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ABSTRACT

Covering the time period of July 1974 to June 1975, the report documents project activities of the second year of a three-year career education project in southern Indiana. A total of 37 school corporations in an economically depressed rural area participated in an effort to infuse career education concepts into their existing curriculum. Through inservice activities, teachers experienced the techniques involved in unit writing and curriculum development and were exposed to the variety of ways career related concepts may be integrated into the subject areas. Both teachers and students became better informed of the career opportunities available in their communities and observed firsthand, workers functioning in their roles. As a result of the mobile units, a large population became acquainted with the variety of resource materials available in the area of career education. Utilization of community personnel in program development increased the community's awareness of career education and its many merits. Appendixes contain a model for the infusion of career education concepts into current curriculum, public relations materials, teacher performance objectives (K-12), and the third party evaluator's summary of the second operational year. A final attachment (over one-third of the document) provides teacher and student questionnaires, and a summary of teacher interview results. (Author/NJ)

INTERIM REPORT

Project No. V361182
Grant No. OEG-0-73-5312

Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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

Joe W. Roth, Director
Careers Resource Project
Indiana State Board of Vocational and Technical Education
120 West Market Street - 16th Floor
Indianapolis, Indiana 46204

June 1975

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SUMMARY OF THE REPORT

Through in-service activities, teachers as well as students, have become better informed as to the career opportunities available to them in their respective communities and have observed firsthand, workers functioning in their roles.

Through the workshops, teachers have been exposed to the variety of ways career related concepts may be integrated into the subject areas.

As a result of the mobile units a large population has become acquainted with the variety of resource materials available in the area of career education.

Conducting regional workshops has localized program development and has enabled career teams to identify and utilize community resources.

Utilizing community personnel in program development has increased the community's awareness of career education and its many merits.

As a result of career related activities in the classroom, students are more aware of the academic preparation necessary in pursuing a career of their interest

Through in-service activities, teachers have experienced the techniques involved in unit writing and curriculum development (infusion).

EVALUATION

Evaluation of the project was conducted by the following: Mr. Robert Hewlett, Program Officer, Vocational-Technical Education, U. S. Office of Education, Region V; Mr. Jerry Keiser, Coordinator of Career Exploration and Guidance, Indiana State Department of Public Instruction; and Mr Tom White, Associate Professor of Education, Indiana University. Third party evaluation was done by New Educational Directions of Crawfordsville, Indiana.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The concept of career education is gaining the acceptance of educators in Southwestern Indiana.

The CRP staff should be exposed to additional career education in-service training.

CRP staff must assure participating schools that once federal funding has been terminated, career education services will continue to be made available.

Parents should be made more aware of the importance of career education.

A more systematic check out procedure should be devised for loan of career education materials.

BODY OF THE REPORT

INTRODUCTORY STATEMENT

With the career education concept being brought to Southern Indiana, school personnel in the counties involved are being brought together for a reason other than social or sporting events. Career education can be of mutual benefit to all and bring about closer working relationships.

As a result, we have discovered that, for the most part, this concept can change attitudes of educators and that career education can bring relevancy to education. We are seeing that career education is rapidly growing from concept to reality.

PROBLEM AREA OF THE PROJECT

The project is serving a 16 county area in Southwestern Indiana. The socio-economic nature of the 16 county area covered by the project has several distinct characteristics. The counties covered represent the lowest average per capita income in the State of Indiana. Many of the young people are unaccountable on census data and school enrollments due to migration between Indiana and Kentucky. It has been analyzed that some individuals in this area are as culturally deprived as those in the urban ghettos. Many of the areas have been classified as economically deprived and qualify for Title I assistance.

The major features of the economy are based on agriculture and small industry. Many of the available jobs are classified as semi-skilled occupations. Manufacturing relates to furniture, boat building, engine rebuilding and governmental operations in the area. Public service, recreations, business and distribution are representative of other occupations. There are also many individuals traveling to Evansville, New Albany, Jeffersonville, Louisville, Vincennes, and Bedford cities for employment.

The 38 school corporations representing the area of the project if compared with the rest of the state show:

1. The average assessed valuation of the state is $10,720 compared to $8,773 average assessed valuation of the 38 school corporations.
2. The average assessed valuation of the 38 school corporations would rank 188 of 318 school corporations in the state.
3. The average rank of school populations of the 38 school corporations is 157 of 318 school corporations in the state.

GOALS AND OBJECTIVES OF THE PROJECT

The Southwestern Careers Resource Project was given initial direction through written goals and objectives that were outlined by the original proposal. They are listed in the next several pages.

KEY: Outcome Objective (Goal) = O. O. Process Objective = P. O.

I. O. O. IT IS EXPECTED THAT A CONCEPT OF CAREER EDUCATION WILL BE IMPLEMENTED IN PARTICIPATING SCHOOL CORPORATIONS.

A. P. O. Provide in-service programs on career development to teachers in participating school corporations.

B. P. O. Be involved in program development and implementation with representative aspects of communities served by participating school corporations.

C. P. O. Develop a three-phase approach to providing career information to the participating school corporations.
Phase I - In-Service
Phase II - Application
Phase III - Follow-Up

D. P. O. Build toward the continuation of the mobile unit concept approach to career education.

E. P. O. Construct a coordinated regional approach to a developmental curriculum utilizing a clustered structure.

II. O. O. A SIGNIFICANT AMOUNT OF CAREER EDUCATION MATERIALS APPROPRIATE TO LOCAL NEEDS WILL HAVE BEEN DEVELOPED IN PARTICIPATING SCHOOL CORPORATIONS.

A. P. O. Provide in-service programs on career development to teachers in participating school corporations.

B. P. O. Assist in designing particular career education programs and activities for specific teacher needs as they fit in the sequence of instruction.

C. P. O. Provide career education-oriented materials and equipment to participating schools.

D. P. O. Provide consultative services related to the development and implementation of career education programs.

E. P. O. Develop a three phase approach to providing career information to the participating school corporations.
Phase I - In-Service
Phase II - Application
Phase III - Follow-Up

F. P. O. Assist participating school corporations in the collection and development of their own career education materials by utilizing community resources.

III. O. O. A SIGNIFICANT AMOUNT OF CAREER EDUCATION MATERIALS WILL BE UTILIZED IN EACH PARTICIPATING SCHOOL CORPORATION.

A. P. O. Provide career education-oriented materials and equipment to schools through the career center, complimenting the consultative services.

B. P. O. Provide consultative services related to the development and implementation of career education programs.

C. P. O. Develop a three-phase approach to providing career information to the participating school corporations.
Phase I - In-Service
Phase II - Application
Phase III - Follow-Up

D. P. O. Make available, where feasible, the combined resources of local, state, and federal agencies germane to the educational mission of the proposal.

VI. O. O. A MODEL OF HOW CAREER EDUCATION WILL FIT INTO THE RURAL SETTING (K-14) WILL RESULT FROM THIS PROJECT.

A. P. O. Develop plans and strategies for expanding the program to all levels (K-14) in a rural setting.

B. P. O. Develop a three-phase approach to providing career information to the participating school corporations.
Phase I - In-Service
Phase II - Application
Phase III - Follow-Up

V. O. O. COMMUNITY INVOLVEMENT WILL RESULT IN A SIGNIFICANT CONTRIBUTION TO THE EDUCATIONAL PROGRAMS IN PARTICIPATING SCHOOL CORPORATIONS.

A. P. O. Assist in designing particular career education programs and activities for specific teacher needs as they fit in the sequence of instruction.

B. P. O. Assist participating schools in the establishment of a career education advisory committee made up of representatives from school, community, business, and industry.

C. P. O. Be involved in program with representative aspects of communities served by participating school corporations served by the project.

D. P. O. Develop a three-phase approach to providing career information to the participating school corporations.
   Phase I - In-Service
   Phase II - Application
   Phase III - Follow-Up

E. P. O. Coordinate use of regional and local mass media to further community understanding of career education activities.

F. P. O. Assist in fostering, wherever possible, increased understanding and cooperation between school agencies and labor organizations.

VI. O. O. PROJECT SERVICES WILL RESULT IN A GREATER UTILIZATION OF EXISTING SCHOOL AND COMMUNITY RESOURCES FOR PARTICIPATING SCHOOLS.

A. P. O. Provide career education-oriented materials and equipment to participating schools.

B. P. O. Provide consultative services related to the development and implementation of career education programs.

C. P. O. Assist participating schools in the establishment of a career education advisory committee made up of representatives from school, community, business, and industry.

D. P. O. Be involved in program development and implementation with representative aspects of communities served by participating school corporations served by the project.

E. P. O. Develop a three-phase approach to providing career information to the participating school corporations.
   Phase I - In-Service
   Phase II - Application
   Phase III - Follow-Up

F. P. O. Assist in the increased utilization of existing parent-teacher organizations.

VII. O. O. PARTICIPATING SCHOOLS WILL DEVELOP JOINT EFFORTS IN SUPPORTING CAREER EDUCATION PROGRAMS.

A. P. O. Develop a three-phase approach to providing career information to the participating school corporations.
Phase I - In-Service
Phase II - Application
Phase III - Follow-Up

B. P. O. Establish a system for exchange of teacher-developed materials (units, etc.) among schools.

C. P. O. Encourage joint participation in in-service (e. g., regional in-service meeting).

D. P. O. Utilize personnel who have been engaged in career education programs for in-service activities.

E. P. O. Encourage and facilitate teacher exchanges between organizations (K-14).

VIII. O. O. AN INFORMATION NETWORK WILL BE DEVELOPED FOR THE DISSEMINATION OF CAREER EDUCATION MATERIALS AND RELATED INFORMATION.

A. P. O. Provide career education-oriented materials and equipment, on a loan basis, to participating schools.

B. P. O. Develop a public relations program to include local and multi-mass media presentations, news releases, brochures, and a center newsletter.

C. P. O. Develop a three-phase approach to providing career information to the participating school corporations.
Phase I - In-Service
Phase II - Application
Phase III - Follow-Up

D. P. O. Establish a liaison person in each participating school or corporation who will be responsible for advice and counsel at the local level.

IX. O. O. TECHNIQUES WILL BE DEVELOPED TO ESTABLISH THE ACCOUNTABILITY OF THE EDUCATIONAL PROCESS IN HELPING TO EQUIP EACH INDIVIDUAL TO SHAPE HIS FUTURE LIFE.

A. P. O. Assist teachers in the designing of career education related assessment instruments and techniques.

B. P. O. Provide teachers with available career related assessment samples including commercially prepared, teacher constructed, and experimental and research instruments.

C. P. O. Provide advice and counsel upon request concerning career education related measurements.

X. O. O. COMMUNITY SUPPORT AND DIRECTION WILL BE PROVIDED BY AN ADVISORY COMMITTEE.

A. P. O. Establish an advisory committee made up of representatives from the participating school corporations to offer advice and counsel to the project.

B. P. O. Establish a liasion person in each participating school corporation who will be responsible for advice and counsel at the local level.

C. P. O. Establish a task force composed of representatives from service organizations, labor, and industry.

XI. O. O. PROJECT WILL BE ACCOUNTABLE FOR IMPLEMENTING ITS GOALS.

A. P. O. Develop a management by objectives system for implementing and accounting for projects goals.

B. P. O. To develop a three-phase approach to providing career information to the participating school corporations.
Phase I - In-Service
Phase II - Application
Phase III - Follow-Up

C. P. O. Accountability will be established through internal auditing and third party evaluation focusing on outcome objectives I-X and their related process objectives.

The most significant area in which great success was demonstrated during the second year was that the concept of career education was more widely accepted by more schools and school personnel than during the first year. During the past year attitudes of educators towards career education has changed.

DESCRIPTION OF THE GENERAL PROJECT DESIGN

The project was administered under a Project Director who was responsible to the State Director of Vocational Education and the State Board of Vocational and Technical Education. Project staff included five career education consultants, one audio-visual consultant, one materials development technician, and three secretaries. Consultative services and lecturers were available. The staff worked with 37 school corporations involved in the 16-county area.

A career education advisory council was created to help establish direction and ideas for the project. Individuals from the community, business, and industry were involved in presentations, advisory committee functions, and providing resources to the operation of the project.

The primary mission of the project is to initiate career education programs (K-12) in southern Indiana upon the completion of the three-year period. The level to which the project entered the school systems during the first year was through junior high programs. This year the target groups broadened to include elementary and secondary levels. In-service education continued to be a part of the total project. However, it should be emphasized that the project focused on implementing career development and meaningful exploratory experiences for the students in southern Indiana.

Upon completion of the project, it is expected that a concept of career education will be implemented in each school corporation. A significant amount of career education materials will have been developed and will be utilized in each school corporation. Students served by the project will have had an opportunity to acquire a knowledge about themselves as related to their abilities, needs and aspirations. The students will have received many experiences about the world outside a school. A model of how career education will fit into the rural setting will result from this project. Involvement of all aspects of the specific communities of each school corporation will result in a significant contribution to the educational system.

Enrollment of the 38 school corporations in Southwestern Indiana total 116,370 students, which represents nine percent of Indiana's school enrollment. The average rank of school populations of the 38 corporations is 157th of the 318 school corporations in the state.

RESULTS AND ACCOMPLISHMENTS OF THE PROJECT

SIGNIFICANT ACTIVITIES

As stated before and also pointed out in many cases by the third party evaluator, the following results and accomplishments were obtained during the second year of the project:

Media consultant attended the Instructional Development Institute held at the Four Winds Motel, Smithville, Indiana on August 4-7, 1974. Also attended a media in-service training program held at the Executive Inn, Evansville, Indiana on September 18, 1974.

Established graduate credit programs with local institutions of higher learning whereas teachers may gain graduate credit through career education units in the classroom. Those participating institutions are the University of Evansville at Evansville, Indiana, and Indiana State University at Terre Haute, Indiana.

A new public relations brochure was printed describing our project goals, objectives, services, etc.

The project staff previewed, evaluated, and purchased much software to be used by the consultants and placed on loan to participating schools in the project area. These new materials pertain to level K-5.

The CRP staff visited the Indiana Careers Resource Center, 1201-09 South Greenlawn Avenue, South Bend, Indiana on September 11 and 12 for the purpose of in-service training.

The CRP staff attended an in-service workshop (career education unit writing) in Indianapolis, Indiana on September 17-18.

The director attended the Management Seminar for Project Directors, Region V in Chicago on September 19-20.

New staff personnel received between 50 and 60 hours of in-house in-service training through direct observation, professional reading, and viewing career education film literature.

Consultants made appearances at PTA meetings and other various civic organizations.

A procedure for reimbursement for release time to teachers participating in career education planning activities was developed and distributed to school personnel in each participating corporation.

We utilized the resource of Counselor Films, Inc., Career Futures, Inc., 2100 Locust Street, Philadelphia, Pennsylvania. These films are career related.

Summer workshops were conducted at:

(1) Crawford County Community School Corporation
(2) Orleans Community Schools
(3) North Central Community School Corporation
(4) Southwest Dubois County School Corporation
(5) Salem Community Schools
(6) Tell City-Troy Township Schools
(7) Forest Park High School
(8) Greater Jasper Consolidated School Corporation
(9) Vincennes Community Schools
(10) Pike County School Corporation

The Careers Resource Project's materials catalog was finalized on October 8, 1974. Over 300 of these catalogs were disseminated to project area schools on November 4. This 100 page plus catalog lists career audio-visual materials (other than films); career audio-visual kits or teaching units; career cassette kits or teaching units; career filmstrip kits or teaching units; and a listing of miscellaneous career education materials and occupational related films.

A congruent plan for implementation of career education in grades K-12 (infusion approach) was developed and made available to educators in the project area on October 22, 1974 with emphasis being placed on grades K-5 (See Appendix A).

The purchase of a second mobile unit was finalized on October 9 and was made operational to school corporations on October 24.

The Careers Resource Project, personnel and equipment, participated in the regional-wide teachers' institute in Evansville, Indiana on October 24 and 25. Approximately 1400 area teachers and administrators attended these institutes (public and parochial).

Director attended a meeting at the University of Evansville on October 29 with other interested parties who are involved with career related activities, i e., CVIS, business education and guidance personnel.

Involvement of military personnel as guest speakers to project area schools occurred as scheduled with emphasis being placed on careers in the military service--not recruitment.

Graduate credit in career education was gained by teachers in Southwestern Indiana (Rivet High School) under the auspices of the University of Evansville along with staff support from the Careers Resource Project (November 27).

The Southwestern Indiana Careers Resource Project Advisory Committee was formed. The committee is composed of 16-20 members representing a cross-section of people in education, community, business and industry (December 1974).

Educators in the project area utilized the services of the materials center. Over 300 items including audio-visual kits, career education games, filmstrips, books, and other career-related materials were placed in circulation.

New Educational Directions was officially contracted as third party evaluator effective December 1974.

The third party evaluation team initiated the interviewing of teachers for the purpose of assessing their knowledge and attitude toward career education (December 1974).

The director and third party evaluator attended the national meeting for administrators of Part C and Part D programs held in Dallas, Texas during the period of January 28-30, 1975.

All Careers Resource Project staff members, third party evaluator, and the Coordinator of Career Exploration and Guidance for the State of Indiana attended a two-day workshop at the Canyon Inn, McCormick's Creek State Park, March 6-7, 1975. This meeting laid groundwork for project modification which will attempt to identify three model schools representing county, town, and corporation (district).

The Career Education Bulletin Board Cartoons book, reflecting the relationship of curriculum subject matter to occupations in the world of work, was disseminated to participating schools in the project area on March 25. This 35 page book may be used as a coloring book for teachers in grades K-3; offers suggestions for bulletin board displays; and represents a public relations tool for the Careers Resource Project in marketing the career education concept in Southwestern Indiana.

The Coordinator of Career Exploration and Guidance from the State Department of Public Instruction, the Director of CRP, and third party evaluator (NED) met with Mr. Charles Jaymes of the U. S. Office of Education, Region V for the purpose of acquainting Mr. Jaymes with the operation of the Careers Resource Project.

Both career education mobile units were used almost daily by project area schools during period October 25, 1974 through May 15, 1975.

Numerous articles have appeared in local newspapers illustrating in-service, classroom, and field trip activities resulting from project involvement.

Television stations that cover the project area (WEHT, WTVW, Evansville; WAVE, Louisville; and WTTV, Bloomington) have periodically ran spots reflecting support for career education in schools.

The project sent one consultant to the Career Education Spring Institute held in Nashville, Tennessee, April 7-9.

The Southwestern Indiana Careers Resource Project Advisory Committee met on April 11.

The HEW on-site evaluation was conducted by Region V and State personnel on May 15-16.

A total of eight issues of the Career Expressions (CRP newsletter) were published during this report period. Approximately 650 institutions including schools, other projects, and social agencies receive this monthly publication which focuses mainly on school activities that take place in project area schools. The May issue can be found in Appendix B.

In an effort to follow the federal guidelines on evaluation, the CRP has formulated teacher performance objectives for grades K through 12. Grades three, six, nine, and 12 are located in Appendix C.

Three project area teachers, two students and CRP staff personnel conducted a materials workshop that was telecast over WTVW, Evansville, Indiana, June 1

Conducted a toal of 67 career education orientations and major workshops involving approximately 600 area teachers and administrators for the purpose of promoting career education in their respective schools.

MODIFICATION OF THE ORIGINAL PROPOSAL

PURPOSE OF REVISION

Due to the large area for which the project was initially responsible, the modification of the original proposal was necessary inorder to have any chance to reflect student change in the form of measurable results. The changes were required in an effort to follow federal guidelines.

With the cutback in funding, parts of the original proposal had to be revised. The items indicated below are those items that were changed.

Section II - Description

The Career Education Project (CRP) through the employment of individuals specialized in career development techniques will provide assistance in development of a comprehensive program in career education not to exceed three school corporations. It should be noted, however, inorder to maintain credibility with other schools presently participating with the CRP, they will still receive the services of the project as time and money allows.

Section III - Goals and Objectives

An updated listing of goals and process objectives are listed below and on the following pages.

I. IT IS EXPECTED THAT A CONCEPT OF CAREER EDUCATION WILL BE IMPLEMENTED IN PARTICIPATING MODEL SCHOOLS. THE CRP WILL:

A. Provide in-service programs and career development to teachers in participating model schools.

B. Be involved in program development and implementation with representative aspects of communities served by participating model schools.

C. Apply a three-phase approach to providing career information to the participating model schools.
   1. In-Service Training for Teachers and Administrators
   2. Classroom Implementation
   3. Evaluation

D. Assist in designing particular career education programs and activities for specific teacher needs as they fit in the sequence of instruction.

E. Make available career education-oriented materials and equipment to model schools on a loan basis.

F. Assist participating model school corporations in the collection and development of their own career education materials by utilizing community resources.

II. A MODEL OF HOW CAREER EDUCATION WILL FIT INTO THE RURAL SETTING (K-12) WILL RESULT FORM THIS PROJECT. THE CRP WILL:

A. Develop plans and strategies for expanding the program to all levels (K-12) in a rural setting by developing models for town, corporation (school district), and county organizations.

B. Utilize regional and local mass media to further community understanding of career education activities.

C. Assist in fostering, wherever possible, increased understanding and cooperation between school agencies and community resources such as PTA, labor, Chamber of Commerce, etc

III. PROJECT SERVICES WILL RESULT IN A GREATER UTILIZATION OF EXISTING SCHOOL AND COMMUNITY RESOURCES FOR PARTICIPATING MODEL SCHOOLS. THE CRP WILL:

A. Where feasible, assist participating schools in the establishment of a career education advisory committee made up of representatives from school, community, business, and industry.

IV. THROUGH STATE AND LOCAL EFFORTS, PARTICIPATING MODEL SCHOOLS WILL DEVELOP STRATEGIES TO SUPPORT AND CONTINUE CAREER EDUCATION PROGRAMS. THE CRP WILL:

A. Facilitate the exchange of teacher-developed materials (units, etc.) among schools

B. Encourage joint participation in in-service (i. e., regional in-service meetings).

C. Utilize school personnel who have been engaged in career education programs for in-service activities.

V. AN INFORMATION NETWORK WILL BE DEVELOPED FOR THE DISSEMINATION OF CAREER EDUCATION MATERIALS AND RELATED INFORMATION. THE CRP WILL:

A. Provide career education-oriented materials and equipment, on a loan basis, to participating model schools.

B. Maintain a public relations program to include local news releases, brochures, and a center newsletter.

C. Encourage each participating model school or corporation to appoint a liaison person who will be responsible to coordinate the local efforts with the project.

VI. AN INCREASE IN CAREER AWARENESS AND KNOWLEDGE AMONG STUDENTS IN THE MODEL SCHOOLS WILL RESULT FROM EXPOSURE TO LOCAL CAREER EDUCATION PROGRAMS.

A. Model schools representative of the project area will be selected for evaluation of student change.

B. Assessment will be made at selected grade levels in model schools

C. While maintaining services to currently participating school corporations, intensified concentration of regional consulting services will be effected on a team approach basis in model schools.

D. A systematic articulated K-12 curriculum approach will be effected in model schools so as to provide students with similar career education treatments.

E. A control population for model schools, if possible, will be selected as part of the evaluation design.

F. Experimental and control populations will be informed of the results of evaluation activities on a regular basis.

G. Specific information (student data) will be gathered to show changes in achievement, attendance, values, etc., with the assistance of school administrators and teachers.

VII. COMMUNITY SUPPORT AND DIRECTION WILL BE PROVIDED TO THE PROJECT BY AN ADVISORY COMMITTEE. THE CRP WILL:

A. Establish an advisory committee of representatives of the participating model schools to offer advice and counsel to the project. Schools other than model schools may have representative membership.

VIII. PROJECT WILL BE ACCOUNTABLE FOR IMPLEMENTING ITS GOALS.

A. Accountability will be established through internal auditing and the third party evaluation focusing on outcome objectives I-VII and their related process objectives.

IX. THE PROJECT WILL APPLY THE ABOVE GOALS AND OBJECTIVES TO SCHOOLS OTHER THAN THE MODEL SCHOOLS WHERE SERVICES ARE REQUESTED AND WHERE THESE SERVICES ARE ECONOMICALLY FEASIBLE.

Section IV - Administration

Advisory committees will meet two times per year instead of three.

Section V - Procedures (See Section III)

Section VI - Methods and Materials

Mobile units--not to exceed two will be used as economically feasible. Software--purchasing of materials, films, etc. will be minimal.

The methods for implementing the career education program will be directed to a three-phase approach to those selected models:

(1) In-service training for teacher and administrators
(2) Classroom implementation
(3) Evaluation

Section VII - Schools and Location

Eight school corporations have been selected as possible models. Of those eight, three corporations will be identified to represent county, town and corporation (district) models found within the boundaries of the original proposal

These eight school corporations are listed below:

County	Grade Level
Warrick County School Corporation	
Yankeetown Elementary School	K-8
John H. Castle Elementary School	K-8
Elberfeld Elementary School	K-8
Tecumseh High School	9-12
Lynnville Elementary School	K-8
Tennyson Elementary and Jr. High School	K-8
Boonville High School	9-12
Boonville Junior High School	7-8
Clarke Elementary School	K-6
Oakdale Elementary School	K-6
Ella Williams Elementary School	1-6
Castle High School	9-12
Chandler Elementary School	K-8
Newburgh Elementary School	K-8
Crawford County Community School Corporation	
Leavenworth School	1-12
Patoka Elementary-Junior High School	1-8
English Elementary and High School	1-12
Marengo Elementary and High School	1-12
Milltown Elementary and High School	1-12

Town	Grade Level
Paoli Community School Corporation	
Paoli Junior and Senior High School	7-12
Throop Elementary School	1-3
Stalcup Elementary School	4-6
North Lawrence Community Schools	
Tunnelton Elementary School	1-6
Fayetteville Elementary School	K-6
Needmore Elementary School	1-6
Springville Elementary School	K-6
Heltonville Elementary School	1-6
Englewood Elementary School	1-6
Oolitic Elementary School	1-8
Shawswick Elementary School	1-8
Bedford High School	9-12
Bedford Junior High School	7-8
Lincoln Elementary School	1-6
Madden Elementary School	1-6
Parkview-Central Elementary School	1-6
Stalker Elementary School	K-6
Evansville Catholic Diocese (Knox County)	
Flaget Elementary School	K-6
Rivet High School	7-12
Corporation (District)	
West Washington School Corporation	
West Washington Junior-Senior High School	7-12
West Washington Elementary School	K-6
Barr-Reeve Community School Corporation	
Barr-Reeve High School	8-12
St. Peter Elementary School	1-7
Barr Elementary School	1-7
Alfordsville Elementary School	1-6
MSD North Posey County Schools	
North Posey Junior High School	7-8
North Posey Senior High School	9-12
North Elementary School	K-6
South Terrace Elementary School	K-6

Section VIII - Participants

Student participants will be limited to those students identified in the three models, K-12. (See Sections II and VII)

Section IX - Time Schedule

The following events are directed to key activities of the project from May 1, 1975 to June 30, 1976:

April, 1975	Have identified three models representing town, county, and corporation (district).
May, 1975	Realignment of consultant assignments (role and function)
June, 1975	Receipt of third year funding; teacher training at selected model sites.
August, 1975	Advisory committee meets--determine schedule for year, new members may be added; teacher training at selected model sites; commence gathering student record data at selected model sites.
September, 1975	Terminate initial gathering of student record data at selected model sites; pre-measurement of students in third, sixth, ninth, and twelfth grades; classroom implementation.
*October, 1975	Classroom Implementation (infusion)
*November, 1975	Classroom Implementation (infusion)
*December, 1975	Classroom Implementation (infusion)
*January, 1976	Classroom Implementation (infusion)
*February, 1976	Classroom Implementation (infusion)
*March, 1976	Classroom Implementation (infusion)
*April, 1976	Classroom Implementation (infusion)
May, 1976	Post-measurement--analyze results; evaluate
June, 1976	Prepare and issue final report

*Formal and informal in-service training will be an ongoing, continuous service throughout the school year. The monitoring of the process (application) will also be a continuous process.

News Release - one per month (selected models)

Center Publication - eight per year - consisting of 600 on mailing roster.

Advisory Committee Meetings - not to exceed two per year, 16-20 membership with selected model schools having representation.

Section X - Personnel

Project consultants for career education will be reduced from five consultants to four consultants.

Secretaries will be reduced from three to two.

Remarks:

At the date of this writing, the Careers Resource Project had identified three target model school corporations representing county, town, and corporation (district). They are Warrick County School Corporation (county), North Lawrence Community Schools (town), and West Washington School Corporation (corporation).

PARTICIPATING SCHOOL CORPORATIONS AND SCHOOLS

During the second year of funding a total of 37 school corporations participated with the Careers Resource Project in an effort to infuse career education concepts into their current existing curriculum. A total of 127 schools were represented in 16 different counties. They are:

	Grades
Barr-Reeve Community Schools, Inc.	
Alfordsville Elementary School	K-6
Barr-Reeve Elementary School	K-7
St. Peter's Elementary School	K-7
Cannelton City Schools	
Cannelton Elementary School	1-6
Cannelton High School	7-12
Clay Community Schools	
Clay City Elementary School	K-6
Eastside Elementary School	K-6
Forest Park Elementary School	K-6
Jackson Township Elementary School	K-6
Meridian Street Elementary School	K-6
Staunton Elementary School	K-6
Staunton High School	7-12
Van Buren Elementary School	K-6
Crawford County School Corporation	
English Elementary and High School	1-12
Leavenworth Elementary and High School	1-12
Marengo Elementary and High School	1-12
Patoka Elementary School	1-8
East Washington School Corporation	
Eastern Elementary School	1-6
Eastern High School	7-12
Evansville Diocese Catholic Schools	
Flaget Elementary School	K-6
Mater Dei High School	9-12
Memorial High School	9-12
Rivet High School	7-12
St. Boniface Elementary School	6-8
St. James Catholic School	K-8
St. Joseph Catholic School	K-8
St. Peter and Paul Catholic School	K-8
Washington Catholic Middle School	6-8

Evansville-Vanderburgh School Corporation

Caze Elementary School	K-8
Cynthia Heights Elementary School	K-8
Fairlawn Elementary School	K-8
Harrison High School	9-12
Lincoln Elementary School	K-8
Reitz High School	9-12
Stringtown Elementary School	K-8
Tekoppel Elementary School	K-8
Washington Elementary School	K-8
West Terrace Elementary School	K-8

Franklin Township School Corporation

Lanesville Elementary School	1-8

Greater Jasper Consolidated School Corporation

Fifth Street Elementary School	K-8
Ireland Junior High School	6-8
Ireland Northside Elementary School	K-5
Jasper High School	9-12
Tenth Street Elementary School	1-6
Tenth Street Junior High School	7-8

Indianapolis Diocese Catholic Schools

Annunciation Elementary School	K-6

Lutheran Schools of Indiana

St. John's Lutheran School	K-6
St. Peter's Lutheran School	1-8

MSD Mt. Vernon

Mt. Vernon High School	9-12
Mt. Vernon Junior High School	7-8

MSD North Posey County

North Posey Junior High School	7-8
North Posey Senior High School	9-12
South Terrace Elementary School	K-6

MSD of Shakamak

Shakamak Middle School	5-7

New Harmony Town and Township Schools

New Harmony Elementary and High School	K-12

North Central Community School Corporation

Morgan Elementary School	1-5
North Central High School	9-12
North Harrison Elementary School	1-5
North Harrison Middle School	6-8

Northeast Dubois County School Corporation

Celestine Elementary School	K-6
Cuzco Elementary School	K-6
Dubois High School	9-12
Dubois North Side School	K-6
Dubois South Side School	K-8
Haysville Elementary School	K-6

North Lawrence Community Schools

Fayetteville Elementary School	L-6
Lincoln Elementary School	1-6
Oolitic Elementary School	1-8
Parkview Elementary School	1-6
Shawswick Elementary School	1-8
Springville Elementary School	K-6

North Spencer County School Corporation

Chrisney Elementary School	K-6
Clay-Huff Elementary School	K-6
David Turnham Educational Center	K-6

Orleans Community Schools

Orleans Elementary School	1-6
Orleans High School	7-12

Paoli Community School Corporation

Paoli High School	7-12
Stalcup Elementary School	1-3
Throop Elementary School	4-6

Perry Central Community School Corporation

Perry Central Elementary School #1	K-6
Perry Central Elementary School #2	1-5

Pike County School Corporation

Otwell Elementary School	K-5

Salem Community Schools

Salem High School	9-12

Shoals Community School Corporation	
Shoals Elementary School	1-8
Southeast Dubois County School Corporation	
Birdseye Elementary School	K-8
Ferdinand Elementary School	K-8
Forest Park High School	9-12
Schneilville Elementary School	K-8
South Gibson School Corporation	
Haubstadt Public School	K-8
South Knox School Corporation	
Decker Elementary School	K-6
South Knox Junior and Senior High School	7-12
South Spencer County School Corporation	
South Spencer High School	8-12
Southwest Dubois County School Corporation	
Crestview Elementary School	1-5
Holland Elementary School	1-5
Huntingburg Middle School	6-8
Maple Park Elementary School	1-5
Southridge High School	9-12
Springs Valley Community School Corporation	
Springs Valley Elementary School	K-6
Tell City-Troy Township School Corporation	
Franklin Elementary School	K-5
Hoosier Heights Elementary School	1-8
Newman Elementary School	1-8
St. Paul Elementary School	1-8
Tell City High School	9-12
Warrick County School Corporation	
Boonville High School	9-12
Boonville Junior High School	7-8
Ella Williams Elementary School	K-6
Newburgh Elementary School	K-8
Oakdale Elementary School	K-6
Tecumseh High School	9-12
Yankeetown Elementary School	K-8
West Washington School Corporation	
West Washington Elementary School	K-6

EVALUATION OF THE PROJECT

External evaluation, contracted through New Educational Directions (NED), Crawfordsville, Indiana, consisted of periodic visits made during 1974-1975. During the 11-month period ending May 31, 1975, NED spent 65-man days on-site observing, interviewing the staff and working with the project on procedures. This third party evaluation in its entirety is documented in Appendix D.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

Although the project has only been in operation since July, 1973, there are some conclusions, implications, and recommendations that the present staff personnel should recognize and document.

The Careers Resource Project staff feels that much has been accomplished this year at all levels, K-12. This is reflected in that in excess of 120 schools had some degree of exposure to career education. This represents about 80 additional schools over the first year. A total of 37 school corporations participated as compared to only 15 initially.

--That continuation of career education after the SCRP staff is phased out depends on strong support from the superintendents, high expectations from the principals, and diligent work by key teachers in each school.

--All educators who have utilized the services of the mobile units have expressed total satisfaction.

--That teacher in-service and individual consultations are the most useful method of implementing career education into the school curriculum.

--That career education workshops are necessary in order for teachers to become aware of the need for career education in the schools, for developing teacher skills in writing lesson plans that include career education concepts, and for bringing about changes in the curriculum.

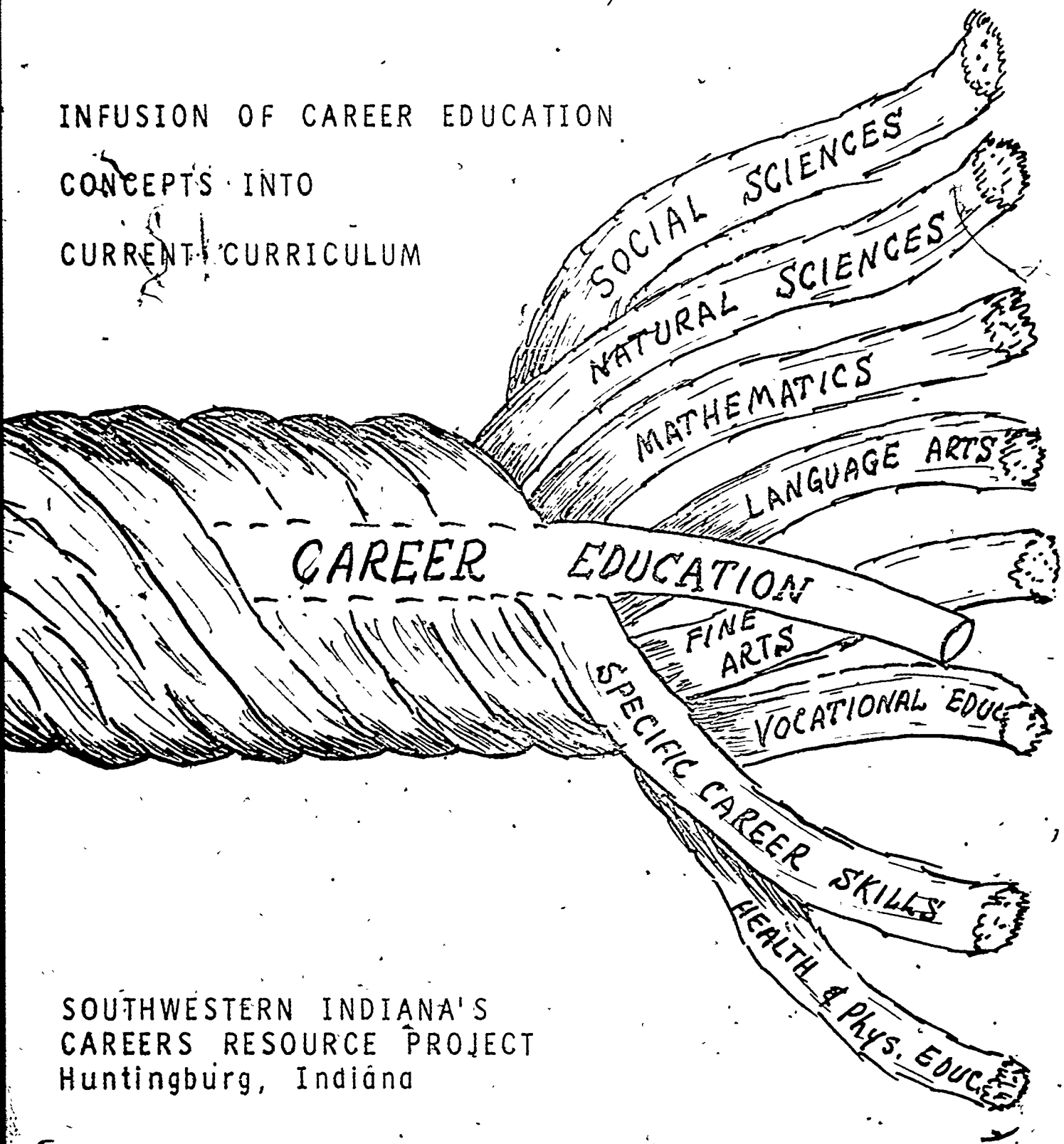
--That career education has created a new enthusiasm on the part of students and teachers through the use of guest speakers in the classroom, field trips into the community, and the encouragement that it has brought to develop teacher creativity.

--That career education in Southwestern Indiana has broadened the scope of the curriculum as a vehicle for involving the whole community into the school program. The concept of career education is gaining the acceptance of educators in the project area.

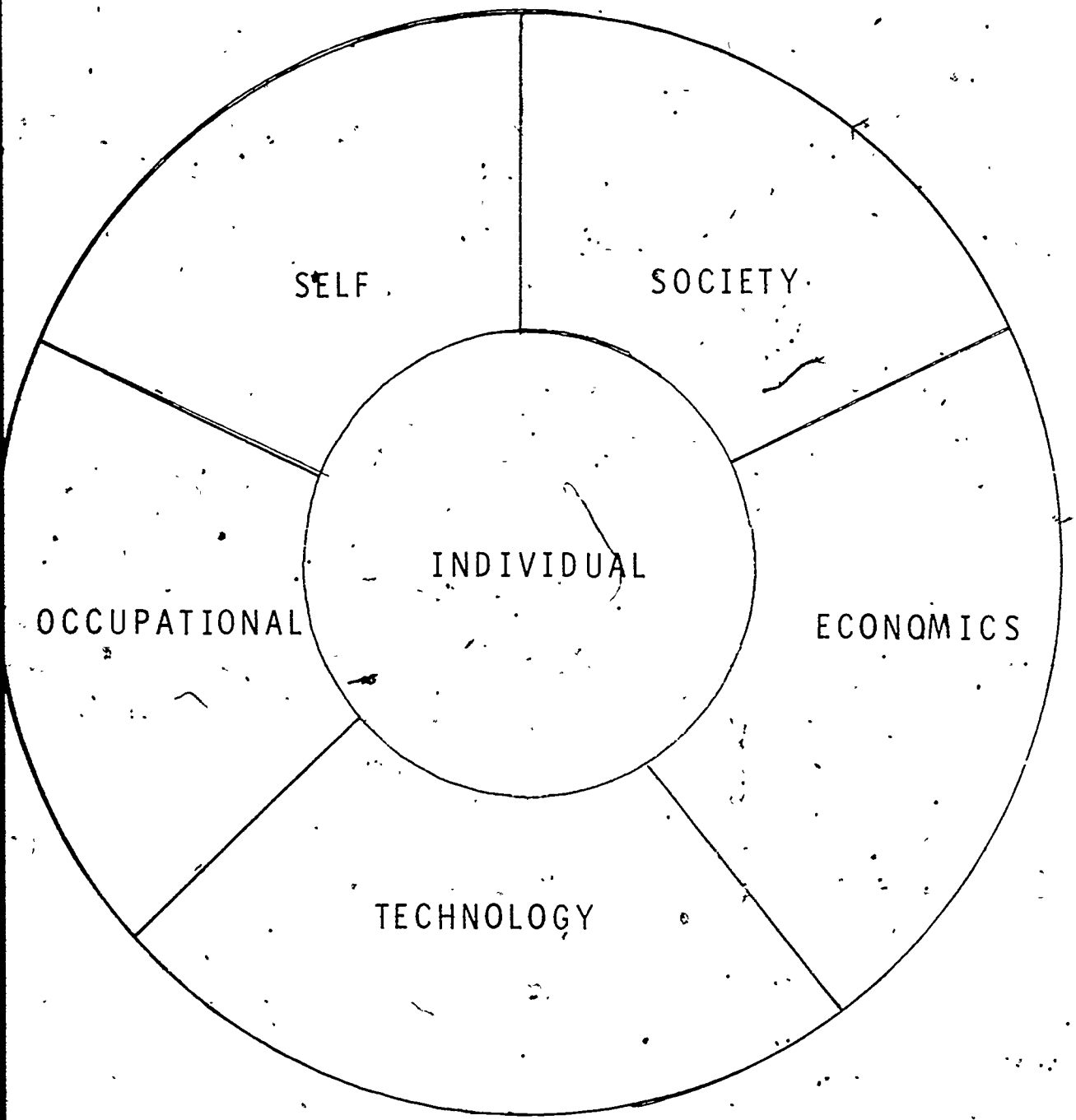
INFUSION OF CAREER EDUCATION

CONCEPTS INTO

CURRENT CURRICULUM



SOUTHWESTERN INDIANA'S
CAREERS RESOURCE PROJECT
Huntingburg, Indiana


WORLD OF WORK
SELF
SOCIETY
INDIVIDUAL
OCCUPATIONAL
ECONOMICS
TECHNOLOGY
VOCATION
LIFESTYLE

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ACKNOWLEDGEMENT

We wish to express our gratitude to Robert B. Jervis, Career Education Coordinator, Anne Arundel County Public Schools, Maryland, for sharing his thoughts and experiences with the Careers Resource Project staff.

His major contribution to the Career Education movement has been in the development of procedures "that work" for teachers and his thinking is reflected in this model plan.

CAREERS RESOURCE PROJECT
Huntingburg, Indiana

October, 1974

A MODEL PLAN FOR IMPLEMENTATION OF CAREER EDUCATION

STATEMENT

Although there is no one master plan for the implementation of Career Education programs in the regular classroom, most programs are using the "infusion" approach - that is, career activities are being introduced in all existing courses of study within the school. Because this project has stated that career education is not artificial, not add on, and not push-in; we feel that our "unified" plan of implementation for the schools in Southwestern Indiana should be based on the "infusion" process.

In order to stimulate the creative teacher's mind we feel that we need to have a flexible approach, while at the same time, our approach, to be effective, must also be consistent. The "infusion" process offers the teacher a solid foundation for implementation, but does not restrict his creative abilities.

HOW TO INFUSE

To Infuse means to make a part of and that is what we have in mind for the Southwestern Indiana schools. That is to make Career Education an integral part of the present curriculum being taught in our schools. In order to achieve this goal we will need to help the teacher become aware that an individual has to understand and cope with five general areas in our society; (1) himself, (2) the society, (3) technology, (4) economic factors, and (5) occupations. We have at our disposal a series of behavioral objectives for these five areas that can help teachers infuse Career Education into their curriculum. These objectives are also broken down into four levels of development to facilitate infusion: (1) K-2, (2) 3-5 (3) 6-8, (4) 9-12.

By using the appropriate objectives for your grade level and by following these nine steps, you can develop a workable plan for infusing Career Education concepts and activities into the teaching of any subject-matter area of the school's curriculum.

1. Decide the curriculum area in which you will be working
2. Select a unit that you will be teaching in the area
3. If necessary, further divide the unit into sub units of 5-10 days duration
4. Determine the purpose of each unit by writing an objective of it
5. Determine which of the 15 clusters you will focus on (One or more)
6. Select a career objective(s) from any of the five areas that can be incorporated into the unit
7. Keeping the Career Education objective(s) clearly in mind, list lesson topics that you will need to teach in order to get the unit objective over to the students
8. Write a learning objective for each lesson This objective should tell what you expect the students to be able to do when they have finished the lesson
9. For each lesson, list the learning activities that you would have the students do

The infusion method calls for many ways of presentation With good teacher in-service training coupled with adequate teacher creativity, the infusion method is excellent Some activities are listed below:

1. On-job-training
2. Reading about the world of work; brochures, etc
3. Field trips to industries, businesses, hospitals, etc
4. Research; writing for occupational information
5. Class discussion
6. Bulletin boards; displaying occupational information
7. Audio-visual devices; films, T V taping, filmstrips, audio tapes
8. Prepared handout materials; pamphlets, etc
9. Resource personnel; guest speakers
10. Interview parents
11. Puppet shows
12. Surveys
13. Trade fairs
14. Cartoons
15. Career days
16. Simulation games
17. Community projects
18. Construct job charts
19. Job observation
20. Role playing

As stated earlier, it is our intent to apply this model for the infusion approach of implementing Career Education in the Southwestern Indiana Schools, because it enables the teachers to use their creativity while maintaining a consistant approach from the Careers Resource Project

CAREER EDUCATION CONCEPTS

I. People work to satisfy many needs.

II. Many work roles may satisfy a person's needs and interests.

III. Everyone makes career decisions.

IV. Career development is a lifelong process.

V. A person's work role is influenced by his environment.

VI. People are unique and should not be stereotyped according to their occupations.

VII. Worker roles are interdependent.

VIII. The status of an occupation does not indicate its worth to society.

IX. Technology brings about change in our society.

X. Work roles for some may be leisure time activities for others.

OCCUPATIONAL
Behavioral Objectives
(K-2)

1. The student will participate in activities reflecting his identifications with worker roles.
2. The student will identify the different kinds of work people do in the home, school and community.
3. The student will compare and contrast the work and play in the school, home, and community.
4. The student will recall the many various jobs that he has performed over a period of time.
5. The student will name and discuss hobbies and interests.
6. The student will identify, within his immediate world, several jobs that are related and can be grouped into job families.
7. The student will identify and describe specific tasks within job families familiar to him.
8. The student will use primary communication, mathematical and problem-solving skills in work activities.
9. The student will demonstrate his mastery of simple manual and mental skills in the performance of work tasks requiring the use of materials and tools.
10. The student will identify the skills, tools, and materials needed to perform a job.
11. The student will demonstrate the simple manual and intellectual skills learned in the performance of work task can be applied to other work tasks.

SELF
Behavioral Objectives
(K-2)

1. The student will identify ways in which he is a distinct individual.

2. The student will identify and discuss the reasons why some work activities are personally satisfying to him.

3. The student will participate in various activities which help in expanding interests.

4. The student will give examples of things he likes to do and things he does well.

5. The student will identify attitudes and behaviors which help him and others to perform a task.

6. The student will demonstrate that he perceives things differently from other people.

7. The student will demonstrate that he perceives things differently from time to time.

8. The student will indicate things that he feels are important to him and others in his immediate world and discuss why he thinks these things are important.

9. The student will identify ways he and others make contributions in work and play activities.

10. The student will discuss what he learns about himself as a result of engaging in new tasks.

11. The student will identify and discuss the attitudes and behaviors which enable him to work and play cooperatively.

12. The student will demonstrate that his perception of people may differ from the perception of others.

SOCIETY

Behavioral Objectives
(K-2)

1. The student will identify people who are working together toward a common goal and explain how the work of each person contributes to the achievement of that goal.

2. The student will identify and discuss how customs, traditions, and attitudes of society relate to work.

3. The student will identify those needs of society which various individuals fulfill.

4. The student will identify benefits and rewards he receives for his work and from the work of others.

5. The student will discuss rules which protect people who produce and use goods and services.

ECONOMICS

Behavioral Objectives
(K-2)

1. The student will discuss why and how man must work to produce goods and services.

2. The student will discuss how people balance their needs and wants with available resources.

3. The student will identify his basic economic needs and wants and discuss the ways these are provided.

4. The student will discuss how changing demands for goods and services affect job opportunities.

5. The student will identify and discuss different kinds of work which are related to various geographical areas.

TECHNOLOGY
Behavioral Objectives
(K-2)

1. The student will express his creative ability by using tools to construct projects from resources.

2. The student will demonstrate that the use of a variety of tools and materials will enable him to complete a task.

3. The student will identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products.

4. The student will identify and discuss things that change naturally or by man's intervention.

5. The student will examine the implication for man's work and leisure time when confronted with specific examples of withdrawing technology from his life.

6. The student will compare and contrast family and community living of the past and present in terms of the development of tools, materials, and processes.

7. The student will observe and discuss how technology which helps man can also cause problems if not properly used.

OCCUPATIONAL

Behavioral Objectives
(3-5)

1. The student will role play specific occupations based on his interests and hero images.

2. The student will cite examples of kinds of work people do outside his immediate experience that directly affect his life.

3. The student will demonstrate activities connected with a task, e.g., deciding, performing, supporting, and concluding.

4. The student will trace the vocational history of a real or imaginary individual with emphasis on the variety of jobs held.

5. The student will demonstrate his special interests through school or non-school activities.

6. The students will demonstrate that hobbies and interests combine elements of both work and play.

7. The student will provide examples of hobbies that may develop from interests.

8. The student will classify workers into occupational areas and characterize them as producing goods or services.

9. The student will discuss different kinds of preparation and performance necessary for various levels within an occupational area.

10. The student will illustrate interdependency between various jobs within occupational areas.

11. The student will analyze various work activities in terms of the processess, skills, and concepts derived from basic education necessary to their accomplishment.

12. The student will combine attitudinal, mental, and manual skills in the accomplishment of a variety of jobs.

13. The student will analyze the relationship between the skills, tools, and materials used in doing different jobs.

14. The student will support by example ways in which general attitudinal, intellectual, and manual skills used in various occupational areas are transferable in the accomplishment of a variety of jobs.

SELF

Behavioral Objectives

(3-5)

1. The student will assess his strengths and limitations in terms of the degree to which he can exercise control over them.
2. The student will identify and discuss how an individual may obtain personal satisfaction from his occupation.
3. The student will relate his interests and abilities to specific occupational roles.
4. The student will assess the relationship between his developing interests and his abilities.
5. The student will analyze his attitudes and behaviors as they affect his performance in specific tasks.
6. The student will demonstrate behaviors which indicate positive attitudes toward task performance.
7. The student will compare and contrast his interpretation of work environments of specific jobs with the way others interpret these enviroments.
8. The student will identify the persons and things that constitute his environment and affect the way he views work.
9. The student will determine how his values affect his attitude and performance in work situations.
10. The student will clarify his values by participating in activities which bring values into conflict.
11. The student will identify his emerging values and compare these beliefs with the beliefs held by most people.
12. The student will analyze how he and others have helped in the completion of various tasks.
13. The student will draw conclusions about self after performing tasks which are increasingly challenging and compatible with his development.
14. The student will discuss the processes required to complete a task and compare and contrast the ones he prefers to do.
15. The student will identify and discuss those attitudes and behaviors toward others which help him maintain a good working relationship.

SOCIETY
Behavioral Objectives
(3-5)

1. The student will discuss the interaction and interdependency of workers of societal groups and determine how their work contributes to the achievement of the goals of the group.

2. The student will compare and contrast changing customs, traditions, and attitudes as they affect jobs in various societies.

3. The student will compare and contrast the changing needs of society that affect job opportunities.

4. The student will identify and discuss the ways societal groups reward their members for their work.

5. The student will investigate the conditions which lead to protective legislation for producers and consumers and trace the resulting laws.

ECONOMICS
Behavioral Objectives
(3-5)

1. The student will examine how the work of many men has made possible a continuing increase in goods and services produced in our country.

2. The student will compare and contrast the economic incentives of our system with those various cultures.

3. The student will compare job opportunities today with those of the past in terms of the economic growth of our country.

4. The student will examine plans and choices he and others must make to use available resources effectively both as consumers and as producers.

5. The student will investigate how different people have provided for their basic economic needs and wants.

6. The student will ivestigate economic conditions which affect the number and variety of jobs available.

7. The student will identify geographical factors, i.e., climate, topography, resource, location, etc., and discuss how they affect work.

TECHNOLOGY
Behavioral Objectives
(3-5)

1. The student will make his creative ideas materialize through the use of technology and resources.

2. The student will construct projects and discuss the technology needed to complete the task.

3. The student will compare and contrast technology used by various cultures to satisfy needs and desires.

4. The student will relate and apply technology to his general studies.

5. Students will compare and contrast inventions and discoveries which have changed man's work.

6. Students will identify and discuss jobs that have appeared as a result of technological developments.

7. The student will construct imaginary accomplishments in technology that he would like to see occur and assess their implications for man's work and leisure time.

8. The student will trace and analyze the development of technology in one or more broad areas.

9. The student will analyze ways man can enhance his total environment if technology is used to his advantage.

OCCUPATIONAL
Behavioral Objectives
(6-8)

1. The student will make tentative occupational choices in terms of his interests, capacities, and values.

2. The student will identify kinds of work people do which have only marginal effects on his life.

3. The student will demonstrate kinds of work that involve working with people, working with ideas, and working with things.

4. The student will differnetiate between careers and jobs.

5. The student will explore a wide range of careers as they reflect his interest and abilities.

6. The student will cite the advantages and disadvantages of a variety of careers in terms of his interests and abilities.

7. The student will analyze the skills and processes related to various hobbies and interests which may influence career choice.

8. The student will evaluate the economic rewards obtainable through the pursuit of hobbies or interests.

9. The student will classify jobs into clusters on the basis of the skills and interests of the workers.

10. The student will construct the hierarchy for several occupational areas of his choice.

11. The student will compare and contrast the basic-education requirements of several career areas.

12. The student will evaluate his level of proficiency in basic learnings.

13. The student will select courses which will increase his proficiency in basic learnings.

14. The student will identify and select the school subjects which contain the specific knowledge required for his tentative vocational choice.

15. The student will, after exploring several occupational areas, demonstrate a number of the basic skills needed in the performance of certain jobs.

16. The student will determine the skills needed for a variety of occupations.

17. The student will participate in a variety of work experiences (simulating, working, observing) in broad occupational areas and analyze these experiences in terms of a future career choice.

SELF
Behavioral Objectives
(6-8)

1. The student will identify and evaluate his self characteristics which will help him in terms of the occupation he thinks he may wish to pursue.
2. The student will analyze how a positive self concept is reinforced through satisfaction with his work and/or from the value others place upon his work.
3. The student will analyze his abilities and interests in terms of occupational areas he may wish to enter.
4. The student will demonstrate an understanding of his interests and abilities through his course selection and work performance.
5. The student will identify and practice attitudes and behaviors which generally apply to any work situation.
6. The student will analyze the working environment of various occupations and evaluate his attitudes toward these work environments.
7. The student will analyze the changes which have taken place in his value system as he moves toward maturity.
8. The student will give examples of significant values inherent in various occupational areas.
9. The student will analyze his values in terms of how they relate to personal work behavior, work situations, and occupations.
10. The student will explore the possible ways in which his contribution to the world of work may be most effective.
11. The student will identify how others contribute to the world of work.
12. The student will assess his self characteristics in terms of various occupations.
13. The student will analyze how his perceptions of other people affect his ability to work cooperatively and identify any changes he wishes to make.
14. The student will give examples of interpersonal relations of workers that affect cooperative performance on a job and assess his ability to work in a similar situation.

SOCIETY
Behavioral Objectives
(6-8)

1. The student will differentiate between broad occupational areas in terms of the contribution and importance of these areas to our society.
2. The student will analyze how the customs, traditions, and attitudes of society affect jobs in broad occupational areas.
3. The student will analyze how societal needs create a demand for workers in various occupational areas.
4. The student will analyze the relationship between the benefits provided by society and the work performed by the members of the society.
5. The student will investigate the protective laws of several broad occupational areas and determine whether present laws are meeting the needs of producers and consumers.

ECONOMICS
Behavioral Objectives
(6-8)

1. The student will discuss and generalize that work in various occupational areas contributes to the nation's wealth which can be measured in terms of goods and services produced annually.
2. The student will explore the economic incentives offered by various occupational areas.
3. The student will identify and analyze the characteristics of the American economy that affect job opportunity.
4. The student will analyze economic decisions and choices made as a participant in either economic simulations or actual situations.
5. The student will explore how economic needs and wants differ and are provided for by the rewards of various occupational areas.
6. The student will identify economic trends, both past and present, and investigate their effect on job opportunities in broad occupational areas.
7. The student will investigate the geographical factors that affect various occupational areas.

TECHNOLOGY
Behavioral Objectives
(6-8)

1. The student will research and demonstrate how man uses resources and technology creatively in his work.

2. The student will analyze how technology is used creatively to develop various products from natural resources.

3. The student will explore the technology of various occupations and evaluate the benefits which have accrued to man.

4. The student will use the technologies of several broad occupational areas in a simulated or an actual work situation, relating them to the satisfaction of man's needs and desires.

5. The student will analyze various jobs in broad occupational areas to see how technology has changed them.

6. The student will evaluate the impact on work and leisure time by withdrawing and by augmenting technology in occupational areas of his choice.

7. The student will examine and evaluate technology in terms of the factors which give impetus to change and development.

8. The student will assess the degree to which the technology of various occupational areas is being used to the advantage of mankind.

9. The student will analyze the problems associated with the use of technology and research the proposed solutions to these problems.

OCCUPATIONAL
Behavioral Objectives
(9-12)

1. The student will select educational and training programs in terms of his needs, interest, abilities, and values that will assist him in converting vocational preference into reality.

2. The student will make projections of work people may some day be doing.

3. The student will formulate a personal definition of work.

4. The student will analyze his vocational choice and the possible careers which he might pursue in terms of his interest, abilities, and chances for success.

5. The student will analyze the degree to which hobbies and interests affect his present career choice

6. The student will cluster a group of jobs reflecting his career choice and identify his career choice and identify his clustering criteria.

7. The student will analyze the career hierarchy which reflects his vocational choice.

8. The student will apply basic learnings in a work situation and analyze their effects upon his job performance.

9. The student will meet the requirements for successful completion of his basic course work for job entry or further education.

10. The student will evaluate his proficiency in the specific skills related to his career interests.

11. The student will demonstrate basic vocational skills which will qualify him for an entry level job or for further education in an occupational area of his choice.

12. The student will participate in a realistic work situation as part of the school program or as a worker in the community.

13. The student will evaluate his career choice in terms of his work experience.

14. The student will project his needs for vocational retraining in relation to job advancement, job change, and job loss.

15. The student will interpret occupational trends and evaluate his transferable skills and knowledge that will facilitate retraining.

SELF

Behavioral Objectives

(9-12)

1. The student will analyze the ways his self concept affects his entrance and performance in a work situation.

2. The student will evaluate his tentative career choice in terms of ways it will contribute to the maintenance of a positive self concept.

3. The student will project a career plan which will reflect his abilities and interests.

4. The student will evaluate his attitudes and behaviors and their effect on his functioning in his work situation.

5. The student will demonstrate the attitudes and behaviors which enable him to obtain and hold a job.

6. The student will analyze the impact of his environment of his feelings toward work and weigh these attitudes against his career plans.

7. The student will develop a profile of the working environment of his career choice.

8. The student will evaluate the role that his values play in making his career choice.

9. The student will analyze his contribution to a specific work situation.

10. The student will evaluate his individual contribution as it affects future career choice.

11. The student will conduct an evaluation of self-characteristics using as a basis his cummulative work experiences and analyze this evaluation in terms of future implication.

12. The student will observe the interaction of co-workers in situations which call for cooperation and determine any changes he might need to make in order to work effectively.

13. The student will analyze how his perception of other people affect his ability to work cooperatively.

SOCIETY
Behavioral Objectives
(9-12)

1. The student will analyze the effects on a society when the workers of an occupational area withhold their services and debate the justification for such action.

2. The student will explore the effect of changing customs, traditions, and attitudes in relation to his chosen career area.

3. The student will assess how future societal needs may affect vocational opportunity in the career area of his choice.

4. The student will make a critical analysis of the reward structure of an occupational area as it relates to the reward system of the larger society.

5. The student will evaluate the laws society has enacted for his protection as producer and consumer of goods and services.

ECONOMICS
Behavioral Objectives
(9-12)

1. The student will evaluate a career area in terms of its contribution to the nation's productivity.

2. The student will identify and evaluate the economic incentive available in a career area in terms of his goals.

3. The student will assess the extent to which economic characteristics may affect work opportunities in the career area of his choice.

4. The student will evaluate his application of economic concepts in making choices and decisions as a consumer and/or producer.

5. The student will evaluate how the career area of his choice will provide for his economic needs and wants and affect his standard of living.

6. The student will assess how economic fluctuations may affect the job opportunities in the career area of his choice

7. The student will evaluate his career choice as it is affected by geographical factors.

TECHNOLOGY
Behavioral Objectives
(9-12)

1. The student will use resources, technology, and his creative ability to investigate and develop a project related to the career area of his interest.

2. The student will explain how the forces of resources, technology, and creative ability interplay in the career area of his interest.

3. The student will employ the technology of his career interest area and assess its contribution to the satisfaction of man's needs and desires.

4. The student will evaluate the extent of which technological change may affect the employment opportunities and the task requirements of his occupational choice.

5. The student will make inferences about how technology may affect his work and leisure time in his career choice.

6. The student will develop his own action-oriented program to correct situations arising from the misuse of technology.

7. The student will analyze the development of technology in the Twentieth Century in terms of its escalation.

8. The student will investigate how the technology of his career area can be more effeciently used to contribute to man's well being.

WORK SHEET GUIDE

STEPS TO INFUSE CAREER EDUCATION INTO CURRICULUM

1. Decide the curriculum area in which you will be working.
2. Select a unit that you will be teaching in the area.
3. If necessary, further divide the unit into sub units of 5-10 days duration.
4. Determine the purpose of each unit by writing an objective of it.
5. Determine which of the 15 clusters you will focus on. (one or more)
6. Select a career objective(s) from any of the five areas that can be incorporated into the unit.
7. Keeping the Career Education objective(s) clearly in mind, list lesson topics that you will need to teach in order to get the unit objective over to the students.
8. Write a learning objective for each lesson. This objective should tell that you expect the students to be able to do when they have finished the lesson.
9. For each lesson, list the learning activities that you would have the students do.

WORK SHEET

Curriculum Area _____

Teaching Unit _____

Statement of Unit Objective _____

_____

Career Education Cluster _____

Career Education Objective _____

_____

Lesson Topics _____

_____

_____

_____

Learning Objectives of Topics

Lesson 1 _____

Lesson 2 _____

Lesson 3 _____

Lesson 4 _____

ACTIVITY SHEET

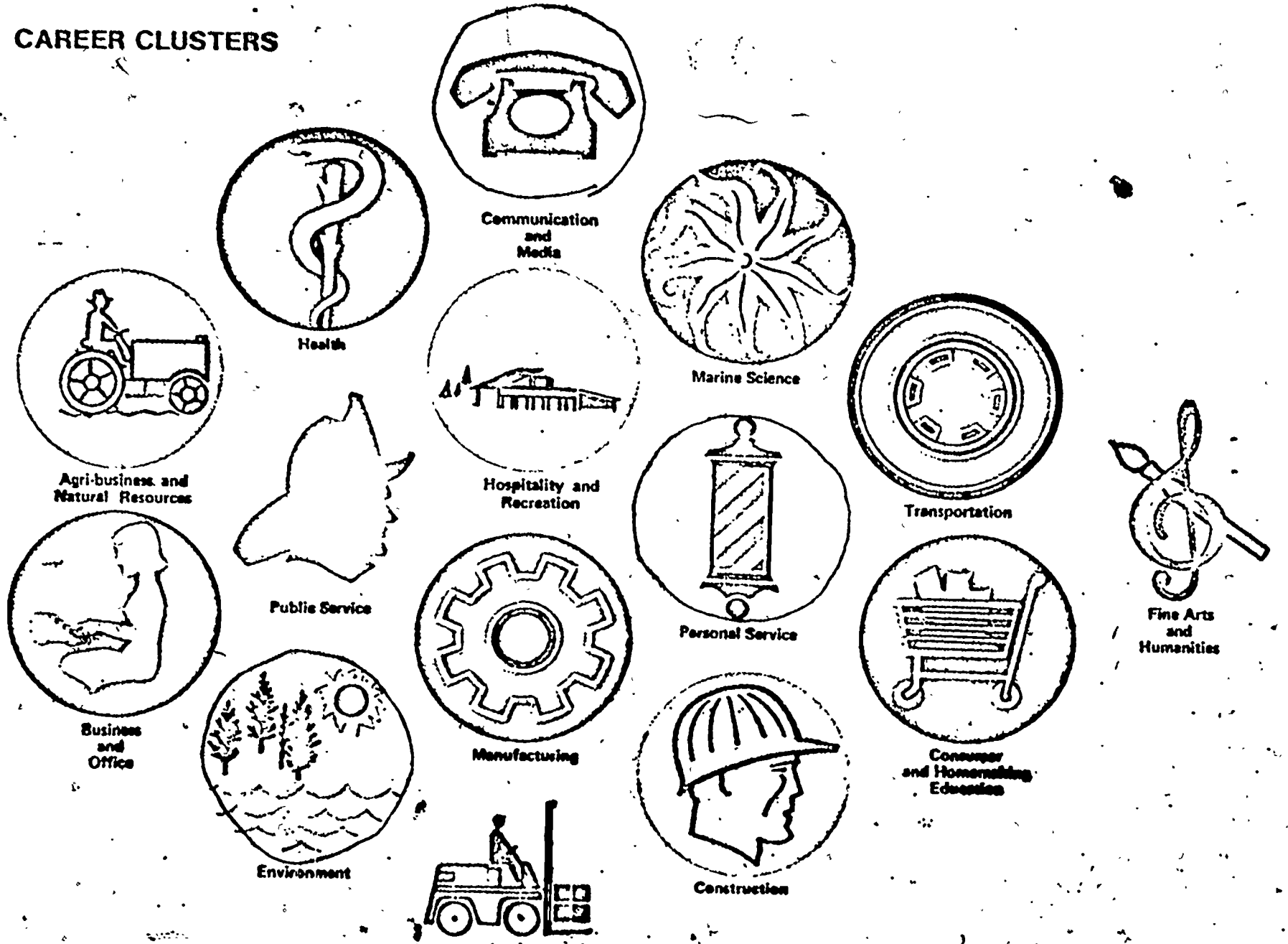
Lesson Topic Number _____

Learning Objective of Topic _____

_____

Activities:

CAREER CLUSTERS



Source: U.S. Office of Education, Career Education (U.S. Government Printing Office, 1972) p. 12

JOB CLUSTERS

Clustering is an attempt to organize the 25,000 jobs in the United States into a manageable, understandable system. The attached 15 clusters, although not containing all jobs, are a means of relaying the wide scope of careers available in any one interest area. Within each cluster are careers that require a variety of skills and training.

1. Personal Services

Rationale: Careers which supply specific services that are purchased or obtained to fulfill a particular need or desire of a person.

beautician	babysitter	telephone operator
shoe repairman	priest	radio repairman
social worker	missionary	minister
insurance agents	furniture upholsterers	rabbi
refrigeration, air conditioning and heating mechanics	barber	mortician
	cleaner and laundry manager	tailor
	TV repairman	

2. Health Services

Rationale: Careers related to the determination of health problems, physical caring for the problems and exploring possible preventive measures.

psychologist	optometrist	laboratory technician
doctor	pharmacist	hospital administrator
orderly	podiatrist	chiropractor
practical nurse	laundry and sterilizer	dental technician
occupational therapist	osteopath	anesthesiologist
medical secretary and librarian	psychiatrist	dental hygienist
	nurse	speech pathologist
veterinarian	x-ray technician	bacteriologist
dentist	nurse's aide	

3. Construction

Rationale: Careers related to building.

mobile home builder	surveyor	industrial designer
architect	paperhanger	excavator
plumber	pipefitter	cabinet worker
plasterer	engineer	cement mason
mason	draftsman	roofer
bricklayer	carpenter	heavy equipment operator
printer	electrician	

4. Manufacturing

Rationale: Careers which create a product.

- machine operator
- machine maintenance
- electronic engineer
- assembly line operator
- mobile home assembler
- industrial designer
- sheet metal worker
- skilled tradesman
- tool and die operator
- chemist
- welder
- mechanical engineer
- industrial traffic manager

5. Transportation

Rationale Careers related to the movement of people and things and improvement of or care for the necessary equipment.

- truck driver
- pilot
- body and fender repairman
- traffic control manager -airlines
- brakeman
- locomotive engineers
- service station managers and attendants
- auto mechanic
- bus and taxi driver
- aerospace engineer
- conductors
- station agents

6. Agri-Business and Natural Resources

Rationale: Careers related to the productive use of land

- farmer
- dairyman
- feed store manager
- miner
- soil conservationist
- agricultural engineer
- agronomist
- petroleum engineers
- rancher
- butcher
- farm equipment sales
- farm agent
- fish and game manager
- mining engineer
- petroleum and natural gas production worker
- farm manager
- poultrymen
- wildlife manager

7. Public Service

Rationale: Careers which provide a service for individuals, some of which are tax supportive.

- kindergarten-elementary teacher
- state policeman
- janitor
- certified public accountant
- school administrator
- food and drug inspector
- court recorder
- lawyer
- counselor - school, employment, rehabilitation
- refuse collector
- junior and senior high teacher
- government service
- civil engineer
- fireman
- librarian
- urban planner
- court bailiff
- city policeman
- military
- nursery school teacher
- probation officer

8. Environment

Rationale: Careers related to the protection, improvement of and proper use for the surroundings that influence a life

forest ranger	range manager	camp counselor
gardener	recycling operator	meteorologist
landscape architect	naturalist	fish and game warden
biologist	forestry aides	environmental engineer
horticulturist	geologist	geophysicist
park ranger	tree surgeon	

9. Hospitality and Recreation

Rationale: Careers which enhance leisure for mankind

stewardess	waiter	dietician
restaurant manager	short order cook	cashier
social directors	steward	swimming pool manager
waitress	cook	baker
restaurant hostess	chef	hotel-motel manager
travel agent	golf pro	athlete

10. Fine Arts and Humanities

Rationale: Careers related to the cultural and esthetic improvement of human life

professional musician	cartoonist	actor
dancer	singer	composer
author	playwright	film editor
literary writer	music arranger	orchestra leader
music critic	fashion designer	jewler
art critic	commercial artist	free-lance artist
actress	music teacher	singing teacher
conductor	poet	floral designer
sign painter	piano technician	orchestrator
music director	radio and TV director	sculptor
stage designer		

11. Communications and Media

Rationale: Careers related to the transmission of information.

journalist	radio-TV announcer	newswriter
technical writer	electronic technician	transmitter technician
audio-control technician	lighting technician	photoengraver
proofreader	foreign correspondent	printer
staff programmer	sportscaster	photographer
sound engineer	maintenance technician	video technician
script writer	reporter	lecturer

12. Marketing and Distribution

Rationale: Careers which facilitate the development and economic movement of a product.

salesman	consumer product seller	production and control position
statisticians	systems analyst	sales supervisor
packaging and designer	sales engineer	wholesale and retail distributors
marketing researcher	economists	

13. Marine Science

Rationale: Careers related to the understanding, exploration and commercial uses of the sea.

marine biologist	physicists	marine geologists
seaman	aquatic biologist	geophysicists
commercial fisherman		

14. Business Office

Rationale: Careers related to the efficient management of the business community.

office manager	trailer salesman	accountant
personnel director	bank teller	key punch operator
advertising workers	receptionist	secretary
data processor	stenographer	purchasing agent
computer operator	computer programmer	file clerk
public relations worker	bookkeeper	bank management

15. Consumer and Homemaking Education

Rationale: Careers related to the purchase and proper use of products for the home.

interior decorator	drapery maker	extension agent
appliance demonstrators	credit interviewer	homemaker
home demonstration agent	seamstress	home economist
price control agents	fashion coordinators	nutritionist
milliner	model	

APPENDIX B

PUBLIC RELATIONS

★ CAREER ★ EXPRESSIONS

SOUTHERN INDIANA
CAREERS RESOURCE PROJECT
"NEWSLETTER"

511 4th Street Huntingburg, Ind. 47542
Phone (812) 683-3333
Joe W. Roth, Director

MAY 1975

"Career Education Makes Cents"

WHAT'S HAPPENING IN SOUTHWESTERN INDIANA!

WASHINGTON CATHOLIC MIDDLE SCHOOL

TO BE A DECORATOR, ONE MUST KNOW COLOR AND DESIGN . . .

TO BE A PROFESSIONAL DOG GROOMER, ONE MUST HAVE COMPLETED A TRAINING PROGRAM . . .

TO BE A DRUGSTORE CLERK, ONE MUST LEARN TO SERVE THE CUSTOMER . . .

These eighth grade students at Washington Catholic Middle School participated in a "Job Observation Day" when all eighth graders were able to go out into the community to shadow, observe, and participate in real work situations in various local businesses. This day was planned jointly by the principal, faculty, and community people.

RIVET HIGH SCHOOL

During the "Career Convention" at Rivet High School, fifty-two community and business people spoke to the students concerning their own careers--offering information and advice to help students in choosing their career preference. Students were able to attend seven different sessions during the day and both students and faculty felt the day was a complete success.

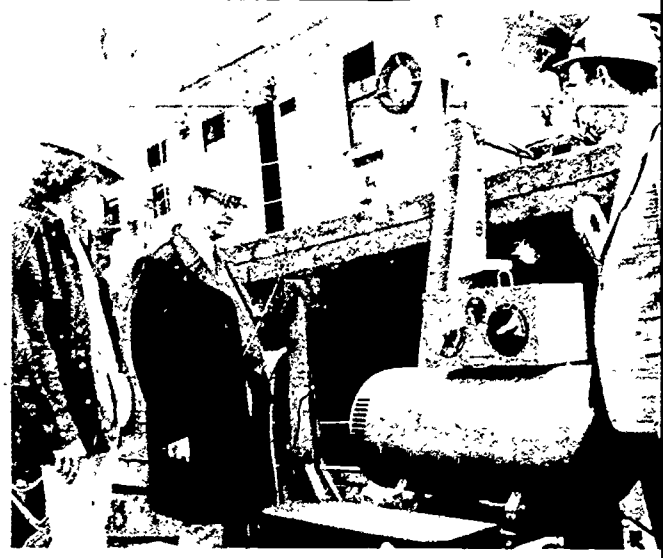
A HOBBY BECAME A BUSINESS as Mildred Pea, cake decorator, explains to Peggy Hills and Marie Finch the fine points of making an ordinary cake into a work of art.

LEISURE FOR SOME IS A BUSINESS FOR OTHERS . . . Michael Mefford of Twin State Suzuki explains that being a motorcycle dealer is more than just showing merchandise. A dealer must know his customer and sell a machine just right for the needs of that person.

DAVID TURNHAM EDUCATIONAL CENTER

A GAS OF A CAREER . . . Joe Schmutzler, of Nass and Son Funeral Home in Huntingburg, appears to be administering oxygen to Carla Grundhoefer but in actuality he is explaining the capabilities of the Funeral Home's ambulance during a recent Career Education activity period at David Turnham Educational Center in Dale. John Elliot and Rex Vance look on.

CANNELTON HIGH SCHOOL

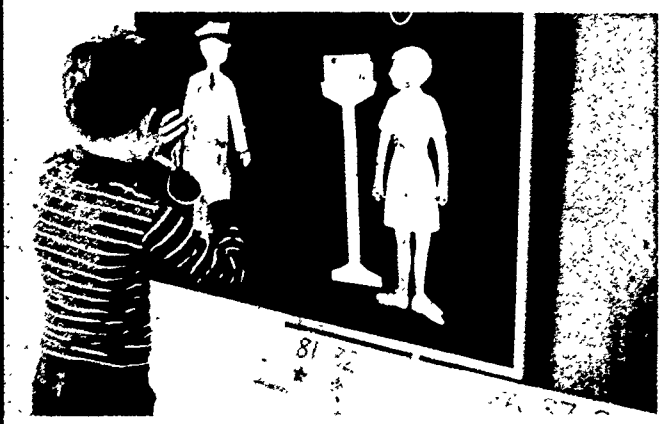


BE HARD-HATTED ABOUT A CAREER . . . Mark Nugent, sophomore at Cannelton High School (l), and Lowell Harris, Cannelton's Career Team Chairman (r), listen to Charles Schefer, Personnel Manager at Maxon Marine in Tell City explain the finer points of barge construction. The entire sophomore class at the high school participated in Job Observation Day which enabled students to observe firsthand the careers of their interest.

REMINDER

Don't forget the Careers Resource Project presentation focusing on career materials to be aired on Channel 7, Evansville on Sunday, June 1, 1975 at 12:00 noon. Participants will include Gilda Hafele, Materials Consultant from the CRP; Carolyn Duffy, Oakdale Elementary School, Boonville; Sandra Gray and Mike Trammell, Hoosier Heights Elementary School, Tell City; Richard Hardin, Tell City High School, Tell City; and Bill Gunn, Cannelton High School, Cannelton.

EASTSIDE ELEMENTARY SCHOOL



This youngster at Eastside Elementary School is interested in learning more about the work role of a postman. These flannel board dolls enable elementary children to associate working apparel or uniforms with community helper work roles.

WEST WASHINGTON ELEMENTARY SCHOOL

Approximately 100 sixth grade students of West Washington Elementary School participated in a "Hobby Show" on May 2. CRP staff was on hand to videotape selections of the show to be shown to teachers across Southern Indiana. Some children, after spending considerable time with their hobby, have begun to think of choosing this as a lifetime career.

LUTHERAN SCHOOL OF EVANSVILLE

Mr. Richard Nordmeyer, fifth grade teacher, and Mr. Richard Meyer, sixth grade teacher combined their classes and conducted a "I Want To Be" day on Tuesday, May 13, 1975. A total of 46 students participated in the program. Each student had to list three choices of occupations in which they had the most interest.

Each pupil came to school dressed in their occupational paraphernalia of their first choice and had to relate to their classmates such information as to why they made the choice, what work is performed within that occupation, advantages and disadvantages of their choice, along with other pertinent job information.

A total of 40 different occupations were represented.

(continued next column)

ROCK AROUND THE WEDDING CLOCK....

Janessa Neal, Staff Secretary with the Careers Resource Project, tries out her new rocking chair that was presented during a lunch break at the CRP office. Janessa has worked for the project since it began. She and her husband will be moving to West Lafayette in the fall after a summer together in Green Bay, Wisconsin. Their wedding is scheduled for May 24. Janessa's contributions and hard working ability will be missed by the project. "Congratulations," Janessa.

* * * * * * * * * * * *

THE PRICE OF MEAT has reached the point where we are now respectfully calling chuck roasts "Charles."

* * * * * * * * * * * *

VIOLENT EXERCISE after 40 is especially harmful--if you do it with a knife and fork.

* * * * * * * * * * * *

THE GRASS ALWAYS looks greener when you'd rather sit on the steps than mow it.

* * * * * * * * * * * *

MILITARY CAREER DAY

HOW HIGH DO YOU FLY??? WO-1 Michael Sluys, helicopter pilot from Fort Knox, answers questions from students during a Military Career Day held at Perry County Airport on May 6.

BE SOMEONE . . . WITH A CAREER . . . Dave Huckeba, U. S. Navy Recruiter from Jasper, appears to be somewhat bewildered with the number of students that showed up for the Military Career Day at the airport.

Over 450 students, parents, teachers, and administrators were exposed to the military careers related to food services, power generator technology, aviation mechanics and aviation as military guest speakers were provided by the Army at Fort Knox, the Navy from the Louisville Recruiting District, and Air Force from Owensboro, Kentucky. In addition to the career presentations, Army and Navy pilots provided excitement for the students as they demonstrated the capabilities of their aircraft with a flight demonstration. Students that participated were from Newman School, Hoosier Heights School, and St. Paul School of Tell City-Troy Township School Corporation; Clay-Huff Elementary School and David Turnham Educational Center of North Spencer County School Corporation; and Cannelton High School of Cannelton City Schools.

SOUTHWEST DUBOIS COUNTY
SCHOOL CORPORATION

CAREERS RESOURCE PROJECT
511 FOURTH STREET
HUNTINGBURG, IN 47542

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APPENDIX C

TEACHER PERFORMANCE OBJECTIVES
K - 12

GRADE LEVEL: Kindergarten

COMPONENT: K-5 Awareness

The career awareness focus begins with a very narrow base at the kindergarten level. The emphasis is on the work found in and around the home. That is, the work of members of the family and work that is performed by outsiders who enter the home for service repairs.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Talk about one work activity that is performed by any member of the family or others who work in or near the home or family. (Society)

B. Construct one ten (10) page book consisting of pictures of workers. (Occupation)

C. Identify and explain two (2) ways in which the work of others helps him/her. (Society)

D. Identify and explain two (2) kinds of activities in which he/she likes to be involved. (Self)

E. Given a picture of several common items the student will circle the two (2) articles which cost most and discuss relative costs of other items. (Economics)

F. Given cans of different diameters, the student will arrange the cans in some order and explain the order involved. (Might use blocks of about same shape, but differing size and color in place of cans.) (Technology)

G. After looking in a full-length mirror, the student will orally describe his/her physical characteristics, such as height, eye color, hair color, approximate body weight, etc. (Self)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask a worker one (1) question about their work.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have four (4) relatives of the students volunteer to come into the class to talk about their work.

B. Be able to identify one (1) task that any worker may be required to perform on the job.

C. Given a graphic representation of people in several different occupations found in the community, the student will explain orally how one person helps the community.

GRADE LEVEL: First Grade

COMPONENT. K-5 Awareness

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will

A. Describe five (5) ways in which he is like older workers (Self)

B. Be able to discuss his/her main hobby and interest. (Self)

C. Tell of five (5) ways in which the work of others helps him/her (Society)

D. Be able to describe three (3) different jobs in their community (Occupational)

E. Be able to list three (3) job tasks that his/her parents do on their job. (Occupational)

F. Be able to tell why his/her parent(s) work and what their money is used for. (In general terms) (Economics)

G. The child will be able to demonstrate how common tools are used to get a job done. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will

A. Have an opportunity to take one (1) field trip during the school year

B. Be able to ask workers two (2) questions about their work.

C. Cite two examples of how several workers depend on one another to do their job.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Invite his/her parents or relatives (40% of parents) into the class to talk about their work.

B. Be able to identify worker skills, tools, and materials needed to perform a task in three (3) different jobs.

C. Be able to list three (3) jobs that he/she is interested in

GRADE LEVEL: Second Grade

COMPONENT: K-5 Awareness

Second grade students broaden their horizon by investigating the roles of workers in the immediate community. For many children, they can be involved in walking field trips to businesses located close to the school. The emphasis should be on developing an awareness that large numbers of people are involved in producing goods and services for others.

(1) Curriculum INFUSION
Performance Objective(s) The student will

A. Cite three (3) examples of how he/she differs from peers. (Self)

B. The student will identify attitudes and behaviors which help him and others perform a task. (Self)

C. Identify the value of being able to interact with others (Society)

D. Describe and identify three (3) different occupations. (Occupational)

E. Be able to identify the academic skills needed for three (3) different occupations. (Occupational)

F. The student will identify his basic economic needs and wants and discuss the ways these are provided. (Economics)

G. The student will be able to identify and discuss the different ways people use tools and materials in the accomplishment of tasks and the production of products. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask workers three (3) questions about their work.

C. Cite three (3) examples of how several workers depend on one another to do their job in their community.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will

A. Have an opportunity to listen to 4-15 guest speakers.

B. Construct three (3) different model tools used by workers in various occupations.

GRADE LEVEL: Third Grade

COMPONENT: K-5 Awareness

Occupations of a multi-community nature are the concern of third grade students. Defining multi-community will vary from community to community. In some cases, it will mean the entire city rather than only a certain section. In other cases, it may mean a small number of towns within a county. Other instances will dictate that multi-community includes more than one county. The concern should be in the selection of occupations which exist in various sites within the multi-community framework.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Name three (3) factors that determine personal satisfaction in his/her school work. (Self)

B. Be able to write a paragraph about a job he would like to have. (Self)

C. List five (5) factors that can make him/her successful in school. (Society)

D. The students will identify and discuss the ways societal groups reward their members for their work. (Society)

E. The students will demonstrate that hobbies and interest combine elements of both work and play by providing examples of their own hobby or interest. (Occupational)

F. The students will be able to explain how Language Arts and Mathematics are used in three (3) different occupations. (Occupational)

G. Be able to explain how the work of many men has made possible a continuing increase in goods and services produced in our country. (Economics)

H. Be able to conduct a project and explain the technology needed to complete the task. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask workers five (5) questions about their work.

C. Be able to describe the relationship between effective personal relationship and success on the job taken from the field trip experience.

D. Be able to list three (3) main occupaitons found in this community.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will

A. Have an opportunity to listen to 6-15 guest speakers.

B. Be able to identify worker skills, tools, and materials needed to perform a task in five (5) different jobs.

GRADE LEVEL: Fourth Grade

COMPONENT: K-5 Awareness

For the fourth grade student, the emphasis is on occupations which are peculiar to the state and/or found throughout the state. This involves utilizing maps and materials available from various departments within the State Department. The goal is not to get the children to eventually move to other parts of the state but to make them aware of future options in the career world in terms of the encompassing nature of the world of work.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. The student will be able to identify his/her interests and abilities and relate them to three (3) possible occupations. (Self)

B. Be able to write three (3) short stories that describe his interest and abilities toward work and success. (Self)

C. Be able to list three (3) sources of personal data about himself. (Self)

D. Be able to describe the social value of five (5) different occupations. (Society)

E. The student will trace the historical development of an occupational area that interest him/her. (Occupation)

F. The student will classify workers into occupational areas and characterize them as producing goods or services. (Occupation)

G. The student will identify geographical factors; i.e., climate, topography, resources, location, etc, of the State and how they affect work. (Economics)

H. The student will compare and contrast inventions and discoveries which have changed man's work. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will

A. Have an opportunity to take one (1) field trip during the school year.

B. Be able to ask workers seven (7) questions about their work.

C. Be able to explain three (3) key differences between a work day in school and in industry.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunity to listen to 6-15 guest speakers.

B. Be able to list five (5) career opportunities in his community.

C. Be able to list five (5) career opportunities located in other parts of Indiana.

GRADE LEVEL: Fifth Grade

COMPONENT: K-5 Awareness

Fifth grade students become involved in careers of a national stature. It is important that children understand that in many career areas, they will have the opportunity and option of employment in many geographical location, and leisure time activities. This does not mean that the student should be encouraged to move from the state later but the approach does allow for additional options. The student may at this point in time explore careers on an international level.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. The student will be able to relate his/her interest and abilities to four (4) specific occupational roles. (Self)

B. The student will be able to list five (5) habits/attitudes that will help him/her get along with other people. (Self)

C. The student will discuss how the changing needs of the society affect job opportunities. (Society)

D. The student will write three (3) reports (written-oral) that compares an occupation in his town with a simular occupation found in another part of the United States. (Occupational)

E. The student will be able to explain "job family" and identify ten (10) of the 15 job clusters. (Occupational)

F. The student will be able to identify three (3) careers that require an interest in and knowledge of _____ (Occupational)
(Subject Matter)

G. The student will investigate economic conditions which affect the number and variety of jobs available. (Occupational)

H. The student will develop a project applying his/her educational skills and describe how he/she used technology to accomplish the task. (Demonstration Speech) (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s)

A. To have an opportunity to take one (1) field trip during the school year.

B. To [redacted] workers seven (7) questions about their work.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. To have an opportunity to listen to 6-15 guest speakers relating information on careers located in other parts of the continental U.S.

B. To identify seven (7) career opportunities located in other parts of the continental United States.

C. To list three (3) rewards of work in terms of its social value.

GRADE LEVEL: Sixth Grade

COMPONENT: 6-8 Exploration

The Career Exploration phase continues to emphasize the goals which have been partially achieved during the awareness state. Greater emphasis is placed on broader exposure to all levels of occupations. Some "real-life" exploratory experiences are provided. Additional emphasis is placed on ability and aptitude testing and relating these attributes to present concerns and future potential. The realities outside the classroom are investigated through people oriented field trips to business and industry, the community, and other organizations and agencies.

Students are exposed to people who represent many walks of life. Resource people are invited to the classroom to interact with students about "official data," for example, job title, job description, educational requirements, salary range, etc. However, children and youth are also very interested in asking questions about "official data", for example, do you think your work is important? How does your work affect your life away from the job? If you were to start over, what kind of work would you do?, etc.

The intent of the Exploration phase is to provide career experiences related to the academic and general education courses. Occupations which require knowledge of the academic or general education subject are selected from the following clusters for inclusion into the course.

SUGGESTED TREATMENTS

(1) Curriculum INFUSION
Performance Objective(s) The student will be able:

A. The student will be able to prepare a list of school subjects he/she is most competent in and relate them to one (1) or more occupations he/she is interested in. (Self)

B. The student will be able to write a short paper (one to two pages) story about his/her career goal and discuss it with their parents. (Self)

C. The student will be able to list three (3) rewards of work in terms of its social values. (Society)

D. The student will be able to list three (3) occupations that show a relationship to each of the following school subjects: Language Arts, Social Studies, Science, and Mathematics. (Occupational)

E. The student will identify and analyze the characteristics of the world economy that affect job opportunity. (Economics)

F. The student will research and demonstrate how man uses resources and technology creatively in his work. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will be able:

A. To have the opportunity to take one (1) field trip during the school year.

B. Be able to ask workers nine (9) questions about their work.

(3) Career Education GUEST SPEAKER
Performance Objective(s) The student will be able:

A. To have an opportunity to listen to 8-12 guest speakers during the school year.

B. To prepare a two (2) page report on each of the following five (5) career clusters: Agriculture and Natural Resources, Business and Office, Communication and Media, Transportation, and Construction.

(4) Worker OBSERVATION
Performance Objective(s) The student will be able:

A. Participate in one (1) job observation day being able to list (a) employer expectation of the worker, (b) company fringe benefits, (c) personal work habits needed for the job, (d) the required education, training and experience, and criteria for advancement.

GRADE LEVEL: Seventh Grade

COMPONENT: 6-8 Career Exploration

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Describe three (3) occupations which he/she finds interesting and relate these to his/her personal characteristics, interest and aptitudes. (Self)

B. Compare and contrast the basic education (and skill) requirements of three (3) occupations of interest to him/her. (Occupational)

C. Explain how economic needs and wants differ and how they are provided for by the rewards of several different occupational areas. (Economics)

D. Show ways or examples of how societal needs create or decrease a demand for workers in various occupational areas. (Society)

E. Analyze various jobs in one (1) broad occupational area to see how technology has changed it and demonstrate his findings.

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will be able:

A. To have an opportunity to take one (1) field trip during the school year.

B. To have an opportunity to ask workers ten (10) questions about their jobs.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will be able:

A. To have an opportunity to listen to 8-12 guest speakers during the school year.

B. To prepare a two (2) page report on each of the following five (5) career clusters: Environment, Fine Arts and Humanities, Health, Recreation and Hospitality, and Manufacturing.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

A. Participate in one (1) job observation day being able to list (a) employers expectation of the worker, (b) companies fringe benefits, (c) personal work habits needed for the job, (d) the required educational training and experience, and criteria for advancement.

(5) Individual and Group Sessions With Counselor
Performance Objective(s) The worker will.

A. Identify and select educational and training programs in terms of his needs, interest, abilities, and values that will assist him in converting vocational preference into reality.

B. Be able to obtain a listing of the vocational course offerings available to him in their local school corporation.

C. Have an opportunity to take an interest survey, i.e., Ohio Vocational Interest Survey (OVIS), Kuder, etc , and to gain the results through meaningful interpretation

GRADE LEVEL: Eighth Grade

COMPONENT: 6-8 Career Exploration

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Describe, orally or in writing, a tentative educational plan which will provide him/her options for several possible occupations. (Self)

B. List three (3) occupations directly related to the following school subjects: Music, Physical Education, Science, Social Studies, Speech, and English. (Occupational)

C. Analyze the problems associated with the use of technology and, after researching one particular problem, describe several possible solutions to the problem with some indication as to potential advantages and disadvantages of each solution. (Technology)

D. Investigate the protective laws of several broad occupational areas and explain for at least one of these broad areas, whether present laws are meeting the needs of producers and consumers. (Society)

E. Describe the geographical factors that affect several occupational areas. (Economics)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will be able:

A. To have an opportunity to take one (1) field trip during the school year.

B. To be able to ask eleven (11) questions about their work.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will be able:

A. To have an opportunity to listen to 8-12 guest speakers during the school year.

B. To prepare a two page report on each of the following five (5) career clusters: Marine Science, Marketing and Distribution, Personal Services, Consumers and Homemaking Education, and Public Service.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

A. Participate in one (1) job observation day being able to list: (a) employer expectations of the worker, (b) company fringe benefits, (c) personal work habits needed for the job, (d) required education, training and experience, and criteria for advancement.

GRADE LEVEL: Ninth Grade

COMPONENT: 9-10 Investigation

INVESTIGATION IS ESSENTIAL TO THE DEVELOPMENTAL PROCESS

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Make application for a social security card. (Self)

B. Describe how three (3) different high school extra-curricular activities might relate to his/her tentative occupational choices. (Society)

C. Use resources, technology, and his/her creative ability to investigate and develop a project related to a project related to a career area of his/her interest. (Technology)

D. Identify and evaluate the economic incentives available in a career area in terms of his/her goals. (Economics)

E. Describe, in writing, three (3) things learned in school which have helped him/her in accomplishing some project or undertaking outside of school. (Occupaitonal)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will

A. Visit the local employment service on one occasion during the school year.

B. Have an opportunity to take one field trip during the school year

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunity to listen to 8-12 guest speakers.

(4) Worker OBSERVATION
Performance Objective(s) The worker will:

A. Participate in one (1) job observation day being able to list: 1. Employer expectations of the worker, 2. Company fringe benefits and general pay range, 3. Personal work habits needed for the job, and 4. Required education, training and experience and criteria for advancement.

GRADE LEVEL: Tenth Grade

COMPONENT: 9-10 Investigation

INVESTIGATION IS ESSENTIAL TO THE DEVELOPMENT PROCESS

Career cluster investigation better prepares students to identify interest, assess potential, and make informed decisions regarding their immediate goals.

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. From a list of ten (10) working environments, list the three (3) environments, in order of priority, in which he/she would feel most comfortable working, as indicated by his personal characteristics. (Self)

B. Identify and list seven (7) occupations which require strong academic background in each of the following: 1. Math 2. English 3. Social Studies 4. Science 5. Music 6. Business 7. Foreign Language 8. Home Economics 9. Health and Physical Education 10. Industrial Arts. (Occupational)

C. Analyze the effects on society when the workers of an occupational area withhold their services and debate the justification for such action. (Society)

D. Evaluate how the career area of his/her choice will privide for his economic needs and wants and how it may affect his/her standard of living. (Economics)

E. Discuss how technology may affect his/her work and leisure time in the career area of his/her choice. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Visit the local employment service on one occasion during the school year.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will:

A. Have an opportunty to listen to employment service personnel to gain a better understanding of their role and function.

B. Have an opportunity to listen to eight (8) to twelve (12) guest speakers.

(4) Worker OBSERVATION
Performance Objective(s) The student will:

A. Participate in at least two (2) job observation days.

(4) Individual and Group Sessions With Counselor
Performance Objective(s) The student will

A. Role-play three (3) job interviews with either teacher, counselor, or job placement people.

B. Conduct one personal interview with officers of trade: industrial commercial, professional, and labor organizations.

C. Identify and select educational and training programs in terms of his/her needs, interest, abilities, and values that will assist him in converting vocational proference into reality.

GRADE LEVEL: Eleventh Grade

COMPONENT 11-12 Career Experience

SUGGESTED TREATMENTS:

(1) Curriculum INFUSION
Performance Objective(s) The student will:

A. Discuss, in writing, his/her ideal work environment including at least eight (8) environmental factors (such as noise, people, space, etc.) and what plan he/she has for attaining that ideal work situation. (Self)

B. Evaluate the laws society has enacted for his/her protection as producer and consumer of goods and services and specifically how this might affect his/her chosen occupational area. (Society)

C. Collect educational and career information from at least five (5) different sources including (as one source) at least three (3) letters to firms, organizations, and institutions related to his/her chosen Career area. (Occupational)

D. Assess the extent to which economic characteristics may affect work opportunities in the career area of his/her choice. (Economics)

E. Analyze the misuse of technology and develop and action-oriented program to correct a specific misuse of technology. (Technology)

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will:

A. Visit the employment service on one (1) occasion during the school year.

B. Have the opportunity to take one (1) field trip during the school year.

(3) Career Education GUEST SPEAKERS
Performance Objective(s) The student will

A. Have an opportunity to listen to employment service personnel in order to gain a better understanding of their role and function.

B. Have an opportunity to listen to 8-12 guest speakers.

(4) Worker OBSERVATION
Performance Objective(s) The worker will:

A. Participate in at least two (2) job observation days being able to list the employers' worker expectations, company's fringe benefits, personal work habits necessary for success on the job, needed education, training, experience, and advancement.

(5) Job PLACEMENT
Performance Objective(s) The student will:

A. Make application for summer time or part-time employment using the described procedure.

B. Twelve to 17% of the students at the 11th grade level will be placed in a part-time job.

GRADE LEVEL Twelfth Grade

COMPONENT 11-12 Career Experience

CAREER PREPARATION IS ACHIEVED THROUGH SUCCESSFUL EDUCATIONAL AND TRAINING EXPERIENCE

Sequential career education prepares students for entering either post-secondary education or useful and rewarding employment

SUGGESTED TREATMENTS

(1) Curriculum INFUSION
Performance Objective(s) The student will

A. Describe, in writing, (relative to education, job observation, work experience, and personal work skills, preferences and aptitudes) his/her occupational goals and plan for achieving them successfully (Self)

B. Prepare a research report concerning manpower projections and other key factors related to his her future employment in a chosen broad occupational area (Society)

C. Prepare three (3) letters of job application and one (1) job resume (Occupation)

D. After listening to or participating in a panel discussion concerning present consumer protection legislation and procedures, debate the impact of such consumer protection in practical terms to the consumer (Economics)

E. Investigate how the technology of his/her chosen career area can be more effectively and efficiently used to contribute to the well being of all members of society

(2) Career Education FIELD TRIPS
Performance Objective(s) The student will

A. Visit the employment service on one (1) occasion during the school year.

B. Have the opportunity to take one (1) field trip during the school year.

(3) Career Education GUEST SPEAKER
Performance Objective(s) The student will.

A. Have an opportunity to listen to employment service personnel in order to gain a better understanding of their role and function

(4) Worker OBSERVATION
Performance Objective(s). The student will.

A. Participate in two (2) job observation days per year being able to list the employer's expectations, company's fringe benefits, personal work habits, necessary for success on the job, needed education, training experience, and advancement.

(5) Job PLACEMENT

Performance Objective(s) The student will:

A. Make application for part-time and full-time work using the suggested procedure.

B. Eighteen - 20% of the students at the 12th grade level (in the experimental group) will be placed in part-time for full-time jobs prior to June 1, 1976.

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CAREERS RESOURCE PROJECT
Huntingburg, Indiana

THIRD PARTY EVALUATOR'S SUMMARY FOR THE SECOND OPERATIONAL YEAR 1974-1975

June, 1975

OEG-0-73-5312

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I. GENERAL SUMMARY

The Careers Resource Project's second year has been one of phenominal progress when viewed against the very tenuous accomplishments of its first year. The staff has worked together harmoniously under a stable project administration and the project appears to have gained creditability and acceptance with educators in its service area.

The project's primary thrust during the 1974-75 year has been to provide career education training sessions for a limited number of teachers in the area. The consultant's inservice efforts are generally well received by the teachers with whom they are working and there is evidence that the CRP's inservice efforts are being reflected in the classroom activities of the teachers being served. Still lacking, however, is any indication that the inservice efforts are contributing to the development of articulated career education programs in the school corporations being served by the CRP. There also continues to be no indication that a CRP model has begun to develop but the project director has taken the initial prerequisite steps for model development and this has been identified as an area of concern for the project staff during the summer 1975.

Through its mobile units and its Huntingburg materials center, impressive amounts of career-education-related materials are being placed in the hands of teachers and students.

Dissemination activities have been a strong point of the project this year as it has developed four high quality major publications. Its newsletter and descriptive brochure have also contributed to the building of a strong dissemination component as has good coverage by the regional news media.

The CRP has one more year to accomplish its basic missions of developing a replicable career education model for career education in a rural setting and the development of career education services in southern Indiana and to have those services supported by the local school corporations. Against the background of the progress on all fronts the project has made during its second year, the prognosis for the accomplishment of its missions appears excellent.

II. OVERVIEW

New Educational Directions' (NED) activities during its second year's association with CRP as the project's third-party evaluator were directed primarily toward process assessment. However, throughout the year NED and CRP staffs began to shift from an emphasis on process objectives to a student outcomes orientation. This change in emphasis has been somewhat motivated by the "Draft Guidelines for the Evaluation of Career Education Programs" which are discussed below.

During the eleven month period ending May 31, 1975, NED spent sixty-five person days on site observing inservice programs and project operations, interviewing staff, interviewing teachers, and working with CRP staff on planning, procedures, and the development of instrumentation for the project. During the same period, NED also committed more than 264 hours of off site professional time and over 128 hours of off site paraprofessional time to the project for consultant services, materials development, and report writing including monthly reports and the reporting of teacher interviews and questionnaires as well as student questionnaires.

During July and August, 1974, the NED staff revised instrumentation which had been developed during the project's first year and developed additional instruments for use at the elementary school level. Six instruments were developed or revised at that time and these instruments were reviewed by the total CRP staff in September, 1974, and scheduled to be administered in October, 1974. The instruments were

1. "Careers Resource Project Middle School Teacher Questionnaire" -- a five-part self-report instrument designed to assess middle school and junior high school teachers' attitudes toward and knowledge of career education concepts and practices and the extent to which career-education-related activities are emphasized in their instruction. (Attachment A)
2. "Careers Resource Project Elementary School Teacher Questionnaire" -- a four-part self-report instrument designed to assess elementary school teachers' attitudes toward and knowledge of career education concepts and practices and the extent to which career-education-related activities are emphasized in their instruction. (Attachment B)
3. "Careers Resource Project Middle School Student Questionnaire (Grades 5-8)" -- a four-part self-report questionnaire designed to assess students' knowledge of career education skills and attitudes toward work. (Attachment C) Also furnished with the questionnaire was "Instructions for the Teacher" (Attachment D) designed to enable each teacher to administer the questionnaire in a manner consistent with the way other teachers administer it.
4. "Careers Resource Project Elementary School Student Questionnaire (Grades 1-4)" -- a thirty-five item instrument designed to assess student's awareness of the work world and their work attitudes. (Attachment E) Also furnished with this questionnaire was "Instructions for the Teacher" (Attachment F) designed to enable each teacher to administer the questionnaire in a manner consistent with the way other teachers administered it.
5. "Careers Resource Project Middle School Teacher Interview Guide" -- an eleven-item interview guide designed to assess basically the same areas as the teacher questionnaire and to provide a "cross check" on the questionnaire data. In addition, the interview approach permits the asking of clarifying questions. (Attachment G)
6. "Careers Resource Project Elementary School Teacher Interview Guide" -- a ten-item interview guide designed to assess basically the same areas as the teacher questionnaire and to provide a cross validation of the

questionnaire data. The interview approach also provides for the asking of clarifying questions. (Attachment H)

As noted above, it was NED's and CRP's intention to commence data-gathering activities in October for baseline data and to have a second round (post-testing) of data gathering in May of 1975. However, on September 19-20, 1974, the CRP director and a NED representative attended a Region V meeting at which time they received the "Draft Guidelines for Evaluating Career Education Programs" and were informed that the "Guidelines" would have to be applied for all funded projects. The project and NED questioned the appropriateness of the "Guidelines" for the project on the basis of its funding proposal (Attachment I). In the months of October and November 1974, the CRP and the Indiana Department of Public Instruction sought clarification of the "Guidelines." During this period baseline data were not obtained, but NED worked with the CRP staff to modify the "Guidelines," to identify at least one school corporation where the modified "Guidelines" might be applied during the current year, and to develop additional instrumentation.

Modified "Guidelines" were developed (Attachment J) but it was not possible to obtain the cooperation of a school district so late in the year. Six additional questionnaires were developed and field tested by the NED and CRP staffs during this period of time. These instruments were

1 & 2. Grade 3 and Grade 6 "Student Questionnaire - A" -- designed to assess students' awareness of and knowledge of the world of work. (Attachments K and L) On the basis of the field trials, these instruments were revised and expanded into instrumentation which will be administered in September, 1975, and May, 1976.

3 & 4. Grade 3 and Grade 6 "Student Questionnaire BC" -- designed to assess the way students view themselves and school relevance. (Attachments M and N) On the basis of the field trials, these instruments were revised and expanded into instrumentation which will be administered in September, 1975, and May, 1976.

(The revised instruments to be used during the 1975-76 operational year are included as Attachments O, P, and Q.)

5 & 6. Grade 3 and Grade 6 "Student Questionnaire D" -- designed to assess the level of student responses in work attitudes and decision-making areas. (Attachments R and S) Student responses to these items were so consistently at the highest level of response that the questionnaires were not yielding any measurement. Therefore, on the basis of the field trials, developmental work in this area was discontinued.

In late November, 1974, clarification of the "Guidelines" was received by the Indiana Department of Public Instruction and in December, 1974, administration of the various questionnaires began and the first teacher interviews were scheduled.

III. THE CRP's SPECIFIC PROCESS OBJECTIVES AND GOALS

The CRP staff during the current operational year has continued to operate on the thirty-one project-centered process objectives and eleven project-centered outcome objectives (goals) contained in the original funding proposal and as revised on November 9, 1973. In addition, the original proposal contained five student-centered goal statements which were considered by the CRP's five consultants as they worked with teachers in the field. (Unless otherwise noted, the period covered by the discussions in this section is July 1, 1974 through May 16, 1975.)

Each of the thirty-one process objectives was classified by NED as in one of six broad categories and a brief discussion of each of the six categories is to be found below. The six categories into which the process objectives were placed are

1. Community Involvement - Local (6)
2. Inservice and Consultant Services (6)
3. Project Organization (8)
4. Materials Distribution (5)
5. Regionalization (4)
6. Dissemination (2)

1. Community Involvement - Local

* Be involved in program development and implementation with representative aspects of the communities served by participating school corporations.
* Assist participating school corporations in the collection and development of their own career education materials by utilizing community resources.
* Assist participating schools in the establishment of career education advisory committees made up of representatives from school, community, business, and industry.
* Be involved in programs with representative aspects of communities served by participating school corporations served by the project.
* Assist in fostering, wherever possible, increased understanding and cooperation between school agencies and labor organizations.
* Assist in the increased utilization of existing parent-teacher organizations.

During the 1974-75 operational year the CRP had five consultants whose primary responsibility was working with the teachers and in the communities served by the project. In addition, the project's director, media consultant, and materials' consultant also worked directly in the involved communities on occassion. These eight individuals have assisted 24 individual schools or corporations in establishing functioning local advisory committees with representation from the schools, businesses, labor and local governments. Only one consultant has not been instrumental in assisting the corporations served in establishing such groups. The reported activity of these groups ranged from great (8) to somewhat (1) to minimal (15) with the groups' interest in becoming actively involved as reported by the involved constltants as ranging from great (12) to somewhat (2) to minimal (10).

It must be noted, however, that a number of the groups had been recently established at the time of data gathering and it is to be hoped that with time these groups will become more active.

The project records indicate that the CRP staff have been involved in ten separate Parent Teacher Organization (PTO) meetings to interpret career education and the project's mission to this key audience. In addition, the staff greatly increased its contacts with various community groups such as Kiwanis, Jaycees, and Chambers of Commerce as thirteen separate contacts during which the project's career-education activities were presented and the groups' support of career education was sought were recorded for these groups.

The CRP consultants are evidently placing greater emphasis on these activities than was true during the project's first year. As the project moves toward the development of replicable career education models during its third year, they will have to decide if these objectives will represent an important aspect of those models. If the decision is made that they are important objectives, it is likely that still more intensive efforts toward the end of gaining community involvement will need be developed.

2. Inservice and Consultant Services

* Provide inservice programs on career development to teachers in participating school corporations.
* Assist in designing particular career education programs and activities for specific teacher needs as they fit in the sequence of instruction.
* Provide consultative services related to the development and implementation of career education programs.
* Utilize personnel who have been engaged in career education programs for inservice activities.
* Assist teachers in the designing of career education related assessment instruments and techniques.
* Provide advice and counsel upon request concerning career-education-related measurements.

The CRP staff conducted 67 orientation meetings during the 1974-75 academic year. They also offered a total of 122 instructional programs of from one to six hours duration and serving 443 local educators representing 127 different schools. The project administration has established a good system for recording inservice activities. Unfortunately, the staff is not always conscientious in recording their inservice activities and, therefore, the above noted numbers represent minimal occurances based on existing, but incomplete, records.

In September, 1974, the CRP staff adopted an infusion strategy as the mode for establishing career education activities in the schools served by the project. The project has developed a guide, "Infusion of Career Education Concepts into Current Curriculum," to assist teachers in the development of infusion skills and the

development of these skills has been the primary thrust for the project's 1974-75 inservice efforts. The development of the infusion skills for teachers, however, should be viewed as a "means" rather than an "end." The end should be the development of articulated programs in schools or school corporations. As was noted in the first year report, there is no evidence that the services are building toward programs in the project's service area yet. This lack of program development is a recognized concern for the project administration and at a March, 1975, CRP staff retreat, the project staff addressed the problem area of program development. During and subsequent to this two-day retreat, the project's goals were revised and three target groups were identified to receive intensified services during the project's third and final year of funding. These revisions and modifications should facilitate the development of articulated programs during the 1975-76 operational year at least in the three target areas.

The project staff as a group had minimal career-education-related experiences at the time they were contracted. It therefore, has been imperative that staff development be a major concern of the project. The staff does appear to be "growing" primarily through self-teaching experiences. In addition, the CRP has been represented by one staff member at four national or regional conferences or institutes. The entire staff also was involved in a day and a half infusion workshop conducted by Robert V. Jervis of Anne Arundel County, Maryland and has visited the South Bend, Indiana Career Resource Center for three days. The project director has taken the very positive action of scheduling eight inservice days for the project staff to work with four outstanding career education practitioners during the months of July and August, 1975. These eight sessions will also be open to teachers from the three target areas noted above.

The project has provided the teachers with four opportunities to participate in "sharing days" during which teachers from different parts of the project's service area exchange ideas and activities which have been used in their classrooms. One CRP consultant and four teachers also attended a state-wide "sharing day" sponsored by the Indiana Department of Public Instruction.

The teachers involved in the project activities have been provided with the student questionnaires discussed in Section II above. After the questionnaires had been processed by NED a summary report was issued to the appropriate consultant. In most instances, the consultant then used the questionnaire data with the teacher for planning purposes. There is no evidence that the CRP has become involved with teachers in evaluation activities beyond those involving the questionnaires. The systematic evaluation of student outcomes has not been a major concern of the project thus far. With the project's acceptance of the "Guidelines" philosophy it was necessary to develop student outcome objectives. This was done and the

assessment of those objectives will be a major concern of NED and CRP during the 1975-76 operational year.

3. Project Organization

* Develop a three-phase approach to providing career information to the participating school corporations.
* Build toward the continuation of the mobile unit concept approach to career education.
* Develop plans and strategies for expanding the program to all levels (K-14) in a rural setting.
* Establish a lisison person in each participating scnool or corporation who will be responsible for advice and counsel at the local level.
* Establish an advisory committee made up of representatives from the participating school corporations to offer advice and counsel to the project.
* Establish a task force composed of representatives from service organizations, labor, and industry.
* Develop a management-by-objectives system for implementing and accountin for the project's goals.
* Accountability will be established through internal auditing, the third-party evaluation focusing on outcome objectives (goals) I-X and their related process objectives.

The first phase in the development of a three-phase approach to providing career information to the school corporations in the project's service area has been accomplished in at least one school in 36 of the 38 corporations during the two years of the projects existance through orientation programs provided by the CRP staff. The project director has aggressively made multiple contacts with the superintendents of the two corporations who have not received any CRP services but to no avail.

The second phase of the three-phase approach, application, finds teachers applying in the classroom the skills and information obtained through the CRP's training activities. Based on teacher interview data (Attachment T), it appears that more than 90% of the teachers who have participated in CRP training activities are instituting some career education activities in their classrooms.

The third phase deals with follow-up activities. Project records show that the staff has made 962 school contacts during the current year. In addition, the CRP staff have made 98 separate contacts with agencies such as the local universities and State Employment Service Offices and 67 contacts with community groups such as service clubs and businesses.

In October, 1974, the project placed into service a second mobile unit (Unit 2) which is smaller than the original unit (Unit 1). Mobile unit logs are incomplete but nevertheless do indicate that both units are heavily used. Unit 1 remained at a location for an average of 1.9 days and served an average of 8 school staff members or 178 students per location visit when the unit was on location primarily to serve students. Unit 1 was utilized 78.6% of the time it

was at a school primarily to serve students. Unit 2 remained at a location for an average of 1.4 days and served an average of 11 school staff members or 153 students per location visit when the unit was on location primarily to serve students. Unit 2 was utilized 39.0% of the time it was at a school primarily to serve students. The reasons why the units were used as recorded in the logs are summarized as Table IIIa.

TABLE IIIa
Mobile Units Utilization

Reasons	% of time unit 1	unit 2
Teacher workshop	--	2.43%
Public relations	7.14%	14.63%
Teacher workshop/orientation/ public relations/conference	--	2.43%
Orientation/resource laboratory	--	2.43%
Orientation/resource laboratory/public relations	57.14%	78.04%
Student projects	14.28%	--
Orientation/public relations/conference	7.14%	--
Orientation/resource laboratory/public relations/conference	14.28%	--

It appears that the mobile units are being well and appropriately utilized with the purposes of orientation-resource laboratory-public relations combination being the most frequently recorded reason for using both units.

At this point in time the project continues to work with a very limited number of teachers in the service area. There is no evidence that this limited number of teachers are recruiting their fellow teachers to become involved in career education nor that the "ripple effect" is acting to involve additional teachers. The CRP administrator has recognized this as a problem area and it is one of the reasons for the establishment of the target areas noted above. It is the plan of the project director that by focusing on a more limited area during the 1975-76 academic year a more total involvement of school personnel will be achieved in the target areas.

Thusfar, the CRP consultants have limited most of their inservice activities to a small team of teachers in each school where they are working. Each team has a designated team leader who serves as a consultant's primary contact for the school. In a very nominal sense the team leader also provides the consultant with advice and counsel concerning career education in their schools.

The project director has established a twenty-two person advisory committee representative of educational, business, industrial, and labor leaders from the project's entire service area. An orientation meeting for this group was held at

the Huntingburg facility on March 11, 1975, and a working session will be scheduled for early in the coming school year.

There is no evidence that a formal management-by-objectives system has been developed by the project. The initial steps that were taken in this direction during the project's first year have not been pursued during the current year. It may be desirable to establish such a system as an aid to program development. Each of the consultants continues to carry on activities in areas with which he or she is most comfortable which results in "programs" unique to each consultant. If a CRP program is to be developed by the project, adopting a management-by-objectives approach could act to facilitate program development.

During the current year, NED has worked closely with the project staff monitoring the project's development. The project staff has established revised goals and objectives which focus on student outcomes as required by the "Draft Guidelines" as discussed in Section II above and NED is working with the project staff on the development of instrumentation to assess those outcomes.

4. Materials Distribution

* Provide career-education-oriented materials and equipment to participating schools.
* Provide career-education-oriented materials and equipment to schools through the career center, complementing the consultative services.
* Establish a system for exchange of teacher-developed materials (units, etc.) among schools.
* Provide career-education-oriented materials, on a loan basis, to participating schools.
* Provide teachers with available career-related-assessment samples including commercially prepared, teacher constructed, and experimental and research instruments.

There is no complete record of materials or equipment which are checked out from or used on the mobile units by teachers and frequently when the consultants borrow materials from the CRP materials center or the mobile units it is not entered into the records. Therefore, the figures reported in the section for the use of materials should be considered as the "lower limits" with actual usage exceeding the reported usage. It is recommended that a more accurate record system for checking out and returning project materials and equipment be developed and instituted by the project staff.

The project records indicate that there are fifty-five pieces of major equipment on inventory and available to participating schools. This equipment includes various types of projection equipment, poloroid and instamatic cameras, television recording units, etc. The media consultant does have a checkout system so that the project knows where equipment from the center is at any given time. Lacking, however, is a complete record of equipment use for the year. If decisions and

recommendations concerning the necessity of hardware for career education programs are to be made, such records are essential.

During the project's first year an instruction unit approach to establishing career education was encouraged by the project administrator. During the current year, however, a new administration has supported an infusion strategy. Therefore, as noted above, there have been "sharing days" but with the change in basic approach a system for the ". . . exchange of teacher-developed materials (units, etc.). . . " has become unnecessary.

Each of the consultants has developed materials and or kits of materials which are used as he or she works with teachers. In addition the project developed, published, and distributed four major publications during the 1974-75 year. These publications are

(1) "Career Materials Catalog,"
(2) "Infusion of Career Education Concepts into Current Curriculum,"
(3) "The Infusion of Television Production with the School Curriculum," and
(4) "A Carload of Career Education Bulletin Board Cartoons."

The project records indicate that there have been 436 incidents of project materials being checked out for use with or by teachers 1741 times. The types of materials utilized by level is indicated in Table IIIb.

TABLE IIIb
Types of Materials Utilized by Level

	Teacher		Students (Elem)		Students JHS/MS		Students SHS	
	# of check outs	# of tchrs	# of check outs	# of tchrs	# of check outs	# of tchrs	# of check outs	# of tchrs
Audio-visual kits	2	26	98	255	11	21	20	32
Printed kits	4	10	22	45	10	20	17	22
Audio cassettes	1	5	17	48	11	16	9	14
Film strips	--	--	17	63	2	4	5	10
Films	45	872	20	74	20	50	32	59
Books	16	21	42	72	14	20	14	24
Games	--	--	6	7	--	--	1	1

Not readily available from the project's records, however, is an indication of the extent to which specific materials are used by teachers. If recommendations are to be made by the CRP concerning the purchase of materials for career education programs, such information would be invaluable. It is suggested that the project may wish to modify procedures so that such useful information will be available. In addition, it is suggested that a simple feedback form be developed so that teachers can rate the value of the materials they have used.

According to NED's records 1365 middle school and 1231 elementary school student questionnaires were administered during the 1974-75 year. During this same period, 51 middle school and 58 elementary teacher questionnaires were administered. These instruments were processed by NED and reports were issued to

the appropriate consultants.

5. Regionalization

* Construct a coordinated regional approach to the developmental curriculum utilizing a clustered structure.
* Make available, where feasible, the combined resources of local, state, and federal agencies germane to the educational mission of the proposal.
* Encourage joint participation in inservice (e.g., regional inservice meetings).
* Encourage and facilitate teacher exchanges between organizations.

During the 1974-75 year the project has not emphasized regionalization, developmental curriculum, or career clusters. As noted during the discussion of CRP's inservice activities, the consultants have focused their efforts on a limited number of teachers in the schools they are serving but five sharing meetings have been sponsored by the CRP. Recorded efforts at regional inservice programs or at encouraging teacher exchanges are non-existant. The first steps toward regionalization may have been taken with the organization of the project-wide advisory committee discussed above.

There has been considerable use of military resources in the project's schools and some use of individuals from state agencies but such uses are not specifically documented.

6. Dissemination

* Coordinate use of regional and local mass media to further community understanding of career education.
* Develop a public relations program to include local and mass media presentations.

In the area of dissemination CRP has done an outstanding job during the current year. Eight issues of the project's newsletter, "Career Expressions," have been published and distributed to approximately 600 educators and other interested parties. CRP has also developed a brief brochure outlining its programs and services which has been distributed to 2000 individuals.

The project has issued four television news releases and has participated in one half-hour television program to interpret career education to the service area. At this time, the project is committed to two additional half-hour television programs on commercial channels during the fall semester, 1975. There also have been thirty-three articles and forty-five pictures published in the region's newspapers concerned with CRP's activities. Twenty-five of these mentions focused on student activities, six were concerned with teacher activities, and two including one authored by the project director, provided general background information on CRP and career education.

Although a formal public relations program has not been developed and there is no evidence of the project coordinating the use of regional and local mass media, there have been substantial and positive accomplishments in the public relations

area during the 1974-75 year.

Each of the thirty-one process objectives discussed above are intended to contribute to accomplishing one or more of the project's goals. It must be noted, however, that it is not expected that all of the project's objectives and goals are to be accomplished by the end of the second year. Brief comments relevant to each of the eleven CRP goal statements follow.

I. It is expected that a concept of career education will be implemented in participating school corporations.

The emphasis for the staff's inservice activities has continued to be on the development of career-education-related activities and on the implementation of those activities in the classrooms of participating teachers. The development of a unifying conceptual framework for those activities appears to continue to be only an incidental concern for the consultants.

II. A significant amount of career education materials appropriate to local needs will have been developed in participating school corporations.

Some such materials have been developed as a result of inservice activities, but there is no recorded evidence that such is the case.

III. A significant amount of career education materials will be utilized in each participating school corporation.

Substantial amounts of materials have been distributed through the mobile units and from the Huntingburg center. Evidence concerning the extent to which these materials are actually utilized in the participating schools is not available.

IV. A model of how career education will fit into the rural setting (K-14) will result from this project.

No progress is recorded toward establishing local responsibility for program because as yet there is no program. Each consultant continues to work individually and there has been little progress toward a coordinated unified program. The project administration, however, has taken several positive preparatory steps to correct this situation. Three target areas have been identified and a two-consultant team has been assigned to each area and charged with the development of a K-12 program at each site. It is anticipated that these coordinated programs will provide replicable models.

V. Community involvement will result in a significant contribution to the educational programs in participating schools.

Community involvement primarily has taken the form of advisory committees, classroom speakers, and participation in "career days." It is too soon to determine the contribution such involvements will make to the educational programs of the involved schools or if the community involvement can be maintained over an extended period of time.

VI. Project services will result in a greater utilization of existing school and community resources for participating schools.

Four of the consultants are working with community advisory committees in some of the corporations they are serving and a number of resource people have been identified in various of the communities so there is a greater utilization of community resources which were previously relatively untapped. However, that project services have resulted in a greater utilization of existing school resources is not demonstratable because there are no data available concerning previous or current usage.

VII. Participating schools will develop joint efforts in supporting career education programs.

No action has occurred toward accomplishing this goal although the project director is beginning planning activities in this area.

VIII. An information network will be developed for the dissemination of career education materials and related information.

The mobile units, newsletters, consultants, and materials center together do form a kind of informal dissemination network and considerable quantities of materials are being placed in the schools served by CRP.

IX. Techniques will be developed to establish the accountability of the educational process in helping to equip each individual to shape his future life.

There is no evidence of any work being done toward achieving this goal.

X. Community support and direction will be provided by an advisory committee.

The project director organized an advisory committee and the initial orientation meeting was held in March, 1975. No additional advisory committee activity is scheduled for the current fiscal year.

XI. Project will be accountable for implementing its goals.

NED has been contracted as third-party evaluator and works closely with the CRP staff and administration on project evaluation. In addition, a self-auditing by CRP staff throughout the entire year utilizes staff meetings and monthly progress reports for self-evaluation.

In addition to the project-centered goals, five student-centered goals are indicated in Section III of the funding proposal. The five student-centered goals are

A. Students will understand the relationship between learning experiences and future occupational choices.
B. Students will be better prepared to set tentative career goals through meaningful exploratory experience.
C. Students will develop decision-making skills.
D. Students will develop a better understanding of self.
E. Students will become knowledgeable about the world of work as it relates to current employment patterns, trends, and forecasts.

The project staff has addressed these areas of concern during their inservice efforts but, thusfar, no evidence is available as to the extent to which these efforts have modified student behaviors. Based on the teacher questionnaires and interviews, there is reason to believe that some classroom instructional time is being devoted to these student outcomes. In addition, both NED and CRP have devoted considerable effort toward the development of instrumentation to assess these areas. However, minimal baseline data for student-centered goals have been obtained to date.

IV. STUDENT AND TEACHER QUESTIONNAIRES

During the 1974-75 year classroom teachers with whom CRP staff are working administered 2596 student questionnaires. These questionnaires were processed by NED and a summary report was issued to the appropriate consultant. As was noted in Section II of this report, it was necessary because of the "Draft Guidelines" to revise and expand the student questionnaires. The operational forms which were developed for use at grades 3 and 6 (Attachments O, P, & Q) were administered to more than 125 third grade students and to 350 sixth grade students during the spring of 1975. These baseline data are summarized as Tables IVa and IVb which follow.

Student responses on these instruments seem to indicate that both these third and these sixth grade students have a generally fair knowledge of the work world, but that, as a group, they subscribe to the traditional sex stereotyping of careers. Both groups tend to view themselves positively and tend to view school positively.

TABLE IVa
Summary of Results in percents

WORLD OF WORK QUESTIONNAIRE
GRADE 3 (1974-75)

Number of students 125 Mean 57.4% Range 5.6% - 90.4%
% selecting keyed response

1.	Who does NOT usually wear a uniform? (c. a secretary)	68.0
2.	Who works in an office? (a. a file clerk)	61.6
3.	Do all engineers drive trains? (b. no)	56.0
4.	Who works at night MOST often? (c. a practical nurse)	76.8
5.	Who does NOT have to know about insects? (b. a refuse collector)	47.2
6.	Who helps you look nice? (b. a dry cleaner)	28.8
7.	Who works with adults? (c. both a and b)	67.2
8.	Who needs a tractor? (a. a farmer)	84.0

TABLE IVa cont.

9.	Can a boy become a nurse? (a. yes)	37.6
10.	Who spends the MOST time alone? (b. a truck driver)	83.2
11.	Who has to have a pleasant voice? (a. a news broadcaster)	63.2
12.	Who is MOST likely to work in an office? (b. a collator operator)	28.0
13.	Does an actress usually make a lot of money? (b. no)	5.6
14.	Who works in a hotel? (a. a bell hop)	32.0
15.	Who spends the MOST time outdoors? (c. a nurseryman)	12.8
16.	Who has to go to school the longest? (b. a doctor)	76.0
17.	Can a girl become a doctor? (a. yes)	69.6
18.	If you like to draw what would be a good job for you? (b. a fashion designer)	53.6
19.	Does an air pollution technician look at smokestacks in his work? (a. yes)	58.4
20.	Who is MOST likely to work in a factory? (c. a welder)	48.0
21.	Who helps sick people the MOST? (a. an x-ray technician)	53.6
22.	Does an assemblyline worker work in a factory? (a. yes)	58.4
23.	Who helps build houses? (b. a plasterer)	80.0
24.	Who has to know the MOST about animals? (c. a zoologist)	76.8
25.	Does a bookkeeper need to be organized? (a. yes)	90.4
26.	Who has to know how to cook? (c. both a and b)	86.4
27.	Does a doctor do his work with a telescope? (b. no)	58.4
28.	Who spends MORE time talking to people? (b. a car salesman)	77.6
29.	Who has to go to college? (a. an astronaut)	15.2
30.	Who is MOST likely to work in a factory? (b. a milling machine operator)	33.6
31.	Does a truck driver need to keep records? (a. yes)	75.2

SELF ESTEEM QUESTIONNAIRE
GRADE 3

Number of students 127 Mean 61.7% Range 36.5% - 86.5%
% selecting positive response

1.	Do you forget most of what you learn? (no)	55.1
2.	Do you feel left out at school? (no)	76.4
3.	Do you mind being home alone? (no)	77.2
4.	Do your classmates usually pay attention to what you say? (yes)	47.2

TABLE IVa cont.

5.	Would you rather look like someone else? (no)	62.2
7.	Are you happy most of the time? (yes)	79.5
10.	Do you usually get upset if you cannot answer a question? (no)	48.0
11.	Do you sometimes help other people learn things? (yes)	84.3
12.	Do people have trouble understanding you? (no)	44.9
13.	Would you rather be someone else? (no)	73.2
15.	Do you often wish you didn't have to grow up? (no)	60.6
16.	Do you get upset if you are not chosen to be a group leader? (no)	60.6
17.	Do you like to be alone sometimes? (yes)	85.8
18.	Do you feel bad when people laugh at your mistakes? (no)	25.2
19.	Are there some things you do better than most of your friends? (yes)	74.8
23.	Do grownups often talk with you? (yes)	57.5
25.	Do your parents usually trust you? (yes)	70.9
26.	Do you generally like the way you look? (yes)	52.0
30.	Do most children have more friends than you? (no)	34.6
32.	Do you like to be a group leader? (yes)	81.9
33.	Would you like to change your name? (no)	44.9
36.	Do you express your anger? (yes)	63.0
38.	Do you like to do things that are hard for you? (yes)	53.5
39.	Do most of your classmates like you? (yes)	64.6
44.	Do you ever cry? (yes)	76.4
45.	Do you believe that if at first you don't succeed, you should try something else? (no)	52.0
48.	Do you think most people respect you? (yes)	48.0
54.	Do your parents like another child better than you? (no)	77.9
56.	Do grownups often listen to your ideas? (yes)	36.2

ATTITUDES TOWARD SCHOOL QUESTIONNAIRE
GRADE 3

Number of students 127 Mean 66.0% Range 18.3% - 91.3%
% selecting positive response

6.	Do you use what you learn at school when you are at home? (yes)	67.7
8.	Is recess the best part of school? (no)	29.9
9.	Do you think most of the things you learn in school are really unimportant? (no)	77.2
14.	If you don't understand something your teacher says, do you usually ask her to explain it? (yes)	18.1
20.	Do you like to miss school? (no)	46.5
21.	Do you wish you had art less often? (no)	77.2
22.	Would you like to know what makes thunder and lightning? (yes)	74.8
27.	Is it important for you to learn English? (yes)	85.0
28.	Do you wish you didn't have to go to school? (no)	49.6
29.	Do you often read at home when you don't have to? (yes)	63.8
31.	Does a secretary need to know good grammar? (yes)	90.6
34.	Do you usually feel unhappy at school? (no)	63.8
35.	Does a housewife need to know how to multiply? (yes)	61.4
40.	Is studying history a waste of time? (no)	81.1
41.	Does it bother you to answer questions in class? (no)	81.1
42.	Do you hate to do your homework? (no)	44.1

43.	Will you have to use math when you are out of school? (yes)	61.4
46.	Do you often daydream in class? (no)	59.5
47.	Would you like to know more about how other people live? (yes)	89.0
49.	Do you have to know how to read in order to get a driver's license in Indiana? (yes)	86.6
50.	Is neat handwriting important to you? (yes)	87.4
51.	Do you like to play hooky? (no)	59.8
52.	Do you raise your hand in class very often? (yes)	42.5
53.	Does school make you feel inferior? (no)	52.8
55.	Do you usually like school? (yes)	60.6

SCORE DISTRIBUTIONS FOR QUESTIONNAIRES
GRADE 3

World of Work N = 125		Self esteem N = 127		Attitudes toward school N = 127	
% score	Number achieving	% score	Number achieving	% score	Number achieving
32.3	1	24.1	1	16.0	1
35.3	2	27.6	1	20.0	--
38.7	1	31.0	2	24.0	--
41.9	5	34.5	2	28.0	1
45.2	4	37.9	1	32.0	2
48.4	12	41.4	4	36.0	2
51.6	12	44.8	5	40.0	5
54.8	18	48.3	9	44.0	4
58.1	10	51.7	11	48.0	7
61.3	23	55.2	11	52.0	12
64.5	15	58.6	15	56.0	11
67.7	16	62.1	13	60.0	12
71.0	5	65.5	6	64.0	7
74.2	1	69.0	14	68.0	13
		72.4	8	72.0	14
		75.9	9	76.0	6
		79.3	6	80.0	11
		82.8	5	84.0	11
		86.2	3	88.0	6
		89.7	1	92.0	2

TABLE IVb
Summary of Results in percents

WORLD OF WORK QUESTIONNAIRE
GRADE 6 (1974-75)
Number of students 350
% listing number of jobs

1. MANUFACTURING

	0	1-3	4-6	7-9	10-12	13-15	16-18	19+
Number listed related to cluster	97.4	2.0	--	--	--	0.3	--	--
omit 0.3								
Number listed NOT related to cluster	--	10.9	29.7	30.3	14.3	7.4	3.4	0.3
omit 0.3								

TABLE IVb, cont.

2. TRANSPORTATION

	0	1-3	4-6	7-9	10-12	13-15	16-18	19+
Number listed related to cluster	12.6	42.3	43.4	0.9	0.3	--	--	--
omit 0.6								
Number listed NOT related to cluster	8.0	48.9	31.4	7.7	2.9	0.3	0.3	--
omit 0.6								

% selecting keyed response
Mean 34.5% Range 5.4% - 83.1%

1.	Which of the following has to know the MOST about maps? (C. topographer)	5.4
2.	Which of these is the LEAST help to sick people? (B. ecologist)	34.6
3.	What jobs SHOULD women do? (D. any of the above)	35.1
4.	Who is MOST likely to work in a factory? (B. milling machine operator)	19.3
5.	Does a bookkeeper need to be organized? (A. yes)	95.7
6.	Who is usually college-trained? (B. computer programmer)	37.1
7.	Who would probably NOT hire a nurse? (E. psychologist)	14.9
8.	Who travels the LEAST? (C. air traffic controller)	33.7
9.	Who is a salesman? (E. A, B, and C)	33.7
10.	Do actresses usually make a lot of money? (B. no)	12.6
11.	Which of these has LEAST to do with constructing houses? (C. interior decorator)	12.0
12.	What jobs SHOULD men do? (E. any of the above)	20.0
13.	Which job usually pays the MOST? (A. vice-president of a large corporation)	6.9
14.	Who RARELY works at night? (D. electrician)	38.3
15.	Does a surveyor plan where roads and highways will be built? (B. no)	41.4
16.	Who would take the MOST math courses? (A. mechanical engineer)	11.4
17.	Who usually has to go to school the LONGEST? (B. public defender)	25.4
18.	What do foresters study? (E. A, B, and C)	13.7
19.	Whose job is probably the LEAST dangerous? (C. security guard)	39.4
20.	Does an air pollution technician look at smokestacks in his work? (A. yes)	83.1
21.	If you like to draw more than anything else, which job would be the WORST job for you? (C. optometrist)	28.3
22.	Who does NOT use scissors in his work? (B. butcher)	33.1

TABLE IVb cont.

23.	Which job COULD a high school student do while going to school? (E. all of the above)	37.7
24.	Does an irrigator harvest crops? (B. no)	54.3
25.	Who spends a lot of time alone? (A. truck driver)	66.9
26.	Who would be LEAST likely to live in a small town? (C. airline pilot)	36.9
27.	Does a truck driver need to keep records? (A. yes)	82.3
28.	Who HAS to be able to communicate well? (E. all of the above)	58.3
29.	Who is LEAST likely to study a foreign language? (C. lawyer)	19.3

ATTITUDES TOWARD SCHOOL QUESTIONNAIRE
GRADE 6
Number of students 350 Mean 70.4% , Range 32.0% - 92.6%
% selecting positive response

6.	Do you use what you learn at school when you are at home? (yes)	74.0
8.	Is recess the best part of school? (no)	32.0
9.	Do you think most of the things you learn in school are really unimportant? (no)	81.7
14.	If you don't understand something your teacher says, do you usually ask her to explain it? (yes)	78.3
20.	Do you like to miss school? (no)	45.4
21.	Do you wish you had art less often? (no)	77.1
22.	Would you like to know what makes thunder and lightning? (yes)	64.6
27.	Is is important for you to learn English? (yes)	86.9
28.	Do you wish you didn't have to go to school? (no)	53.1
29.	Do you often read at home when you don't have to? (yes)	65.4
31.	Does a secretary need to know good grammar? (yes)	90.3
34.	Do you usually feel unhappy at school? (no)	72.0
35.	Does a housewife need to know how to multiply? (yes)	53.7
40.	Is studying history a waste of time? (no)	80.9
41.	Does it bother you to answer questions in class? (no)	83.4
42.	Do you hate to do your homework? (no)	49.4
43.	Will you have to use math when you are out of school? (yes)	84.3
46.	Do you often daydream in class? (no)	54.9
47.	Would you like to know more about how other people live? (yes)	78.9
49.	Do you have to know how to read in order to get a driver's license in Indiana? (yes)	92.6
50.	Is neat handwriting important to you? (yes)	81.1
51.	Do you like to play hooky? (no)	74.3
52.	Do you raise your hand in class very often? (yes)	46.0
53.	Does school make you feel inferior? (no)	68.4
55.	Do you usually like school? (yes)	70.9

SELF ESTEEM QUESTIONNAIRE
GRADE 6
Number of students 350 Mean 69.3% Range 36.9% - 92.3%
% selecting positive response

1.	Do you forget most of what you learn? (no)	66.6
2.	Do you feel left out at school? (no)	83.1
3.	Do you mind being home alone? (no)	80.9
4.	Do your classmates usually pay attention to what you say? (yes)	63.7
5.	Would you rather look like someone else? (no)	66.0

TABLE IVb cont.

7.	Are you happy most of the time? (yes)	85.7
10.	Do you usually get upset if you cannot answer a question? (no)	61.7
11.	Do you sometimes help other people learn things? (yes)	89.7
12.	Do people have trouble understanding you? (no)	71.4
13.	Would you rather be someone else? (no)	75.7
15.	Do you often wish you didn't have to grow up? (no)	59.4
16.	Do you get upset if you are not chosen to be a group leader? (no)	83.1
17.	Do you like to be alone sometimes? (yes)	92.3
18.	Do you feel bad when people laugh at your mistakes? (no)	36.9
19.	Are there some things you do better than most of your friends? (yes)	80.3
23.	Do grownups often talk with you? (yes)	72.0
25.	Do your parents usually trust you? (yes)	89.4
26.	Do you generally like the way you look? (yes)	62.0
30.	Do most children have more friends than you? (no)	52.9
32.	Do you like to be a group leader? (yes)	74.9
33.	Would you like to change your name? (no)	66.3
36.	Do you express your anger? (yes)	78.9
38.	Do you like to do things that are hard for you? (yes)	39.2
39.	Do most of your classmates like you? (yes)	74.3
44.	Do you ever cry? (yes)	87.7
45.	Do you believe that if at first you don't succeed, you should try something else? (no)	44.0
48.	Do you think most people respect you? (yes)	56.9
54.	Do your parents like another child better than you? (no)	80.6
56.	Do grownups often listen to your ideas? (yes)	72.3

SCORE DISTRIBUTIONS FOR QUESTIONNAIRES
GRADE 6

World of Work N = 350		Self esteem N = 350		Attitudes toward school N = 350	
% score	Number achieving	% score	Number achieving	% score	Number achieving
3.4	1	00.0	1	00.0	1
6.9	--	.	.	.	.
10.3	1	.	.	.	.
13.8	8	17.2	1	12.0	1
17.2	11	20.7	2	16.0	1
20.7	19	24.1	3	20.0	3
24.1	32	27.6	--	24.0	--
27.6	52	31.0	2	28.0	1
31.0	49	34.5	4	32.0	3
34.5	35	37.9	4	36.0	6
37.9	34	41.4	11	40.0	12
41.4	33	44.8	7	44.0	9
44.8	33	48.3	13	48.0	12
48.3	14	51.7	7	52.0	18
51.7	10	55.2	19	56.0	15
55.2	5	58.6	22	60.0	25
58.6	9	62.1	17	64.0	25
62.1	3	65.5	27	68.0	26
65.1	1	69.0	28	72.0	30
		72.4	35	76.0	32
		75.9	27	80.0	33
		79.3	22	84.0	30

TABLE IVb cont.

World of Work N = 350		Self esteem N = 350		Attitudes toward school N = 350	
% score	Number achieving	% score	Number achieving	% score	Number achieving
		82.8	29	88.0	25
		86.2	27	92.0	24
		89.7	20	96.0	12
		93.1	13	100.0	6
		96.6	6		
		100.0	3		

The CRP staff administered 58 elementary teacher and 51 middle school/secondary school teacher questionnaires (Attachments A & B). The instruments used this year are revised and abbreviated forms of those used during the 1973-74 year. In response to the suggestions of CRP staff, NED revised these instruments to require less teacher time to complete.

The elementary teachers' responses for those completing this questionnaire tend to indicate that they recognize a need for career education. However, the modal response patterns for typical career-education-related classroom activities seems to show that, as yet, there is not a great deal of career education activity in the classrooms of these teachers. The 1974-75 year was the first year that the CRP was officially concerned with the elementary school teachers. Therefore, the data contained in Table IVc should be viewed as baseline in nature.

The responses of middle school/secondary school teachers are summarized in Table IVd. There are data available for 1973-74 as well as for 1974-75 on this questionnaire. Unfortuantely, the data are not based on the same teachers. The 1973-74 data are based on teachers who first worked with CRP staff at that time while the 1974-75 data are for teachers with whom the CRP first worked during the current year. While there are marked similarities in the response patterns of the two groups, almost half of this year's group as contrasted to approximately a quarter of the 1973-74 group professes to be aware of the job required for career exploration. Beyond that point, both groups tend to recognize that school programs presently are not providing career-education-related experiences for their students. As was noted for the elementary teachers above, the modal response patterns for typical career-education-related classroom activities seems to indicate that at the time they completed the questionnaires, there was not a great deal of career education activity in the classrooms of these teachers.

TABLE IVc
Summary of Results in percents

ELEMENTARY TEACHER QUESTIONNAIRE
1974-75

SECTION I

A = agree, D = disagree, N = neither agree nor disagree, O = omit. Number = 58

	A	D	N	O
1. I am aware of the total job required for career awareness for our students.	43.1	27.6	27.6	1.7
2. I have done my share of the total job of career awareness for our students.	15.5	60.3	24.1	--
3. Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL continue their education after high school.	20.7	60.3	17.2	1.7
4. Our total school program (K-12) is adequately providing career-related experiences for those NOT continuing their education after high school.	12.1	65.5	20.7	1.7
5. Students are generally aware of the VARIETY of career areas available to them by the time they leave our school.	19.0	56.9	24.1	--
6. Our students generally know what CAREER AREAS they want to explore by the time they leave our school.	20.7	56.9	20.7	1.7
7. Students generally have a realistic understanding of the BASIC JOB REQUIREMENTS (h.s. diploma, vocational school, college) for the various career areas available to them by the time they leave our school.	20.7	51.7	25.9	1.7

SECTION II

G = great, M = much, S = some, L = little, N = none, O = omit

	G	M	S	L	N	O
VALUES, GOALS, AND DECISION MAKING						
1. Recognizing which values become important to an individual.	19.0	29.3	46.6	5.2	--	--
2. Exploring work values.	5.2	27.6	41.4	22.4	3.4	--
3. Identifying short-term goals.	--	29.3	53.4	6.9	10.3	--
4. Identifying long-term goals.	3.4	20.7	39.7	22.4	12.1	1.7
5. Recognizing the effect of values and goals in decision making.	5.2	27.6	43.1	15.5	3.4	5.2
6. Exploring decisions that may be irreversible.	3.2	15.5	36.2	29.3	12.1	3.2
CAREER AWARENESS						
7. Recognizing that job requirements vary among jobs.	8.6	19.0	43.1	24.1	5.2	--
8. Recognizing that job skills vary within occupations.	6.9	19.0	50.0	15.5	6.9	1.7
9. Recognizing that working conditions vary within occupations.	3.2	15.5	51.7	15.5	12.1	1.7
10. Recognizing personal traits desirable for employment.	13.8	27.6	34.5	10.3	12.1	1.7
11. Recognizing that the mental picture one holds of oneself may differ from how others see him.	13.8	27.6	34.5	19.0	5.2	--

TABLE IVc cont.
SECTION II cont.

	G	M	S	L	N	O
12. Recognizing the changing roles of people in today's world.	--	29.3	41.4	22.4	5.2	1.7
13. Recognizing the technological impact on society in relation to expanded employment opportunities.	--	13.8	41.4	27.6	15.5	1.7
14. Exploration of work roles.	5.2	13.8	44.8	27.6	8.6	--
15. Recognizing many career areas.	8.6	19.0	48.3	13.8	10.3	--

SECTION III

SA = strongly agree, A = agree, N = neither agree nor disagree, D = disagree, SD = strongly disagree, O = omit

	SA	A	N	D	SD	O
1. I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.	8.6	22.4	15.5	39.7	13.8	--
2. I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading, and/or other sources.	3.4	19.0	19.0	43.1	15.1	--
3. As the ability level of the student decreases so does his need for career education because there are fewer career options open to him.	10.3	12.1	8.6	24.1	44.8	--
4. Vocational education and career education are synonymous terms.	5.2	15.5	12.1	43.1	22.4	1.7
5. World of work experience in a specific occupation other than education is a prerequisite to being a successful teacher in a career education program.	3.4	22.4	25.9	43.1	22.4	3.4
6. Presently, vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.	1.7	34.5	31.0	25.9	6.9	--
7. Career education can only be accomplished through "hands-on" experience with machines, tools, materials, and processes.	8.6	10.3	27.6	43.1	10.3	--
8. Teachers of students with special needs face specific problems of instruction which demand all of their attention and therefore the addition of career education instruction represents an unnecessary burden.	--	--	17.2	48.3	34.5	--
9. Career education is another educational frill doomed for failure.	--	--	27.6	44.8	27.6	--

TABLE IVc cont.

SECTION IV

Periodicals in the starred (*) groupings were categorized as professional reading when the publication was directly related to the teacher's instructional assignment (e.g., news magazines = social studies, Sports Illustrated = physical education, Farm Journal = agriculture, Ceramics Monthly = art, etc.).

CATEGORY	EXAMPLES (not all inclusive)	% responding 1 or more times in category
A. Newspapers	both daily and weekly	75.9
B. News magazines*	Changing Times, Time, Newsweek, etc.	27.6
C. Special Interest*	Farm Journal, Smithsonian, Ceramics Monthly, National Geographic, etc.	43.1
D. Recreational*	Playboy, Sports Illustrated, Cosmopolitan, Ladies Home Journal, etc.	37.9
E. Professional	Phi Delta Kappan, English Journal, NASSP Bulletin, etc.	63.8
F. Digests	Reader's Digest, Coronet, etc.	41.4
G. Not responding		6.9

TABLE IVd

Summary of Results in percents

MIDDLE SCHOOL/SECONDARY SCHOOL TEACHER QUESTIONNAIRE

*1973-74 data

1974-75 data unmarked

SECTION I

A = agree, D = disagree, N = neither agree nor disagree, O = omit

*Number = 168

Number = 51

	A	D	N	O
1. I am aware of the total job required for career exploration for our students.	*26.8	42.3	31.0	--
	49.0	35.3	15.7	--
2. I have done my share of the total job of career exploration for our students.	*13.1	41.7	44.6	0.6
	17.6	47.1	35.3	--
3. Our total school program (K-12) is adequately providing career-related-experiences for those NOT continuing their education after high school.	*15.5	58.3	25.0	1.2
	3.9	70.6	25.5	--
4. Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL continue their education after high school.	*26.2	44.6	28.6	0.6
	17.6	56.9	25.5	--
5. Students are generally aware of the VARIETY of career choices open to them by the time they leave our school.	*23.2	56.0	20.2	0.6
	7.8	64.7	25.5	2.0
6. Students generally have a realistic picture of the TRAINING REQUIREMENTS for the various career choices open to them by the time they leave our school.	*13.7	64.3	21.4	0.6
	15.7	58.8	23.5	2.0

TABLE IVd cont.

	A	D	N	O
7. Our students generally hold realistic CAREER AREA(S) GOALS by the time they leave our school.	*16.1	52.4	31.5	--
	17.6	45.1	35.3	2.0
8. Students generally have a realistic understanding of the NATURE OF THE JOB REQUIREMENTS (advantages and disadvantages) for the various career choices open to them by the time they leave our school.	*11.9	60.7	27.4	--
	17.6	56.9	23.5	2.0

SECTION II

G = great, M = much, S = some, L = little, N = none, O = omit

VALUES, GOALS, AND DECISION MAKING	G	M	S	L	N	O
1. Recognizing how values become important to an individual.	*19.0	39.3	36.3	4.2	0.6	0.6
	15.7	33.3	64.7	3.9	--	2.0
2. Recognizing which values become important to an individual.	*13.1	40.5	39.9	5.4	--	1.2
	9.8	35.3	43.1	9.8	--	2.0
3. Identifying short-term goals.	* 6.5	42.9	38.1	8.9	2.4	1.2
	9.8	35.3	39.2	11.8	2.0	2.0
4. Identifying long-term goals.	* 6.0	35.1	40.5	15.5	2.4	0.6
	5.9	27.5	54.9	7.8	2.0	2.0
5. Recognizing the effect of values and goals in decision making.	* 7.7	41.1	41.7	7.7	1.2	0.6
	11.8	25.5	51.0	5.9	2.0	3.9
6. Exploring the effects of short-term and long-term goals upon decision making.	* 3.6	26.8	48.8	17.3	2.4	1.2
	2.0	15.7	54.9	21.6	2.0	3.9
7. Exploring decisions that may be irreversible.	* 2.4	19.0	44.0	29.2	4.8	0.6
	5.9	15.7	49.0	17.6	9.8	2.0
CAREER AWARENESS						
8. Recognizing that job skills vary within occupations.	* 4.2	17.3	49.4	19.6	6.5	3.0
	7.8	31.4	41.2	13.7	3.9	2.0
9. Recognizing the availability of educational opportunities in the area.	* 5.4	16.1	39.9	27.4	9.5	1.8
	7.8	29.4	45.1	13.7	2.0	2.0
10. Recognizing personal traits desirable for employment.	* 8.9	29.2	39.3	17.9	3.0	1.8
	11.8	27.5	45.1	13.7	--	2.0
11. Recognizing that the mental picture one holds of oneself may differ from how others see him.	* 8.3	25.0	36.9	22.0	6.0	1.8
	11.8	33.3	39.2	11.8	2.0	2.0
12. Recognizing the reasons for individuals losing jobs.	* 4.8	16.1	34.5	30.4	12.5	1.8
	7.8	13.7	41.2	21.6	11.8	2.0
13. Recognizing the trend for women to combine homemaking and wage earning.	* 7.7	16.1	26.2	28.0	20.2	1.8
	3.9	9.8	47.1	25.5	11.8	2.0
14. Recognizing the influence of occupations upon life styles.	* 6.0	18.5	39.9	26.8	7.1	1.8
	5.9	17.6	49.0	13.7	11.8	2.0
15. Recognizing the technological impact on society in relation to expanded employment opportunities.	* 6.5	15.5	32.1	29.2	13.7	3.0
	3.9	19.6	51.0	15.7	7.8	2.0

TABLE IVd cont.
SECTION II cont.

CAREER EXPLORATION		G	M	S	L	N	O
16. Exploring that restrictions of certain occupations may limit job choice. (Example: age, experience, union shop, certificate)	*	4.2	14.9	37.5	29.2	13.7	0.6
		--	31.4	27.5	23.5	15.7	2.0
17. Exploring working conditions of an occupation of personal interest.	*	3.6	11.3	33.3	32.1	17.9	1.8
		2.0	25.5	41.2	13.7	15.7	2.0
18. Exploring an educational route for a career of personal interest.	*	3.0	10.7	42.3	28.0	13.7	2.4
		2.0	19.6	56.9	13.7	5.9	2.0
19. Exploring the impact of technology upon my subject-matter field.	*	10.1	20.8	37.5	21.4	8.3	1.8
		2.0	21.6	54.9	9.8	9.8	2.0
20. Exploring the interrelatedness of subject-matter areas to jobs.	*	2.4	13.1	49.4	25.6	7.7	1.8
		5.9	27.5	45.1	13.7	3.9	3.9
21. Exploring a career cluster concept.	*	1.2	2.4	20.2	33.3	41.1	1.8
		3.9	11.8	31.4	29.4	19.6	3.9
22. Exploring a career cluster of a personal choice.	*	1.2	4.8	20.2	29.8	42.3	1.8
		3.9	11.8	33.3	25.5	21.6	3.9
23. Exploring personality qualities necessary for employment.	*	8.9	25.0	38.1	19.6	6.5	1.8
		9.8	27.5	45.1	9.8	3.9	3.9
24. Exploring the changing roles of people in today's world.	*	4.2	17.3	39.9	26.8	10.1	1.8
		7.8	15.7	58.8	7.8	5.9	3.9

SECTION III

SA = strongly agree, A = agree, N = neither agree nor disagree, D = disagree
SD = strongly disagree, O = omit

		SA	A	N	D	SD	O
1. I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.	*	7.7	26.2	29.8	29.8	6.0	0.6
		3.9	25.5	33.3	35.3	2.0	--
2. I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading, and/or other sources.	*	4.2	22.0	26.8	40.5	4.8	1.8
		3.9	25.5	33.3	33.3	3.9	--
3. All personnel (teachers, administrators, counselors, etc.) at the elementary and secondary levels and in the academic and occupational disciplines must work cooperatively to implement the concepts of career education.	*	31.0	51.2	11.3	2.4	1.8	2.4
		54.9	35.3	9.8	--	--	--
4. Vocational education and career education are synonymous terms.	*	4.8	25.6	21.4	35.7	10.1	2.4
		5.9	7.8	7.8	54.9	23.5	--
5. World of work experience in a specific occupation other than education is a prerequisite to being a successful teacher in a career education program.	*	4.8	30.4	33.9	26.8	2.4	1.8
		5.9	21.6	15.7	43.1	13.7	--

TABLE IVd cont.
SECTION III cont.

		SA	A	N	D	SD	O
6.	Presently, vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.	* 4.2	28.0	48.2	14.9	3.0	1.8
		5.9	25.5	37.3	25.5	5.9	--
7.	Career education can only be accomplished through "hands-on" experience with machines, tools, materials, and processes.	* 2.4	20.8	27.4	40.5	7.1	1.8
		2.0	7.8	23.5	56.9	9.8	--
8.	Career education is another educational frill doomed for failure.	* 0.6	2.4	20.2	46.4	28.6	1.8
		--	--	25.5	41.2	33.3	--

*Number 168
Number 51

TABLE IVd cont.

SECTION IV

		1 = highest ranking social desirability					5 = lowest ranking financial reward						0 = omit personal satisfaction						
		1.	2	3	4	5	.0	1	2	3	4	5	0	1	2	3	4	5	0
PROFESSIONAL																			
1.	computer programmer*	19.6	42.3	25.6	4.2	1.8	6.5	19.6	45.2	26.2	2.4	--	6.5	22.6	41.1	20.2	7.7	1.2	7.1
	computer programmer	39.2	39.2	17.6	--	--	3.9	31.4	47.1	19.6	--	--	2.0	33.3	37.3	21.6	5.9	--	2.0
6.	mechanical engineer*	38.7	35.1	17.3	1.8	0.6	6.5	36.3	48.8	6.5	--	0.6	7.7	44.6	36.3	10.1	1.2	--	7.7
	mechanical engineer	39.2	49.0	5.9	--	--	5.9	43.1	41.2	9.8	2.0	--	3.9	45.1	39.2	7.8	2.0	--	5.9
8.	optometrist*	not on 1973-74 questionnaire																	
	optometrist	64.7	29.4	2.0	--	--	3.9	68.6	29.4	--	--	--	2.0	62.7	25.5	7.8	--	2.0	2.0
SKILLED																			
2.	newspaper colunmist*	not on 1973-74 questionnaire																	
	newspaper columnist	13.7	49.0	31.4	2.0	--	3.9	5.9	27.5	60.8	3.9	--	2.0	47.1	41.2	7.8	2.0	--	2.0
3.	private seamstress*	not on 1973-74 questionnaire																	
	private seamstress	3.9	9.8	51.0	25.5	3.9	5.9	--	7.8	41.2	41.2	5.9	3.9	29.4	33.3	21.6	7.8	3.9	3.9
9.	bus driver (local)*	--	4.8	32.1	48.8	8.3	6.0	--	2.4	33.9	48.8	8.3	6.5	4.8	14.9	39.9	23.8	10.1	6.5
	bus driver (local)	3.9	11.8	33.3	41.2	5.9	3.9	--	--	47.1	41.2	9.8	2.0	11.8	19.6	43.1	19.6	3.9	2.0
UNSKILLED																			
4.	animal keeper*	not on 1973-74 questionnaire																	
	animal keeper	3.9	7.8	31.4	33.3	19.6	3.9	--	3.9	43.1	39.2	11.8	2.0	31.4	27.5	23.5	11.8	3.9	2.0
5.	hospital orderly*	--	8.3	39.9	33.9	11.9	6.0	--	2.4	29.8	50.0	11.9	6.0	8.3	27.4	32.1	18.5	6.5	7.1
	hospital orderly	3.9	9.8	25.5	47.1	11.8	3.9	--	3.9	27.5	58.8	7.8	2.0	21.6	23.5	35.3	13.7	3.9	2.0
7.	gas station attendant*	1.8	3.0	21.4	42.9	24.4	6.5	--	3.0	19.6	47.0	23.2	7.1	3.0	7.1	30.4	30.0	22.0	7.7
	gas station attendant	3.9	3.9	31.4	37.3	19.6	3.9	3.9	--	15.7	52.9	23.5	3.9	7.8	11.8	35.3	27.5	15.7	2.0

*1973-74 data
1974-75 data unmarked

TABLE 1Vd cont.
SECTION V

Periodicals in the starred (*) groupings were categorized as professional reading when the publication was directly related to the teacher's instructional assignment (e.g., news magazines = social studies, Sports Illustrated = physical education, Farm Journal = agriculture, Ceramics Monthly = art, etc.).

CATEGORY	EXAMPLES (not all inclusive)	% responding 1 or more times in category
A. Newspapers	both daily and weekly	*80.8 68.6
B. News magazines*	Changing Times, Time, Newsweek, etc.	*54.5 37.3
C. Special Interest*	Farm Journal, Smithsonian, Ceramics Monthly, National Geographic, etc.	*59.9 33.3
D. Recreational*	Playboy, Sports Illustrated, Cosmopolitan, Ladies Home Journal, etc.	*42.5 43.1
E. Professional	Phi Delta Kappan, English Journal, NASSP Bulletin, etc.	*68.3 64.7
F. Digests	Reader's Digest, Coronet, etc.	*30.3 19.6
G. Not responding		* 1.2 15.7

V. STAFF UTILIZATION

NED's assessment of the CRP staff utilization is based on observations made by NED staff during site visits, on project records, and on monthly progress reports completed by each CRP consultant.

By the time the project concluded its first year of operation, it had had four project directors and the greatest single imperative for the project at that time was stable leadership. In CRP's case, five was the magic number as the project's fifth director has brought the necessary stability to the project's leadership.

The project has operated during the second year with a full complement of staff which included the director, five instructional consultants, a materials consultant, and a media consultant plus the required support personnel. The staff has worked conscientiously and in relative harmony but they continue to work as individuals rather than as a team building a CRP program. They do share ideas but, by-and-large, each pursues his or her interests. As a staff, they tend to view their primary mission as providing services to the schools with program and model development as incidental concerns. The project director recognizes this emphasis as an area of concern and plans to have his staff work on model development during the summer of 1975. He has also teamed the consultants to work in three target areas in the belief that this will encourage truly cooperative program and model

development. The staff is hard-working to a person but more coordination and closer supervision of their efforts is desirable if the project's primary mission of developing a replicable model for career education in a rural setting is to be accomplished.

VI. THIRD PARTY

During the 1974-75 operational year, NED has used many sources for obtaining assessment data. The following methods have been used:

1. On-site visits,
2. Teacher interviews,
3. Teacher questionnaires,
4. Student questionnaires,
5. Conferences with CRP staff at NED's Crawfordsville office, and
6. CRP records.

During NED site visits, time was spent speaking informally with and interviewing the CRP staff, observing inservice sessions, interviewing teachers and working with the CRP staff on the development of instrumentation.

Much of NED's activity this year has been in preparation for the 1975-76 year's assessment. As noted in Section II, subsequent to the receipt of the "Draft Guidelines" a redirection of the project's efforts and, therefore, NED's efforts was required. NED and the CRP staffs have worked closely and a workable evaluation design focused on student outcomes (see Attachment J) has been the result.

By September, 1974, the project administrator had established a very adequate record-keeping system. Unfortunately, the staff has not always been conscientious in in entering up-to-date information into the system. Improved record-keeping by the consultants, therefore, continues to be a project need. The exception to this statement is the financial records which are in excellent condition.

NED's plans for the third-year third-party services to CRP include a continued concern with an assessment of the project's processes and outcomes. In addition, however, will be an assessment of student outcomes within as rigorous a research design as will be feasible in the field setting. During the summer of 1975, NED staff will work with CRP staff on the identification and development of instrumentation to be used for the assessment of student outcomes at the ninth and twelfth grade levels.

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MIDDLE SCHOOL TEACHER QUESTIONNAIRE

Introduction: On the following pages there are five sections of different types of questions. Sections I and III provide an opportunity for you to react to various statements about career education. The second section is designed for you to report the emphasis you place on students recognizing, exploring, and identifying various career-related activities. Section IV asks how you would advise students seeking information about certain careers. The fifth section requests that you list some periodicals you usually read.

Please put your name and the other information requested on the answer sheets. How individual teachers respond will NOT be reported, but your name is needed to match other data which will be obtained at a later date with these data. If you wish to make additional comments, write them on a separate 8½ X 11 piece of paper and attach it to the answer sheets. All such comments will be read and considered.

This is NOT a test so there are no correct answers. Please mark only ONE answer per question and respond to all questions. Also, do NOT write in the questionnaire booklet. If you have any questions, please contact either New Educational Directions or the Careers Resource Project. Thank you.

SECTION I

Instructions: On the separate answer sheet, please circle the letter which best describes your reaction to each of the following statements as agree (A), disagree (D), or neither agree nor disagree (N). Please do NOT write in the questionnaire booklet.

1. I am aware of the total job required for career exploration for our students.

2. I have done my share of the total job of career exploration for our students.

3. Our total school program (K-12) is adequately providing career-related experiences for those NOT continuing their education after high school.

4. Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL continue their education after high school.

5. Students are generally aware of the VARIETY of career choices open to them by the time they leave our school.

6. Students generally have a realistic picture of the TRAINING REQUIREMENTS for the various career choices open to them by the time they leave our school.

7. Our students generally hold realistic CAREER AREA(S) GOALS by the time they leave our school.

8. Students generally have a realistic understanding of the NATURE OF THE JOB REQUIREMENTS (advantages and disadvantages) for the various career choices open to them by the time they leave our school.

PLEASE CONTINUE ON TO SECTION II

SECTION II

Instructions: On the separate answer sheet, circle the letter which indicates the typical degree of emphasis you place on each activity or concept in your classes. Statements may apply to any or all disciplines and programs. There are no "correct" responses. Please just indicate the most descriptive response as it applies to YOU. Please answer all questions and do NOT write in the questionnaire booklet.

G = great
M = much
S = some
L = little
N = none

*SAMPLE:

IN YOUR PROGRAM EMPHASIS IS PLACED ON STUDENTS:

A. Recognizing the interrelatedness of all occupations. G M (S) L N
(If you place "some" emphasis on this concept you would circle the letter "S" on your answer sheet.) Please respond to the following 24 statements.

IN YOUR PROGRAM EMPHASIS IS PLACED ON STUDENTS:

1. Recognizing how values become important to an individual.
2. Recognizing which values become important to an individual.
3. Identifying short-term goals.
4. Identifying long-term goals.
5. Recognizing the effect of values and goals in decision making.
6. Exploring the effects of short-term and long-term goals upon decision making.
7. Exploring decisions that may be irreversible.
8. Recognizing that job skills vary within occupations.
9. Recognizing the availability of educational opportunities in the area.
10. Recognizing personal traits desirable for employment.
11. Recognizing that the mental picture one holds of oneself may differ from how others see him.
12. Recognizing the reasons for individuals losing jobs.
13. Recognizing the trend for women to combine homemaking and wage earning.
14. Recognizing the influence of occupations upon life styles.
15. Recognizing the technological impact on society in relation to expanded employment opportunities.
16. Exploring that restrictions of certain occupations may limit job choice. (Example: age, experience, union shop, certificate)
17. Exploring working conditions of an occupation of personal interest.
18. Exploring an educational route for a career of personal interest.
19. Exploring the impact of technology upon my subject-matter field.

20. Exploring the interrelatedness of subject-matter areas to jobs.
21. Exploring a career cluster concept.
22. Exploring a career cluster of a personal choice.
23. Exploring personality qualities necessary for employment.
24. Exploring the changing roles of people in today's world.

PLEASE CONTINUE ON TO SECTION III

SECTION III

Instructions: On the separate answer sheet, please circle the response letter that indicates how strongly you agree or disagree with the following statements. Please answer all questions and do NOT write in the questionnaire booklet.

SA = strongly agree
A = agree
N = neither agree nor disagree
D = disagree
SD = strongly disagree

1. I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.

2. I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading, and/or other sources.

3. All personnel (teachers, administrators, counselors, etc.) at the elementary and secondary levels and in the academic and occupational disciplines must work cooperatively to implement the concepts of career education.

4. Vocational education and career education are synonymous terms.

5. World of work experience in a specific occupation other than education is a prerequisite to being a successful teacher in a career education program.

6. Presently, vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.

7. Career education can only be accomplished through "hands-on" experience with machines, tools, materials, and processes.

8. Career education is another educational frill doomed for failure.

PLEASE CONTINUE ON TO SECTION IV

SECTION IV

Instructions: Assume different students in your class are interested in exploring the 9 occupations listed below. Each student has the ability necessary for the occupation being considered. How would you advise the student concerning social desirability, financial reward, and personal satisfaction for each occupation being explored?

On the separate answer sheet, please circle the number indicating how you would advise the student. Number 1 indicates the highest and number 5 the lowest ranking for each category. Please respond for all 9 occupations and please do NOT write in the questionnaire booklet.

*SAMPLE:	social desirability	financial reward	personal satisfaction
bell hop	1 2 3 (4) 5	1 2 3 (4) 5	1 (2) 3 4 5

This would indicate that you consider a bell hop to be fairly low in social desirability and financial reward but provides for a fairly high level of personal satisfaction.

1. computer programmer
2. newspaper columnist
3. private seamstress
4. animal keeper
5. hospital orderly
6. mechanical engineer
7. gas station attendant
8. optometrist
9. bus driver (local)

PLEASE CONTINUE ON TO SECTION V

* *

SECTION V

Instructions: On the separate answer sheet, please LIST FIVE (5) periodicals that you read regularly. Please do NOT write in the questionnaire booklet.

THIS IS THE END OF THE QUESTIONNAIRE.
THANK YOU FOR YOUR COOPERATION.

NED NEW EDUCATIONAL DIRECTIONS

BOX 307 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

CAREERS RESOURCE PROJECT
511 4th Street
HUNTINGBURG, INDIANA 47542
TELEPHONE: (812) 683-3333

ELEMENTARY SCHOOL TEACHER QUESTIONNAIRE

Introduction: On the following pages there are four sections of different types of questions. Sections I and III provide an opportunity for you to react to various statements about career education. The second section is designed for you to report the emphasis you place on students recognizing, exploring, and identifying various career-related activities. The last section requests that you list some periodicals you usually read.

Please put your name and the other information requested on the answer sheets. How individual teachers respond will NOT be reported, but your name is needed to match other data which will be obtained at a later date with these data. If you wish to make additional comments, write them on a separate $8\frac{1}{2}$ X 11 piece of paper and attach it to the answer sheets. All such comments will be read and considered.

This is NOT a test so there are no correct answers. Please mark only ONE answer per question and respond to all questions. Also, do NOT write in the questionnaire booklet. If you have any questions, please contact either New Educational Directions or the Careers Resource Project. Thank you.

SECTION I

Instructions: On the separate answer sheet, please circle the letter which best describes your reaction to each of the following statements as agree (A), disagree (D), or neither agree nor disagree (N). Please do NOT write in the questionnaire booklet.

1. I am aware of the total job required for career awareness for our students.

2. I have done my share of the total job of career awareness for our students.

3. Our total school program (K-12) is adequately providing career-related experiences for those WHO WILL continue their education after high school.

4. Our total school program (K-12) is adequately providing career-related experiences for those NOT continuing their education after high school.

5. Students are generally aware of the VARIETY of career areas available to them by the time they leave our school.

6. Our students generally know what CAREER AREAS they want to explore by the time they leave our school.

7. Students generally have a realistic understanding of the BASIC JOB REQUIREMENTS (h.s. diploma, vocational school, college) for the various career areas available to them by the time they leave our school.

PLEASE CONTINUE ON TO SECTION II

SECTION II

Instructions: On the separate answer sheet, circle the letter which indicates the typical degree of emphasis you place on each activity or concept in your classes. Statements may apply to any or all disciplines and programs. There are no "correct" responses. Please just indicate the most descriptive response as it applies to YOU. Please answer all questions and do NOT write in the questionnaire booklet.

G = great
M = much
S = some
L = little
N = none

*SAMPLE:

IN YOUR PROGRAM EMPHASIS IS PLACED ON STUDENTS:

A. Recognizing the interrelatedness of all occupations. G M (S) L N
(If you place "some" emphasis on this concept you would circle the letter "S" on your answer sheet.) Please respond to the following 15 statements.

IN YOUR PROGRAM EMPHASIS IS PLACED ON STUDENTS:

1. Recognizing which values become important to an individual.
2. Exploring work values.
3. Identifying short-term goals.
4. Identifying long-term goals.
5. Recognizing the effect of values and goals in decision making.
6. Exploring decisions that may be irreversible.
7. Recognizing that job requirements vary among jobs.
8. Recognizing that job skills vary within occupations.
9. Recognizing that working conditions vary within occupations.
10. Recognizing personal traits desirable for employment.
11. Recognizing that the mental picture one holds of oneself may differ from how others see him.
12. Recognizing the changing roles of people in today's world.
13. Recognizing the technological impact on society in relation to expanded employment opportunities.
14. Exploration of work roles.
15. Recognizing many career areas.

PLEASE CONTINUE ON TO SECTION III

SECTION III

Instructions: On the separate answer sheet, please circle the response letter that indicates how strongly you agree or disagree with the following statements. Please answer all questions and do NOT write in the questionnaire booklet.

SA = strongly agree
A = agree
N = neither agree nor disagree
D = disagree
SD = strongly disagree

1. I have had a great deal of exposure to the CONCEPTS of career education through practical experience, course work, reading, and/or other sources.
2. I have had a great deal of exposure to the various PROGRAMS of career education through practical experience, course work, reading, and/or other sources.
3. As the ability level of the student decreases so does his need for career education because there are fewer career options open to him.
4. Vocational education and career education are synonymous terms.
5. World of work experience in a specific occupation other than education is a prerequisite to being a successful teacher in a career education program.
6. Presently, vocational education teachers know and meet the individual needs of their students for career education better than academic teachers.
7. Career education can only be accomplished through "hands-on" experience with machines, tools, materials, and processes.
8. Teachers of students with special needs face specific problems of instruction which demand all of their attention and therefore the addition of career education instruction represents an unnecessary burden.
9. Career education is another educational frill doomed for failure.

PLEASE CONTINUE ON TO SECTION IV

SECTION IV

Instructions: On the separate answer sheet, please LIST FIVE (5) newspapers, magazines, and/or periodicals you read regularly. Please do NOT write in the questionnaire booklet.

THIS IS THE END OF THE QUESTIONNAIRE.
THANK YOU FOR YOUR COOPERATION.

NED NEW EDUCATIONAL DIRECTIONS
BOX 307 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

CAREERS RESOURCE PROJECT
MIDDLE SCHOOL STUDENT QUESTIONNAIRE

Introduction: On the following pages there are three sections with different types of questions. The first section is primarily for obtaining basic information about your school and after school plans and your feelings about careers. Section III is designed to see if you know what work people do, what tools they work with, and what kinds of education people need for different jobs. The last section is set up so that you can indicate what work attitudes are more desirable to you than others.

This is not a test so there are no correct answers. You will not be graded on your answers but they can help your teachers help you. Please mark only ONE answer per question and answer all questions. If you have any problem reading something, raise your hand and your teacher will help you. Your teacher cannot tell you what words mean only help you pronounce a word. Please use the separate answer sheets and do NOT write in the questionnaire booklet.

PLEASE DO NOT OPEN THE BOOKLET UNTIL YOU ARE TOLD TO DO SO:

CAREERS RESOURCE PROJECT
MIDDLE SCHOOL STUDENT QUESTIONNAIRE

SECTION II

Instructions: On the separate answer sheet, please place a check (✓) before each choice that is best for you or write in a short answer. Please answer all questions and do NOT write in the questionnaire booklet.

1. The type of job I think I would like to do when I finish my education is:

2. After I leave high school, I now plan to:
   - attend a vocational-technical school
   - attend a business school
   - attend a nursing school
   - attend a junior (two-year) college
   - attend a four-year college or university
   - enter military service
   - seek full-time employment
   - become a full-time housewife
   - have not yet decided
   - other

3. If my high school offers courses preparing me for a job right after graduation, I plan to enroll in one or more of these courses.

4. I feel that enough of my middle school (or junior high school) courses are (or will be) directed toward doing what I want to do when I leave school.

5. I feel that I am well informed about the NUMBER of careers (jobs) that will be open to me.

6. From whom have you learned most about careers (jobs)?

parents	other relatives
teachers	television
counselors	books, magazines, or pamphlets
classmates	investigating on my own
older friends	other
brothers and sisters	

STOP! Do NOT start Section III until your teacher tells you to do so.

SECTION III

Instructions: For each of the following questions, circle the correct answer on your answer sheet. If you have any trouble reading a a word, raise your hand and your teacher will help you. Please answer all questions and do NOT write in the questionnaire booklet.

1. Which of the following has to know the MOST about maps?

   A. sailor
   B. truck driver
   C. topographer
   D. pilot

2. Which of the following spends the MOST time in an office?

   A. sales clerk
   B. store manager
   C. stock room clerk
   D. store clerk

3. Which of the following has to know the MOST about foods?

   A. teacher
   B. biologist
   C. dietician
   D. farmer

4. Which of the following MUST interpret current events?

   A. newspaper reporter
   B. author
   C. news analyst
   D. disc jockey

5. Which of the following spends the MOST time outdoors on his job?

   A. zooligist
   B. architect
   C. plumber
   D. surveyor

6. Which of the following usually needs to know LEAST about how to use various reference materials?

   A. newspaper columnist
   B. musician
   C. patent lawyer
   D. librarian

7. Which of the following duties would a nurse's aide NOT perform?

   A. give backrubs
   B. read to patients
   C. give medicine to patients
   D. clean up messes

8. Which of the following works MAINLY with people?

   A. banker
   B. gardener
   C. manicurist
   D. jeweler

9. Which of the following would most likely take MUSIC courses in high school?

A. teacher
B. stewardess
C. composer
D. entertainer

10. Who must have the GREATEST understanding of tax laws?

A. secret service agent
B. salesperson
C. bookkeeper
D. CPA (Certified Public Accountant)

STOP! Do NOT start Section IV until your teacher tells you to do so.

SECTION IV

Instructions: Listed below are ways some people feel while they are at work and the ways some people work. On the separate answer sheet, please circle the letter which shows which things YOU consider desirable (D), neither desirable nor undesirable (N), or undesirable (U). Please answer all questions and do NOT write in the questionnaire booklet.

1. Watch how you spend your time
2. Complain to yourself about others
3. Work fast
4. Work slowly
5. Talk about fellow workers behind their backs
6. Be a boss
7. Be concerned with how your employer's money is spent
8. Depend on fellow workers
9. Try for a better job (promotion)
10. Work past quitting time
11. Do everything by yourself
12. Take long lunch hours
13. Always take your coffee break
14. Be supervised

NEW EDUCATIONAL DIRECTIONS
Box 307
Crawfordsville, Indiana 47933

Name: _____
Careers Resource Project
Middle School Student Questionnaire
Section I Answer Sheet

A. MANUFACTURING

B. TRANSPORTATION

CAREERS RESOURCE PROJECT
MIDDLE SCHOOL STUDENT QUESTIONNAIRE
SECTION II ANSWER SHEET

Name:_____ School:_____

male female

1. Type of job:_____

2. ____attend a vocational-technical school
____attend a business school
____attend a nursing school
____attend a junior (two-year) college
____attend a four-year college or university
____enter military service
____seek full-time employment
____become a full-time housewife
____have not yet decided
____other_____

3. ____yes ____no ____not sure

4. ____yes ____no ____not sure

5. ____yes ____no ____not sure

6. ____parents
____teachers
____counselors
____classmates
____older friends
____brothers and sisters
____other relatives (uncle, aunt, etc.)
____television
____books, magazines, or pamphlets
____investigating on my own
____other_____

SECTION III ANSWER SHEET

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D

SECTION IV ANSWER SHEET

1. D N U
2. D N U
3. D N U
4. D N U
5. D N U
6. D N U
7. D N U
8. D N U
9. D N U
10. D N U
11. D N U
12. D N U
13. D N U
14. D N U

CAREERS RESOURCE PROJECT
MIDDLE SCHOOL STUDENT QUESTIONNAIRE

INSTRUCTIONS FOR THE TEACHER
for Administering Student Questionnaire

Your complete instructions for administering the four sections of the Middle School Student Questionnaire follow. Please read these instructions, review the questionnaire booklet, and familiarize yourself with the answer sheets before you begin to administer this questionnaire to the students. If you have any questions, please contact either the Careers Resource Project or New Educational Directions.

Each section has a time limit and students may NOT go back to an earlier section if they did not finish it. Please distribute materials in the sequence indicated in these instructions.

All four sections may be administered in one day, or Section I may be given the first day and Sections II-IV the second day. The total time limit for all four sections is 17 minutes. The time needed to administer the sections is approximately 30 minutes. You may decide if you want to give it all in one day or divide it into a two-day period.

While students are working, check to make sure they are on the correct section in the questionnaire booklet and on the answer sheet. Also make sure their names are on ALL answer sheets.

For the remainder of the instructions, parts you read aloud to the students are in CAPITAL LETTERS. Sections you read to yourself are typed in small letters.

SECTION I — Time limit: 3 minutes per box
6 minutes total

If a student needs more room to write answers, please give him a $8\frac{1}{2}$ X 11 piece of paper and have the student put his name and the box letter (A or B) on the paper. When you collect them, please staple the extra pages to the first page.

Distribute the answer sheet for Section I. Please read the following instructions to the students:

ON THIS ANSWER SHEET, THERE ARE TWO PARTS, A. MANUFACTURING AND B. TRANSPORTATION. FOR EACH PART YOU ARE TO LIST AS MANY JOBS AS YOU CAN THINK OF IN EACH OF THE TWO AREAS. IF YOU NEED MORE ROOM, RAISE YOUR HAND. YOU WILL NOT BE GRADED ON THIS EXERCISE, BUT DO AS WELL AS YOU CAN BECAUSE YOUR

ANSWERS WILL PERMIT THE SCHOOL TO PLAN ACTIVITIES TO HELP YOU. YOU WILL HAVE THREE (3) MINUTES TO WORK ON EACH BOX. AFTER THREE MINUTES, I WILL TELL YOU TO GO ON TO THE NEXT BOX. WORK ONLY ON THE BOX I TELL YOU TO WORK ON. WRITE YOUR NAME IN THE SPACE PROVIDED IN THE UPPER RIGHT-HAND CORNER. (Wait until all have done this) ARE THERE ANY QUESTIONS? (answer questions) YOU MAY BEGIN LISTING AS MANY JOBS AS YOU CAN THINK OF IN THE BOX ENTITLED MANUFACTURING. (After three minutes) STOP. YOU MAY NOW BEGIN LISTING AS MANY JOBS AS YOU CAN THINK OF IN THE BOX ENTITLED TRANSPORTATION. (After three minutes) STOP. (Collect answer sheets)

End of Section I

Pass out the student answer sheets. Please read the following to the students:

PRINT YOUR NAME IN THE SPACE PROVIDED. (Wait until all have done it) NOW PRINT THE NAME OF THIS SCHOOL. (Wait until all have done it) FINALLY CIRCLE EITHER MALE OR FEMALE, WHICHEVER IS APPROPRIATE.

Pass out the student questionnaire booklets. As you pass them out, tell the students NOT to open them until told to do so by you. Please read the following to the students:

READ THE INTRODUCTION ON THE COVER OF THE QUESTIONNAIRE BOOKLET SILENTLY AS I READ IT ALOUD. ON THE FOLLOWING PAGES THERE ARE THREE SECTIONS WITH DIFFERENT TYPES OF QUESTIONS. THE FIRST SECTION IS PRIMARILY FOR OBTAINING BASIC INFORMATION ABOUT YOUR SCHOOL AND AFTER SCHOOL PLANS AND YOUR FEELINGS ABOUT CAREERS. SECTION III IS DESIGNED TO SEE IF YOU KNOW WHAT WORK PEOPLE DO, WHAT TOOLS THEY WORK WITH, AND WHAT KINDS OF EDUCATION PEOPLE NEED FOR DIFFERENT JOBS. THE LAST SECTION IS SET UP SO THAT YOU CAN INDICATE WHAT WORK ATTITUDES ARE MORE DESIRABLE TO YOU THAN OTHERS.

THIS IS NOT A TEST SO THERE ARE NO CORRECT ANSWERS. YOU WILL NOT BE GRADED ON YOUR ANSWERS BUT THEY CAN HELP YOUR TEACHERS HELP YOU. PLEASE MARK ONLY ONE ANSWER PER QUESTION AND ANSWER ALL QUESTIONS. IF YOU HAVE ANY PROBLEM READING SOMETHING, RAISE YOUR HAND AND YOUR TEACHER WILL HELP YOU. YOUR TEACHER CANNOT TELL YOU WHAT WORDS MEAN, ONLY HELP YOU PRONOUNCE A WORD. PLEASE USE THE SEPARATE ANSWER SHEETS AND DO NOT WRITE IN THE QUESTIONNAIRE BOOKLET.

SECTION II Time: 3 minutes

Please read the following instructions to the students:

OPEN YOUR QUESTIONNAIRE BOOKLET TO SECTION II. ON THE SEPARATE ANSWER SHEET, PLEASE PLACE A CHECK BEFORE EACH CHOICE THAT IS BEST FOR YOU OR WRITE IN A SHORT ANSWER. PLEASE ANSWER ALL QUESTIONS AND DO NOT WRITE IN THE QUESTIONNAIRE BOOKLET.

YOU WILL HAVE 3 MINUTES TO COMPLETE THIS SECTION. IF YOU FINISH BEFORE I TELL YOU TO STOP, CLOSE THE QUESTIONNAIRE BOOKLET AND WAIT UNTIL I GIVE YOU FURTHER INSTRUCTIONS. ARE THERE ANY QUESTIONS? (Answer questions) YOU

MAY BEGIN. (After 3 minutes) STOP.

End of Section II

SECTION III — Time: 5 minutes

Please read the following instructions to the students:

OPEN YOUR QUESTIONNAIRE BOOKLET TO SECTION III. FOR EACH OF THE FOLLOWING QUESTIONS, CIRCLE THE CORRECT ANSWER ON YOUR ANSWER SHEET. IF YOU HAVE ANY TROUBLE READING A WORD, RAISE YOUR HAND AND YOUR TEACHER WILL HELP YOU. PLEASE ANSWER ALL QUESTIONS AND DO NOT WRITE IN THE QUESTIONNAIRE BOOKLET.

YOU WILL HAVE 5 MINUTES TO COMPLETE THIS SECTION. IF YOU FINISH BEFORE I TELL YOU TO STOP, CLOSE THE QUESTIONNAIRE BOOKLET AND WAIT UNTIL I GIVE YOU FURTHER INSTRUCTIONS. YOU MAY NOT GO BACK AND WORK ON SECTION II. ARE THERE ANY QUESTIONS? (Answer questions) YOU MAY BEGIN. (After 5 minutes) STOP.

End of Section III

SECTION IV — Time: 3 minutes

Please read the following to the students:

OPEN YOUR QUESTIONNAIRE BOOKLET TO SECTION IV. THIS IS THE LAST SECTION OF THE QUESTIONNAIRE BOOKLET. LISTED BELOW ARE WAYS SOME PEOPLE FEEL WHILE THEY ARE AT WORK AND THE WAYS SOME PEOPLE WORK. ON THE SEPARATE ANSWER SHEET, PLEASE CIRCLE THE LETTER WHICH SHOWS WHICH THINGS YOU CONSIDER DESIRABLE (D), NEITHER DESIRABLE NOR UNDESIRABLE (N), OR UNDESIRABLE (U). PLEASE ANSWER ALL QUESTIONS AND DO NOT WRITE IN THE QUESTIONNAIRE BOOKLET.

YOU WILL HAVE 3 MINUTES TO COMPLETE THIS SECTION. IF YOU FINISH BEFORE I TELL YOU TO STOP, CLOSE THE QUESTIONNAIRE BOOKLET AND WAIT UNTIL I GIVE YOU FURTHER INSTRUCTIONS. YOU MAY NOT GO BACK AND WORK ON SECTION II OR SECTION III. ARE THERE ANY QUESTIONS? (Answer questions) YOU MAY BEGIN. (After 3 minutes) STOP. (Collect answer sheets, then questionnaire booklets)

End of Section IV

Thank you very much for your assistance.

Prepared by: NEW EDUCATIONAL DIRECTIONS
Box 307
Crawfordsville, IN 47933

CAREERS RESOURCE PROJECT
ELEMENTARY SCHOOL STUDENT QUESTIONNAIRE*
(Grades 1-4)

Name_____ Grade_____

Boy Girl

Directions: For each of the following 35 questions, please circle the correct answer, YES or NO, after the question. This is NOT a test, but please try to do as well as you can.

Sample: Does a teacher work in a school? YES NO

1. Does a secretary usually use a typewriter in her work? YES NO

2. Does a salesclerk use a wrench in his work? YES NO

3. Does a broadcaster work in a gas station? YES NO

4. Does a carpenter use a hammer? YES NO

5. Does an assemblyline worker work in a factory? YES NO

*Based in part on: DELAWARE'S OCCUPATIONAL-VOCATIONAL EDUCATION MODEL
906 Lakeview Avenue
Milford, Delaware 19963

6. Does a truck driver use a camera for his work? YES NO

7. Does a farmer work in a field? YES NO

8. Does a fisherman do his work with an ax? YES NO

9. Does an air pollution technician look at smoke-stacks in his work? YES NO

10. Does a lawyer work in a church? YES NO

11. Does a doctor do his work with a telescope? YES NO

12. Does an innkeeper do his work in a motel? YES NO

13. Does a barber do his work with clippers? YES NO

14. Does a musician do his work with a saw? YES NO

15. Does a surveyor plan where roads and highways will be built? YES NO

16. Does a deliveryman work in an office? YES NO

17. Does a gas station attendant work with a pump? YES NO

18. Does a newspaper reporter work in a warehouse? YES NO

19. Does an architect work with road maps? YES NO

20. Does a draftsman use an airplane for his work? YES NO

21. Does a pilot work with blueprints? YES NO

22. Does a ranger work in a forest? YES NO

23. Does a marine biologist work with ocean life? YES NO

24. Does a custodian work in a school? YES NO

25. Does a mailman work with a fire truck? YES NO

26. Does a nurse work on a stage? YES NO

27. Does an auto mechanic work mainly with people? YES NO

28. Does a dry cleaner clean house? YES NO

29. Does a writer work on books? YES NO

30. Does a veterinarian work with animals? YES NO

31. Do you like to work fast? YES NO

32. Do you like to be neat? YES NO

33. Do you like to be on time? YES NO

34. Do you like to work a long time to get a job done? YES NO

35. Do you like to gossip about other people? YES NO

NED NEW EDUCATIONAL DIRECTIONS
BOX 307 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

CAREERS RESOURCE PROJECT
ELEMENTARY SCHOOL STUDENT QUESTIONNAIRE
(Grades 1-4*)
INSTRUCTIONS FOR THE TEACHER
for Administering Student Questionnaire

Your complete instructions for administering the Elementary School Student Questionnaire follow. Please read these instructions and familiarize yourself with the questionnaire before you begin to administer it to the students. If you have any questions, please contact either the Careers Resource Project or New Educational Directions.

For the remainder of the instructions, parts you read aloud to the students are in CAPITAL LETTERS. Sections you read to yourself are typed in small letters.

* *

Distribute the questionnaire. Please read the following instructions to the students:

THE LIST OF QUESTIONS I HAVE JUST GIVEN YOU IS NOT A TEST BUT A WAY TO FIND OUT WHAT YOU KNOW ABOUT JOBS. PLEASE PRINT YOUR NAME IN THE SPACE ON THE PAPER FOR YOUR NAME. (Show them where and help those that have problems) DRAW A LINE THROUGH EITHER BOY OR GIRL. (Point to the choices and wait until all have done it)

READ THE DIRECTIONS ON THE PAGE SILENTLY AS I READ THEM ALOUD. FOR EACH OF THE FOLLOWING 35 QUESTIONS, PLEASE DRAW A LINE THROUGH EITHER YES OR NO AFTER THE QUESTION. THIS IS NOT A TEST, BUT PLEASE TRY TO DO AS WELL AS YOU CAN.

LOOK AT THE SAMPLE QUESTION. DOES A TEACHER WORK IN A SCHOOL? YES NO
IF YOU THINK A TEACHER WORKS IN A SCHOOL, YOU WOULD DRAW A LINE THROUGH THE YES. IF A TEACHER DOES NOT WORK IN A SCHOOL, YOU WOULD DRAW A LINE THROUGH THE NO. TEACHERS DO WORK IN A SCHOOL SO A LINE HAS BEEN DRAWN THROUGH THE YES SHOWING THAT TEACHERS WORK IN A SCHOOL.
YOU WILL NOT BE GRADED ON YOUR ANSWERS, BUT THEY CAN HELP YOUR TEACHERS HELP YOU. PLEASE MARK ONLY ONE ANSWER PER QUESTIONS AND ANSWER ALL QUESTIONS. IF YOU HAVE ANY QUESTIONS, RAISE YOUR HAND AND I WILL HELP YOU. ARE THERE ANY QUESTIONS? (Answer questions) I WILL NOW READ ITEM #1. (Point to item #1 on your copy and read it) DRAW A LINE THROUGH EITHER YES OR NO. (Repeat item #1) NUMBER 2. (Point to item #2 on your copy and read it)

Read each item slowly from the questionnaire and repeat it. Point to the first few items for them. If a student has a question, all you may do is re-read the item. Please do NOT tell them what certain words mean. When you get to the bottom of a

*NOT recommended for use prior to late in the second semester of the first grade. For grades 1 and 2 it is desirable to administer to small groups not to exceed [illegible] pils each.

page, make sure all the students are on the correct page and point to where the next question is located.

When all are finished, collect the questionnaires. Thank you for your assistance.

CAREERS RESOURCE PROJECT
MIDDLE SCHOOL INTERVIEW GUIDE

Teacher's Name_____ Grade(s) Taught_____
Subject(s) Taught_____ Date_____
Interviewer_____

1. I am going to read five pairs of words to you. Please indicate which is the MORE "typical" for the boys in your classes.

BOYS	GIRLS
a. on time or late	a. on time or late
b. sloppy or neat	b. sloppy or neat
c. courteous or rude	c. courteous or rude
d. dependent or independent	d. dependent or independent
e. follows orders or ignores orders	e. follows orders or ignores orders

I am going to read the same five pairs of words to you. Please indicate which is the MORE "typical" for the girls in your classes.

2. What is career education?

3. Is career education related to the things you teach? yes no don't know
Is it related to all school subjects or just certain subjects? all some(list)
*How is it related?

4. Are students generally familiar with the variety of career choices open to them by the time they leave this school? yes no don't know
*What types of career choices are they aware of?

5. Do students generally have a realistic picture of the training requirements for the various career choices open to them by the time they leave this school? yes no don't know
*What are some of the requirements they are aware of?

6. Should career training activities be provided in

senior high school?	yes	no	don't know
junior high school?	yes	no	don't know
elementary school?	yes	no	don't know

7. Are students aware of good work attitudes? yes no don't know
*Do the majority of the students exhibit good work attitudes at school?
yes no don't know
Please give examples of work attitudes exhibited at school.

8. On a scale of 1 to 5 with number 1 being the highest and number 5 the lowest ranking, please tell me how strongly you feel each of the following statements should be included in classroom instruction.

a. Recognizing personal traits desirable for employment. 1 2 3 4
b. Exploring job requirements for an occupation of personal interest. 1 2 3 4 5
c. Recognizing the importance of personal satisfaction in what you do. 1 2 3 4 5
d. Exploring many career areas. 1 2 3 4 5

9. Have you attended any of the inservice sessions offered by the Careers Resource Project? yes no
*How many and when?

*How are these sessions reflected in the activities in your classes?

Are you aware of the services offered by the Careers Resource Project.
yes no
*How did you find out about the various services?

*Have you made use of any of the services that the Careers Resource Project can provide? yes no
*Which services?

10. Should a student ask you about the advantages and disadvantages of the following three jobs, how would you respond concerning training required, income potential, and advantages and disadvantages?
a. newspaper columnist
b. optometrist
c. animal keeper

11. Do you have any other comments or questions concerning career education?

Thank you very much for your time and thoughts.

CAREERS RESOURCE PROJECT
ELEMENTARY SCHOOL INTERVIEW GUIDE

Teacher's Name_____ Grade(s) Taught_____
Subject(s) Taught_____ Date_____
Interviewer_____

1. I am going to read five pairs of words to you. Please indicate which is the MORE "typical" for the boys in your classes.

BOYS	GIRLS
a. on time or late	a. on time or late
b. sloppy or neat	b. sloppy or neat
c. courteous or rude	c. courteous or rude
d. dependent or independent	d. dependent or independent
e. follows orders or ignores orders	e. follows orders or ignores orders

I am going to read the same five pairs of words to you. Please indicate which is the MORE "typical" for the girls in your classes.

2. What is career education?

3. Is career education related to the things you teach? yes no don't know
Is it related to all subjects or just certain subjects? all some (list)
*How is it related?

4. Are students generally aware of a variety of career areas by the time they leave this school? yes no don't know
*How are the students made aware of the various career areas?

5. Should career training activities be provided in
senior high school? yes no don't know
junior high school? yes no don't know
elementary school? yes no don't know

6. Are students aware of good work attitudes? yes no don't know
*Do the majority of the students exhibit good work attitudes at school?
yes no don't know
Please give examples of work attitudes exhibited at school.

7. On a scale of 1 to 5 with number 1 being the highest and number 5 the lowest ranking, please tell me how strongly you feel each of the following statements should be included in classroom instruction.

a. Recognizing which values become important to an individual. 1 2 3 4 5
b. Recognizing personal traits desirable for employment. 1 2 3 4 5
c. Recognizing many career areas. 1 2 3 4 5
d. Recognizing the importance of personal satisfaction in what you do. 1 2 3 4 5

8. Have you attended any of the inservice sessions offered by the Careers Resource Project? yes no
*How many and when?

*How are these sessions reflected in the activities in your classes?

Are you aware of the services offered by the Careers Resource Project?
yes no
*How did you find out about the various services?

*Have you made use of any of the services that the Careers Resource Project can provide? yes no
*Which services?

9. Should a student ask you about the advantages and disadvantages of the following three jobs, how would you respond concerning training required, income potential, and advantages and disadvantages?
   a. newspaper columnist ___ ___ ___ ___
   b. optometrist ___ ___ ___ ___
   c. animal keeper ___ ___ ___ ___

10. Do you have any other comments or questions concerning career education?

Thank you very much for your time and thoughts.

ATTACHMENT I

NEW EDUCATIONAL DIRECTIONS

Bowker Gannon and Associates Education Projects

BOX 307 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

October 2, 1974

Mr. Jerry C. Keiser
Division of Vocational Education
State Department of Public Instruction
120 West Market Street, 16th Floor
Indianapolis, Indiana 46204

Dear Mr. Keiser:

I am responding to your request for a reaction concerning the "Draft Guide Guidelines for the Evaluation of Career Education Programs" compiled by Development Associates, Inc.

From a research viewpoint, a tight design is impossible to argue against. However, the design suggested in the "Guidelines" is at times so rigid it could be destructive to a project's primary purpose while at other times it is so loose as to be confusing only. For example, the discussions concerning sampling and statistical analysis are circuitous and inane while the matrix approach presented in Chapter IV would rapidly become virtually unmanageable for a project such as CRP which is dealing with an almost infinite number of treatments since each teacher served by the project in the eighteen-county area could represent several treatment approaches. An alternative, of course, is to severely limit the number of developmental and exploratory approaches which CRP utilizes.

The most damning criticism of the overall design put forth in the "Guidelines," however, is that it is totally inappropriate for a project such as CRP. Intensive intervention to demonstrate short-term gains is not a CRP objective. (Indeed, it is inappropriate to career education as a concept which espouses the cummulative nature of career education experiences over a long time span.) Even if we employ the rationale that by the end of the primary grades certain common experiences should result in certain point-in-time outcomes for students, the fact of the matter is that those cummulative K-3 experiences cannot be assessed for outcomes until four years after a program (a planned series of career education oriented experiences) has become operational. The primary mission of CRP and that for which it was funded is to aid the schools in getting such programs STARTED and maintained. The success of the project's efforts should be measured against those criterion. The effectiveness of the programs certainly should be viewed systematically <u>after</u> they have been developed and <u>after</u> treatments have been applied which would be a minimum time span of four years after treatment begins for K-3.

The CRP was not established as a controlled research project. I believe that process evaluation should be the major focus for a project such as the CRP with additional attention to changes in its primary target group--teachers not students--for this point-in-time. Although the "Guidelines" summarily dismiss this approach on pages 32 and 33, I believe the dismissal is premature.

An undated and untitled document from the Region V office and received by Project Directors on September 26 states in part:

> Where appropriate, the Scope of Work requires testing at the third, sixth, ninth, and twelfth grade levels. For example, the six measures indicated on pages 2 and 3 of the Scope of Work <u>are required</u>. However, if the program has not attempted to deal with student self awareness (No. 1), it must be so reported for that measure.
>
> and
>
> The exercise of categorization of treatments by Activity Areas is not essential to the performance of a local evaluation but <u>it is mandatory</u> to the accumulation of National Experience.

If the Federal Government feels a need to conduct a national assessment of career education, I respectfully suggest that such an assessment be designed and carried out as a separate project and not be piggy-backed on the budgets of projects already operational.

Thusfar, CRP has invested approximately $9,500 in evaluation services which the staff and leadership consider worthwhile and useful for the operation and the development of their project. Unfortunately, however, very little of the last fourteen months' evaluation efforts comply with the "Guidelines." To adopt the "Guidelines" procedures would be to largely redirect CRP evaluation resources away from the areas proven helpful the project into a mode which is inappropriate to the project's mission.

I have not made reference to the political problems and the detrimental effect adopting the "Guidelines" procedures would engender in CRP's service area. They are considerable but I am sure Mr. Roth will approach matters such as these. Successful research in a school setting requires not only a knowledge of research design and methodology but a thorough understanding of school personnel and operation and the parameters for research established by working in that setting. The "Guidelines" reflect an amazing ignorance concerning the realities of working in a school setting.

I realize that this letter does not actually refute point-by point the "Guidelines." This should be done and given the money represented by such as Contract No. OEC-0-73-6663, which financed the development of the "Guidelines", a group of project directors and school oriented researchers could not only so do but in all likelihood could produce a workable and acceptable model.

Sincerely yours,

F. B. Gannon
Executive Director

FBG:sr

cc: Mr. Joe Roth

NED NEW EDUCATIONAL DIRECTIONS, INC.
a nonprofit service organization
BOX 307 CRAWFORDSVILLE, INDIANA 47933 (317) 362-8877

A Commentary on the "DRAFT GUIDELINES FOR THE EVALUATION OF CAREER EDUCATION PROGRAMS" by Development Associates, Inc.

prepared for the Careers Resource Project (CRP)
Huntingburg, Indiana
Joe W. Roth, Director

by Deborah G. Bonnet
NED Senior Research Associate
December 9, 1974

On page one of "Draft Guidelines for the Evaluation of Career Education Programs" an excellent point is made: "The career education concept has achieved prominence considerably faster than it has achieved precise definition. It is prominent, but it is still in the process of being operationally defined." It is the opinion of New Educational Directions and the Careers Resource Project that, after once stating this problem so clearly, the developers of the "Guidelines" subsequently lost sight of its magnitude and as a result have established an evaluation plan based on an unfounded confidence in the state of the art of psychological measurement.

Before a detailed commentary on the evaluation scheme set forth in the "Guidelines" is launched, a brief mention of the politics involved in dealing with school systems is in order. CRP heavily relies on the cooperation of school officials and teachers. Its major activities are directed towards educating teachers in the concepts and methods of career education and in developing the prerequisite career-education-related attitudes. It is hoped that the teachers' attitudes and knowledge will then be passed on to their students. Teachers cannot be coerced into participating in project activities; their time and efforts are offered voluntarily. Thus, the project staff is careful to avoid excessive demands on teachers and administrators, lest CRP lose their support. Strict adherence to the "Guidelines" would require of the school systems a degree of cooperation which we hesitate to request and, if requested, probably could not obtain.

Various chapters of the "Guidelines" will first be discussed, and suggestions for more feasible alternatives will be offered where possible. Next, a suggested reordering of steps in the evaluation process will be presented; and, finally, the

appropriateness of concentrating the evaluation of career education programs on the measurement of student outcomes will be discussed.

Chapter IV: Completion of Outcome Question Treatment Group Matrix

A. Specify treatments

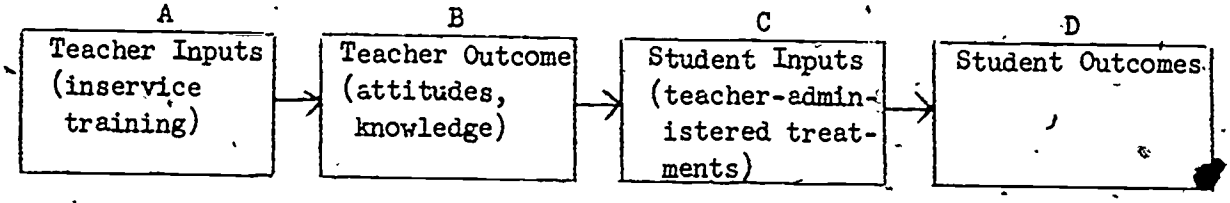
The specification of treatments involves two major problems. First, it requires accurate recording of all career education activities. If the career education program has been in progress for any length of time, a listing of past activities is likely to be highly unreliable unless records have been kept from the initiation of the program. If the program is just beginning, requesting that school personnel maintain records of each treatment may easily sour them to the program from the start.

NED has on three occasions in the past attempted to institute local recording of activities. In two cases project administrators and supervisors were responsible for logging activities; in the third case teachers were also requested to maintain records. In all three cases, the top project administrator enthusiastically supported the plan. In all three instances such record keeping was met with vociferous objections from school personnel other than the top administrator. The time and effort required were considered excessive, and teachers personally felt threatened by such monitoring of their activities.

In addition, treatments which come under the classification of "curriculum infusion" cannot be accurately recorded even immediately after their presentation. For example, a teacher's response to a student's question, "How will I use fractions out of school?", may constitute a highly effective, but unconsciously administered, treatment.

The "Guidelines" suggest classifying inservice teacher training as a student treatment. We see this as a source of gross contamination of treatment definition. If treatments are to be so narrowly defined as suggested, surely the relationship between inputs to teachers and inputs to students cannot be so glibly assumed.

Inservice teacher training can be viewed in terms of the following components:



The "Guidelines" essentially suggest that we assume A equals C, or that whatever teachers are exposed to is passed on to students. This is clearly not the case. A somewhat more reasonable assumption is that B equals C, or that what teachers LEARN is passed on to students. Teacher outcomes (B), then, constitute more direct criteria of the effectiveness of inservice training (A) than do student outcomes (D).

Teacher outcomes (B) also serve as a more reliable measure of student inputs (C) than do teacher inputs (A).

B. Identify students by treatment
C. Identify treatment groups

Barring slight inaccuracies due to absenteeism, the identification of treatment groups is a relatively minor problem where classrooms are self-contained. The class represents a treatment group; and, perhaps, in SOME cases, several classes could be put into the same group. However, in the case of a completely departmentalized school organization where block scheduling is not used, it is possible that NO TWO STUDENTS in a given school would receive the same combination of treatments; that is, there are potentially as many treatment groups as students. This situation disallows any generalizations of treatment effects to the population, since all inferential statistics require an estimate of variance. Where block scheduling is used, the identification of treatment groups constitutes a difficult, but not impossible task.

D. Completing the treatment group/outcome area table

CRP has defined career education as "the TOTALITY of educational experiences through which one learns about work." Thus, attributing specific outcome expectancies to each treatment strikes us as somewhat artificial and in conflict with CRP's Gestaltist approach. Who is to say, for example, that exposure to visitors and special materials should result in increased self-awareness. but not in increased competency in career decision-making skills? Clearly, any decision about the applicability of any single outcome question to a particular treatment would be grossly subjective.

Perhaps viewing outcome objectives as a function of age or grade level would be more appropriate. For example, at the first grade level, we may hope that a career education program would increase self-awareness (I) and awareness of and knowledge about work (IV). Some other objectives such as work-seeking skills (VII) are applicable only to twelfth graders and graduates.

Chapter V: Formulating the Evaluation Questions and Specifying the Evaluation Design

The intent of the outcome question/treatment group matrix discussed in Chapter IV becomes obscured in Chapter V. It was our initial impression that outcome differences among treatment groups were to be studied in hopes of identifying the most effective and least effective treatments. Indeed, on page 52 there is evidence that this was the intent of Development Associates: "Application of the above outlined approach would provide answers to many of management's questions, including . . . (4) what process dimensions should be emphasized in subsequent years and what dimensions should be terminated." We interpret this as a request for an "index of effectiveness" of EACH CAREER EDUCATION ACTIVITY. This THEORETICALLY could be

accomplished, but only under the following conditions:

(1) a. Each treatment group receives one and only one treatment

OR

b. Each treatment group receives a "standard set" of treatments plus one.

(2) a. One of the treatment groups receives NO career education treatments

OR

b. Only the "standard set" of treatments.

(3) Each treatment group is alike in all dimensions except career education treatments.

(4) Sufficiently sensitive instruments are available to measure the effect of a single treatment (such as a field trip) on a desired student outcome (such as increased decision-making skills).

Elaborations upon the probability of meeting these conditions in a field setting should not be necessary. However, a more complete explanation of condition (1) above may be enlightening.

Let us consider several possible treatment group/treatment matrices. It will be demonstrated that some, but certainly not all, possible configurations can give us sufficient information to draw conclusions about the effect of a given treatment. Scores can presumably be obtained for student outcomes by group; these will be listed in the right-hand column. Our object, however, is to obtain mean student outcome scores by TREATMENT; the derivations of these effects from group effects will be listed in the last row.

Treatment Groups	Treatments 1	2	3	4	Student outcomes by group	
1	x				G1	In this case, each group receives only one treatment. Thus, student outcomes by group are identical to student outcomes by treatment, and the effect of each treatment is directly measured from the outcomes of the group receiving that treatment.
2		x			G2	
3			x		G3	
4				x	G4	
	G1	G2	G3	G4		
	Student outcomes by treatment					

Treatment Groups	Treatments				Student outcomes by group	
	1	2	3	4		In this case, treatment 1 is administered to all groups. The effects of treatments 2, 3, and 4 can be compared IF we assume there is no interaction between treatment 1 and any other treatment; that is, their effects are additive.
1	x				G1	
2	x	x			G2	
3	x		x		G3	
4	x			x	G4	
	G1	G2-G1	G3-G1	G4-G1		
	Student outcomes by treatment					

	1	2	3	4		If we further assume NO interactions among ANY two treatments, this configuration will also allow us to make conclusions about the differential effects of treatments 1, 2, 3, and 4.
1	x				G1	
2	x	x			G2	
3	x	x	x		G3	
4	x	x	x	x	G4	
	G1	G2-G1	G3-G2	G4-G3		
	Student outcomes by treatment					

	1	2	3	4		However, no matter what we assume, this configuration cannot provide estimates of individual treatment effects. This configuration, incidentally, is taken from Table IV-E of the Guidelines."
1			x	x	G1	
2	x		x		G2	
3	x	x	x		G3	
4	x		x		G4	
	?	G3-G2 or G3-G4	?	?		
	Student outcomes by treatment					

Please note that this rendition is based on the assumption that conditions (2), (3), and (4) have been met. Since these conditions will NOT be met in the field, this exposé could be considered superfluous. It is our intent, however, to demonstrate that the "Guidelines" appear to be asking us to accomplish a task which is not only practically impossible but is also theoretically impossible!

We are willing to assume that Development Associates did not actually intend that the effect of individual treatments be evaluated. From this point, we will assume that the evaluation is to be directed towards finding student outcome differences between groups receiving little or no career education exposure and groups receiving a high degree of career education exposure, and that this is to be accomplished through conventional measurement techniques. Even this assumption, however,

does not solve all of our problems. It is stated on page 52 of the "Guidelines": "it is not adequate to simply demonstrate product differences and exposure differences between comparison and treatment groups and then assume that the differences are related." This statement shakes the very foundations of the experimental sciences! If the control group is indeed a control group (that is, no different from the experimental group except in the dimension under investigation), and differences are found in the dependent variable, we have all the evidence we can every hope to obtain that the independent variable was the cause of these differences. Correlational analysis MAY give us more information about the MAGNITUDE of the effect, but CANNOT be used to infer CAUSAL relationships.

It is also indicated on page 52 that the suggested procedure should yield an answer to the question: "(3) Why did the treatment group gain more than the comparison group?" This question cannot be answered! If statistically significant differences in student outcomes measures are found between the treatment and control groups, the best answer we can possibly provide to this question is: "Because the treatment group received a particular set of career education treatments and the control group did not." Even this can be said with conviction only if we have complete confidence in our experimental control and in the validity of our measurement instruments. Any comments about the underlying mechanisms through which career education affects student outcomes would be purely speculative and beyond the scope of program evaluation; hypothesizing of this sort should be left to theoreticians--not statisticians.

On the other hand, if NO statistically significant differences are found, we cannot say that the program has no effect on the student outcomes we presumably measured. That is, inferential statistics cannot be used to show that the treatment has no effect. We could only infer that one or more of the following occurred: (1) our measurement instruments were not sufficiently sensitive to measure the differences that existed; (2) our sample was too small, (3) the control group was not sufficiently pure; OR (4) career education treatments actually have no effect in the student outcome dimensions studied. WHICH of these circumstances were involved we would have no way of knowing.

Chapter VI: Measuring Outcome Variables and Specifying Data Sources and Instruments

A further explanation is required of the statement on page 57: "aptitude test scores, results of interest inventories, and attendance records may all provide meaningful information in assessing the impact of career education upon students."

An examination of changes in aptitude due to a student's experiences would conflict with the theoretical basis of aptitude tests which purport to measure a relatively stable dimension of the student's psychological makeup. We know, of course, that aptitude test scores are not absolutely stable, partly because they are heavily contaminated with achievement dimensions. Thus, if we measure changes in aptitude scores, we are actually measuring a combination of the test's low reliability and changes in achievement. It makes more sense to measure achievement with achievement

tests rather than through an artifact of aptitude tests.

It is true that interest inventories should provide evidence of the effect of career education. The question is, what sort of differences should we look for? Who is to say whether an increase, a decrease, or no change on a given scale is most desirable?

Although not stated, perhaps it is correlations between aptitude and interest dimensions we should examine; this approach certainly has intuitive appeal. If a reliable and valid aptitude test were available which tapped the same dimensions as an equally reliable and valid interest inventory, the pre- and post-correlations between interest and aptitude on each dimension could be compared. But, if students were shown their scores after the first administration of the tests, this feedback would in itself serve as a treatment. Any change in correlations in the post-tests might well be due primarily to this feedback and would obscure the effects of treatments we originally intended to measure. If students are denied this feedback, we would be more confident that the pre-test measure is a dependent rather than an independent variable; but we are still left with the problem of finding these reliable and valid tests measuring the same dimensions, as well as teachers who are willing to donate their students' time to testing which will be of no direct and immediate value to them.

Absenteeism has long been used as an indirect measure of motivation in industry. However, in the school it seems to be a somewhat less appropriate index. A student has considerably less control over his attendance at school than an adult over his attendance at work; absenteeism of school children may well be a better measure of parental leniency than of student motivation. Whereas absenteeism measures of adults are contaminated with health factors, this contamination is even more serious among school children who are particularly subject to communicable diseases; if a chicken pox epidemic struck, the measure would lose any relevance it may otherwise possess. Attendance as a measure of student outcomes does, however, have the advantage of availability. We do not reject the possibility of examining attendance records, but only wish to clarify that they should be viewed with skepticism. We see no advantage of this measure over responses to the simple question: "Do you like school?"

NED has attempted to secure reliability and validity information on the six commercial tests which the "Guidelines" most highly recommend for measuring student outcomes due to career education programs. This is what we have learned:

The Assessment of Career Development (ACD)

Since the ACD relies purely on content validity, no concurrent or predictive validity coefficients are reported. Test-retest reliabilities on various scales range from .56 to .86 at grade 9 (N=445) and from .44 to .87 at grade 11 (N=340). Even though students received no career education treatments during the nine-week interval between test administrations, scores consistently improved on all scales.

The Career Development Inventory (CDI)

The CDI is still in the process of being standardized. The test is available free to those who promise to supply the developers with data so that norms may be established. Apparently no reliability or validity information is available; at least NED's requests for such have not been honored.

Career Education Questionnaire (CEQ)

The CEQ has been temporarily withdrawn from the market by the publisher due to low reliability and questionable validity as indicated in a September 27 letter from the publisher to NED.

Career Maturity Inventory (CMI)

Requests for a specimen set have not received a response at this time. NED has reordered.

Differential Aptitude Tests (DAT)--ordered

Self Observation Scales (SOS)

Split-half reliabilities range from .75 on the self-acceptance scale to .81 on the self-security scale. No parallel forms reliabilities are reported, although there are two forms. A correlation of .43 (N=2458) was found between composite scores and teacher-rated reading achievement.

Also of concern to us is the cost of testing, in terms of both time and money, relative to any anticipated educational or evaluational return. The costs shown in the following table were computed assuming that test booklets could be used twice where possible. Costs of test manuals and postage are not included, and scoring costs are included only where they are incorporated in the basic cost of the instrument (i.e., SOS).

Test	Applicable Grade Levels	Cost per student	Administration time
ACD	8-11	.31	125 minutes
CDE	8-12	none	30 minutes
CEQ	K- 9	not available	45 minutes
CMI	7-12	.40	150 minutes
DAT	8-12	.62	235 minutes
SOS	K- 6	1.17	25 minutes

If a program is to be evaluated at the ninth grade level, the cost of test forms is $1.33 per student. If two groups of 150 are tested both before and after treatment, the cost of tests alone totals $798.00. (150 is the sample size suggested in

Chapter VIII.) One administration of the battery requires 585 minutes, or almost ten hours of instructional time for each student; if both pre- and post-tests are used, twenty hours are consumed with, at best, a minimal return for either teachers or students. Even if we are able to secure cooperation in the schools to implement such a testing scheme, we are hesitant to invest so much time and money in administering tests of unestablished utility.

Chapter VIII: Sampling Plan

Chapter 8 provides well-established guidelines for determining sampling plans--assuming infinite resources are available. In practice, however, certain constraints must be considered.

Even if the entire population is sampled, if each group is to consist of students at the same grade level who have received exactly the same treatments, an N of 150 is highly unlikely; and an N of one is highly probable, particularly in a departmentalized system. If we consider a classroom a sampling unit (N=1, not the number of students in the class), we are left with exactly one sample per treatment group, since we should not assume that any two classes receive exactly the same treatments (especially if "curriculum infusion" is included as part of the program). Furthermore, the sample used in career education evaluation must necessarily be limited to those students who are available for testing and whose treatments have been controlled and recorded.

The assumption of random sampling applies not to our selection of treatment groups for evaluation, as this is a fixed variable, but to the placement of students into those groups. We hope to demonstrate that although assignment to groups is not technically random, it may very well be effectively so.

The purpose of random sampling is to allow generalizations from those students sampled to a population of similar students. In CRP's case, the population is all students within the project's jurisdiction at a given grade level. The type of question our sampling plan must address is: If some third graders receiving a particular treatment set display certain outcomes, can we anticipate the same outcomes if other, similar third graders within the project are exposed to that set of treatments? We insist that this generalization can be made if our sample is representative of the population of third graders in the project.

If we choose as our data base a school or schools in a locality typical of the project area in terms of assessed valuation, per pupil expenditures, and other socio-economic factors, the students in that school constitute a representative, if not random, sample of the population of concern. Substituting representative samples for random samples is not uncommon in field research and in fact often yields more generalizable results; we can PURPOSELY choose a sample whose distribution matches that of the population on all relevant dimensions (i.e., intelligence, socio-economic status, educational experiences) more successfully and with a smaller sample than if we attempt to do the same by chance with random sampling.

Of major importance to the sampling procedure is that any two groups which are

to be compared must be similar on all dimensions other than career education treatments, including grade level, socio-economic status, and intelligence. (We feel that the "Guidelines" underemphasize this point.) Making comparisons only within the same school (or across very similar schools), and only within the same grade level, satisfies this condition, as long as no tracking system is employed in the sample school. If students are tracked, comparisons should be made only between two groups in the same track. However, in most small- and medium-sized schools it would be impossible to isolate two separate treatment groups within the same track. Also, if we limit our study only to advanced, normal, or slow tracks, we sacrifice generalizability of our findings since our conclusions would apply only to the investigated track. The obvious solution to this problem is to choose a sample school which does not employ tracking either as official policy or on a de facto basis. An examination of existing student records should provide sufficient data for determining whether two classroom units are alike in all control dimensions. If student records do show significant differences between groups on a relevant dimension, partial correlation or the analysis of covariance should be used to control for these otherwise uncontrollable differences.

In summary, we feel that strict adherence to the "Guidelines" would involve substituting large samples for good control. We prefer to define treatment groups more narrowly (i.e., assume that no two teachers administer the same treatments), give more attnetion to control variables (i.e., avoid comparisons across grade levels), and then choose our sample within these constraints.

Chapter IX: Data Analysis Plan

We honestly expected to find no objectionable material in this chapter, since it was for the most part drawn directly from highly respected sources. We were wrong.

On page 100: "The parametric techniques, which are more frequently used than the non-parametric, are based upon different assumptions, the most important of which is that the sample or samples must have been randomly drawn from one or more normally distributed populations." The assumption of random sampling is inherent to ALL inferential statistics, whether parametric or nonparametric. What actually guides the decision of which type of statistic to use is the level of measurement (nominal, ordinal, interval, or ratio) and the distribution of the population. All parametric techniques require at least interval data and a normally distributed population; nonparametric statistics are used when these or other criteria are not met.

On page 101 the following design is described:

	Scores on Pre-test	Scores on Post-test	Difference
Treatment group	A	B	B-A
Comparison group	C	D	D-C

The t-test for correlated measures is suggested for this design. This is an appropriate test to determine whether (B-A) is significantly different from zero; that is, subjects act as their own contrl and changes due to treatment are investigated. In

career education we are concerned with long-term differences in student outcomes. Since maturation, as well as career education treatments, could be expected to affect these outcomes, a control group is wisely suggested. But if a control group is employed, we are asking not whether (B-A) is different from zero, but whether (B-A) is different from (D-C). In this case, a normal t-test would be appropriate, with difference scores instead of absolute scores appearing in the cells of the experimental design matrix.

The "Guidelines" further suggest the use of analysis of covariance if the same design is used, but with more than two groups. This is not altogether inappropriate, but it is certainly more complicated than necessary. Analysis of covariance would normally be used to control for a variable such as intelligence; we do not really want to control for pre-test scores in this sense. Again, the appropriate design would involve the analysis of difference scores (or percentage difference, or whatever seems appropriate); and we have a simple one factor randomized analysis of variance design.

On page 102 an eariler mistake was repeated: "For relatively large samples, the Pearson Product-moment correlation would be applicable if there is a fairly large variation in the treatment variable; for small samples, the Spearman Rank Order Correlation would be applicable." Whether to use the Pearson Product-moment correlation or the Spearman Rank Order correlation depends not on the sample size, but on the level of measurement. That is, interval data is needed for the Pearson Product; ordinal data is sufficient for Spearman Rank Order.

Also on page 102: "Either within groups or across groups, correlational methods may be utilized to determine the 'strength' of the relationship between treatment variables and outcome variables." Correlational analysis cannot be used within a group; each subject within that group would have the same predictor score (treatment metric). Further, the absolute difference in mean outcome scores by group and the confidence level obtained provide a more relevant estimate of the effect's strength.

Overview of Steps in Evaluation Process

Finally, we would like to suggest a reordering of the steps in the evaluation process to reduce backtracking to a step presumed completed because of problems found at a later step.

I. Prepare program overview

The program overview should include a demographic description of the area served by the project. The project's goals and the activities they promote should be fully described. All readily available information on the extent to which suggested treatments have been employed should also be included.

II. Identify data base

A school or schools which meet the following conditions should be selected for

detailed analysis of student outcomes:

1. The students are a representative sample of those served by the project. All available information should be examined to determine whether the chosen school matches the demographic description of the project area in all relevant dimensions.

2. If both pre- and post-measures are to be taken, pre-measures must be obtained immediately prior to the institution of the career education program. If only post-measures are planned, an appropriate control school must also be identified.

3. Full cooperation can be anticipated from school administrators and teachers. They must be willing to maintain accurate records of treatments and to allow time-consuming testing of students.

III. Identify treatment groups

There must be some teachers who plan to participate in the program and others who do not, or some who plan to participate fully and others only partially. Reasonable estimates of treatment group identification can be done on this basis, but a reevaluation should be made when treatment records are available. At this stage student records should be used to establish whether the planned control groups are sufficiently similar to experimental groups to allow comparison of student outcomes.

IV. Formulate evaluation questions

This can be done on the basis of project goals which relate to the planned treatments. Again, the relevance of each question should be reevaluated when treatment records are available.

V. Specify basic experimental design

Are both pre- and post-measures to be used? How many groups are involved? How many students per group? Some designs require equally-sized groups and this should be considered at this stage.

VI. Identify data sources and select or develop instruments.

This will be primarily based upon the evaluation questions. Available data sources should be thoroughly examined to avoid duplication of existing information. Test instruments should be chosen on the basis of reported reliabilities and validities. If instruments are locally developed, a pilot study should be carried out to determine their reliability and validity.

VII. Specify data analysis plan

Statistics appropriate to the experimental design and to the level of measurement of the instruments should be identified. This may also be subject to change.

If, for example, it is found after the data have been collected that the assumption of normality is violated, a nonparametric statistic will be substituted for a parametric one.

VIII. Administer pre-tests

IX. Fully record treatments

This will probably be the responsibility of teachers and school administrators.

X. Administer post-tests

XI. Analyze data

XII. Report findings

~~The Appropriateness of Student Outcome Measurement in the Evaluation of~~ Career Education

A career education program, as any system, can be viewed as having input, process, and output components. The Careers Resource Project defines their system components as follows:

INPUTS	→	PROCESSES	→	OUTPUTS
CRP provides inservice training to teachers and guidance counselors and makes available career education materials.		Teachers and guidance counselors administer career education treatments to students.		Students are affected by career education exposure.

CRP's major control is at the inputs stage, limited only by the voluntary nature of the program. Treatments to students are administered by teachers, and CRP controls treatments only to the extent that teachers are influenced by CRP training.

The "Guidelines" prescribe an evaluation of the relationship between processes and outputs, as we have defined them. We take no objection to the proposition that student outcomes are the most, and perhaps even the ONLY ultimate criteria for success of a career education program. If only the inputs and processes of a system are evaluated, the assumption must be made that particular outcomes follow directly; this assumption may or may not be valid. However, if the major thrust of system evaluation is directed towards the assessment of outcomes, the assumption must be made that the measurement of outcomes is both relevant and reliable. Thus, if inputs and processes can be more objectively observed than outcomes, it must be decided which assumption is more tenable: that the assumed relationships between inputs and outcomes exist, or that the measurement of outputs is sufficiently sensitive to provide a meaningful indication of the system's effectiveness.

This problem of what to measure is magnified in systems such as career education programs, in which the expected outcomes are of a long-term nature. A highly meaningful criterion of the effectiveness of CRP would be an index of job satisfaction of students five, ten, or even twenty-five years after graduation from high school. Of course, such data will not be available for many years.

We understand HEW's need for more immediate feedback of the program's effectiveness. However, caution must be taken against the pitfall of overemphasizing short-term, artificial outcome measures simply because the "ultimate criterion" is not available.

We at New Educational Directions feel that at this early stage in the evolution of Careers Resource Project, concentrating our major evaluative efforts in the examination of student outcomes is inappropriate. Since CRP's direct effect is on teacher outcomes, rather than student outcomes, we should first examine closely the extent to which teachers are learning what CRP believes they are teaching. Such an evaluation would provide CRP with extremely valuable and immediately useful information. If CRP's effect on teachers is negligible, we suspect immediately that desired student outcomes will not be realized through this program and a reevaluation of CRP's approach is in order. If, on the other hand, we find that teachers are responding well to CRP's efforts, we have reason to be optimistic about the affects these teachers will have on their students. This optimism would be confirmed only through measurement of student outcomes at a later date, when the full impact of the career education program is manifested in student attitudes and behavior.

PROGRAM OVERVIEW

New Educational Directions is presently designing a study of the effectiveness of the Careers Resource Project in southern Indiana. The plan will reflect the theoretical and practical limitations of full compliance with the "Guidelines" as previously discussed in this memorandum. Every effort will be made, however, to comply with the spirit of the "Guidelines" and to provide meaningful information about CRP's effects on students' attitudes and behavior. Student outcomes will be evaluated in one school corporation.

SELECTION OF DATA BASE

The Paoli Community School Corporation, located in Orange County, Indiana, has been chosen as the data base for the evaluation of student outcomes for the Careers Resource Project. Of the forty-two school districts within CRP's project area, only seven are not presently participating in CRP's career education activities. Of these seven, Paoli is the only district in which participation is anticipated in the near future. Since it is desirable to obtain pre-treatment measures, Paoli is the only district available in which a meaningful study of student outcomes can be carried out at this time. Fortunately, Paoli appears to satisfy our other conditions for selection of a data base.

Like most of the districts served by CRP, Paoli is a rural farm community of below average per capita income. Paoli has been classified as economically deprived and qualifies for Title I assistance. The economy is primarily based on agriculture and small industry, and most available jobs are at levels classified as semi-skilled occupations.

Also essential to our sample selection is the degree of cooperation we can anticipate from the administrative and teaching staff. Based upon the enthusiasm for CRP's activities demonstrated in Paoli, we believe that every effort will be made to provide us with the treatment records and testing time needed for the study.

Inservice training has already been initiated in Paoli, but no student activities related to career education are scheduled before February, 1975. This leaves us sufficient time to prepare a test battery to be administered before student treatments begin.

The Paoli school system consists of one elementary school (K-4), one middle school (5-6), and one secondary school (7-12). In the elementary school, classrooms are self-contained, but the middle and secondary schools are departmentalized.

IDENTIFY TREATMENT GROUPS

Student outcomes will be examined at the third and sixth grade levels.

Only one of the two third grade teachers is participating in CRP activities. Thus, her class will serve as an experimental group and the other as a control group. Tracking is not school policy, but whether the control and experimental groups are actually similar will be determined through an examination of existing school records. Each classroom unit contains thirty students.

At the sixth grade level, one math teacher and one spelling and reading teacher are participating. Since scheduling is not blocked, we expect to isolate at least three treatment groups: those students who have neither participating teachers, those who have only one of them, and those who are taught by both participating teachers. It may be necessary to separate the group of students who are taught by only one participating teacher into two groups. The number of students in each group is not known at this time.

Since no control group is available in the ninth grade, this level cannot be included in the study. However, there are two participating eleventh grade English teachers. We are considering obtaining pre-treatment measures on eleventh grade students to provide the basis for a follow-up study next year, when placement in employment and post-secondary schools also can be examined.

It is not known at this time precisely what treatments will be administered. Planned activities include field trips, guest speakers, and curriculum infusion. In addition, the eleventh graders will be given opportunities for job observation.

FORMULATE EVALUATION QUESTIONS

The evaluation question areas we consider appropriate at the third and sixth grade levels are

1. Self-awareness
2. Basic academic skills
3. Awareness of work values
4. Awareness of and knowledge about work
5. Good work habits

SPECIFY BASIC EXPERIMENTAL DESIGN

Pre- and post-measures will be obtained, and the changes in students' scores after treatment will be analyzed. At the third grade level there will be one control and one experimental group; in the sixth grade there will be one control and at least two experimental groups. This design lends itself to a large variety of statistical techniques which will answer the question: Did the group who received career education treatments improve more than the control group in a given student outcome area? Experimental statistics are preferred; correlational techniques will be employed only if analysis of covariance is found necessary to control for differences between groups in control dimensions.

IDENTIFY DATA SOURCES AND SELECT OR DEVELOP INSTRUMENTS

Attendance records will be examined for trends, but any results obtained from this source will be interpreted with caution.

Of the six commercial tests suggested in the "Guidelines," only the Self Observation Scale is both available and recommended for the lower grade levels. We may utilize the SOS, but locally developed instruments will be necessary for the assessment of the evaluation questions.

SPECIFY DATA ANALYSIS PLAN

If the assumptions of parametric statistics are met, the t-test will be used in the third grade and a one-factor randomized analysis of variance in the sixth grade. Otherwise, an appropriate nonparametric test will be chosen.

ADMINISTER PRE-TESTS

Pre-tests will be administered sometime in January, 1975.

RECORD TREATMENTS

This will be the responsibility of individual teachers, and forms will be developed cooperatively by NED, CRP, and teacher representatives.

ADMINISTER POST-TESTS

Post-tests will be administered in May, 1975, as near the end of the school year as possible.

ANALYZE DATA

REPORT FINDINGS

The data will be analyzed and the findings reported in June, 1975.

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CAREERS RESOURCE PROJECT
GRADE 3 STUDENT QUESTIONNAIRE-A

Name_____ Boy Girl

Directions: Your teacher will read each of the following questions aloud while you read them to yourself. For each question, please draw a circle around the answer you think is the best answer.

SAMPLE: Where does a broadcaster work?
a. a supermarket
(b. a radio studio)
c. a garage

A broadcaster works in a radio station, so (b) is circled. This is NOT a test, but please try to do as well as you can.

1. Who does NOT wear a uniform?
a. a policeman
b. a stewardess
c. a secretary

2. Can a girl become a doctor?
a. Yes
b. No

3. Who has to go to college?
a. an astronaut
b. a race car driver
c. an auto mechanic

4. Who helps build houses?
a. a manicurist
b. a plasterer
c. an auctioneer

5. Who spends MORE time talking to people?
a. an auto mechanic
b. a car salesman
c. a gas station attendant

6. Who is MOST likely to work in a factory?
a. a plumber
b. an electrician
c. a welder

7. Can a boy become a nurse?
a. yes
b. no

8. Who spends the MOST time alone?
a. a bus driver
b. a truck driver
c. a social worker

9. Who works in an office?
a. a file clerk
b. a sales clerk
c. a hotel clerk

10. Do all engineers drive trains?
a. yes
b. no

11. Who has to go to school the longest?
a. an architect
b. a doctor
c. a nurse

12. Who works at night MOST often?
a. a physical therapist
b. a dental assistant
c. a nurse

13. Who spends the MOST time outdoors?
a. a roofer
b. a plumber
c. a gunsmith

14. Who is away from his family the most?
a. a house painter
b. a factory worker
c. a sailor

15. Who has to have a pleasant voice?
a. a broadcaster
b. a newspaper reporter
c. a photographer

16. Who works in a hotel?
a. a coach
b. a bell hop
c. a surveyor

17. Who has the most dangerous job?
a. a farmer
b. an accountant
c. a coal miner

18. Who helps sick people the most?
a. an x-ray technician
b. a taxi driver
c. a drugstore clerk

19. Who hos to know how to cook?
a. a butcher
b. a housewife
c. a grocer

20. If you like to draw what would be a good job for you?
a. a photographer
b. a fashion designer
c. a librarian

21. Who has to know the most about animals?
a. a veterinarian
b. an astronomer
c. a botonist

22. Who does NOT work at a courthouse?
a. a judge
b. a postal clerk
c. a lawyer

23. Who helps you look nice?
a. a model
b. a dry cleaner
c. a cleaning lady

24. Who does NOT work with children?
a. a teacher
b. a librarian
c. a circus performer

25. Who does NOT have to know about airplanes?
a. a pilot
b. a stewardess
c. a surveyor

26. Who does NOT use maps in his work?
a. a truck driver
b. a navigator
c. a computer programmer

27. Who works in a laboratory?
a. a lawyer
b. a chemist
c. a counselor

28. Who needs a tractor?
a. a farm hand
b. a gardener
c. a rancher

29. Who does NOT have to know about insects?
a. a forest ranger
b. a refuse collector
c. an exterminator

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CAREERS RESOURCE PROJECT

GRADE 6 STUDENT QUESTIONNAIRE-A

Name:_____ Sex:_____(M or F)

Directions: Please read each of the following questions carefully and write the letter of the answer you think is the best answer on the line before the question.

SAMPLE: C S. Which is the largest automobile manufacturer in the United States?
a. Ford Motor Company
b. American Motors
c. General Motors
d. Chrysler Corporation

General Motors is the largest automobile manufacturer so a C has been written on the line before the question. This is NOT a test but please do as well as you can.

____1. Which of these is the LEAST help to sick people?
a. pharmacist
b. ecologist
c. orderly
d. dietician

____2. Which of these has LEAST to do with building houses?
a. land surveyor
b. brick mason
c. computer programmer
d. architect

____3. Do all engineers work for a railroad?
a. yes
b. no

____4. Who usually has to go to school the LONGEST?
a. legal secretary
b. public defender
c. school teacher
d. Navy officer

____5. Who would probably NOT hire a nurse?
a. a Navy recruiter
b. a pediatrician
c. a beautician
d. a school board

____6. Who will probably make the MOST money?
a. accountant
b. lawyer
c. clergyman
d. policeman

___7. Who travels the LEAST?
a. commercial pilot
b. airline stewardess
c. air traffic controller
d. airline navigator

___8. Who is the boss?
a. machinist
b. foreman
c. custodian
d. boilermaker

___9. What jobs SHOULD women do?
a. teacher, nurse, or stewardess
b. trucker, mechanic, or carpenter
c. doctor, lawyer, or scientist
d. all of the above

___10. Who is a salesman?
a. bank teller
b. insurance agent
c. social worker
d. none of the above

___11. Who works in an office?
a. receptionist
b. deliveryman
c. meter reader
d. salesman

___12. Which MUST be good-looking?
a. dramatic actor
b. comedy actress
c. fashion model
d. popular singer

___13. Which MUST go to college?
a. fireman
b. veterinarian
c. salesman
d. disc jockey

___14. Which job COULD a high school student do after school?
a. theater usher
b. sales clerk
c. paper boy
d. all of the above

___15. Which MUST be artistic?
a. auto mechanic
b. farmer
c. interior decorator
d. file clerk

___16. An athlete must be well-disciplined.
a. true
b. false

___17. Actresses usually make a lot of money.
a. true
b. false

___18. Who spends a lot of time alone?
a. social worker
b. office manager
c. truck driver
d. nurse's aide

___19. Who gets to sit down the most?
a. registered nurse
b. airline stewardess
c. cafe waitress
d. keypunch operator

___20. Who would be LEAST likely to live in a small town?
a. used car salesman
b. electrician
c. airline pilot
d. newspaper reporter

___21. If you like to draw more than anything else which would be the WORST job for you?
a. draftsman
b. interior decorator
c. optometrist
d. architect

___22. If you like to take things apart to see how they work, which job SHOULD you consider?
a. fireman
b. auto mechanic
c. night watchman
d. preacher

___23. Who RARELY works at night?
a. policeman
b. comedian
c. nurse
d. electrician

___24. Who's job is the LEAST dangerous?
a. policeman
b. construction worker
c. gas station attendant
d. coal miner

___25. Who does NOT use scissors in his work?
a. surgeon
b. butcher
c. tailor
d. nurse

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CAREERS RESOURCE PROJECT
GRADE 3 STUDENT QUESTIONNAIRE-BC

Name _____ Boy Girl

Directions: Your teacher will read each of the following questions aloud while you read them to yourself. For each question, please draw a circle around the answer that is BEST FOR YOU.

SAMPLE: Do you like to receive expensive gifts?
(YES) NO

If you like to receive expensive gifts, you would circle YES. This is NOT a test, but please try to be as honest as you can.

SECTION A

1. Are there some things you do better than most of your friends?
YES NO

2. Do your classmates usually pay attention to what you say?
YES NO

3. Do grownups often like to talk to you?
YES NO

4. Do you forget most of what you learn?
YES NO

5. Do most of your classmates like you?
YES NO

6. Do you usually get upset if you cannot answer a question?
YES NO

7. Do you feel bad when people laugh at your mistakes?
YES NO

8. Do you sometimes help other people learn things?
YES NO

9. Do you generally like the way you look?
YES NO

10. Do your parents usually trust you?
YES NO

11. Would you rather be someone else?
YES NO

12. Do you often wish you didn't have to grow up?
YES NO

13. Are you happy most of the time?
YES NO

14. Do most children have more friends than you?
YES NO

SECTION B

1. Would you like to know more about other countries?
YES NO

2. Does a housewife need to know how to multiply?
YES NO

3. Do you think most of the things you learn in school are stupid?
YES NO

4. Do you want your handwriting to be neat?
YES NO

5. Do you like to answer questions in class?
YES NO

6. Do you raise your hand in class very often?
YES NO

7. When you raise your hand in class is it usually to answer a question?
YES NO

8. Do you wish you didn't have to go to school?
YES NO

9. Would you like to know what makes thunder and lightning?
YES NO

10. If you don't understand something your teacher says, do you usually ask her to explain it?
YES NO

11. Does school make you feel dumb?
YES NO

12. Do you often read at home when you don't have to?
YES NO

13. Do you hate to do your homework?
YES NO

14. Is it important for you to learn to talk correctly?
YES NO

15. Do you usually like school?
YES NO

16. When you raise your hand in class is it usually to ask a question?
YES NO

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CAREERS RESOURCE PROJECT
GRADE 6 STUDENT QUESTIONNAIRE-BC

Name _____ Boy Girl

Directions: Your teacher will read each of the following questions aloud while you read them to yourself. For each question please draw a circle around the answer that is BEST FOR YOU.

SAMPLE: Do you like to receive expensive gifts? (YES) NO

If you like to receive expensive gifts, you would circle YES. This is NOT a test, but please try to be as honest as you can.

SECTION A

1. Are there some things you do better than most of your friends? YES NO
2. Do your classmates usually pay attention to what you say? YES NO
3. Do grownups often like to talk to you? YES NO
4. Do you forget most of what you learn? YES NO
5. Do most of your classmates like you? YES NO
6. Do you usually get upset if you cannot answer a question? YES NO
7. Do you feel bad when people laugh at your mistakes? YES NO
8. Do you sometimes help other people learn things? YES NO
9. Do you generally like the way you look? YES NO
10. Do your parents usually trust you? YES NO
11. Would you rather be someone else? YES NO
12. Do you often wish you didn't have to grow up? YES NO
13. Are you happy most of the time? YES NO
14. Do most children have more friends than you? YES NO

SECTION B

1.	Would you like to know more about other countries?	YES NO
2.	Does a housewife need to know how to multiply?	YES NO
3.	Do you think most of the things you learn in school are stupid?	YES NO
4.	Do you want your handwriting to be neat?	YES NO
5.	Do you like to answer questions in class?	YES NO
6.	Do you raise your hand in class very often?	YES NO
7.	When you raise your hand in class is it usually to answer a question?	YES NO
8.	Do you wish you didn't have to go to school?	YES NO
9.	Would you like to know what makes thunder and lightning?	YES NO
10.	If you don't understand something your teacher says, do you usually ask her to explain it?	YES NO
11.	Does school make you feel dumb?	YES NO
12.	Do you often read at home when you don't have to?	YES NO
13.	Do you hate to do your homework?	YES NO
14.	Is it important for you to learn to talk correctly?	YES NO
15.	Do you usually like school?	YES NO
16.	When you raise your hand in class is it usually to ask a question?	YES NO

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CAREERS RESOURCE PROJECT
GRADE 3 STUDENT QUESTIONNAIRE
SECTION A

Name_____ Boy Girl

Directions: Your teacher will read each of the following questions aloud while you read them to yourself. For each question, please draw a circle around the answer you think is the best answer.

SAMPLE:

Where does a broadcaster work?
a. a supermarket
b. a radio station
c. a garage

A broadcaster works in a radio station, so (b) is circled. This is NOT a test, but please try to do as well as you can.

1. Who does NOT usually wear a uniform?
a. a waitress
b. a stewardess
c. a secretary

2. Who works in an office?
   a. a file clerk
   b. a dispatcher clerk
   c. a hotel clerk

3. Do all engineers drive trains?
   a. yes
   b. no

4. Who works at night MOST often?
   a. a physical therapist
   b. a dental assistant
   c. a practical nurse

5. Who does NOT have to know about insects?
   a. a forest ranger
   b. a refuse collector
   c. an exterminator

6. Who helps you look nice?
   a. a model
   b. a dry cleaner
   c. a cleaning lady

7. Who works with adults?
   a. a teacher
   b. a librarian
   c. both a and b

8. Who needs a tractor?
a. a farmer
b. a gardener
c. a rancher

9. Can a boy become a nurse?
a. yes
b. no

10. Who spends the MOST time alone?
a. a bell captain
b. a truck driver
c. a social worker

11. Who has to have a pleasant voice?
a. a news broadcaster
b. a newspaper reporter
c. a news analyst

12. Who is MOST likely to work in an office?
a. a lathe operator
b. a collator operator
c. a die press operator

13. Does an actress usually make a lot of money?
a. yes
b. no

14. Who works in a hotel?
a. a bell hop
b. a surveyor
c. both a and b

15. Who spends the MOST time outdoors?
a. a horticulturist
b. a botanist
c. a nurseryman

16. Who has to go to school the longest?
a. an architect
b. a doctor
c. a senator

17. Can a girl become a doctor?
a. yes
b. no

18. If you like to draw what would be a good job for you?
a. a photographer
b. a fashion designer
c. a layout man

19. Does an air pollution technician look at smokestacks in his work?
a. yes
b. no

20. Who is MOST likely to work in a factory?
a. a custodian
b. an electrician
c. a welder

21. Who helps sick people the MOST?
a. an x-ray technician
b. a candy striper
c. a drugstore clerk

22. Does an assemblyline worker work in a factory?
a. yes
b. no

23. Who helps build houses?
a. a manicurist
b. a plasterer
c. an auctioneer

24. Who has to know the MOST about animals?
a. a game keeper
b. an exterminator
c. a zoologist

25. Does a bookkeeper need to be organized?
a. yes
b. no

26. Who has to know how to cook?
a. a chef
b. a housewife
c. both a and b

27. Does a doctor do his work with a telescope?
a. yes
b. no

28. Who spends MORE time talking to people?
a. a baker
b. a car salesman
c. a gas station attendant

29. Who has to go to college?
a. an astronaut
b. a race car driver
c. an auto mechanic

30. Who is MOST likely to work in a factory?
a. a sorting machine operator
b. a milling machine operator
c. a bursting machine operator

31. Does a truck driver need to keep records?
a. yes
b. no

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CAREERS RESOURCE PROJECT
GRADE 3 STUDENT QUESTIONNAIRE
SECTION B

Name_____ Boy Girl

Directions: Your teacher will read each of the following questions aloud while you read them to yourself. For each question, please draw a circle around the answer that is BEST FOR YOU.

SAMPLE: Do you like to receive expensive gifts? (YES) NO

If you like to receive expensive gifts, you would circle YES. This is NOT a test, but please try to be as honest as you can. If you have any questions, please raise your hand and the teacher will help you.

1. Do you forget most of what you learn? YES NO

2. Do you feel left out at school? YES NO

3.	Do you mind being home alone?	YES	NO
4.	Do your classmates usually pay attention to what you say?	YES	NO
5.	Would you rather look like someone else?	YES	NO
6.	Do you use what you learn at school when you are at home?	YES	NO
7.	Are you happy most of the time?	YES	NO
8.	Is recess the best part of school?	YES	NO
9.	Do you think most of the things you learn in school are really unimportant?	YES	NO
10.	Do you usually get upset if you cannot answer a question?	YES	NO
11.	Do you sometimes help other people learn things?	YES	NO
12.	Do people have trouble understanding you?	YES	NO

13. Would you rather be someone else? YES NO

14. If you don't understand something your teacher says, do you usually ask her to explain it? YES NO

15. Do you often wish you didn't have to grow up? YES NO

16. Do you get upset if you are not chosen to be a group leader? YES NO

17. Do you like to be alone sometimes? YES NO

18. Do you feel bad when people laugh at your mistakes? YES NO

19. Are there some things you do better than most of your friends? YES NO

20. Do you like to miss school? YES NO

21. Do you wish you had art less often? YES NO

22. Would you like to know what makes thunder and lightning? YES NO

23.	Do grownups often talk with you?	YES	NO
24.	When you raise your hand in class is it usually to ANSWER a question?	YES	NO
25.	Do your parents usually trust you?	YES	NO
26.	Do you generally like the way you look?	YES	NO
27.	Is it important for you to learn English?	YES	NO
28.	Do you wish you didn't have to go to school?	YES	NO
29.	Do you often read at home when you don't have to?	YES	NO
30.	Do most children have more friends than you?	YES	NO
31.	Does a secretary need to know good grammar?	YES	NO
32.	Do you like to be a group leader?	YES	NO
33.	Would you like to change your name?	YES	NO

34. Do you usually feel unhappy at school? YES NO

35. Does a housewife need to know how to multiply? YES NO

36. Do you express your anger? YES NO

37. When you raise your hand in class is it usually to ASK a question? YES NO

38. Do you like to do things that are hard for you? YES NO

39. Do most of your classmates like you? YES NO

40. Is studying history a waste of time? YES NO

41. Does it bother you to answer questions in class? YES NO

42. Do you hate to do your homework? YES NO

43. Will you have to use math when you are out of school? YES NO

44. Do you ever cry? YES NO

45.	Do you believe that if at first you don't succeed, you should try something else?	YES	NO
46.	Do you often daydream in class?	YES	NO
47.	Would you like to know more about how other people live?	YES	NO
48.	Do you think most people respect you?	YES	NO
49.	Do you have to know how to read in order to get a driver's license in Indiana?	YES	NO
50.	Is neat handwriting important to you?	YES	NO
51.	Do you like to play hooky?	YES	NO
52.	Do you raise your hand in class very often?	YES	NO
53.	Does school make you feel inferior?	YES	NO
54.	Do your parents like another child better than you?	YES	NO
55.	Do you usually like school?	YES	NO
56.	Do grownups often listen to your ideas?	YES	NO

Prepared by: NEW EDUCATIONAL DIRECTIONS
Box 307
Crawfordsville, IN 47933

CAREERS RESOURCE PROJECT

GRADE 6 STUDENT QUESTIONNAIRE

SECTION B

Directions: Please read each of the following questions carefully. On the separate answer sheet, please draw a circle around the letter of the answer you think is the best answer.

SAMPLE: S. Which is the largest automobile amnufacturer in the United States?
A. Ford Motor Company
B. American Motors
C. General Motors
D. Chrysler Corporation

General Motors is the largest automobile manufacturer so C has been circled on the separate answer sheet. This is NOT a test, but please do as well as you can.

When you have finished this section, close the questionnaire booklet and wait until the teacher gives you further instructions. Do NOT work on any other section.

1. Which of the following has to know the MOST about maps?
A. sailor
B. truck driver
C. topographer
D. pilot
E. photointerpreter

2. Which of these is the LEAST help to sick people?
A. pharmacist
B. ecologist
C. orderly
D. dietician
E. psychiatrist

3. What jobs SHOULD women do?
A. teacher, nurse, or stewardess
B. trucker, mechanic, or carpenter
C. doctor, lawyer, or scientist
D. any of the above

4. Who is MOST likely to work in a factory?
A. sorting machine operator
B. milling machine operator
C. bursting machine operator
D. key punch operator
E. A, B, and C

5. Does a bookkeeper need to be organized?
A. yes
B. no

6. Who is usually college-trained?
A. fireman
B. computer programmer
C. salesman
D. disc jockey
E. computer operator

7. Who would probably NOT hire a nurse?
A. Navy recruiter
B. pediatrician
C. large factory
D. school board
E. psychologist

8. Who travels the LEAST?
A. commercial pilot
B. airline stewardess
C. air traffic controller
D. airline navigator

9. Who is a salesman?
   A. booking agent
   B. insurance agent
   C. travel agent
   D. none of the above
   E. A, B, and C

10. Do actresses usually make a lot of money?
   A. yes
   B. no

11. Which of these has LEAST to do with constructing houses?
   A. glazier
   B. mason
   C. interior decorator
   D. electrician
   E. A and C

12. What jobs SHOULD men do?
   A. life guard, usher, teacher
   B. interior decorator, fashion designer, hair stylist
   C. mechanic, engineer, pilot
   D. A and C
   E. any of the above

13. Which job usually pays the MOST?
   A. vice-president of a large corporation
   B. Vice-president of the United States
   C. vice-president of a state university
   D. Supreme Court Justice

14. Who RARELY works at night?
   A. policeman
   B. comedian
   C. telephone operator
   D. electrician
   E. all of the above

15. Does a surveyor plan where roads and highways will be built?
   A. yes
   B. no

16. Who would take the MOST math courses?
   A. mechanical engineer
   B. computer programmer
   C. accountant
   D. statistician
   E. industrial engineer

17. Who usually has to go to school the LONGEST?
   A. legal secretary
   B. public defender
   C. school teacher
   D. Navy officer

18. What do foresters study?
   A. computer simulation
   B. zoology
   B. botany
   D. B and C
   E. A, B, and C

19. Whose job is probably the LEAST dangerous?
   A. policeman
   B. construction worker
   C. security guard
   D. coal miner

20. Does an air pollution technician look at smokestacks in his work?
   A. yes
   B. no

21. If you like to draw more than anything else, which would be the WORST job for you?
   A. draftsman
   B. interior decorator
   C. optometrist
   D. architect
   E. set designer

22. Who does NOT use scissors in his work?
   A. layout artist
   B. butcher
   C. tailor
   D. nurse
   E. all of them use scissors

23. Which job COULD a high school student do while going to school?
   A. theater usher
   B. sales clerk
   C. paper deliverer
   D. library assistant
   E. all of the above

24. Does an irrigator harvest crops?
   A. yes
   B. no

25. Who spends a lot a time alone?
    A. truck driver
    B. taxi driver
    C. bus driver
    D. airline pilot
    E. chauffeur

26. Who would be LEAST likely to live in a small town?
    A. used car salesman
    B. electrician
    C. airline pilot
    D. newspaper reporter

27. Does a truck driver need to keep records?
    A. yes
    B. no

28. Who HAS to be able to communicate well?
    A. sales clerk
    B. judge
    C. teacher
    D. clergyman
    E. all of the above

29. Who is LEAST likely to study a foreign language?
    A. stewardess
    B. doctor
    C. lawyer
    D. C. I. A. agent
    E. ambassador

STOP!!! Please close the questionnaire booklet and wait for further instructions.

SECTION C

Directions: On the separate answer sheet, please draw a circle around the answer that is BEST FOR YOU. If you have any questions, please raise your hand and the teacher will help you.

SAMPLE: S. Do you like to receive expensive gifts? Yes No

If you like to receive expensive gifts, you would circle Yes on the answer sheet as has been done. This is NOT a test, but please try to be as honest as you can.

When you have finished this section, please close the questionnaire booklet and wait until the teacher gives you further instructions. Do NOT work on any previous section.

1.	Do you forget most of what you learn?	Yes	No
2.	Do you feel left out at school?	Yes	No
3.	Do you mind being home alone?	Yes	No
4.	Do your classmates usually pay attention to what you say?	Yes	No
5.	Would you rather look like someone else?	Yes	No
6.	Do you use what you learn at school when you are at home?	Yes	No
7.	Are you happy most of the time?	Yes	No
8.	Is recess the best part of school?	Yes	No
9.	Do you think most of the things you learn in school are really unimportant?	Yes	No
10.	Do you usually get upset if you cannot answer a question?	Yes	No
11.	Do you sometimes help other people learn things?	Yes	No
12.	Do people have trouble understanding you?	Yes	No
13.	Would you rather be someone else?	Yes	No
14.	If you don't understand something your teacher says, do you usually ask her to explain it?	Yes	No
15.	Do you often wish you didn't have to grow up?	Yes	No
16.	Do you get upset if you are not chosen to be a group leader?	Yes	No
17.	Do you like to be alone sometimes?	Yes	No
18.	Do you feel bad when people laugh at your mistakes?	Yes	No
19.	Are there some things you do better than most of your friends?	Yes	No

20.	Do you like to miss school?	Yes	No
21.	Do you wish you had art less often?	Yes	No
22.	Would you like to know what makes thunder and lightning?	Yes	No
23.	Do grownups often talk with you?	Yes	No
24.	When you raise your hand in class is it usually to ANSWER a question?	Yes	No
25.	Do your parents usually trust you?	Yes	No
26.	Do you generally like the way you look?	Yes	No
27.	Is it important for you to learn English?	Yes	No
28.	Do you wish you didn't have to go to school?	Yes	No
29.	Do you often read at home when you don't have to?	Yes	No
30.	Do most children have more friends than you?	Yes	No
31.	Does a secretary need to know good grammar?	Yes	No
32.	Do you like to be a group leader?	Yes	No
33.	Would you like to change your name?	Yes	No
34.	Do you usually feel unhappy at school?	Yes	No
35.	Does a housewife need to know how to multiply?	Yes	No
36.	Do you express your anger?	Yes	No
37.	When you raise your hand in class is it usually to ASK a question?	Yes	No
38.	Do you like to do things that are hard for you?	Yes	No
39.	Do most of your classmates like you?	Yes	No
40.	Is studying history a waste of time?	Yes	No
41.	Does it bother you to answer questions in class?	Yes	No
42.	Do you hate to do your homework?	Yes	No
43.	Will you have to use math when you are out of school?	Yes	No
44.	Do you ever cry?	Yes	No
45.	Do you believe that if at first you don't succeed, you should try something else?	Yes	No
46.	Do you often daydream in class?	Yes	No

47. Would you like to know more about how other people live? Yes No

48. Do you think most people respect you? Yes No

49. Do you have to know how to read in order to get a driver's license in Indiana? Yes No

50. Is neat handwriting important to you? Yes No

51. Do you like to play hooky? Yes No

52. Do you raise your hand in class very often? Yes No

53. Does school make you feel inferior? Yes No

54. Do your parents like another child better than you? Yes No

55. Do you usually like school? Yes No

56. Do grownups often listen to your ideas? Yes No

STOP!!! Please close the questionnaire booklet and wait for further instructions.

NEW EDUCATIONAL DIRECTIONS
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Careers Resource Project
Grade 6 Student Questionnaire
ANSWER SHEET

Name_____ Sex:_____ (M or F)

Section A

1. MANUFACTURING

---

2. TRANSPORTATION

Section B

S.	A	B	C	D																									
1.	A	B	C	D	E	11.	A	B	C	D	E	21.	A	B	C	D	E												
2.	A	B	C	D	E	12.	A	B	C	D	E	22.	A	B	C	D	E												
3.	A	B	C	D		13.	A	B	C	D		23.	A	B	C	D	E												
4.	A	B	C	D	E	14.	A	B	C	D	E	24.	A	B															
5.	A	B				15.	A	B				25.	A	B	C	D	E												
6.	A	B	C	D	E	16.	A	B	C	D	E	26.	A	B	C	D													
7.	A	B	C	D	E	17.	A	B	C	D		27.	A	B															
8.	A	B	C	D		18.	A	B	C	D	E	28.	A	B	C	D	E												
9.	A	B	C	D	E	19.	A	B	C	D		29.	A	B	C	D	E												
10.	A	B				20.	A	B																					

Section C

S.	Yes	No																											
1.	Yes	No	15.	Yes	No	29.	Yes	No	43.	Yes	No																		
2.	Yes	No	16.	Yes	No	30.	Yes	No	44.	Yes	No																		
3.	Yes	No	17.	Yes	No	31.	Yes	No	45.	Yes	No																		
4.	Yes	No	18.	Yes	No	32.	Yes	No	46.	Yes	No																		
5.	Yes	No	19.	Yes	No	33.	Yes	No	47.	Yes	No																		
6.	Yes	No	20.	Yes	No	34.	Yes	No	48.	Yes	No																		
7.	Yes	No	21.	Yes	No	35.	Yes	No	49.	Yes	No																		
8.	Yes	No	22.	Yes	No	36.	Yes	No	50.	Yes	No																		
9.	Yes	No	23.	Yes	No	37.	Yes	No	51.	Yes	No																		
10.	Yes	No	24.	Yes	No	38.	Yes	No	52.	Yes	No																		
11.	Yes	No	25.	Yes	No	39.	Yes	No	53.	Yes	No																		
12.	Yes	No	26.	Yes	No	40.	Yes	No	54.	Yes	No																		
13.	Yes	No	27.	Yes	No	41.	Yes	No	55.	Yes	No																		
14.	Yes	No	28.	Yes	No	42.	Yes	No	56.	Yes	No																		

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CAREERS RESOURCE PROJECT
GRADE 3 STUDENT QUESTIONNAIRE-D

Name _____ Boy Girl

Directions: Your teacher will read each of the following questions aloud while you read them to yourself. For each question, please draw a circle around the answer that is BEST FOR YOU.

SAMPLE: Jim took Sally's lunch money and John saw him do it. What should John do?

a. Tell the teacher that Jim took Sally's money.

b. Tell Sally who took her money.

c. Tell Jim to give Sally's money back.

If YOU THINK John should tell Sally who took her money, you would circle (b). This is NOT a test, but please try to be as honest as you can.

1. Jane is at Susie's house playing school. When it is time to go home, Jane leaves and Susie has to pick up all the toys. What should Susie do when she goes to Jane's house?
a. Leave without helping.
b. Not play with Jane again.
c. Help pick up the toys.

2. Bill didn't finish his math paper in school today. He was working on it at home when Joe came over to play ball. What should Bill do?
a. Play ball with Joe.
b. Finish his homework.
c. Have Joe do some of the work.

3. Sally and her younger sister, Karen, are making a Christmas card for their mother. Sally wants it made with a snowman. Karen wants a Christmas tree on it. What should they do?
a. Each of them should make a card.
b. Do as Sally wants.
c. Put a snowman and a tree on it.

4. Jim's mother is washing the dishes and asks him to dry them. His sister usually dries them but she is playing with a girlfriend. What should he do?
a. Dry the dishes.
b. Ask his sister to dry the dishes.
c. Pretend he does not hear his mother.

5. Bobby and Dave were fighting on the playground when a teacher saw them. One of their classmates, Barbara, knows who started it. What should Barbara do?
a. Tell the teacher who started it.
b. Not say anything.
c. Go hit the one who started it.

6. Cindy pulled the fire alarm at school. Debbie saw her do it. What should Debbie do?
a. Keep quiet about it.
b. Tell the teacher Cindy did it.
c. Talk Cindy into telling she did it.

7. John didn't know the answer to a question on the test. Sandy, who was sitting next to him, had an answer on her paper. John could read it. What should he do?
a. Put down Sandy's answer.
b. Leave it blank.
c. Make up a different answer.

8. Jim is making a model airplane as a birthday present for his younger brother. His brother's birthday is tomorrow. Jim's friend comes over and wants to go outside and play. What should Jim do?
   a. Stay in and finish the airplane and have his friend come back later.
   b. Ask his friend to stay and help him finish the airplane.
   c. Give his brother the unfinished airplane and help him finish it.

9. The teacher has to leave the classroom for a few minutes. Who do you think she should leave in charge?
   a. Someone who is bossy.
   b. Someone everybody likes.
   c. Someone who is a tattletale.

10. Ann wrote a story she was very proud of. The writing was so sloppy that the teacher couldn't read it. Ann got a very low grade on it. What should Ann do?
   a. Tell the teacher she is unfair.
   b. Copy the story more neatly for the teacher.
   c. Accept the low grade and say nothing.

11. The leader of the Valentine's Day party asked Jill to bake some cookies. Jill does not know how to cook very well. What should Jill do?
a. Bake the cookies as well as she can.
b. Have her mother bake them.
c. Ask the leader if she can make decorations.

12. Whenever Judy plays with her friends, Diane always decides what they will play. What should Judy do?
a. Tell Diane they should take turns.
b. Tell Diane to keep quiet.
c. Always play what Diane decides.

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CAREERS RESOURCE PROJECT

GRADE 6 STUDENT QUESTIONNAIRE-D

Name:_____ Sex:_____(M or F)

Directions: Please read each of the following problems carefully and answer the question about it. For each question please write the letter of the answer that is BEST FOR YOU.

SAMPLE: C S. Sandy and Judy each want a coke and a candy bar but each has enough money for only the coke or the candy bar. What should they do?
a. Each should decide which they want most and buy it.
b. Have one buy a coke and the other buy a candy bar and share them with each other.
c. Go home and ask their mothers for more money.

If you think they should go home and ask their mothers for more money you would put a C on the line before the problem as has been done. This is NOT a test, but please try to be as honest as you can.

___1. Mary has a beautiful voice, but she sings so loudly in the church choir that you can't hear anyone else. Should Mary's best friend, Susie:
a. tell Mary to keep quiet?
b. tell Mary she has such a beautiful voice she should sing louder?
c. tell Mary that she should try to blend her voice with the other voices?

___2. Joe has a lot of homework to do this weekend. When he gets up Saturday morning he feels tired and can't think straight. Should he:
a. try to do his homework anyway?
b. go out and play until he wakes up?
c. go back to bed?

___3. Alice wrote a three-page theme for class. Frank wrote only one page; but got a better grade than Alice. This probably means that:
a. the teacher likes boys better than girls.
b. Frank's theme was written better than Alice's.
c. the teacher thought Alice was trying to show off.

___4. The teacher has to leave the classroom for a few minutes. Who do you think she should leave in charge?
a. someone who is bossy.
b. someone everyone likes.
c. someone who is a tattletale.

___5. The fire alarm goes off at school. Everyone has to leave the building while firemen look for the fire. Debbie knows there is no fire because she saw Dolores pull the alarm. What should Debbie do?
a. keep quiet because she doesn't want to be a tattletale.
b. tell the teacher Dolores did it because looking for the fire is a waste of everybody's time.
c. tell Dolores she should confess because it is illegal to report a false alarm.

___6. The new sixth grade teacher is giving so much homework that Jack doesn't have any time left for playing and doing his chores at home. Should Jack:
a. do all his homework because it's most important?
b. forget his homework and do other things because it is not important?
c. ask his teacher to make assignments shorter because he needs time for other things?

___7. Jane wrote a poem she is pleased with. It was written so sloppily that the teacher couldn't read it, so she got a very low grade. Should Jane:
a. tell the teacher she is unfair because the poem is really good and Jane deserves a good grade?
b. accept the low grade without saying anything because no matter how good the poem is, it's useless if nobody can read it?
c. copy the poem over more neatly and show it to her teacher again?

___8. Mark works Saturday mornings at Mr. Smith's greenhouse. Today he overslept. Should he:
a. get there as soon as he can and hope Mr. Smith doesn't notice that he's late?
b. call Mr. Smith and tell him he'll be late, but he'll get there as soon as he can?
c. go back to bed and forget about work because he's already late?

___9. The chairman of the Valentine Day committee asks Judy to bake some cookies for the party. Judy cannot cook very well. Should she:
a. bake the cookies as well as she can and hope the class can eat them?
b. have her mother bake them because mother is a good cook?
c. tell the chairman she can't cook, and would be much better at making decorations?

___10. Donna is helping her younger brother with his arithmetic. He is making some very stupid mistakes. Should she:
a. tell him he's doing a good job and ignore his mistakes?
b. do his homework for him because he does not understand it?
c. try to tell him what he's doing wrong and explain the right way to do the problems?

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SUMMARY OF FIRST ROUND OF CAREERS RESOURCE PROJECT TEACHER INTERVIEWS

May, 1975

I. OVERVIEW AND GENERAL SUMMARY

The percent of teachers being served by the Careers Resource Project (CRP) who participated in an interview with a New Educational Directions (NED) representative between December, 1974, and March, 1975, is presented below as Table I. The initial goal of NED was to interview approximately one-third of the teachers directly involved with CRP. The distance between schools, difficulties in obtaining teacher schedules, and time conflicts prevented NED from interviewing 33% of the teachers.

TABLE I
Percent Participating in Careers Resource Project Interviews

	% Completing
Elementary Teachers	
Consultant A (N = 23)	21.7
Consultant B (N = 29)	51.7
Consultant C (N = 8)	--
Consultant D (N = 6)	16.7
Consultant E (N = 17)	11.8
Consultant F (N = 29)	31.0
TOTAL (N = 112)	28.6
Secondary Teachers (Middle and Senior High)	
Consultant A (N = 62)	29.0
Consultant B (N = 48)	22.9
Consultant C (N = 40)	20.0
Consultant D (N = 4)	25.0
Consultant E (N = 29)	31.0
Consultant F (N = 21)	38.1
TOTAL (N = 204)	27.0
Elementary and Secondary Teachers	
Consultant A (N = 85)	27.1
Consultant B (N = 77)	33.8
Consultant C (N = 48)	16.7
Consultant D (N = 10)	20.0
Consultant E (N = 46)	23.9
Consultant F (N = 50)	34.0
TOTAL (N = 316)	27.5

All responses to the questions asked during the interviews are summarized in Table II (Elementary School Teacher Interview) and Table III (Middle School Teacher Interview). Responses are reported as percents of the total group (N). Since the two groups being interviewed were relatively small, a change in response by two or three teachers could cause an apparent, but not necessarily significant, change in the response pattern for a given item. For example, when N = 30, each individual represents 3.3% of the responding group. While it is hoped the groups are representative of all participating teachers, sampling error could produce variations in the reported response patterns. Another possible source of variation in responses by teachers could be that two NED representatives interviewed the various teachers. While an interview guide was used to obtain uniformity, it is possible that variations in the manner a question was asked, clarified, or probed could change a teacher's response.

In practice, there apparently is a substantial amount of career-education-related activity going on in the classrooms of the participating teachers at all levels. Frequently, however, many activities are not labeled by the teachers as "career education." This could in part be attributable to the fact that many of the teachers do not recognize the totality of career education as a concept. Another possibility for this circumstance, of course, is that as teachers become more positive toward career education and see how it can be incorporated into their regular curriculum, they tend not to view activities as separate career education activites, but as an integrated part of the regular instruction. Therefore, trying to say how they include career education becomes increasingly difficult. A third possible consideration here as well as throughout this entire report is the manner in which career education is presented to the teachers. No two people are the same so you would not expect each consultant to present it in exactly the same way. Thus, what one teacher may view as "career education" because something was stressed by the consultant may not be seen as "career education" by another teacher in a different consultant's area.

The teachers who were interviewed were very positive toward career education and the Careers Resource Project. This pattern was expected because most of the teachers who are involved volunteered to participate in the project.

II. ELEMENTARY SCHOOL TEACHER INTERVIEW SUMMARY

Almost 29% of the 112 elementary teachers (grades K-4) being served by CRP participated in an interview. The percent of teachers served by each consultant which was interviewed varied from zero to 52%. Various scheduling problems prevented an equal percent of teachers served by each consultant from being interviewed. In addition, one of the scheduled teachers was sick, and another interview was conducted with a group of seven teachers. Responses to the questions asked during the interviews are presented in Table II.

Based on responses to items #1 and #6, the majority of the elementary teachers interviewed are positive concerning students' work attitudes and habits. The exceptions to this observation are that a majority of these teachers view the "typical" boy as leaning toward the sloppy side of the sloppy to neat continuum and half of the teachers indicated the "typical" girl as leaning toward the dependent side of the independent to dependent continuum. Sixty-three percent of the responding teachers felt the students were aware of good work attitudes, and 75% of these teachers said the majority of the students exhibit good work attitudes at school. The teachers were able to cite many work attitudes and habits they see at school, and most of them were able to state both good and bad attitudes.

Although only 16% of the teachers interviewed provided a complete definition which included the sequential and multi-faceted nature of career education, the remaining 84% of them were able to provide a satisfactory definition of one or more phases of career education. Of the teachers defining only phases of it, 89% of them included awareness of the variety of occupations available as important. Almost 97% of the teachers see career education as they understand it as related to the things they teach, and 94% of the responding teachers indicated it is related to all school subjects. Ninety-seven percent of the teachers stated a method of infusion into the present curriculum as a way to realize the relationship. In addition, 19% of the teachers also described special activities as ways to help students investigate career areas and themselves. Forty-four percent of the teachers interviewed indicated the students were aware of a variety of career areas by the time they leave their school; special activities or units was the most commonly cited method for making the students aware.

Almost every teacher (97%) said that career training activities or the development of salable skills should be provided at the senior high school level. One-third of the responding teachers felt career training activities should be provided in the elementary school, and 72% indicated such training would be appropriate at the junior high school level. This is at variance with generally accepted career education concepts which prescribe career awareness and exploratory activities for these levels, but the statement by some teachers that it should be provided for those considering dropping out is understandable.

The overwhelming majority of teachers interviewed felt strongly that various career education activities SHOULD BE included in classroom instruction. Some of the teachers double-checked that it was a theoretical question (SHOULD BE) and NOT asking the degree of emphasis CURRENTLY being placed on the various activities. Although some teachers commented that these activities were being done to some extent, this would seem to indicate a feeling of less than optimum inclusion of the activities on the part of the teachers interviewed.

All of the teachers interviewed reported attending inservice sessions offered by CRP, and 38% recalled attending at least three meetings or workshops. Of that number only 6% said that the sessions were not reflected in classroom activities while 75% indicated more awareness on their part and increased emphasis in class through a variety of methods.

All of the responding teachers indicated they are aware of at least some of the CRP services; workshops or meetings and the consultants were the two most frequently cited sources of information on project services. Seventy-eight percent of these teachers have utilized at least one service with the most commonly noted service being AV materials such as films and filmstrips.

Teacher responses to item #9 of the interview seem to indicate that the teachers are well informed about income levels of various occupations, but are not as aware of the various training requirements. An interesting pattern developed regarding advantages and disadvantages of the three jobs. More advantages were cited for the professional-level job of optometrist than the unskilled-level job of animal keeper, and more disadvantages were mentioned for animal keeper than for optometrist. Advantages and disadvantages for newspaper columnist were in the middle of the other two occupations.

III. MIDDLE SCHOOL TEACHER INTERVIEW SUMMARY

Twenty-seven percent of the 204 middle school and senior high school teachers (grades 5-12) participating in CRP were interviewed by a NED representative.

The percent of teachers served by each consultant which was interviewed varied from 20% to 38%. Various scheduling problems prevented an equal percent of teachers served by each consultant from being interviewed. Responses to the questions asked during the interviews are summarized in Table III.

Based on items #1 and #7, the secondary teachers tend to view the "typical" boy and girl as leaning toward the positive side of the good habits to bad habits continuum. The exception is that the majority of the responding teachers view the boys and girls as more dependent rather than independent. Seventy-three percent of the teachers indicated that the students are aware of good work attitudes, and 80% of the teachers responding felt the majority of the students exhibit good work attitudes at school. An overwhelmingly long list of good and bad work attitudes and habits exhibited at school was supplied by the teachers. Most of the teachers were able to cite both good and bad attitudes.

All of the teachers had some idea as to the definition of career education, and 20% of the teachers interviewed provided a complete definition which included the sequential and multi-faceted nature of it. The remaining 80% were able to define at least one phase of career education with 59% of them stating that it was an awareness of the variety of occupations available. Almost 91% of the responding teachers stated that they view career education as related to the things they teach, and all of the teachers felt it is related to all subjects in some way. Various strategies for including it in the regular curriculum were the most common ways of relating career education to the various subjects.

Approximately one-third of the teachers interviewed indicated that the students are generally familiar with the variety of career choices open to them by the time they leave their school, and 50% of these teachers stated that the students generally have a realistic picture of the training requirements for various occupations.

Almost 95% of the responding teachers felt career training activities or the development of salable skills should be provided in the senior high school. Seventy-one percent and 26% indicated that these training activities should also be in the junior high and elementary schools, respectively. Although this is in disagreement with generally accepted career education concepts, the statement made by some teachers that this be provided for students who have already chosen a career or who are considering dropping out of school is understandable.

Responses of the teachers interviewed regarding how strongly certain activities SHOULD be included in classroom instruction leaned toward the strong end. In fact, at least 80% felt strongly about including them. However, some of the teachers questioned if it was SHOULD BE or CURRENTLY ARE being included in the classroom. This indicated that they probably are not including career education activities to the optimum level indicated for this item.

Ninety-eight percent of the teachers indicated they had attended an inservice session offered by CRP with 52% recalling attending at least three meetings or workshops. Only 6% said the sessions were not reflected in the class activities. Various infusion activities were the main ways cited as to how the sessions were reflected.

Ninety-five percent of the teachers interviewed said they were aware of at least some of the services offered by CRP. The consultants were the main source of information concerning services with workshops or meetings being next. Of these teachers, 83% have made use of at least one service with AV materials such as films, filmstrips, and tapes being noted most often.

Teacher responses to item #10 of the interview appear to demonstrate that as a group the teachers possess a good understanding of the representative occupations. A few teacners had problems citing disadvantages for the professional-level job of optometrist, but most teachers were able to see both advantages and disadvantages in each job. Two teachers provided a response beyond what was sought in the interview. These teachers stated they did not possess the knowledge needed to inform students for these jobs so they would either refer the students to someone in the field or help the student locate the information desired. This is a very good response, especially when one considered that there are over 20,000 occupations listed in the Dictionary of Occupational Titles, and one teacher cannot possibly know about every job. The intent of the item was to see if the teacher has a general knowledge of certain careers and if both advantages and disadvantages can be seen in any job.

ELEMENTARY SCHOOL TEACHER INTERVIEW
(N = 32 except where noted)

1. BOYS -- "typical" work habits:

a.	On time	78.1	Late	21.9	Neither	--	Omit	--
b.	Neat	37.5	Sloppy	62.5	Neither	--	Omit	--
c.	Courteous	81.3	Rude	15.6	Neither	3.1	Omit	--
d.	Independent	62.5	Dependent	37.5	Neither	--	Omit	--
e.	Follow orders	68.8	Ignore orders	28.1	Neither	3.1	Omit	--

GIRLS -- "typical" work habits:

a.	On time	87.5	Late	12.5	Neither	--	Omit	--
b.	Neat	87.5	Sloppy	9.4	Neither	3.1	Omit	--
c.	Courteous	96.9	Rude	3.1	Neither	--	Omit	--
d.	Independent	46.9	Dependent	50.0	Neither	3.1	Omit	--
e.	Follow orders	93.8	Ignore orders	6.3	Neither	--	Omit	--

2. Definition of career education:
   a. Complete definition 15.6
   b. Partial definition 84.4
   c. No idea --

Phase(s) included in partial definition: (% based on number citing partial definitions)

a.	awareness only	88.9
b.	sequencing including training	7.4
c.	sequencing excluding training	3.7
d.	related areas	18.5
e.	philosophy	3.7

3. Is career education related to the things you teach?
Yes 96.9 No 3.1

Is it related to all subjects or just certain subjects?
All 93.8 Some 6.3

Career education is included in: (% based on number responding some)
a. social studies 100.0
b. science 50.0
c. math 50.0

How is it related to the various subjects?

a.	integrated into present curriculum	28.1
b.	subject-matter relevance	53.1
c.	self-development, values	3.1
d.	occupations within each subject	12.5
e.	special "career education" activities	18.7
f.	omit	3.1

4. Are students generally aware of a variety of career areas by the time they leave this school? Yes 43.8 No 40.6 Don't Know 15.6

How are the students made aware of the various career areas? (% based on number responding yes)

a.	class discussions	14.3
b.	speakers	28.3
c.	AV materials (films, filmstrips)	42.9
d.	field trips	35.7
e.	special activities (units)	64.3
f.	student questionnaires from NED	14.3

5. Should career training activities be provided in

a.	senior high school?	Yes	96.9	No	3.1	Don't Know
b.	junior high school?	Yes	71.9	No	18.7	Don't Know 9.4
c.	elementary school?	Yes	34.4	No	62.5	Don't Know 3.1

6. Are students aware of good work attitudes?
Yes 62.5 No 34.4 Don't Know 3.1

Do the majority of the students exhibit good work attitudes at school? (% based on number responding yes)
Yes 75.0 No 20.0 Don't Know 5.0

Examples of work attitudes exhibited at school:

a.	team work	3.1	m.	bothers others	3.1
b.	follows directions	20.0	n.	messy	9.4
c.	neat	6.3	o.	don't finish work	6.3
d.	complete assignments	46.9	p.	don't do best	3.1
e.	cooperates	21.9	q.	don't care attitude	18.7
f.	try to get ahead	6.3	r.	daydream	6.3
g.	keeps busy	9.4	s.	omit	28.1
h.	good listening	3.1			
i.	dependable	6.3			
j.	independent	3.1			
k.	responsible	6.3			
l.	happy to come to school	3.1			

7. How strongly each of the following statements should be included in classroom instruction: (G = great, M = much, S = some, L = little, N = none)

	G	M	S	L	N
a. Recognizing which values become important to an individual.	65.6	25.0	9.4	--	--
b. Recognizing personal traits desirable for employment.	40.6	37.5	21.9	--	--
c. Recognizing many career areas.	59.4	28.1	12.5	--	--
d. Recognizing the importance of personal satisfaction in what you do.	96.9	3.1	--	--	--

8.A. Have you attended any of the inservice sessions offered by the Careers Resource Project? Yes 100.0 No --

How many? (% based on number responding yes to A)
1 or 2 -- 62.5 3 or more -- 37.5

How are these sessions reflected in the activities in your classes? (% based on number responding yes to A)

a. not reflected	6.3
b. used class ideas	43.8
c. made me more aware	15.6
d. resource people	6.3
e. more career emphasis in class	6.3
f. use materials available	9.4
g. plan special activities	6.3
h. omit	18.7

B. Are you aware of the services offered by the Careers Resource Project?
Yes 93.8 Some 6.3 No --

How did you find out about the various services? (% based on number responding yes or some to B)

a. workshops or meetings	50.0
b. consultant	31.3
c. catalog	12.5
d. school Principal	6.3
e. omit	28.1

C. Have you made use of any of the services that the Careers Resource Project can provide? (% based on number responding yes or some to B)
Yes 78.1 No 21.9

Which services? (% based on number responding yes to C)

a. AV materials	76.0	f. mobile unit	20.0
b. questionnaires	8.0	g. puppets	4.0
c. software	12.0	h. kits	20.0
d. bulletin board ideas	4.0	i. materials	4.0
e. consultant	8.0	j. omit	16.0

9. Responses concerning training required, income potential, advantages, and disadvantages of the following three jobs:
(+ = general idea for training and income, gave two advantages or disadvantages; 1 = gave one advantage or disadvantage)

	training		income		advantages			disadvantages			referral
	+	-	+	-	+	1	-	+	1	-	
a. newspaper columnist	53.1	46.9	81.3	18.7	68.8	15.6	15.6	43.8	37.5	18.7	--
b. optometrist	53.1	46.9	93.8	6.3	71.9	9.4	18.7	31.3	28.1	40.6	--
c. animal keeper	68.8	31.3	46.9	53.1	53.1	31.3	15.6	53.1	25.0	21.9	--

MIDDLE SCHOOL TEACHER INTERVIEW
(N = 55 except where noted)

1. BOYS -- "typical" work habits: (N = 54)

a.	On time	90.7	Late	9.3	Neither	--	Omit	--
b.	Neat	57.4	Sloppy	33.3	Neither	9.3	Omit	--
c.	Courteous	79.6	Rude	14.8	Neither	5.6	Omit	--
d.	Independent	37.0	Dependent	53.7	Neither	9.3	Omit	--
e.	Follow orders	75.9	Ignore orders	14.8	Neither	9.3	Omit	--

GIRLS -- "typical" work habits: (N = 52)

a.	On time	86.5	Late	13.5	Neither	--	Omit	--
b.	Neat	92.3	Sloppy	5.8	Neither	1.9	Omit	--
c.	Courteous	88.5	Rude	3.8	Neither	7.7	Omit	--
d.	Independent	44.2	Dependent	50.0	Neither	5.8	Omit	--
e.	Follow orders	92.3	Ignore orders	--	Neither	5.8	Omit	1.9

2. Definition of career education:
   a. Complete definition 20.0
   b. Partial definition 80.0
   c. No idea --

   Phase(s) included in partial definition: (% based on number citing partial definitions)
   a. awareness only 59.1
   b. sequencing including training 25.0
   c. sequencing excluding training 9.1
   d. related areas 20.5
   e. prepare for future 9.1
   f. belongs in high school only 4.5

3. Is career education related to the things you teach?
   Yes 90.9 No -- Omit 9.1

   Is it related to all subjects or just certain subjects?
   All 100.0 Some --

   How is it related to the various subjects?
   a. integrated into present curriculum 9.1
   b. subject-matter relevance 43.6
   c. skills for jobs 1.8
   d. occupations within each subject 23.6
   e. self-development, values 7.3
   f. special "career education" activities 1.8
   g. omit 18.2

4. Are students generally familiar with the variety of career choices open to them by the time they leave this school?
Yes 32.7 No 65.5 Don't Know 1.8

What types of career choices are they aware of? (% based on number responding yes)

a. jobs in various levels (i.e., professional, labor)	27.8
b. careers in various areas	66.7
c. careers requiring various amounts of training	11.1
d. careers specific to one field	5.6

5. Do students generally have a realistic picture of the training requirements for the various career choices open to them by the time they leave this school? (% based on number responding yes to question #4)
Yes 50.0 No 22.2 Don't Know 22.2 Omit 5.6

What are some of the requirements they are aware of? (% based on number responding yes)

a. schooling requirements	22.2
b. job skills	11.1
c. school entry requirements	11.1
d. omit	55.6

6. Should career training activities be provided in

a. senior high school?	Yes 94.5	No 3.6	Don't Know 1.8
b. junior high school?	Yes 70.9	No 29.1	Don't Know --
c. elementary school?	Yes 25.5	No 69.1	Don't Know 5.5

7. Are students aware of good work attitudes?
Yes 72.7 No 23.6 Don't Know 3.6

Do the majority of the students exhibit good work attitudes at school? (% based on number responding yes)
Yes 80.0 No 20.0 Don't Know --

Examples of work attitudes exhibited at school:

a.	conscientious	16.4	x.	lazy	10.9
b.	concerned about appearance	3.6	y.	unprepared	3.6
c.	do more than required	18.2	z.	just do enough to get by	7.3
d.	pride in work	9.1	aa.	don't care	10.9
e.	responsible	9.1	bb.	irresponsible	5.5
f.	on time	27.3	cc.	late	12.7
g.	neat	14.5	dd.	sloppy	16.4
h.	good attitude	14.5	ee.	defeatist or poor attitude	7.3
i.	good attendance	3.6	ff.	bad attendance	5.5
j.	get along with others	20.0	gg.	don't get along with others	12.7
k.	works quietly	5.5	hh.	noisy	1.8
l.	follow directions	12.7	ii.	don't follow directions	10.9
m.	works to capacity	1.8	jj.	no incentive	3.6
n.	interject new ideas	3.6	kk.	work because forced to	5.5
o.	don't complain	1.8	ll.	complain	3.6
p.	organized	3.6	mm.	waste time	7.3
q.	courteous	5.5	nn.	rude	3.6
r.	independent	9.1	oo.	dependent	7.3
s.	ask questions	1.8	pp.	won't ask for help	1.8
t.	complete assignments	18.2	qq.	don't complete assignments	12.7
u.	accept constructive criticism	1.8	rr.	constantly seek special attention	1.8
v.	honest	1.8	ss.	poor study habits	12.7
w.	can talk openly with teachers	1.8	tt.	omit	23.6

8. How strongly each of the following statements should be included in classroom instruction: (G = great, M = much, S = some, L = little, N = none).

	G	M	S	L	N
a. Recognizing personal traits desirable for employment.	61.8	23.6	12.7	--	1.8
b. Exploring job requirements for an occupation of personal interest.	45.5	34.5	18.2	1.8	--
c. Recognizing the importance of personal satisfaction in what you do.	78.2	18.2	1.8	1.8	--
d. Exploring many career areas.	72.7	21.8	5.5	--	--

9.A. Have you attended any of the inservice sessions offered by the Careers Resource Project? Yes 98.2 No 1.8

How many? (% based on number responding yes to A)
1 or 2 -- 37.0 3 or more -- 51.9 omit -- 11.1

How are these sessions reflected in the activities in your classes? (% based on number responding yes to A)

a.	not reflected	5.6
b.	more class discussion	38.3
c.	Career Day or Career Week	5.6
d.	used materials	11.1
e.	developed and/or used a unit	14.8
f.	made me more aware	13.5
g.	special career education activities	3.7
h.	ideas from other teachers	1.9
i.	career-oriented field trips	3.7
j.	make classes relevant	3.7
k.	getting organized	1.9
l.	omit	9.3

B. Are you aware of the services offered by the Careers Resource Project?
Yes 90.9 Some 3.6 No 3.6 Omit 1.8

How did you find out about the various services? (% based on number responding yes or some to B)

a.	consultant	46.2
b.	catalog	9.6
c.	workshops or meetings	34.6
d.	pamphlets	13.5
e.	team members	3.8
f.	looking at mobile unit	9.6
g.	telephone	1.9
h.	omit	15.4

C. Have you made use of any of the services that the Careers Resource Project can provide? (% based on number responding yes or some to B)
Yes 82.7 No 17.3

Which services? (% based on number responding yes to C)

a.	materials	23.3	f.	kits and games	16.3
b.	AV materials	41.9	g.	speakers	7.0
c.	software	23.3	h.	field trip planning	2.3
d.	mobile unit	32.6	i.	addresses to businesses	2.3
e.	consultant	9.3	j.	omit	23.3

10. Responses concerning training required, income potential, advantages, and disadvantages of the following three jobs:
(+ = general idea for training and income, gave two advantages or disadvantages; 1 = gave one advantage or disadvantage)

	training		income		advantages			disadvantages			referral	omit
	+	-	+	-	+	1	-	+	1	-		
a. newspaper columnist	50.9	41.8	76.4	16.4	78.2	10.9	3.6	60.0	25.5	7.3	3.6	3.6
b. optometrist	47.3	45.5	90.9	1.8	72.7	12.7	7.3	41.8	25.5	25.5	3.6	3.6
c. animal keeper	69.1	23.6	67.3	25.5	63.6	23.6	5.5	58.2	27.3	7.3	3.6	3.6