy farm, or orchard.
2. Visit either Sturbridge Village or Plymouth Rock.

B. Construction Activities

1. Making a floor map of a model farm.

C. Extend invitations for speakers and demonstrations.

D. Incorporate Language, Music and Art.

IV. Care of Animals and Birds

A. Field Trip(s)

1. Visit a zoo.
2. Visit a bird sanctuary.

B. Construction Activities

1. Making bird feeder for the winter months.
2. Preparing booklets on animal adaptation to winter months.
3. Make use of puppets and role playing in associating similarities and differences among animals and their babies.

C. Extend invitations for speakers and demonstrations--have children do the letter writing.

D. Incorporate Language, Music and Art.

V. Plants and Soil

A. Field Trip(s)

1. Visit a greenhouse, park gardens, or plantarama.
2. Visit a construction area for soil samples.

B. Construction Activities

1. Growing plants under experimental conditions.
 2. Conducting experiments to find baby plants, roots and purpose of stems.
 3. Collect experiments to make soil, show that soil is layered and that it holds water.
 4. Collect samples of soil, leaves and seeds.
 5. Prepare a booklet containing essential facts about plants.
- C. Extend invitations for speakers and demonstrations, have children do the letter writing.
- D. Incorporate Language, Music and Art.

Schedule for Section to be Studied:

I. Our Environment and the Meaning of Conservation -- during October

- A. Keeping Our Environment Beautiful
- B. Overall View of the Environment (air, land, water, soil, plants)
- C. The Meaning of Conservation
- D. Learning to be a Conservationist
- E. Wise Use of Material
- F. Improvement of the Environment
- G. Air Pollution
- H. Water Pollution
- I. Using Our Natural Resources for Recreation

II. Land and the Productive Use of Land -- during the first part of November

- A. Composition and Makeup for a Farm
- B. Consideration of the types of farms
- C. Consideration of the types of machinery and employees on a farm
- D. Consideration of animals living on a farm

III. Water and Productive Use of Water -- during the latter part of November

- A. Exploring the various bodies of water
- B. Consideration of earning a living from the water

IV. Care of Animals and Birds -- during January, February and March

- A. Relating Animal life to the seasons of the year
 - 1. Migration of Birds to Warmer Climates
 - 2. Hibernation of some animals
 - 3. Various preparations undertaken by other animals for the winter
 - 4. Care of the young, similarities and differences among parents and babies
 - 5. Animal and bird life in different areas of the environment
- B. Consideration of occupations related to care of animals and birds
- C. Consideration of Animals and Birds kept as pets in the home
- D. Consideration of the seasons of the year

V. Plants and Soil -- during April and May

- 1. Plant growth in soil
- 2. Types of soil
- 3. Three parts of a plant
- 4. Plants need air, light, food, water, good soil for food
- 5. Seed and seed travel to foster growth of new plants
- 6. Plants provide food for humans - parts we eat
- 7. Plants provide us with clothing
- 8. Consideration of people who work with plants and the soil
- 9. Plants provide beauty to our environment

Activities proposed for each section:

I. Our Environment and the meaning of Conservation

A. Field Trip(s)

- 1. Visit a state or national natural resource area
- 2. Visit a park or camping area
- 3. Nature walk in the vicinity of the school

B. Constructing Activities

1. Build a terrarium
2. Prepare litterbug bags and posters
3. Make conservationist badges

C. Extend invitations for speakers and demonstrations

1. Contact forest ranger for Scituate
2. Invite Mr. Valcourt, a forestry major, to speak

D. Use the facilities of the Department of Natural Resources and the Smokey the Bear Program

E. Incorporate language, music and art

1. Art -- posters, drawings, mural of the environment
2. Music -- special songs
3. Language -- poetry appreciation, stories for simple reports, oral stories about Smokey the Bear

Transportation Jobs Listing

<u>AIR</u>	<u>BUS</u>	<u>RAIL</u> (train and subway)
(airplane and helicopter)	dispatcher	engineer (locomotive)
pilot	ticket seller	locomotive fireman
co-pilot	bus terminal operator	conductor
navigator	maintenance	brakeman
flight engineer	custodian	baggage man
stewardess	cartographer	station agent (ticket)
mechanic		clerks
dispatcher	<u>TRUCKING</u>	dining car (cooks, waiter, busboy)
traffic controller	driver	parlor car (maids and porters)
radio operator	material handlers	train worker
teletypist	mechanic	cartographer
traffic agent	washer	
clerk	lubricator	
baggage man	foreman	
cartographer	secretary	
	rate clerk	
<u>SEA</u>	accountant	
captain	crane operator	
navigator	cartographer	
pilot		
engineer		
fireman		
deckhand		
cabin steward		
tographer		

Plan: To use the ongoing curriculum in the areas of reading, language arts, science, and social studies and in these areas incorporate and weave in the career awareness opportunities involved in transportation, specifically in the areas of air, sea and land.

Testing: An oral ~~pre~~-test on the jobs involved in these areas of transportation air, bus, sea, rail, and trucking will be given through the use of a tape recorder. A post-test using the same method will be given at the end of the program to check whether the goals have been met.

During the program, evaluations will be made through the use of pictorial tests, matching tests, and oral discussion to check the knowledge of the children on job and job opportunities served in the program.

Consumer and Homemaking Education

General Objective:

The students should become aware of the many varied occupations involved in the area of consumer and homemaking education. They are exposed to the methods and instruments used in each area.

Equipment:

1. Cookware - spoons, bowls, blender, pots and pans, etc.
2. Paper for cookbook
3. Threads, cutting shears
4. Sewing machines

Activities:

1. Produce a fashion show
2. Produce a cookbook
3. Make model homes with home furnishings
4. Prepare a complete meal -- well balanced

Field Trips:

1. Slater Mill - study of textiles
2. Sturbridge Village
3. Toy manufacturer
4. Place to see clothing being designed
5. Visit to an institution where food is being prepared and served

Foods and Nutrition

Dietitian - hospital
school lunch cooks
institutional
therapeutic
insurance companies

Public health

Nutritionist

Research worker

Foods editor

Space foods

Specialized foods school--chef

Teacher

Waitress

Food manager

Textiles and Clothing

Seamstress

Designer of Clothes

Designer of fabrics

Alterations and repairs

Laundry workers

Teaching for Singer or YWCA

Development of textiles

Testing--research

Chemistry-biology-plastics

Home Furnishings

Merchandiser -- sales

Interior decorator and designer

Upholstery

Slipcovers

Room design

Window Dressing

Salesgirl (sheets, furniture, hardware)

Child Development

Nursery school teacher

Day care career

Airline stewardess

Toy manufacturers

Elementary school teachers

Consumer Education

Better Business Bureau

Extension Service

Dairy Council

Advertising

Buying and selling

Flea market

Marine Sciences and Peripheral Occupations

Grade 3

Objectives (broad)

1. To introduce the children to the wonders and complexity of life in the sea and to relate these to the world of work.
2. To give children an awareness of the many careers open to man which are dependent on the ocean.
3. To help the children understand the relationship between living things and their non-living marine environment. To discover the many opportunities man has to study and work with these relationships.
4. To make the children aware of the many career opportunities in the marine sciences which will be available to them in the future, as technology in this field advances.

Procedures and Activities:

1. Keep aquarium to observe marine life.
2. Carry on pollution experiments.
3. Collect and preserve marine specimens.
4. Publish marine journal at end of year.
5. Collect, prepare and cook food from the sea.
6. Photograph marine specimens.
7. Set up marine museum (aquarium) w/program, guides etc. for parents and other students.
8. Trips to:
 1. N. E. Aquarium
 2. URI Marine Lab
 3. Two Seashore Trips: Sandy Shore
Rocky Shore w/tidal pools
 4. Fishing boat on bay
 5. Fish processing plant

Materials:

1. Salts for aquarium - any repairs to be made
2. Small aquarium
3. Alcohol for preserving specimens
4. Kodak Instamatic Camera and Film

Fine Arts and Humanities

Career Opportunities In:

Sculpture

Sculptor - wood, stone, metal
Model
Caster
Finisher
Foreman
Mold Maker
Circular Sawyer, Stone
Beveler
Marble Polisher
Quarryman
Radial Drill Operator
Rock Splitter
Slate Cutter
Teacher

Ceramics and Pottery

Potter
Jollier
Jiggerman
Thrower
Saggerman
Pot Drier
Dipper
Glazer
Slipper
Fireman - Kiln
Spray Machine Operator
Ware Cleaner
Ceramic Engineer

Field Trips:

1. Newport - Historical homes, mansions; Newport Art Gallery
2. Providence - Rhode Island School of Design, two trips
3. Sturbridge Village - Architecture and pottery - making

Possible Activities:

Classroom Guests

Sculptor

Activities

1. Pottery - making
2. Sculpture in clay and metal
3. Game "What's My Line" -- to be made up by children with panel and guests as culminating activity

Plays - Music - Dance

Goals:

To know and be able to carry out the various jobs needed to be used in performances. To be aware of the different opportunities offered in the field of cultural arts.

Job awareness in the performing arts:

Actor	Choreographer	Professional dancer
Actress	Dance director	Concert singer
Makeup artist	Costume designer	Folk dancer
Director	Ballet dancer	Opera singer
Set director	Ticket seller	Voice teacher
Playwright	Music librarian	Composer
Scenic designer	Lighting director	Stagehand
Producer	Modern dancer	Sound Effects Technician
Usher	Candy seller	Musicians in orchestra
Popular singer	Conductor	

Activities:

1. Performance of a musical and dramatic Christmas program
2. Performance of a musical play in the spring
3. Bringing Herci and Myles Marsden of the Rhode Island State Ballet to the school for a performance
4. Attendance at the Rhode Island Philharmonic Young Peoples Concert
5. Folk dancing
6. Looking Glass Theatre

Approximately 30 fifth grade students will be concerned with this cluster but the actual performance of a musical play in the spring will require the recruiting of many other students in other classes throughout the school.

Hospitality and Recreation

Grade 4 - Barbara Norberg

Career Opportunities:

HOTELS/MOTELS

Housekeeping Dept.

maid
porter
housemen
linen room attendant
laundry worker

Office

bookkeeper
cashier
telephone operator
secretary

Maintenance

carpenter
electrician
stationery engineer
plumber
painter
T.V. repairmen

Uniformed Staff

bellhop
doorman
elevator operator

Front Office Staff

room clerk
key clerk
mail clerk
information clerk

Administration

hotel manager
food service manager
sales manager

Other

accountant
personnel worker
entertainer
recreation worker
waiter
chef
bartender
detective
barber
beautician
valet
seamstress
gardener
garage attendant

RESTAURANT

waiter and waitress
cook and chef
counter attendant
bartender
bus person
kitchen worker, washer
vegetable preparer, etc.
pantry men and women
janitor
porter
floor polisher
manager
cashier
food checker
bookkeeper
stenographer

typist
dietician
accountant
advertising
personnel worker
entertainer
coatroom checker

RECREATION

Sports

coach
frainer
equipment manager
scheduler
instructor
performer
sportscaster
sportswriter

Zoos and Parks

animal tender
janitor
vendor
veterenarian
gardener
repairman
amusement aides attendant
animal feeder
animal trainer
road maintenance man

Entertainment

(jobs at the Civic Center)
ticket seller
usher and usherette
janitor
heat, light, sound technician
vendor
stage setter
program printer and distributor
parking attendant
publicity
accountant
special effects supervisory
performer

Field Trips:

Trip to Holiday Inn
Trip to Civic Center, restaurant, and show
Trip to Roger Williams Park for guided tour, if possible

Instructional Materials:

Film Strip projector
Technitilt screen
Tape recorder and cassettes
Record player

Learning Arts Catalogue

Community Series: Fun in the City
Sports \$7.75
Going Places and Doing Things \$7.75
Community Series: Types of Cities
Resort City \$7.75

SRA Catalogue

Job Experience Kits P. 61
5-4130 Motel Manager \$6.40

Taylor Tech or Tapes P. 61
4597 Hotel Clerk/Manager \$4.90

Pixie Publications (T.S. Oenison & Co., Inc.) Geraldine Goes to a Restaurant
\$3.99

Activities in the Classroom:

Make scale drawings showing where such occupations take place in a hotel, motel, etc.

1. In connection with the fifth grade performing arts, we stage and manage the show for the school. This constitutes everything from programs, tickets, ushers; etc.
2. Recognize, through picture-posters, the differences in the sports jobs in relation to each particular sport.
3. Invite manager or promoter of entertainment groups to class.

4. Write stories and illustrate "If I Were..." choosing one of the careers we are working with. Include what you think that person would have to do to successfully carry out his or her job.

Agricultural Business and Natural Resources

Grade 5

Procedure:

The methods to be used by the teaching staff are:

1. Lecture
2. Small group discussion
3. Guest speakers from community
4. Interviews (workers on trips)
5. Field trips
6. A.V. materials
7. Activities
8. Games

The teaching staff will use the following facilities:

1. Overhead projector
2. Film projector
3. Super 8 loop projector
4. Filmstrip projector
5. Filmstrip viewer
6. Cassette and tapes
7. Viewtalk
8. Records
9. Microscope
10. Microviewer
11. Kena-vision projector
12. Instructional TV (36 and 2)

Procedure -- Forestry

1. Knowledge of trees that grow in the community - conifer; deciduous
2. Structure of trees
3. Trees as related to birds and animals
4. Food and important products from trees
5. The fruit farmer - apple
6. Good farming practices
7. Logging, milling, paper-making and occupations

Forestry Occupations:

Children are exposed to the many occupations associated with forestry such as:

forest ranger	selective logger
fire-fighter	marker
conservationist	edger
naturalist	scaler
tree girdler	game preserve warden
sawyer	wood technologist
inspector	dispatcher
lumberjack	pondman
paper and pulp worker	bucker
Christmas tree salesman	boomer
reforester	wild-life journalist
shipper	nature photographer
contractor	operate a tanker truck
salesman	bulldozer
bookkeeper	straddle truck
carpenter	fork-lift
pruner	operator of machines in manufacture of paper (chipper, roller, sorters, digesters)
grafter	construction worker (roads, trails)
rigger	forest shellers
truck driver	manager of outdoor recreational facilities (camp sites, beaches, parks)
power-shovel operator	illustrator
botanist	debarker
park and recreational policeman	whistle punk
aerial fighter	spotter
watershed manager	scaler
national park guide	orchard pruner
truck patrol	tree sprayer
deckman	
grader	
transplanter	

Field Trips:

1. Walk through the community
2. U. R. I. - East Farm
Dairy
Sod and Turf Plots
Nursery
Poultry Farm
3. Chopmist Fire Tower and Natural Resources Headquarters
4. Turnquist Saw Mill
5. Grant's Sugar Shack
6. Boston Museum of Science
7. Yellow Lot Trail - South Kingston

Speakers:

1. Wayne Carlow - Scituate
2. Harvey Dinerman - Dinerman's Poultry, Scituate
3. Pete Chamberlain - State Department of Forestry
4. Philip Verier - Department of Natural Resources
5. Dr. Skogeley - University of Rhode Island
6. Professor Hindle - University of Rhode Island

Follow Up Activities:

1. Identify trees on walk through community
2. Learn grafting techniques
3. Learn pruning techniques (on dwarf apple tree and red maple on school grounds)
4. Make paper from pulp
5. Make stationery using materials in natural form
6. Model - forest and logging, milling and paper factory depicting occupations
7. Make charts and illustrations
8. Bookends or similar objects from wood - carpentry

Poultry Farming

Procedure:

1. Fertilized egg vs. non-fertilized egg
2. Conditions necessary for hatching
3. Stages of development
4. Feeding and care of

Related Occupations:

dresser	packer	breeder
drawer	bookkeeper	hatchery
debeaker	scalding	manager
checker	cutter	vaccinator
candler	chiller	poultry farmer
plucker	fork-lift operator	weigher
egg separator	boner	washer
boxer	grader	singer
feed dealer	salesclerk	equipment salesman
grain shipper		collector
clerk		
dealer and repairman for equipment		
truck delivery		

Speakers:

1. Mr. Wayne Carlow -- Poultry farmer, Scituate
2. Mr. Harvey Dinerman -- Dinerman's Poultry Farm, Scituate

Activities:

Hatch chickens
Feed and care of chickens

Evaluation:

Quiz and teacher made test

Soil and Water Conservation

Procedure:

1. Formation and composition of soil
2. Soil profile
3. Erosion - causes, wildlife depopulation, conservation; practices of
4. People work together maintaining a watershed
5. Function of dam - reservoir
6. Flood control
7. Demands water has on community, city, state
8. Water problems in Scituate
9. Purification of water at the treatment plant

Related Occupations:

water sanitation supervisor
county agent
water service dispatcher
dam tender
water meter inspector
soil fertility specialist
meteorologist
water plant pumping station operator
soil tester
water tester
surveyor
engineer
water meter installer

water meter reader
water meter repairman
welder
computer
bookkeeper
billing clerk
secretary
construction worker
cement worker
caterpillar operator
brick layer
water pipe installer

water power plant supervisor
ditch digger
soil conservationist
agronomist
watershed manager
grounds maintenance worker
illustrator
well digger
engineer

delivery service
bacteriologist
roto-rooter man
plumber
cesspool-septic tank installer
county agriculture agent
chemist
soil surveyor
soil scientist

Field Trips:

1. Walk around school and community after heavy rain - note erosion, leeching, pollution, etc.
2. Visit Horseshoe Dam, Scituate
3. On forestry trip take in watershed area

Activities:

1. Water testing - pond, tapwater, puddle, lake, well, school, brook, culvert
2. Soil testing - clay, silt, humus, loam (forest, garden and along sidewalks)
3. Construct water treatment plant
4. Construct dam and reservoir

Speakers:

1. Hans Berghe - Water Supply Board

Evaluation:

Teacher-made test

CALENDAR

Pre-test last week in September

Forestry - September, October, November, December, April, May

Soil and Water - January, February, March (rains), April, May

Poultry - March, April

Post-Test - May (last week)

EVALUATION

1. A pre-test in the form of a teacher-made test will be given during the last week in September, and students will be asked to list as many careers as they can that are associated with agriculture and natural resources.
2. The same test will be given at the conclusion of the project during the last week in May, 1974, to determine if the behavioral objectives have been reached.
3. Written teacher-made tests will be given at the end of each unit for evaluation.
4. A post-test will be given during the last week in May.

In awareness and identification of occupations encountered during the program the students will achieve a minimum of 60% accuracy in the teacher-made post-test.

Communication and Media

Approximately thirty students in grades five and six will be exposed to the varied career opportunities in the field of communications and media. The growth of the communications industry has been so great that many careers now exist which were not even thought of thirty years ago. The people of the United States today live in a world saturated with the products of mass communication.

For the purposes of this project, communications may be broadly classified in three categories: 1) visual--such as filming and television, 2) auditory radio, telephone, telegraph, and 3) written--such as newspaper, book and magazine industries.

All are inter-related to some degree. The primary emphasis of this project will be on the visual areas of communication and media with lesser, but some exposure, to the verbal-auditory area.

Radio

Organization of a Radio Station

1. Production and Continuity
 - Commercial Scriptwriting
 - Commercial Production
 - Scheduling of Commercials
 - Traffic Manager
 - Continuity Director.
 2. Engineering
 - Transmitter Engineer
 - Studio Engineer
 3. Administration
 - Station manager
 - Secretary
 - Receptionist
 - Bookkeeping
 - Billing and Collection Dept.
 4. Sales
 - Advertising Salesman
 - Local Sales (accounts such as Outlet Company)
 - Regional Sales (accounts such as N. E. Telephone)
 - National Sales
 - (accounts such as Chevrolet)
 - Sales Research
 - Market Research
 - Sales Promotion
 - Merchandising
 5. Programming
 - News gathering
 - News research
 - News writing- 8 line story
 - Documentary programs
 - Weather
 - Stock quotations
- | |
|-----------------|
| News announcing |
| Sports |
| Public service |
| Music |
| Talk shows |

Occupations:

Commercial scriptwriter, news announcer, actor, continuity director, transmitter engineer, traffic director, local-regional-national advertising salesman, station manager, bookkeeper, news writer, sales researcher, studio engineer, newsman (interviewer or researcher), weather announcer, public service director, music director, receptionist.

Resources and References:

Trade magazines--broadcasting--newsweekly of broadcasting and allied arts
United Press International Broadcast Style Book

Field Trip--radio station

Activities--Produce a radio show

Evaluation--Teacher-made test

Television

1. Most children have never known a world without television.
2. Television combines the best elements of radio with the potency of motion pictures.
3. Television capitalizes on immediacy, upon the "here and now" aspects of communications.

-Procedure-

1. Planning the weekly television programs for closed circuit television transmission.
 - A. Written ideas--briefly stated by all members of the class
 - B. A committee appointed to select 4 or 5 ideas and present them to the class.
 - C. Decision made regarding material to be included in program.
2. Investigate technical aspects
 - A. Learn to operate videoscope recorder and camera
 - B. Become familiar with lighting
 - C. Prepare necessary graphics--slides, photographs, flat materials should be in a 3:4 ration--horizontal format
3. Assignments
 - Researching and writing the program
 - Producing
 - Directing
 - Interviewing
 - Promotional Copy Writing
 - Makeup Artist
 - Actor
 - Costume Designer
 - Audio Technicians
 - Video Technicians
 - Sound Effects
 - Musical Director
 - Graphic Artist
4. Producing the program

Occupations:

Producer, program director, graphic artist, actor, research director, public relations director, writer, cameraman, makeup artist lighting technician, studio engineer, announcer, transmitter engineer, advertising sales manager, musical director, sound effects director, sound technician, news reporter, commercial copy writer, choreographer, receptionist, bookkeeper, typist, musical director, costume designer, proofreader.

Speakers--Studio engineer
Station director
Art teacher

Field Trip---Changel 36 Station WSBE

Evaluation---Teacher made test and observation of TV shows using a checklist

Vocabulary-Film Making

Pictorial Continuity

Pictorial Continuity--

Proper development and connection of motion picture sequences to create a smoothly joined, coherent motion picture story.

Reestablishing short--a medium or long-shot usually following a close-up which again establishes a general scene. Three methods of reestablishing are: (1) pulling back, (2) panning, (3) shooting from reverse angle.

Overlap--reshooting of action that has taken place at the tail end of the preceding scene.

Matching Action--a filmcutting operation in which successive shots show identical action although from a different angle or distance from the subject.

Cut-in--a brief shot, usually a close-up or extreme close-up which cuts into the main action. Also known as an insert.

Cut away--a brief shot, usually a close-up or extreme close-up which cuts away to a related subject or to a separate action that is going on at the same time.

Head-on and tail-away shots--specialized type of but-ins where subject is either coming toward or going away from the camera.

Panning--moving the camera and following the action as it moves from one location to another.

Buildup--the use of incidental shots or sequences which are subordinate to the main action but round out the story by giving it meaning, clarity, suspense or excitement.

Tempo--timing or pace. Rate of movement, relative speed or slowness of motion picture.

Medium Shot--a transition shot bridging the jump from long-shot to close-up and building up the subject.

Communications and Media

Grade 6

Procedure:

During the first weeks the children spend time becoming acquainted with the basic career fields being studied.

The children are asked to fill out sheets listing the various jobs they feel depend on the ability to communicate.

The children are given a pre-test in the field which will be covered the coming year.

An introduction to the basic skills also takes place during the first month. Since subsequent work will be more productive and meaningful with firmer knowledge of specific skills, the children will begin work with the SRA Writers Lab and instructional tapes and filmstrips by the end of the first month.

By October the children will begin to be exposed to the various jobs in the fields of journalism.

By January the first issue of the newspaper will be ready for publication and the children will have made a trip to the Providence Journal.

During the year students will be involved in interviews with people in some field of communications as well as other fields.

The questionnaire which follows is a sample of the types of questions students will be seeking answers to on their interviews:

1. What are the duties of your job?
2. Is there any special training which must take place in school?
Should you have any special interest or aptitude for this job?

3. Does this job offer steady employment? What are the employment possibilities at this time? What are the possibilities of advancement?
4. Is this job dangerous? Does it require physical or mental stamina?
5. What are the advantages and disadvantages?
6. Does this job require the need for cooperation? Is there any decision-making necessary? Are you responsible for the work of others?
7. What is the minimum/maximum wage?

Health

Grade 6

Means to Achieve Goals:

1. First Aid Course--

To have children gain insight into health work and an understanding of the functions of the body.

2. Trips to hospitals and colleges to see how professionals are trained and the nature of their work.
3. Animals - fish - gerbils -- to be used to develop skills of observation and record keeping.
4. Work with projects to have children gain insight into therapy projects.

SCITUATE MODEL EVALUATION AND DESIGN

The project objectives list fourteen expected outcomes for the various groups involved in the project.

Evaluation at each is achieved through a teacher-made test. Examples of the type of test used for both pre- and post-testing follow. The design does not call for process monitoring but only outcome reporting. The State Department of Education now includes process as well as product evaluation through a third party contract as part of the evaluation of all Career Education programs.

Objective #2

Public Service

Pre-Test

1. Who are the people who work for us in our school?
2. Why do we have a fire department?
3. Who works at the fire department?
4. What do they do?
5. Do you know any jobs in the police department?
6. If you worked in a post office, what do you think you might do?
7. What other people in our town help take care of us?

Make a check list for individual tests.

Objective #4

Pre and Post-Test

1. What would happen if through a strike or fuel shortage all trucking had to come to a halt?
2. If you wanted to go across the country very quickly, what would you take?
CAR TRAIN PLANE BOAT HELICOPTER
3. If no trucks could pick up garbage or rubbish because of a strike or because they could not get any gasoline, what would happen?
4. What does the word TRANSPORTATION mean?

WHO AM I?

1. I fix motors.
2. I ship cargo on land.
3. I fly a plane.
4. I steer a boat.
5. I drive a train.
6. I drive a bus.
7. I collect tickets on a train.
8. I make you comfortable on your air trips.
9. I help the flyer of a plane.
10. I stop a train.
11. I lay tracks.
12. I look after your baggage.
13. I keep rest rooms clean at the airport and bus terminal.
14. I map the course of a ship.
15. I keep the ship clean.
16. I tell planes when and where to land and take off.
17. I send messages from one place to another.
18. I tell buses when and where to go.
19. I am responsible for everything that happens on a ship.
20. I take a ship out of the bay or harbor.
21. I send and receive messages through the air.
22. I sell tickets for a bus trip.
23. I load trucks.
24. I write letters and file papers.
25. I keep records of money spent and money received.
26. I am in charge of everything that happens at a bus terminal.
27. I run the machine that lifts things high up into the sky.
28. When you send freight by truck, I decide how much you pay.
29. I drive a truck.
30. I grease an oil truck.
31. I drive underground trains.
32. I am in charge of people who load and unload trucks.

33. I keep the trucks clean. .
34. I take care of the engines and motors on a plane while it is in the air.
35. I send and receive messages on a machine that looks like a typewriter.
36. I make repairs in a bus terminal.
37. I stoke the furnaces on the boat.
38. I keep the train's engines in good working order.
39. I make maps showing the routes to be taken.
40. I work in the dining car on the train.
41. I keep the cabins on a ship clean and make the beds.
42. I'm the lady who works in the parlor car on a train.

Objective #7

Fine Arts

Pre-Post-Test

Who or What Am I?

1. To do my work, I must be strong and patient. I work with small tools such as chisels, hammers, and knives. I am a SCULPTOR.
2. Many people work under my supervision. Usually I am in a large building. I help to keep famous works of art. I am a CURATOR OF A MUSEUM.
3. I mix clay, felspar, flint, lead oxide and calcium carbonate in certain amounts. My job is to GLAZE POTTERY.
4. All day long I answer questions about where I work. I protect many things. I am a MUSEUM GUARD.
5. To do my work, I must peep through a hole to see if things are all right. The things I see have been made by others. I am a FIREMAN - KILN.
6. I use fingers, pick, knife, sponge or sandpaper. I work on things easily broken. I am a WARE FINISHER.
7. My tools are jackhammers, wedges and feathers. What could I be doing? CUTTING STONE--QUARRYMAN.
8. I use my hands and feet to do my work. With my hands I feel carefully. I am a THROWER OF POTTERY.
9. The small tools I use depend upon what I make. I always use a machine. I am a JIGGERMAN.
10. I use a maul, wooden paddle, and knife in my work. I am a SAGGERMAN.

Objective #2

Fine Arts - Music, Theatre, Dance

Pre-Post Test

1. A writer of plays is a _____.
2. A _____ is the chief supervisory in selecting appropriate artists and studio personnel. He coordinates the efforts of all people involved in the show to produce effective entertainment and directing.
3. One who assumes responsibility for selection of scripts, financial control and other overall problems of production is called a _____.
4. An _____ conducts persons to seats and sees that everyone is comfortably seated for the performance.
5. The actors are prepared by the _____ who prepare proper makeup.
6. The _____ conducts rehearsals and sees that each scene is properly effective.
7. _____ plan and design settings and backgrounds for plays. They select furniture and other properties to help convey desired visual impressions.
8. The proper wearing apparel is chosen and made by the _____.
9. Special equipment to simulate sounds such as gunfire or falling water is operated by _____.
10. _____ helps give the desired visual impressions and moods.
11. _____ promote the advertisements and publicity to help provide for a good audience.
12. People who provide small refreshments during intermission to help cut the cost of the performance are called _____.
13. People who impersonate others and are able to perform are called _____ and _____.
14. A _____ perform in classical ballet or modern dance, folk, tap and other popular kindsof dancing.
15. _____ creates new dance routines.

16. _____ train dancers in new productions.
 17. Movements based on certain conventional or styled position and women who dance on their toes are called classical _____.
 18. People who use movements much more varied but are carefully planned and executed to follow a pattern are called _____.
 19. Dancing performed in other countries and illustrate different periods of time are usually performed by _____.
 20. _____ usually perform in musical shows of all kinds, in nightclubs and other entertainment places.
-
21. _____ and _____ are usually professional singers of classical music and are usually soloists.
 22. _____ maintain music files and are able to plan and arrange for musical services.
 23. _____ prepare the stage for each of the different settings.

Answers

1. playwright
2. director
3. producer
4. usher
5. makeup artist
6. set director
7. scenic designers
8. costume designer
9. sound effect technician
10. lighting
11. ticket sellers
12. candy sellers
13. actors and actresses
14. professional dancers
15. choreographer
16. dance directors
17. ballet dancers
18. modern dancers
19. folk dancers
20. popular singers
21. concert singers opera singers
22. music librarian
23. stage hands

Pre-and Post-Test

I DUTY

- a. I test soil.
- b. I radio a dispatcher to report a fire deep in the woods.
- c. I dress chickens.
- d. I check soil for chemical elements.
- e. I cut away dead and diseased branches from trees.
- f. I repair equipment.
- g. I am concerned with the wise use of our natural resources.
- h. I make sure people obey laws for the protection of our wildlife.
- i. I protect chickens against diseases like pox.
- j. I wear a nylon suit, wire-meshed helmet, and two chutes. When I'm not fighting forest fires, I build trails, close old ones, and build fire lines around areas where fires might occur.
- k. I read an instrument and record the amount of water used.
- l. I operate the machine that beats pulp, and add dye to color it.
- m. I put eggs in an incubator, keep records, and check eggs.
- n. I mark each board with "select" or "shop" with a colored pencil at the end of a long stick.
- o. I haul bulk chemicals to the storage tanks at the water treatment plant.
- p. I run many tests on one sample of water.
- q. I take the organs out of chickens.
- r. I bring in water to fight fires.
- s. I put cartons of eggs in boxes.

II OCCUPATION

- a. Soil Tester

- t. I supervise the planting, maintenance and harvesting of trees.
- u. I write a column on farm news.
- v. I decide whether or not you get the farm loan you need.

Pre-and-Post Test Occupations:

Forester, game preserve warden, logger, ground fire fighter, maintenance mechanic, bacteriologist, apiarist, poultryman, florist, journalist, meter reader, vaccinator, packer, buckler, billing clerk, grader, tanker truck operator, scout spotter, plumber, lumberjack, salesman, credit examiner, conservationist, fertility specialist, national park guide, pruner, snake jumper, papermaker, hatchery worker, truck driver, watershed tender, entomologist, breeder, reseeder.

Soil and Water

Explain the following problems:

- a. A farmer plowed and planted his corn straight up and down the hill. Why did he have a poor crop?
- b. A man trimmed his fruit trees making cuttings 5-7 inches in diameter. The trees died within a few years. Why?
- c. A family had a septic tank installed. They were asked not to use too much water at one time. Why?
- d. A nurseryman used his land for a nursery for ten years. Then he had to start a nursery somewhere else. Why?
- e. There was a great deal of water loss in a watershed. How was this problem solved?
- f. A family moved into a new home. When they turned on the faucet the water was rusty. What did the conservationist do for them?
- g. For three years a farmer sprayed his vegetable garden with insecticide. This garden was located near his apple orchard. On the fourth year he had a poor crop of apples. Why?
- h. Cut, Cut, Cut! Another grove of trees is lost...! How is man hurting himself?

* * *

1. Put a check mark before each occupation involved in soil and water conservation.
2. Circle 7 occupations that are directly related to the problems above.

___ apiarist

___ water meter reader

___ ground maintenance work

___ poultry man

___ ditch digger

___ agronomist

___ fruit producer

___ watershed manager

___ museum worker

___ floral designer

___ brick layer

___ meteorologist

___ engineer

___ garden center worker

___ fish and wildlife specialist

___ cartographer

___ Christmas tree salesman

___ plumber

___ dam constructor

___ well digger

___ water tester

___ surveyor

___ Roto-Rooter Man

___ soil conservationist

___ cesspool installer

___ plumber

___ fireman

___ hand pollinator

___ salesman

___ baker

___ cement mixer operator

___ bulldozer operator

___ caterpillar operator

___ tractor operator

___ rigger

___ cold storage worker

___ soil tester

___ paper maker

___ bookkeeper

___ journalist

___ sewage plant worker

___ powerhouse worker

___ reservoir constructor

___ carpenter

___ water pipeline installer

___ septic tank installer

___ billing clerk

___ fruit grower

___ zoologist

Pre - Post-Test

1. I work in a large television station and the responsibility for the overall program is mine. _____
2. I keep records of broadcasting time available for advertising and I prepare daily schedules of programs. _____
3. I am responsible for writing and editing all scripts. _____
4. I assist the continuity director and prepare the Announcers' Book ("copy") which contain the script and commercials for each program along with their sequence and length. _____
5. I plan and supervise individual programs and series of programs and I conduct rehearsals. _____
6. It is my job to select scripts, control finances and other overall problems of production. _____
7. I act as a link between the station and the school, churches and civic and charitable institutions and I supervise and edit non-commercial programs. _____
8. I introduce the programs, guests and musical selections and deliver most of the live commercials. _____
9. I work in a large radio station where I take care of the music files and answer requests for any particular selection or type of music. _____
10. I work in a very large station and I select, arrange and direct suitable music for programs and general instructions from the program director. I also select musicians for live broadcasts. _____
11. It is my job to plan and supervise the overall news and special events coverage of a station. _____
12. I broadcast daily news programs and report special news events on the scene. _____
13. I select and write news copy to be read on the air by someone else. _____
14. I work in a station where we originate live television shows and I plan and supervise the setting up of scenery and props. _____
15. I plan and direct the actors' positions and movements on the set in accordance with the director's instructions. _____
16. I set up props, hold cue cards and do the unskilled chores around the studio. _____

17. I prepare people for broadcasts by applying proper makeup. _____
18. I plan and design settings and background for programs such as selecting furniture, draperies, pictures and other properties to help convey the desired impression. _____
19. I operate special equipment to simulate sounds, such as closing doors or horses running. _____
20. In a television station, I edit and prepare all film for on-the-air presentation. _____
21. I catalog and maintain the station's files of motion picture film. _____
22. My job is to have chief responsibility for all engineering matters including supervision of the other technicians. _____
23. I work for a network and I design and develop new electronic apparatus to meet special problems. _____
24. I sell time on the air to large companies like Sears-Roebuck. _____
25. I sell time on the air to a local drugstore. _____
26. The person who keeps records of the amounts of money owed to the station for advertising is the _____.
27. The person who handles the March of Dimes promotion and the stolen car reports is the _____.
28. The person in charge of a dance performance in a television production is _____.
29. The person who will most likely greet you first and then direct you when you go into a television station office is _____.
30. The person who adjusts the lights so that they are placed properly and are bright enough is _____.
31. The person in charge of cutting out and putting together a film is _____.
32. The person in charge of designing proper clothing for the actors is _____.
33. The person who has overall responsibility including finding financing for a film is _____.
34. The person who makes sure that thunder claps and bells ring at the appropriate time is _____.
35. The person in charge of cosmetics and wigs is _____.

Answer Key

- | | |
|---|------------------------------|
| 1. Program director | 16. Floorman |
| 2. Traffic manager | 17. Makeup artist |
| 3. Continuity Director | 18. Scenic Designer |
| 4. Continuity Writer | 19. Sound effects technician |
| 5. Director | 20. Film Editor |
| 6. Producer | 21. Film Librarian |
| 7. Education & Public Affairs
Director | 22. Chief Engineer |
| 8. Announcers | 23. Development Engineers |
| 9. Music Librarian | 24. National Salesman |
| 10. Music Director | 25. Local Salesman |
| 11. News Director | 26. Bookkeeper |
| 12. Newscaster | 27. Public Affairs Director |
| 13. Newswriter | 28. Choreographer |
| 14. Studio Supervisor | 29. Receptionist |
| 15. Floor or Stage Manager | 30. Lighting Technician |

Place a check mark in front of all those jobs that you would find in journalism.

<input type="checkbox"/> critics	<input type="checkbox"/> market research
<input type="checkbox"/> columnists	<input type="checkbox"/> syndicate operator
<input type="checkbox"/> copy	<input type="checkbox"/> secretary
<input type="checkbox"/> splicer	<input type="checkbox"/> creative director
<input type="checkbox"/> cytologist	<input type="checkbox"/> props man
<input type="checkbox"/> painter	<input type="checkbox"/> horticulturist
<input type="checkbox"/> lineman	<input type="checkbox"/> stenographer
<input type="checkbox"/> physicist	<input type="checkbox"/> music librarian
<input type="checkbox"/> rigger	<input type="checkbox"/> compositor
<input type="checkbox"/> editorialist	<input type="checkbox"/> stereotyper
<input type="checkbox"/> announcer	<input type="checkbox"/> teletype operator
<input type="checkbox"/> correspondents	<input type="checkbox"/> beat man
<input type="checkbox"/> "cub" reporter	<input type="checkbox"/> rewrite man
<input type="checkbox"/> slot man	<input type="checkbox"/> miller
<input type="checkbox"/> accountant	
<input type="checkbox"/> photoengravers	
<input type="checkbox"/> holder	
<input type="checkbox"/> recorder	

CUMBERLAND MODEL

GOALS AND OBJECTIVES

While the Cumberland program is an elementary level project like that of North Scituate the goals and objectives encompass more than career awareness. Also included are the other areas mentioned in the introduction--self-awareness, decision-making and more favorable attitudes toward work, as well as school. The goals are more general than the Scituate outcomes but nevertheless indicate expected behavior changes. Since self-awareness decision-making and attitude development are a composite of many diverse behaviors and are not sequentially developed by all people the same way, this type of general outcome objective is often more suitable. Goals and objectives for the program are as follows:

The goal of this project is career awareness for approximately 575 students in grades K-6. Using a concepts awareness approach in instruction with complimentary resources, students will acquire greater self-awareness and knowledge of the world of work as well as develop more positive attitudes toward themselves and work. Decision-making skills will be the focus of all levels of learning.

The following project objectives have been set:

- A. Upon completion of the school year, students will demonstrate a 25% increase in growth in self-awareness as measured by teacher-made pre- and post-tests.
 1. Students will participate in group discussions on self-awareness in cooperation with the elementary school guidance counselor.

2. Students will demonstrate self-awareness by completion of a teacher-made interest inventory relating to hobbies and interests.
 3. Given a teacher-made test, 80% of the students will respond with 80% accuracy to items showing the characteristics of a good worker.
- B. Upon completion of the school year, students will show a significant increase of 25% in the skills necessary to carry through the decision-making process as measured by documentation and/or testing.
1. 80% of the students will complete at least one contract a month as measured by teacher judgment upon submission.
 2. By the end of the school year all students will participate in group research projects as measured by teacher observation.
 3. On a weekly basis, students will have the opportunity to select materials relevant to a particular learning activity as measured by teacher documentation of the selection process.
- C. Upon completion of the school year, students will demonstrate a more positive attitude toward school as evidenced by a 25% increase in growth in attitudes as measured by pre-and post-test.
1. Upon completion of the school year, 70% of the students will demonstrate a more positive attitude toward school as measured by the results of a teacher-made pre-and post-test.
- D. Students will demonstrate a more positive attitude toward the world of work as measured by a 25% increase in attitudinal pre-and post-testing.

1. After participating in field trips, students will engage in group discussions with the teacher regarding the dignity of various occupations observed during the trip.
 2. Each student will be exposed to guest speakers, during the course of the year, who will provide the students with a better understanding of how his particular field relates to and benefits society.
- E. Students will show a 25% increase in their knowledge of careers and the world of work as measured by teacher-made pre-and post-tests.
1. All students will demonstrate knowledge of careers by participating in role playing related to specific occupations.

CUMBERLAND MODEL

PROJECT DESCRIPTION

Three major procedures are used to implement career-awareness in the elementary grades:

1. learner - centered instruction
2. concepts development
3. sequential planning

Students are selected for the project on a random basis.

Approximately 575 students in grades K-6 participate in the career oriented curriculum aimed at career-awareness, self-understanding, and decision-making skills. All academic skills are taught using an individualized approach to learning as well as career oriented techniques and materials. Teachers assume the roll of learner facilitators, guiding and encouraging each student to make decisions and to plan his day's activities based on his immediate needs and interests. Teachers facilitate the decision-making process by having the child go through the sequence of assessing himself and the information available, assimilating the two in order to make a decision, selecting his activity, growing from the experience, and thus preparing himself to go through these stages again at a higher level next time.

The elementary guidance counselor assists teachers, through seminars and individual conferences, to implement different or more effective career/self-awareness methods as the needs present themselves. She also works with the children having specific behavioral, developmental, or academic problems.

The primary method employed in the classroom will be individualized learner-centered instruction. An environment conducive to individualization will be evident

in the classroom by the arrangement of furniture, extensive use of materials independently operated by the child, individual or small group work, variety of activity simultaneously taking place, etc.

This individualized approach means instruction in basic skills in small groups which change constantly, depending on the needs. Since many classroom activities center primarily around career-awareness, the kinds of work people do, the tools they use, the skills involved, why all workers are needed, etc., the student begins to build a fund of knowledge or awareness of the world of work. Students choose their activities and take responsibility for pacing themselves and seeing their tasks through to completion. These methods not only meet the first two project objectives, self-awareness, career-awareness, and decision-making, but will also increase motivation and develop a more positive attitude toward school and the world of work.

This project tends to integrate all activities around the concept of students making choices, learning at their own speed and in the mode of learning most suitable to them. Unlike the Scituate model which has organized a standard content curriculum, this project focuses on classroom management techniques without prescribed content to reach its objectives. As its objectives are broader than career-awareness this process seems to be more suitable when self-awareness and decision-making are the goals.

CUMBERLAND MODEL

EVALUATION DESIGN

The project employs the Center for Evaluation and Research of Rhode Island College as a third party evaluator. An implementation schedule has been developed with the third party evaluator monitoring this schedule for process evaluation. The evaluator in conjunction with teachers in the project has developed test measures of each outcome objective.

CENTRAL FALLS MODEL GOALS AND OBJECTIVES

The Central Falls program emphasizes the development decision-making skills with exploration of careers utilized as a vehicle for encouraging this development.

The objectives of the program address career exploration, decision-making, attitude towards school, and increased academic achievement as a result of participation in the project. Format for the objectives vary, but they tend to focus on process in

some cases and outcomes in others. While the formats are not consistent, the areas covered are sufficiently broad to include, most typically, career education activities.

Also the goals selected are an indication of the primary identified needs of the youth in this urban setting. Following are the objectives for this project:

Objective One: Given the increased time devoted to non-traditional academic pursuits, all students will demonstrate an accelerated rate of academic achievement in reading and mathematics as compared to the students' previous rates of achievement.

Objective Two: Given the opportunity to engage in career studies of their choice, all students will explore at least seven occupations during the academic year.

Objective Three: All students will demonstrate an ability to make decisions by selecting at least four occupations and completing contract requirements for each.

Objective Four: Seventy percent of the students will show an improved attitude toward school.

CENTRAL FALLS MODEL

PROGRAM DESCRIPTION

This program attempts to achieve its objectives through the medium of a four member interdisciplinary teaching team.

In this system, each teacher is assigned approximately thirty students for whom he becomes the educational resource planner, or simply the group leader. The group leader's responsibility to his group includes helping each student deal with the normal behavioral and developmental problems that confront all youth, training the group in the cognitive methods and components of decision-making both in relation to careers and general life decision, encouraging the making of tentative decisions based on the above processes and ultimately the formulation of individualized contracts with each student based on the tentative exploratory decisions. Basically the group leader's responsibility is to get to know his group, and what each student's needs are, and then to set up individualized curricular activities to meet those needs. He must develop a sense of the resources available, both in the school and the total community, that can be utilized to provide each individual with the set of experiences most relevant and necessary for him at this point in time.

The major note of instruction is the contract, which is a student assignment negotiated with the teacher which includes academic skill development and career exploratory activities based on the interests of the individual student. This process is repeated throughout the year reinforcing the decision-making process, making the student more aware of the world of work, and in the process making school a more interesting place to be while academic skills are being learned.

This organizational approach to Career Education focuses on the process of decision-making and self-awareness rather than the content as in the Scituate program. It is similar to the Cumberland approach but utilized the interdisciplinary team structure due to the departmentalized structure of the junior high school. This completely different approach to education can have tremendous positive effects on students with poor motivation, but at the same time teacher training must be extensive in the control techniques that are necessary, or the system can become highly disorganized.

CENTRAL FALLS MODEL

EVALUATION DESIGN

The project employed the Center for Evaluation and Research at Rhode Island College as third party evaluator. An implementation schedule is designed yearly for process monitoring purposes. Product evaluation is achieved through analysis of pre- post-test scores on the six part Career Maturity Inventory. As is the case with all state funded Career Education projects a standardized evaluation design is under development with the Center at Rhode Island College.

TEACHER TRAINING

Descriptions of the training received by the teachers of the three communities is covered below by community. Although the training workshops have some similar broad objectives, differences exist due to specific objectives demanded by each community's unique situation.

The broad overall objectives include:

1. Teachers will have a command of the philosophy and techniques of career education.
2. To list 10 sources of occupational information for their levels of teaching.
3. To reproduce and have command of the cluster concept of careers.
4. To list 20 "hands-on" activities which could be assigned within the classroom.
5. To be able to identify and use appropriate community resources and list 50 such resources.

Obviously, this last objective will demand knowledge on the part of the teachers, of the available resources in each community. If a teacher is to cover one cluster, as in Scituate, training procedures will help the teacher explore, in depth, the different activities needed to develop the single cluster focus over a full school year.

If, as in Central Falls, the teachers attempt to cover all 15 career education clusters, the training procedures focus on the broader range of activities needed to include all 15 clusters during the school year.

It should be noted that the training for all projects is supported through a variety of funding sources. The overall coordination of career education training workshops is through the office of the Career Education Coordinator, Bureau of Social and Educational Services at Rhode Island College. This office is supported primarily through Education Professional Development Amendment and Alternate Learning Center funds.¹ In addition, specific training monies are made available for local community workshops through Alternate Learning Center, State Department of Education Career Education Project, Teacher Center, State Department of Education In-Service Program and Education Professional Development Amendment.

A sample outline of a career education workshop is included in Appendix A.

Scituate:

The North Scituate Elementary school program started with four teachers receiving four mini-grants for the 1973-74 school year. No training was received by these teachers.

Under Vocational-technical program funds, a three year Career Education project was implemented during the 1973-74 school year. (First year cost \$16,000.) Sixteen teachers in one elementary school (K-6) were involved.

The second year grant (\$12,256.) program was continued for the 16 teachers (K-6 approximately 400 students). Again, no training monies

were written into this proposal and no formalized training was given the teachers.

The teachers did visit one other Career Education project for ideas, but most of their materials development and program ideas were developed on their own, sharing ideas and building on the success of the first year of the program.

Through the State Department Career Education Project, Teacher Center and Education Professional Development Amendment funds, eight of the project teachers are currently (Fall, 1974) enrolled in a 3 graduate credit Career Education workshop. Instructors are Jack Rezendes and Mr. Bud Fagundes. Both are experienced Career Education teachers from East Providence.

The focus of this workshop is to help teachers develop curriculum materials and management strategies that will aid in meeting the objectives of the North Scituate Elementary School grant.

Cumberland

The initial development of Career Education was through a mini-grant (\$3,000.) to four 5th and 6th grade teachers at Garvin Elementary School. There was no training that went with this first year Career Education Program. In the Summer of 1973, 15 Cumberland teachers took part in a two week 3-graduate credit workshop funded through the Alternate Learning Center.

Mrs. Sandra McCreight was the instructor and the focus of the workshop was on curriculum, materials building and management strategies.

McCreight aided the teachers in integrating existing curriculum.

materials (such as the Croft Reading Program) with newly developed career education materials.

In the Summer of 1974, a second workshop with 30 teachers (20 from Cumberland and 10 from Lincoln) was held. Both elementary and secondary teachers and administrators were involved. This workshop was funded from State Department Career Education Project, Teacher Center and Education Professional Development Amendment funds. The instructors were Mrs. Pat Richards and Mrs. Susan Courtemanche from the Cumberland schools.

Central Falls

In the 1972-73 school year, Dr. Ronald A. Esposito (Coordinator of Career Education at Rhode Island College) directed four introductory Career Education seminars to the total junior and senior high school faculties. This was the first contact made with members of the faculty in the Central Falls school system. /

In the Summer of 1973 (June 18-July 6) a workshop was held for six junior high teachers who were to implement the first career education program in Central Falls. This program was funded through Part D of the Vocational Education Act and Education Professional Development Amendment funds.

During this three week period, approximately five days were spent in joint workshop sessions with teachers from the East Providence Project where the focus was on basic career education awareness, self-awareness procedures and an eight-hour Carkhuff²--designed human

relations workshop. During the remaining two weeks, Mr. Orrin Laferte and Dr. Ronald Esposito were the instructors involved in helping the teachers develop the strategies and methods to use in the first year implementation of their program.

During the Spring semester of 1974 an Alternate Learning Center funded workshop was held for 15 teachers and counselors, primarily from the junior and senior high school staff. Mr. Clark Lowery, a junior high school career education teacher from East Providence, was the instructor and focused primarily on curriculum development and management strategies during this semester-long workshop.

Additional training was received by six of these teachers who enrolled in an Education Professional Development Amendment funded Career Education workshop held on the Rhode Island College campus during the Summer of 1974 and instructed by Dr. Anthony Riccio from the Ohio State University.

CONCLUSION

As the reader has noted, the program differences existing are both philosophical and methodological. These differences also exist in the communities themselves. Whether this is due to demographics or simply individual human differences cannot be ascertained. However, the uniqueness of each community's program fits the community and is viewed positively by the administrators and parents of the respective communities.

Hopefully, other rural, urban, and suburban Career Education models can be compared to the Rhode Island models to better understand differences and similarities of these demographic models. With this data, better planning for unique communities can be effected.

Appendix A

Training Outline for East Providence

Career Education Workshop

Summer

Ronald A. Esposito, Ph.D.

Coordinator Career Education

Rhode Island College

Providence, Rhode Island

Dates: July 5 - July 28

Time: 9:00 - 3:30 daily

Place: Rhode Island College

Participants: 38 teachers plus participation by all administrators

7 K-6 Teachers

1 K-6 Counselors

11 Senior High School Teachers

(2 Eng, 2 Soc Sci, 1 Home Economics,

2 Sci, 2 Math, 1 Business, 1 Industrial Arts)

1 Counselor

16 Junior High

1 Counselor

1 Project Director

The principals from the four buildings spent at least two days per week in the workshop, as did the superintendent and his staff.

Workshop Objectives

Individual Level

Participants will be able to do or will produce the following:

1. To define the purpose of the pilot project including the hypothesis that is being tested and the relationship of the project outcomes to education in the rest of the state.
2. To describe the three major components of the project, the pilot project itself, the evaluation component and the teacher training component.
3. To describe in detail the particular project sub-component of which they are a part. Example: Elementary component, junior high component, guidance component, placement component.
4. To list the component skills of decision making and to describe a method of teaching these skills suitable to their grade level.
5. To list and define the eight traits embodied in the trait and factor theory of vocational development and to list at least two means of assessing each trait.
6. To administer and interpret Holland's self-directed search and to describe its use as a classroom process tool.
7. To list at least five sources of occupational information suitable for their grade level.
8. To list at least twelve of the fifteen career clusters.
9. Will produce a report describing one cluster in detail and report findings to the group.

10. Will decide on a format by school team for setting up activity continuum.
11. To list at least seven of the ten rules of contingency contracting.
12. To list the five steps required in the preparation of task materials for the contingency managed classroom.
13. To make a menu of at least ten reinforcing events which would be suitable to their grade level.
14. To list and briefly describe at least five "hands on" projects which can be assigned within the standard classroom.
15. ~~Will prepare a list of at least five student activities utilizing each~~
of seven pieces of audio-visual equipment suitable for their grade level.
16. Will prepare a list of guidance oriented, occupational information and career related subject matter materials which each participant wants purchased for their classroom use.
17. To list at least two commercially produced simulation games which would be utilized in their classroom and briefly describe the expected learning output.
18. To produce one fully developed simulation game suitable for their grade level.
19. Will formulate one activity continuum for each occupational cluster. Activities will be stated in measurable terms. Continuums will include exploratory and career related academic activities and will include examples of community based activities as well as in school activities.
20. To explain in their own terms five of Barth's six corollaries of when children enjoy school.
21. Will produce a physical layout for their assigned room that will enhance individualization.

22. Will produce a general plan that will enable them to manage an individualized classroom on a 30 to 1 ratio..
 23. Will produce a record keeping system that will include each student decision, activity continuum and student progress that can be managed in no more than 30 minutes per day for 30 students.
 24. Will prepare for and manage one thirty minute open classroom session utilizing a group of ten of their peers as students.
 25. Given a reporting handbook will be able to check for correctness the student demographic reporting forms.
-
26. To describe the product and process evaluation designs in general terms including a brief description of the monitoring system and an equally brief description of the pre-test post-test design.
 27. Given an examiner's manual for each test will properly administer each of the tests in the testing design.
 28. Will produce a detailed plan by team and individually for the two week orientation period; including testing blocks and coverage of the necessary program orientation materials. Ref. objectives #4, 5, 6, 7, 9, 16, 23, 25, 27.
 29. Will produce a detailed plan for the first month following the orientation including products developed in objectives #6, 9, 10, 13, 14, 15, 16, 18, 19, 21, 22, 23.

Workshop Agenda

Wednesday, July 5, 1973

9:00 - 12:00

Introduction

Nelson F. Ashline, Assistant Commissioner for Academic Services, Rhode Island State Department of Education

Edward Martin, Superintendent of Schools, East Providence, Rhode Island

Film - Career Education, Produced by Olympus Research for the U.S. Office of Education

Workshop and Project Overview

Orrin Laferte, State Project Director, Career Education

James Ryan, Project Director

Dick Gustafson, NERCOE Pre Test (New England Resource Center for Occupational Education)

12:30 - 3:30

A Pre-Assessment of Participant Point of View

Dr. Ronald Esposito and Dr. Walter Crocker, Asst. Dean, Educational Studies Division, Rhode Island College

Thursday, July 6, 1973

9:00 - 12:00

Trait and Factor Theory of Vocational Development and its Application to Decision Making

Ron Esposito, Ph.D., Coordinator, Career Education, Rhode Island College

12:30 - 3:30

Testing - The Students Point of View

Walter Crocker

Monday, July 10, 1972

9:00 - 12:00

The Self Directed Search

Sam Helms, Johns Hopkins University

12:30 - 3:30

Occupational Information Gathering

The Cluster Concept

Cluster Reports Assigned

Ron Esposito

Tuesday, July 11, 1972

9:00 - 3:30

Synthesis and the Decision

Ron Esposito

Activity Continuum Formats

Dr. Raymond Houghton, Chairman, Philosophy and Foundations Dept.,
Rhode Island College

Activity Continuum Format-Decision Making Problem

Wednesday, July 12, 1972

9:00 - 12:00

Contingency Contracting

Jerry Friberg, University of Massachusetts

12:30 - 3:30

Utilizing Industrial Arts Techniques in the Classroom

Dr. Edward Bzowski, Chairman, Industrial Education, Rhode Island College

Thursday, July 13, 1972

9:00 - 3:00

Utilization of Audio Visual Equipment

Representatives of Rhode Island State Department of Education
Northeast AMIDS

Determining Materials Needs

Sales Representatives of Major Publishing Houses

Friday, July 14, 1972

9:00 - 12:00

Cluster Reports

Sorting Out Session

Monday, July 17, 1972

9:00 - 12:00

Simulation Games

Utilizing Commercially Produced Games

David Woolman, Librarian, Curriculum Resource Center, Rhode Island
College

Developing Your Own Games

Ed Bzowski

12:30 - 3:30

Simulation Games Workshop

Walt Blanchard, Asst. Professor, Philosophy and Foundations Dept.,
Rhode Island College

Tuesday, July 18, 1972

9:00 - 12:00

Formulation of Activity Continuum

Orrin Laferte

To Include: Behavioral Objectives
In-School Activities

Exploratory

Subject Matter Related

Out-of-School Activities

Moving Towards Self-Direction

Coordinating the Team

12:30 - 3:00

Activity Continuum Workshop

Each teacher is to formulate one activity continuum for each cluster

Wednesday, July 18, 1972

9:00 - 3:30

Activities Continuum Workshop (Continued)

Walt Blanchard

Thursday July 20, 1972

9:00 - 3:30

The Open Classroom

Ray Houghton and Maureen Lapan, Director, Curriculum Resource Center,
Rhode Island College

Friday, July 21, 1972

9:00 - 12:00

Management Techniques for the Open Classroom

Audrey Crandall and Walt Blanchard

Asst. Professor, Elementary Education Department, Rhode Island College

Monday, July 24, 1972

9:00 - 3:30

Open Classroom Practice Sessions

Three Groups of 10 Teachers - Each teacher will manage a thirty minute class utilizing the group as students.

Tuesday, July 25, 1972

9:00 - 12:00

Project Evaluation Design

Dr. Richard Gustafson
Peter Fellens

NERCOE

12:30 - 3:30

Developing a Reporting Procedure

Dick Gustafson, Peter Fellens, Orrin Laferte

Wednesday, July 26, 1972

9:00 - 12:00

The Test Battery; Development and Administration

Dr. John Finger, Director, Testing and Research Department, Rhode Island College

12:30 - 3:30

Plan Development - Two Week Orientation Period

Learning Plan for Two Weeks Using Objectives

Thursday, July 27, 1972

9:00 - 3:30

Development of Plan for First Month Following Orientation

Friday, July 28, 1972

9:00 - 12:00

Final Exam

Participant Evaluation

200.

APPENDIX B

RHODE ISLAND DEPARTMENT OF EDUCATION DIVISION OF DEVELOPMENT & OPERATIONS BUREAU OF TECHNICAL ASSISTANCE PROGRAM DEVELOPMENT UNIT

ROLE STATEMENT CONSULTANT, PROGRAM DEVELOPMENT

The role of the Program Development Consultant is a dynamic one, constantly subject to review and analysis in accordance with the changing contexts in which the consultant operates. Though constantly subject to developmental change, an accurate and well-understood role statement is at any given point in time critical to the operation of the unit.

At the core of a very complex role is the task of assisting clients to adapt successful innovations to the idiosyncratic circumstances of his own local school system. Havelock and others have done much to establish a broad conceptual framework for such a role; however, specific role definitions are still largely unavailable. One of the basic difficulties in dealing with the role is that the consultant must deal with not only the cognitive operations but also the affective implications of given educational processes or methods.

For example, when a consultant is confronted by a client with a problem, he must be careful not to assume a dominant role in selecting the solution to that problem. Rather he must assist where needed in the client's selection of a solution from among an array of potential solutions presented him. This process, though, of providing alternative solutions to problems is only one part of the consultant's job. Another large part of his job involves personal interactions with a broad range of individual clients. Because there is

patently no single best method of interacting with a wide variety of people, this aspect of the role does not admit to definition readily.

Consequently, the role definition for the Program Development Consultant will be stated in operational terms, i.e., in terms of existing conditions, but subject to constant review and revision. Only in that way will it provide the necessary leeway for a consultant to build on his own personal strengths in interacting with his clients.

Three key concepts are central to the role of the Program Development Consultant. These are:

1. Service
2. Advocacy
3. Leadership

These concepts should not be thought of as being basically sequential, although they may from time to time happen in order. Probably with greater frequency they will not occur that way in the execution of the role. As a matter of fact, the last one is very likely to eventuate as a result of the successful accomplishment of either or both of the first two. Perhaps the only order of occurrence that we can be certain will not exist is the fact of leadership before the consultant has demonstrated that he is an advocate or that he can be of service. Such automatic conferral of leadership will never happen.

The central theme underlying the three concepts is a primary emphasis on process skills rather than specialized subject matter expertise. It is reasonably clear that the role of the subject matter specialist or expert (at least as it has operated within the State Department of Education) has become an ever more demanding and frustrating role. Few subject matter specialists can be expected to maintain the high level of competency and mastery of current information of their specialties that will guarantee

that they can bring to the LEA's a greater competency than is already present there or elsewhere. This is largely because of the proliferation of knowledge and ever-increasing subdivision within content areas as new specialties develop. Even within a single field, the particular needs of potential clients may well exceed the content knowledge of the consultant. Given that assumption, one may well ask how one can possibly be expected to become a generalist in all fields? The answer is that no such expectation obtains in connection with the role.

On the contrary, in a very real sense, the consultant must become a "process generalist", as opposed to a "content specialist". He must develop process skills such as needs analysis, program planning, information retrieval and dissemination, change strategies, research and evaluation techniques and interpersonal communication skills. That is to say, the consultant must be able to help his client to determine and articulate his problem, to bring to bear upon it data and resources that serve the development of alternative solutions, to make decisions about the proper alternative, to implement programs, and, finally, to evaluate the results of these programs. Looked at from this perspective, it becomes possible for one to keep current with major processes and apply them across the broad range of content specialties. While no one consultant may possess a high degree of competency in every process skill, it is imperative that a team of consultants collectively possess a formidable competency in a broad repertoire of process skills.

Given this view of consultant as process generalist, it is clear that the consultant will at appropriate times link the content specialist to the practitioner. The key point is that from time to time that specialist may be the consultant himself. Ordinarily a person will come to the role equipped with some kind of content specialty. His is, of course, not expected to divest himself of it. What must be clear, though, is that if he presents his specialty

as his major stock in trade, he will be unable to attack the range of problems that he will encounter in the local school systems.

It seems appropriate in this statement to attempt some concise definition of the three key concepts in the role. To consider "leadership" first makes sense because, although it never occurs that way ordinarily, it is the one overriding concept. To be definitive about leadership is exceedingly difficult, but if we succeed in only characterizing it, that should prove helpful in understanding the role of the consultant.

One can be said to lead when he creates in some others the awareness that if they look to him for assistance, insight, direction, counsel, and support, their expectations will, not always, but on some regular basis be met to the full. In the broad area of education and particularly in the narrower confines of program development, the consultant will be viewed as a leader in direct proportion to the regularity with which he can fulfill such expectations on the part of his clients.

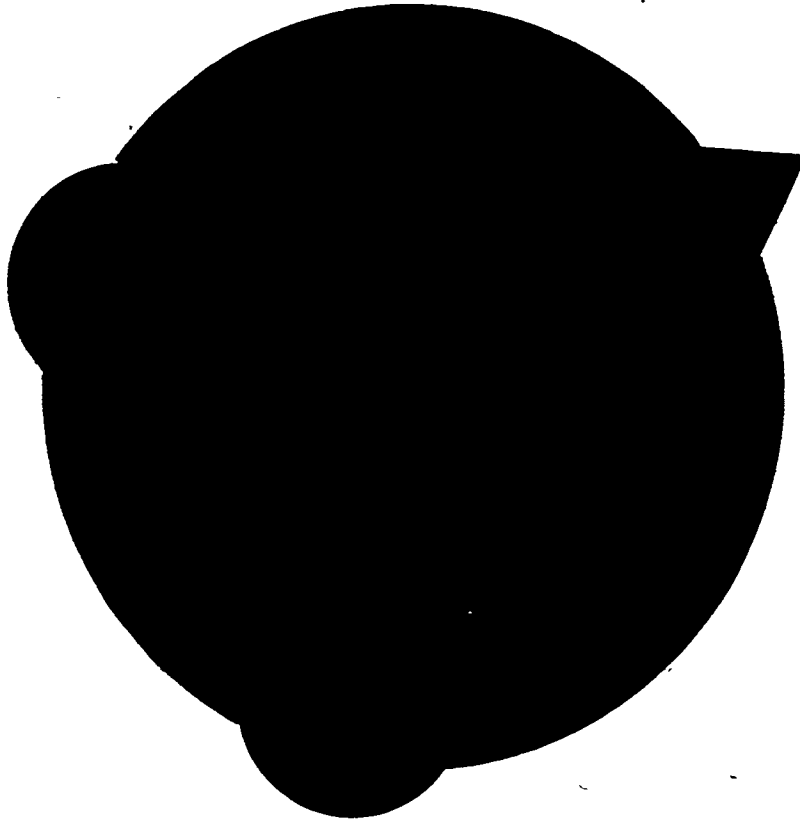
The concept "service" will operate essentially in terms of the linkage of clients to resources. The resources that the client will be put in touch with are many and varied. They range from funding to information services to simple advice, and traversing the full scope of program development. The success with which the consultant can bring to bear the appropriate resources up on the service role.

Advocacy is a concept that enjoys a relatively new emphasis in the conduct of relations between the Department and clients. Regulation has historically been perceived to be the pre-eminent concept in that relationship. The new role calls for the consultant to act in a more advisory than supervisory capacity, to be more an advocate than a monitor. The new role suggested here calls for the consultant to act as advisor to and advocate for the LEA. In

this capacity, he will advise the LEA as to funding priorities, provide necessary information for proposal development, assist in proposal preparation and then serve as advocate of the proposal when it is presented in the Division group decision process. He will support any proposal wholeheartedly, even if the LEA decides to develop a proposal viewed as a low priority item by the funding source.

These then are the essential concepts and activities that constitute the role of the Program Development Consultant in the Bureau of Technical Assistance.

EDUCATION INFORMATION CENTER



RHODE ISLAND DEPARTMENT OF EDUCATION

DIVISION OF DEVELOPMENT AND OPERATIONS

Rhode Island Department of Education
Division of Development and Operations

Education Information Center

The Education Information Center (EIC) is a service component of the Division of Development and Operations in the Rhode Island Department of Education. It is part of the Bureau of Technical Assistance and is funded by the National Institute of Education (Grant #OEG-0-72-5333).

The purpose of the Education Information Center is to facilitate and support educational renewal and planned educational development by providing the educator and administrator with critical and necessary information and research utilization services. The Center serves the program development process through the following operational objectives:

- To provide for the planned acquisition and screening of comprehensive information resources -- local, regional, and national.
- To provide for the storage, retrieval, and processing of educational information upon demand and for the technical processing of information in order to systematize user awareness and access.
- To provide for the dissemination of information concerning programs, practices, and research on current educational problems and to supply technical assistance services to educators and administrators in the form of problem definition, information utilization, and literature searches in response to specific research requests.

Services of the EIC

The major services of the EIC are:

- Literature searches. In response to a client's request for information on a specific topic, an information package is prepared which supplies resources to respond to the client's information need.
- Technical assistance in research utilization. Assistance is given to clients in interpreting the information in the package as well as linkage to additional resources to aid in the solution of the client's information need.
- Reproduction of education documents. Copies of relevant education documents are provided upon request on microfiche or in xeroxed copy.
- Loan of microfiche readers. A limited supply of microfiche readers are available; a reader may be loaned to a client for a period of one week.
- Training in information retrieval. On a limited basis, the EIC staff trains local educators in information retrieval skills.
- Selective dissemination of information. The EIC produces information packages on current educational issues for distribution to the educational community.

WHAT ARE THE EIC's RESOURCES?

One of the major resources used by the Information Center staff is computer based information storage and retrieval system called DIALOG. The DIALOG system, developed by the Lockheed Corporation's Information Science Laboratory in Palo Alto, California, is a flexible, interactive system which allows the Information Analyst to search approximately 1.8 million documents in a variety of files.

Utilizing a teletype terminal located in offices at the Rhode Island Department of Education, EIC retrieval staff are able to interact with Lockheed's extensive computerized data bank in Palo Alto, California. The searcher may prepare and interrelate complex search strategies, "browse" through a file, review abstracts of pertinent documents and process a complete search in minutes. Relevant information may be printed at the terminal or ordered from Lockheed's Palo Alto Laboratory.

The files available on the DIALOG system are:

ERIC -- The ERIC file contains the complete collection of educational materials from the Educational Resources Information Center of the National Institute of Education and other sources. The files span from 1966 to present.

THE TWO MAJOR ERIC FILES ARE:

1. Research in Education (RIE) -- 85,000 abstracts of educational research documents.
2. Current Index to Journals in Education (CIJE) -- This file contains 85,000 abstracts of journal articles from more than 600 educational journals.

FOUR ADDITIONAL ERIC FILES ARE:

1. Exceptional Children Abstracts (EC) -- 18,000 abstracts that have been made available with the approval of the Council for Exceptional Children.
2. Current Project Information* (CPI) -- Current Project Information presents information about Research Projects funded by the Bureau of Research, Office of Education. Its purpose is to serve management personnel who plan, control, and observe contracts and grants in the Office of Education's Bureau of Research.
3. Field Reader Catalog (FR) -- The Field Reader Catalog is a collection of nongovernmental specialists in service to the Office of Education's Bureau of Research. The file lists the specialist's name, address, competencies, and fees.

4. Pacesetters in Innovation (PACE) -- This file presents documents on Projects to Advance Creativity in Education (PACE) which were sanctioned during fiscal years 1966-1969. This file represents a compilation of planning and operational grants.

ADDITIONAL DIALOG FILES ARE:

ABSTRACTS OF INSTRUCTIONAL MATERIALS/ABSTRACTS OF RESEARCH MATERIALS (AIM/ARM) This file contains 10,000 instructional and research materials, indexed by the Center for Vocational and Technical Education, Ohio State University.

NATIONAL TECHNICAL INFORMATION SERVICE (NTIS) This file is the complete Government Reports Announcement file of over 385,000 abstracts of government research from over 240 governmental agencies. This file originated in 1963 and is updated every two weeks at a growing rate of 56,000 abstracts per year.

PANDEX This is a comprehensive interdisciplinary file that contains citations from 2,400 major medical, scientific, and technical journals. Over 600,000 abstracted articles are contained in the file.

TRANSDEX This is the Macmillan Information Company's current bibliographic reference file to all the various translations of the United States Joint Publications Research Service. It contains over 120,000 translated and abstracted articles from the developing and Communist nations.

PSYCHOLOGICAL ABSTRACTS The American Psychological Association maintains a file on psychology and other behavioral sciences. Its concern is to present non-evaluative summaries of psychological-social science documents. The file dates from 1967 and contains over 160,000 abstracts.

THE NATIONAL AGRICULTURAL LIBRARY/CAIN The CAIN tapes contain bibliographic information on documents compiled by the National Agricultural Library on an international basis. The file contains monographs and journal articles of over 310,000 abstracts in the broad field of agriculture, ranging from agricultural economics to rural sociology.

INSTITUTION OF ELECTRICAL ENGINEERS COMPUTERS AND CONTROL (INSPEC) The INSPEC data base covers the period from 1969 to the present; the study matter and scope of the base includes physics, electrical and electronics engineering, and computers and control engineering. There are 510,000 citations presently in the file with an increase of 150,000 documents each year.

ABSTRACTED BUSINESS INFORMATION (ABI) Abstracted Business Information comprises 271 business-oriented periodicals. This file includes abstracts in the following disciplines: economics, accounting, data processing, business specification, marketing, insurance, industrial relations, general management, banking, advertising, and finance. There are over 20,000 citations currently in this data base which spans 1971 to the present.

Also, the following resources are available to the EIC retrieval staff in serving its clients:

The EIC Resource File This is a collection of more than 1,500 educational documents (often not available in libraries) which are drawn from a wide range of information resources at the national, regional, and local level.

EIC Information Retrieval Resources The Information Center subscribes to numerous information retrieval agencies, such as the Educational Research Service, whose services are available to the EIC to support and respond to specific information requests.

Human Resource File This file is a collection of abstracts collating the individual expertise and skills of educators, administrators, specialists, and consultants in Rhode Island.

Linking the Educator to Information

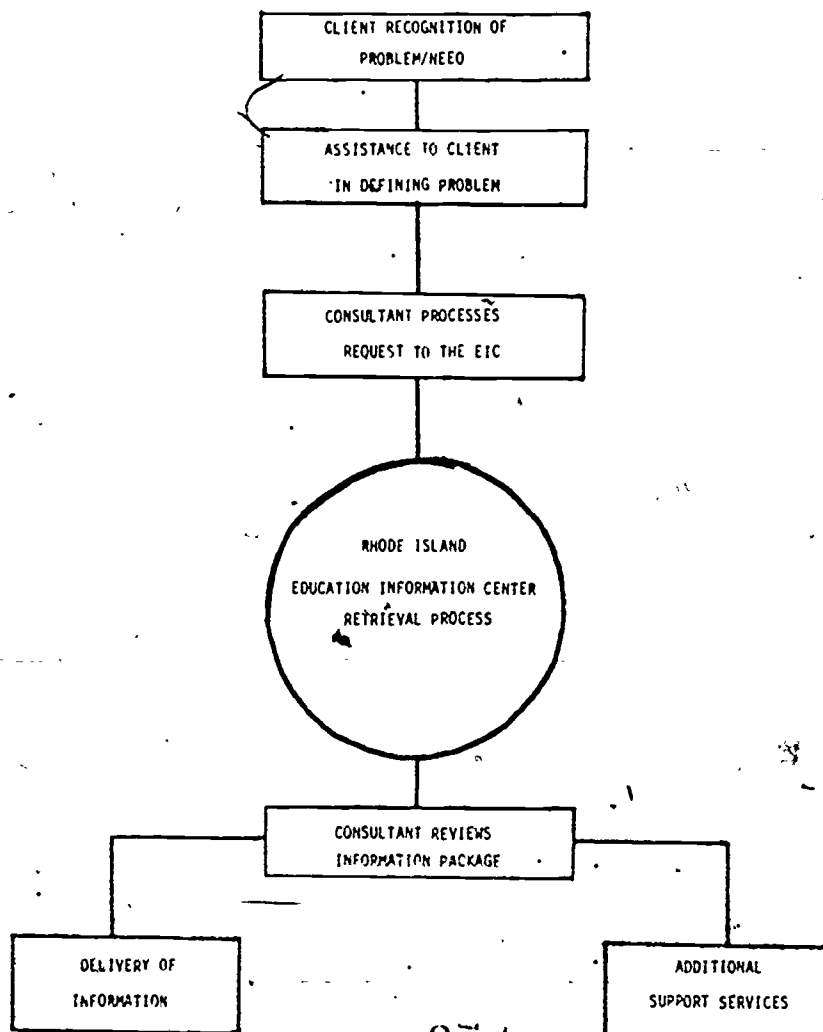
The Bureau of Technical Assistance, through its program development consultants, provides a necessary link to educators in every school district in the state. In implementing the linkage system a consultant from the bureau:

provides assistance to the client in defining the problem or information need.

- processes the request to the EIC for retrieval of information appropriate to the problem.
- reviews the search results to insure that a relevant information package is provided to the client.
- delivers the information package to the client providing assistance in its interpretation and utilization.
- provides additional support services to assist in the program development process.

A simplified schematic representation of the linkage system utilized by the Bureau of Technical Assistance is presented below:

ESTABLISHING A LINKAGE SYSTEM.



EDUCATION INFORMATION CENTER STAFF

Dr. Charles G. Mojkowski, Director

Miss Irene P. Smith, Information Specialist

Mr. Paul O. Iacono, Information Analyst

Miss Nancy Zaman, Secretary

MAILING ADDRESS:

Education Information Center
R. I. Department of Education
22 Hayes Street
Providence, RI 02908

TELEPHONE:

401/277-2035

February, 1974

WHAT IS THE ALTERNATE LEARNING CENTER?

Rhode Island is the site of one of four U.S.O.E. supported teacher centers. The Alternate Learning Center (A.L.C.) is the major component of the Rhode Island Teacher Center, the major function of which involves school based in-service training for local teachers and administrators.

Each operating cycle of the A.L.C. includes the following elements: the collection, review and selection of validated products/practices derived from R & D labs and centers as well as school based developers; the training of trainers in selected validated practices; the process of matching identified practices to school needs; the dissemination of information regarding practices through the use of printed material, statewide Awareness Conferences, video tapes and Department of Education Program Development Consultants; the organization of school based training programs which includes the purchase of materials, the acquisition of graduate credit, the identification of training sites and the scheduling of trainers.

All training is evaluated immediately following each training program and impact is assessed four to six months following training. The Alternate Learning Center provides in-service training for Rhode Island educators which is focused on school as opposed to individual needs. It acts as a linker and feedback mechanism for the products of the research and development community. Over the past two years the A.L.C. has engaged representatives from every local school district in Rhode Island in awareness activities, 85% of all school districts in actual training and over 4,600 teachers and administrators will have engaged in such training by the summer of 1975.

The Abstract Booklet and the A.L.C. Guidelines and Proposal Manual contain additional information on A.L.C. activities.

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