

DOCUMENT RESUME

ED 126 311

95

CE 007 440

TITLE Placement Component, Lincoln Career Education Project. Annual Report 1974-75.
 INSTITUTION Lincoln City School District, Nebr.
 SPONS AGENCY Nebraska State Dept. of Education, Lincoln.; Office of Education (DHEW), Washington, D.C.
 REPORT NO VT-102-970
 PUB DATE Jun 75
 NOTE 205p.; Some pages will not reproduce well in microfiche

EDRS PRICE MF-\$0.83 HC-\$11.37 Plus Postage.
 DESCRIPTORS Annual Reports; *Career Education; *Community Resources; Developmental Programs; Educational Objectives; Elementary Secondary Education; *Job Placement; Learning Activities; *Program Descriptions; *Program Evaluation; Resource Materials; Student Placement; Student Testing; Vocational Counseling

ABSTRACT

The document contains three reports--annual, interim, and evaluation--on a project to organize resources for the planning and implementation of long range improvements in a comprehensive career education program. The report of the placement component describes activities which include an exiting placement program, career counseling, and the publication of a community resource catalog. Appended are a report on the exiting model, a sample from the catalog, and a 51-page supplement containing staff-developed materials to aid teachers in using the catalog. The three color-coded sections on readiness, awareness, and community resources contain activity forms and guidelines for implementation. An interim report on the project as a whole contains a project summary and an evaluation report. Focus of the evaluation was on three general concerns: project accomplishments in terms of stated objectives, implementation of career education activities, and impact on student outcomes. Evaluation instruments included standardized tests, questionnaires, and data collection. Analysis of findings showed that the project has successfully achieved or is making progress toward achieving most of the objectives, with significant increases in the number of career education activities and participating students. Appendixes (55 pages) include test and survey results and an implementation summary of activities. (Author/RG)

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ANNUAL REPORT
1974-1975

Placement Component, Lincoln Career Education Project

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

School District 1, City of Lincoln
P.O. Box 82889, Lincoln, Nebraska 68501

John Prasch, Superintendent

June, 1975

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ANNUAL REPORT 1974-75
Placement Component, Lincoln Career Education Project

May 10, 1974--June 10, 1975
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The Placement Component is one phase of operations of the Lincoln Career Education Project which in its entirety was funded jointly in 1974-75 by state and federal funds made available under Part D of Public Law 90-576. The entire project is reported in a separate document, Lincoln Career Education Project Interim Report 1974-75, submitted to the U.S. Office of Education

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Part I: SUMMARY OF THIS REPORT

The major goal of career education is to prepare learners to make the next step of their career plan successfully. As defined for this project year, the placement component deals with three program elements:

- (1) enrolling students in the next level of an educational training program
- (2) placing exiting students in appropriate work situations
- (3) preparing students for success in their appropriate next step through
 - (a) career guidance programs
 - (b) curriculum embedded exploratory and pre-placement experiences at work sites

The project took the position that students' needs in the area of Element 1 were being met more satisfactorily than in Elements 2 and 3. Neither did the project deal directly with students who desired part-time paid employment, except as such an experience was considered a part of a program of career development for an individual student. The major tasks of this component deal with the establishment of a service to assist exiting students to obtain employment (Element 2) and the establishment of an instructional program and guidance services using community resources as a way to assist students in the development of career awareness, decision-making skills, and career planning.

To carry out these tasks three major program thrusts were organized:

1. Exiting placement services
2. Career counseling, including pre-placement counseling, and referral to other placement and career development programs
3. Staff development and program development to increase the use of community resources in local school guidance and instructional programs in order to achieve general career development outcomes for students

In addition, because the work of the component naturally involved considerable contact with the community, the task of presenting the project to the community was located in the placement component.

Almost all of the resources of the component were allocated to personnel. At the district level, an Office of Community Resources was established to locate and catalog community resources, make them available to schools, and provide inservice in their effective use. At the school level, Coordinators of Career Education were partially funded by component funds at each high school (and partially funded by federal and local funds.) Their assignments for this component were to assist schools to plan for use of community resources in curriculum-embedded experiences, to plan for services for placing exiting students, and to work directly with teachers and students in implementing these plans. Management, evaluation, and program development for the component were furnished by the Project Director and the Specialist for Planning and Evaluation of the project, funded by federal funds.

In brief the accomplishments of the Placement Component were as follows:

- Exiting placement services
 - assisted approximately 400 students in finding full-time employment
- Career Counseling
 - assisted more than 2200 students to improve career plans
 - referred more than 800 students to other career development programs and programs offering placement services in part-time employment

Career Development and pre-placement instruction and guidance

located resources and published a 120-page Community Resources Catalog
provided catalogs and inservice on use of resources to more than 400
teachers

assisted in providing community resources to 5500 student contacts

assisted in establishment of 5 new co-op vocational programs in 4 schools

Community Relations

interviewed more than 200 employers, presenting the concept of career
education and the Lincoln program

presented the project to the community through formal tape-slide
presentations

Part II: BODY OF REPORT

Goals and Objectives of the Project

The Placement Component is one phase of operations of the Lincoln Career Education Project which in its entirety was funded jointly in 1974-75 by state and federal funds available under Part D of Public Law 90-576.

The overall objectives of the entire project were to assist the community and its educational system in implementing the concepts of Career Education by:

- (a) providing leadership for the development of a cooperatively designed plan in which existing structures and services are integrated with necessary additional structures and services to achieve an improved program for delivering career education to youth, and
- (b) providing management and support services necessary to assist participants--cooperating educational agencies, business, industries, unions, governmental agencies, community agencies, parents, and students--in executing the plan

The project will have been successful if, as a result of career education programming students will

- (a) be able to make career decisions by knowing about a wide range of career possibilities and about their own interests and abilities in relation to them
- (b) have effective work habits and positive attitudes toward work
- (c) have capabilities and skills useful in the world of work
- (d) be prepared upon leaving school to undertake entry-level employment, or further training or education

The specific objectives of the Placement Component of the Lincoln Career Education Project (funded by state share Part D monies) were to develop and assist schools and community to implement two major programs:

- (1) a service for exiting students which will assist them in making the next appropriate step in their career development plan
- (2) a system for identifying and developing resources in the community which will make a contribution to students' career development; for recording, indexing, and communicating information about these resources to users in schools; and for assisting users to make use of community resources in career development and placement.

Overall Approach of the Project

It is the position of the Lincoln Public Schools and the Lincoln Career Education Project that career education is not to become a separate and distinct program in its own right. Rather the project is seen to exist temporarily as a collection of resources which will assist existing program structures in the central office and local schools to implement career education by improving existing program. If new programs are found to be necessary they are to be cooperatively developed by the project and the managers of existing programs which will be involved. For the most part they must involve a redeployment of available resources rather than the deployment of

new and additional resources. The advantage of this approach is that the career education project activities become a part of the existing long-range structures of the school system from the beginning and thus are far more likely to achieve acceptance and longevity. The major disadvantage is that cooperative development requires more time than establishment of a new and separate program; another possible disadvantage is that program managers may not wish to cooperate to achieve the goals of the project, and thus not much progress may be made. Finally, in order to succeed, the project must subordinate its work to the work of others and thus the specific accomplishments of the project are, by design, more difficult to isolate.

A further aspect of the project must be understood in order to place the activities of the placement component in the proper perspective. Since the themes of preparing students for the "appropriate next step" in their career development are present at all grade levels and in all areas of programming, there is a good deal of overlap between the placement component and other components of the project. For instance, it is the policy of the project to encourage including the guidance and placement activities in the on-going guidance program of the schools rather than to maintain them as a separate "career education placement service." Likewise the project aims to have all students explore and test hypotheses about their career interests and aptitudes at work sites as a part of their on-going curriculum rather than as a separate career education or as a part of a distinct placement service. However, for purposes of administration it is sometimes necessary to make some major divisions of program efforts despite the false impression of distinctness which it often causes. Therefore we have included guidance and curriculum activities in the placement component where relevant, but with the understanding that they overlap heavily into other components as well.

Both the broadness of the definition of placement (that is, (1) placing students in the next step of their education/training program, (2) placing exiting students in full-time employment, and (3) preparing students for success in either of these next steps) and the overlap of activities among the various components of the project, including the Placement Component, must be kept in mind as one describes and assesses the work of the placement component as a part of a more comprehensive, jointly funded career education project.

Organization and Staffing of the Placement Component

Project staffing paralleled the analysis of the elements of the functions of placement previously listed. No staff was assigned the task of working with placing students in the next step of their education/training program. It was assumed that these functions were already adequately staffed with teachers and guidance counselors. A major investment in staff was made for providing placement services to exiting students. A coordinator of career education was employed for each high school. These coordinators were partially supported through funds from the Placement Component, partially from federal funds and partially from local funds. They were to give 40% of their time to pre-placement of exiting students. The remainder of their time was spent on the development and support of programs to extend the career education programming

available to better prepare students for successful placement. In this capacity the coordinators assisted schools to develop plans for incorporating career education into the instructional and guidance programs, and assisted departments and individual teachers and counselors to implement these plans.

At the central office level an Office of Community Resources was established and staffed with a full-time coordinator and a full-time assistant. This office was placed under the direction of Ed Schwartzkopf, who was assigned the task of coordinating the use of community resources for the district. The Coordinator of Community Resources and her assistant were directed to locate community resources, index these resources and make them available to schools to use in curriculum embedded learning activities designed for career development, and to collect data on the use of community resources. The Coordinator was fully funded from the Placement Component, and the assistant received 24% of her salary from state monies, with 60% coming from local and 16% from federal sources.

Management, program planning and program development, and evaluation services were provided by the Project Director and the Specialist for Planning and Evaluation, both of whom were funded from federal funds.

Of the total budget for the component, \$49,750, nearly \$43,000 was expended on salaries for the office of Community Resources and the placement share of the Coordinators of Career Education assigned to the high schools. The major part of the remainder was allocated to staff development activities for local school staff. No funds were expended from the state share for management, program development, or evaluation.

Names, positions of all project staff members, and the origin of their salaries are given in the following chart:

Director, Carl Spencer -- 100% federal project funds
 Specialist for Planning and Evaluation, Jim Leestma -- (half-time) 100% federal project funds
 Elementary-Junior High School Coordinator, Mike Holmes -- 100% federal project funds
 Community Resources Coordinator, Susan Smeloff -- 100% state project funds
 Community Resources Assistant, Virginia Herrod -- 16% federal, 24% state, 60% local
 Local School Coordinators of Career Education
 Al Blezek -- 40% federal, 30% state, 30% local
 Gloria Williams -- 30% federal, 20% state, 50% local
 Darrell Grell -- 60% federal, 40% state
 Barb Wood -- 30% federal, 20% local (half-time)
 Secretary, Linda Toovey -- 70% federal, 30% state

Procedures

As previously stated, the staff assigned to the Placement Component had two major tasks; (1) to establish and operate a system for placing exiting students in full time employment and (2) to improve opportunities for career development by assisting teachers and counselors in incorporating career development objectives and activities into their programs, primarily (in this component) through the use of community resources.

Exiting Placement

A plan for placement services was developed under the leadership of project management and used in all five participating Lincoln high schools. The plan is described in detail in Appendix A which also includes the forms developed for use in the service. In brief the plan was to identify exiting students and their needs through a screening procedure operated by the counselors. Students thus identified were provided placement counseling, including job information, particularly that made available through Job Service microfiche and local school job files. For each student, a minimum of three job possibilities was identified, some training in interviewing was given, and the student was sent to interview for the position. Follow-up included a check to see whether the student had been employed, and the offer of continued services for those who did not succeed in any of the three possibilities.

Improvement of Career Development Curriculum through Utilization of Community Resources

The Community Resource System was developed under the leadership of project management and refined during this period. During the spring and summer of 1974 community resources were contacted and interviewed for inclusion in the Community Resources Catalog which was published in late summer, 1974. This catalog contained more than 175 entries on 120 pages, plus 50 pages of materials used during inservice of teachers in how to make good use of community resources. (A copy of the catalog is included as Appendix B) The catalogs were published as a "suppressed" index to resources located by the Community Resource Coordinator. That is, only the type of resource and the type of opportunities available for students were listed. Teachers were instructed to contact the Community Resource Office for further information when they located a resource in the catalog which seemed appropriate. In this manner the Office of Community Resources was able to assist teachers to make good use of resources, to monitor the use of each resource, and to collect information from teachers later about the value of the experience provided. In addition the Office of Community Resources operated a "hot line" service. That is, when teachers identified a need for a resource which was not listed in the catalog, they could call the Community Resource Office, and the staff would attempt to locate an appropriate resource. Often the staff was able to respond to special needs as well; for instance considerable assistance was given to teachers who were establishing new co-op vocational programs.

In the meantime Coordinators of Career Education in local schools worked with staff members to establish procedures for using community resources and to incorporate their use as a part of programs to assist students in career development. That is, guidance departments and instructional departments made plans for using community resources to broaden students' knowledge of career possibilities and the nature of the world of work, to give hands-on experiences to students who had well developed ideas about their career which needed testing, and to provide career information of many kinds to students in regular classes. The project's objective was to assist students

to make informed career plans based on these experiences and other experiences provided by the guidance and instructional programs of the school so that they would be well-prepared for placement in the next step of the career plan whether it be employment, or further training or education.

Placement of Students in Part-time Employment

As soon as students became aware of placement services being offered under the auspices of the project, they put considerable pressure upon local Coordinators for assistance in finding part-time paid employment. The project took the position that it had insufficient resources to make placement in part-time employment a priority. However, it was decided that during the third year attention would be given to developing a rationale for including some paid employment to determine how such employment fit with their career development plans, and when possible referred them to existing placement services, primarily the work-study counselor. On numerous occasions, however, the Coordinator was able to suggest part-time employment possibilities from the list of requests phoned in to them by employers who were aware of the placement services being performed.

Placement of Students in Co-op Vocational Programs

Both the central office staff and the local Career Education coordinators assisted in the establishments of several new co-op programs during the school year, namely Business Education programs at Pius, Southeast, and Lincoln High, a HERO program at Lincoln High, and a Health Related Program at East High.

Inservice for Lincoln Teachers

Each teacher presented a Community Resources catalog was given a 40-minute inservice session on the use of the catalog and the resources in it. In addition the project conducted a number of district-wide inservice sessions on the use of community resource: during the annual mid-winter workshops in January, the project staff conducted a 12-hour workshop, and on March 31 a 6 hour workshop. The workshop received some of the highest ratings of all those presented on those occasions.

Public Relations

Because of the experience of the Coordinator of Community Resources with media, and because she was contacting a number of people in the community, she was asked to supervise the production of a tape/slide presentation of the project for use with community groups. This tape/slide was constructed under her supervision by the Office of Public Relations of Lincoln Public Schools, and used by her and other staff members on numerous occasions. In her interviews with employers, the Coordinator of Community Resources included information about the Career Education Project as a whole and also about other programs of the Lincoln Public Schools which involved the use of community resources, such as co-op vocational programs, work-study programs, volunteer learning/or service programs, etc.

Results and Accomplishments

Exiting Placement and Placement of Students in Part-time Employment

In May, 1974, approximately 170 students were given assistance in exiting placement in the 5 participating Lincoln high schools. By mid-year 1974-75 approximately 70 exiting students were served. In the spring of 1975, 190 students were given exiting placement assistance in four of the schools for which records are available, and the total number served is estimated to be more than 250. In addition to these students who were given direct placement assistance, all graduating seniors in all schools were provided exiting placement counseling in the spring of 1974, at mid-year in 1974-75, and in the spring of 1975 under the conditions of the exiting placement plans developed in each school. Nearly 3000 graduating seniors were thus served. Finally, a number of students were referred to existing placement programs operated as a part of vocational co-op programs or federally funded programs for disadvantaged students; altogether more than 800 students were so referred during this time period. Most of whom obtained part-time employment while they were in school. These results are shown in the following chart:

School	Federal to Existing Placement Program	Referrals to Existing Job Placement Programs	Exiting Placement Services				
			(Counseling 1974)	1975	May 1974	January 1975	May 1975
West	535	450	350	344	50	30	73
Westchester	535	136	350	370	47	8	62
East	170	430	375	40	60	25	4
(East totals do not include data for Spring of 1975)							
Westchester	271	193	275	322	14	0	28
East	170	27	170	150	0	0	12
(East totals do not include data for mid-year in 1974-75)							
TOTALS	1700	771	2700	124	171	71	177
(These totals do not include data from East High School for Spring, 1975 however the narrative report includes estimates for East in reported totals.)							

Career Development Program

Records of use of community resources obtained through assistance of central Community Resource Office show that more than 5756 student contacts occurred during this time. There is no question but that many other such events were scheduled by teachers who used community resources provided by the project without the office being aware of their use, and that teachers used resources in their own files. The following chart summarizes the use of community resources during this time period as recorded in central office files.

CAREER EDUCATION COMMUNITY RESOURCE CONTACTS USED
September 1, 1974 through June 1, 1975

	Field Trip Team	Field Trip Occupational Visitation	Resource Speakers	Field Observation	Total Number of Students Involved
EAST HIGH	2	3	23	9	137
SOUTHEAST HIGH	4	1	2	18	173
NORTHEAST HIGH	3	7	16	17	702
LIMON HIGH		1	25	19	379
JOS. X LEARNING CENTER	3	2	20	6	448
COLETT JR. HIGH		8	5	12	253
EVERETT JR. HIGH			3		90
GEORGE JR. HIGH	14	3	20	41	1013
HENRY JR. HIGH			2		59
KEITH JR. HIGH			2		150
MICKLE JR. HIGH	6	4	1	1	215
ARNOLD			1		25
BELMONT			1		30
BLESSED SACRAMENT	11		5		476
BROWNELL	1				30
CLINTON	1				30
HARTLEY	1				60
LAKELINE	1				89
MEADOW LAKE	1		3		120
ROUSSEAU	1		1		60
SHERIDAN			1		30
TOTAL	47	32	131	127	5756

Student Outcomes

Student outcomes of the career development activities carried on as a part of the Placement Component are basically the same as those expected of the project as a whole since the activities themselves overlapped considerably. The Evaluation Team of Educational Service Unit #18 attempted to measure these outcomes through a complex sampling design using the Career Maturity Inventory and the Assessment of Career Development. The tests were administered at the 9th and 12th grade levels in participating schools. Almost all scores were above national norms, but there was no significance between scores of students in schools in which a larger commitment of project funds was made (Lincoln High, Northeast and Pius) than the school in which a lesser commitment was made (Southeast). The details of this evaluation study are included in this report as Appendix C.

Conclusions

The Placement Component of Lincoln Career Education Project

1. Provided exiting placement services to approximately 400 students in five senior high schools.
2. Assisted approximately 800 students to find part-time employment.
3. Provided career counseling organized around career improvement plans to 2200 students.
4. Resulted in significant increases in the number of career education activities being undertaken in target schools and the number of students participating in career education activities.
5. Did not have a measurable impact on student outcomes as measured by either the Assessment of Career Development or Career Maturity Inventory. The difference between student scores in high impact and low impact schools were not significantly different.

APPENDIX A
REPORT FOR SENIOR HIGH EXITING PLACEMENT

Darrell Grell
Jim Leestma

February, 1975

The Career Education Project initiated and assisted in the operation of exiting placement services. The model which was developed focused on seniors who desired assistance in securing full time employment. The following steps were followed in providing this service:

1. Each high school announced that a job placement service was available for graduating seniors seeking full-time career employment.
2. Counselors in each school worked out a system to accomplish a screening interview to identify those senior students who needed and wanted job placement services. (See form "My Job Plan" in Appendix)
3. Students requesting job placement service were referred to the Career Education Placement Representative for Placement Registration. (see "Job Placement Registration Record in Appendix)
4. The Career Ed. Placement Representative assisted students needing additional vocational counseling, testing and other employability development/or services. These services vary according to local school plans and were a joint effort of the Counseling Staff and the Career Ed. Staff.
5. The Career Ed. Placement Representative assisted those students who were registered and ready for employment, by locating suitable employment opportunities and arranging for individual appointments, and conducting follow-up on these referrals.
6. The Career Education Project assisted local schools through promotional efforts to solicit jobs for graduates, providing necessary forms, and by providing staff to serve as Career Placement Representatives.
7. The Career Ed. Staff involved with this exiting placement service attended an inservice session with the Nebraska Job Service and thus provided the resource capability of the Job Bank in each job of the high schools during this effort.
8. Each school developed appropriate arrangements for student screening interviews, placement registration and job referral services within their own building. Records of services were maintained.

It is obvious from description of the model that students desirous for assistance for educational placements were not specifically served by the model. This service has been traditionally provided and is presently being provided by the counseling staff. Additionally the service was not specifically provided to students who exit the educational system prior to graduation. However, the process described for use with graduating students would be applicable for use with early exiting students. Efforts will continue to be made to further develop this model to insure that services are provided to all students regardless of when they exit and what the next step in their career development plan is.

CAREER EDUCATION
JOB PLACEMENT REGISTRATION RECORD

SCHOOL

DATE _____

PERSONAL DATA:

NAME _____ COUNSELOR _____

ADDRESS _____ TELEPHONE _____ AGE _____

SOCIAL SECURITY NUMBER _____ HEIGHT _____ WEIGHT _____

DO YOU HAVE A CAR? YES() NO(): A DRIVER'S LICENSE? YES() NO()

DO YOU HAVE ANY PHYSICAL LIMITATIONS? YES() NO()

DO YOU LIVE WITH YOUR PARENTS? YES() NO() IF NO, THEN WHERE? _____

WHAT DATE WILL YOU BE AVAILABLE FOR FULL-TIME WORK? _____

WORK EXPERIENCE (BEGIN WITH YOUR PRESENT OR LAST JOB)

EMPLOYER	JOB DUTIES	DATES EMPLOYED	PAY	REASON FOR LEAVING

LIST ANY OTHER EXPERIENCE: _____

EDUCATION

(1) LIST ANY JOB RELATED SUBJECTS YOU HAVE COMPLETED:

(SUCH COURSES AS TYPING, JOURNALISM, ELECTRONICS, HEALTH OCCUPATIONS, ETC.)

(2) WHAT, IF ANY, WAS YOUR AREA OF CONCENTRATION WHILE IN HIGH SCHOOL? _____

(3) LIST YOUR EXTRA CURRICULAR ACTIVITIES SUCH AS CLUBS, SPORTS; ETC. _____

(4) LIST ANY SPECIAL EXPERIENCES OR HONORS WHILE IN HIGH SCHOOL: (SUCH AS: YOUTH IN BUSINESS DAY, SPECIAL AWARDS, PARTICIPATION IN THE PLYMOUTH TROUBLE SHOOTING CONTEST, ETC. _____

(5) HOW WOULD YOU RATE YOUR ATTENDANCE RECORD? EXCELLENT () ABOVE AVERAGE () AVERAGE () BELOW AVERAGE () POOR ()

JOB OBJECTIVE OR CAREER PLAN

(1) BRIEFLY DESCRIBE THE IDEAL JOB FOR YOU--BE AS SPECIFIC AS YOU CAN IN TERMS OF WORKING CONDITIONS, SALARY, LOCATION, JOB SATISFACTIONS, JOB TITLE, ETC.

(2) WHAT KIND OF A JOB OR LINE OF WORK HAVE OTHERS, SUCH AS YOUR PARENTS, TEACHERS, FRIENDS, COUNSELORS, ETC. SUGGESTED FOR YOU? _____

(DO NOT WRITE BELOW THIS LINE)

REFERRAL RECORD:

DATE	SENT TO:	TYPE OF JOB	SENT BY:	RESULTS

COMMENTS:

SCHOOL _____

DATE _____

NAME: _____ COUNSELOR: _____

ADDRESS: _____ TELEPHONE: _____ AGE: _____

MY JOB PLAN

INSTRUCTIONS: PLEASE CHECK THE MOST APPROPRIATE BOXES AND COMPLETE THE BLANKS WHERE REQUIRED.

1. I WILL HAVE A FULL TIME PERMANENT JOB AS A _____
WILL BE WORKING FOR _____
(EMPLOYER)
2. I WANT FULL TIME PERMANENT JOB AS A _____
OR WORK IN THE FIELD OF _____
I DO NOT NEED HELP IN OBTAINING THIS JOB.
- * 3. I NEED HELP IN LOCATING AND GETTING THE JOB DESCRIBED IN QUESTION #2.
- * 4. I WANT A FULL-TIME PERMANENT JOB; BUT I NEED HELP IN MAKING A JOB CHOICE AND LOCATING A JOB AFTER CHOOSING ONE.
5. I WILL ATTEND SCHOOL AND I AM NOT INTERESTED IN ANY WORK AT THIS TIME.
- ** 6. I WILL ATTEND SCHOOL FULL-TIME IN LINCOLN AND WOULD LIKE HELP IN OBTAINING PART-TIME EMPLOYMENT.
7. I PLAN TO STAY AT HOME AND NOT SEEK A JOB.
8. I PLAN TO ENTER MILITARY SERVICE.
- ** 9. I AM INTERESTED IN ENROLLING IN A WORK PROGRAM SUCH AS NYC OR SOME OTHER GOVERNMENT WORK/TRAINING PROGRAM SUCH AS MOTA, JOB CORP, ETC.
- **10. I AM INTERESTED IN TEMPORARY OR SUMMER WORK BECAUSE: _____

11. I WOULD LIKE HELP IN CHOOSING AN OCCUPATIONAL TRAINING PROGRAM.
12. I HAVE OTHER PLANS -- EXPLAIN: _____

* STUDENTS CHECKING QUESTIONS #3 OR #4 ARE TO BE IMMEDIATELY REFERRED TO THE CAREER PLACEMENT OFFICE FOR ASSISTANCE.

** STUDENTS CHECKING QUESTIONS #6, #9, AND #10 MAY BE REFERRED TO THE CAREER PLACEMENT OFFICE FOR SERVICE; HOWEVER, PLACEMENT PRIORITY WILL BE GIVEN STUDENTS WANTING PERMANENT PLACEMENT.

CAREER EDUCATION
SENIOR JOB PLACEMENT SURVEY

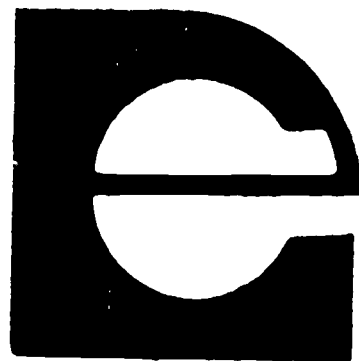
NAME _____ COUNSELOR _____
ADDRESS _____ PHONE _____
AGE _____ DATE _____

Instructions: Please check the most appropriate boxes.

1. I already have a full time job lined up and will be working for _____
2. I don't have a full time job lined up, but would like to work in the area of _____
3. I plan to attend school and I am not interested in any work at this time.
4. I plan to stay at home and not seek employment.
5. I plan to enter military service.
6. I would like more information on the military service.
7. I would be interested in attending the MINI OCCUPATIONAL OPPORTUNITIES CONFERENCE and:
- a. I will be able to attend during the morning.
- b. The morning will not fit my schedule.

FILE COPY
DO NOT REMOVE

COMMUNITY RESOURCES



LINCOLN
CAREER
EDUCATION
PROJECT

INTRODUCTION

Of all the many instructional aids available, community resources represents one of the most important. Our community has hundreds of business, industries and offices from which students can gain unlimited knowledge, skills and experiences. Workers in various careers are willing to share their understanding of their jobs, values and lifestyles with students. Bringing these people and places together with our students in more planned and varied educational experiences is now possible.

The recent emphasis on career education has heightened interest in the resources available in the community. Face-to-face meetings with a wide-range of workers and direct observations of work processes in various industries, businesses and offices are now a major part of the career education program. These kinds of direct contacts provide students with worker models for identification, with opportunities for inquiries, and with an expanded awareness of occupations and the community.

I. RESOURCE SPEAKERS

One of the simplest methods of exposing students to careers is to invite workers to class to speak about their jobs. These resources can enrich lessons in many ways; for instance, at the elementary level, an airline ticket agent can reinforce a math lesson by having the students figure mileage and fares for their families' trips. At the secondary level, an interior designer can show the math classes how to measure a window for draperies. Both of these resources would be speaking about their jobs, yet, letting the students get to know them, their work and its effect on the community.

Sometimes classroom visits are not as successful as all concerned would desire. Many guest resource speakers may not be certain of what they are to share with the students or unsure of returning to the school atmosphere as an "authority" on a given topic. Here are some suggestions to help make this a positive experience for both the students and the guest:

- A. Tell the speaker the purpose of the visit. If possible, give the speaker a list of topics to cover and questions you want answered. Mention unit or mini-course in which speaker will be included.
- B. Give the speaker a time limit, for example 15 to 30 minutes depending upon ages of students. Tell the speaker if there will be discussion afterwards. Ask if the speaker will give a formal or informal presentation (sitting or standing.)

- C. Advise speakers as to number of students who will be listening and type of room (classroom, auditorium, cafeteria, etc.)
- D. Ask the speaker to bring tools used in occupation, if possible. This increases the reality of the presentation.
- E. Inform the speaker of the students' learning level.
- F. Let a student or group of students act as hosts/hostesses for the speaker, meeting the speaker in the office and escorting to the room.
- G. If the age of your students is appropriate, have them make large name cards to be displayed on their desks. When a question and answer session is held, the speaker can refer to each student by name.
- H. Have a student write a thank you letter to the speaker outlining the highlights of the speaker's presentation. The speaker will then have the opportunity to evaluate the effectiveness of his presentation and the student will gain additional experience with using writing skills.

II. FIELD TRIPS

Field trips allow a large or small group of students to visit a community organization. These visits can not only answer many questions a student might have about a subject but can reinforce the in-school instructional program.

There are two kinds of field trips available in this catalog, the general tour and the occupational field trip. The general tour gives the students knowledge of the product or service and processes of the company. It can also focus on people pointing out the job responsibilities of certain workers. The occupational field trip is a shorter tour with the added emphasis of a question and answer session. Before the trip, students should be aware of the kinds of occupations they will observe. This will allow students to prepare the questions they would like answered. Here are some ideas on how to get maximum benefits from field trips.

- A. Have the trip be related to something the student is studying in school.
- B. Tell the business the purposes of your field trip so that the business might better plan what you will see.
- C. If you want a question and answer session, ask the business ahead of time if this is possible. (If they have no room big enough for your group, you might accomplish much the same purpose by having students ask the tour guide about workers' jobs as you are moving through the business-- providing the questions add to the tour and don't disrupt the business.)
- D. A recommended tour group size is 15 students. If your class consists of 30 students, ask the business if it is possible to divide the class into two groups.
- E. Plan a classroom activity as follow-up to the trip, for example, a writing or art assignment on a job viewed at the business, or a class discussion on what students thought the business would be like and what in reality it looked like.

- F. Have a student write a thank you letter to the business outlining the highlights of the field trip. The business tour guide will then have the opportunity to evaluate the effectiveness of the field trip, and the student will gain additional experience with using writing skills.

III. PLACEMENT EXPERIENCES

OBSERVATION/EXPLORATION

For the junior/senior high student, individual experiences are possible in the form of observation and exploration. This is an extension of an occupational field trip and allows one student to visit in a one-to-one situation with a worker.

An observation experience is one in which a student shadows a worker for one day or a part of a day. If an observation is not possible, perhaps because of the confidentiality of that occupation, an interview can be substituted.

An exploration experience includes an observation as well as an opportunity to perform at least one task related to that occupation. This hands-on experience enables the student to develop an awareness of what working in that occupation might be like. Here are some suggestions for making an observation or exploration experience more meaningful:

- A. Plan with the student to be sure that the student has a genuine interest in that occupation and that his day will be well spent. Employers will continue to work with schools if they feel the time they spend with students has been of educational value to the students.
- B. The students should be prepared to learn about the occupations they are visiting. Some things which might facilitate learning are:
 - 1. Have the students prepare a list of questions to ask
 - 2. Assist the students in developing a plan for taking notes during the experience
 - 3. Make it possible for the student to share the experiences with you and/or others upon returning.
- C. Be sure to comply with school policies on taking out-of-school trips.
- D. Have the student write a thank you letter to the worker outlining the highlights of the experience. The worker will then have the opportunity to evaluate the effectiveness of the experience, and the student will gain additional practice with using writing skills.

HOW TO USE THE CATALOG

I. CATALOG FORMAT

There are three general categories of community experiences included in this catalog. Each of the three categories is divided into a color-coded section:

- Section I Resource Speakers
- Section II Field Trips
- Section III Placement Experiences

All community resources experiences are categorized by the fifteen job clusters identified by the United States Office of Education. These clusters provide a way to relate careers in the community to courses taught in school. The fifteen clusters are:

- Agri-Business and Natural Resources
- Business and Office Occupations
- Communications and Media
- Construction
- Consumer and Homemaking--Related Occupations
- Environment
- Fine Arts and Humanities
- Health Occupations
- Hospitality and Recreation
- Manufacturing
- Marine Science
- Marketing and Distribution
- Personal Service
- Public Service
- Transportation

The fifteen clusters are further classified as to type of resource(s):

- S - Speaker
- F - Field Trip
 - Occupational Field Trip (O)
 - Tour (T)
- P - Placement Experiences
 - Observation (O)
 - Exploration (E)
 - Volunteer Services (V)

Each community experience has an identification code in the left hand margin to be used when requesting information about an experience. The code identifies the type of experience, USOE cluster(s), and the experience number.

Identification Code:

<u>Type of Resource</u>	<u>(Cluster)</u>	<u>Number</u>
S	(Comm.)	22

25

I-4

The following key is available on every other page to assist you in selecting a community experience:

***HOW TO USE THIS SECTION**

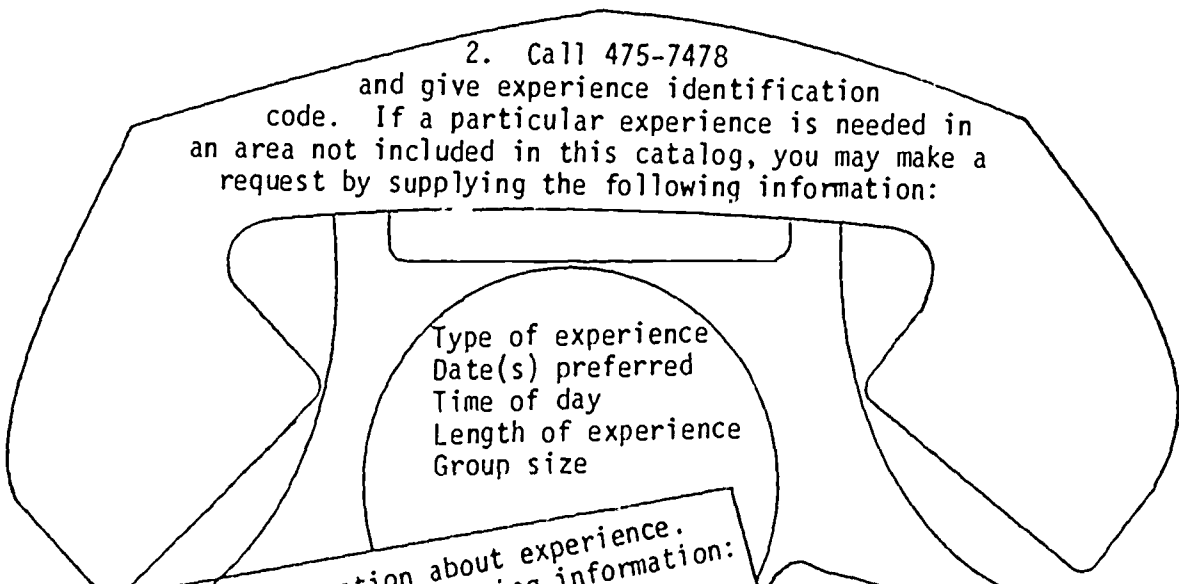
Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience, visit can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience Identification Code.

II. SUGGESTED STEPS FOR MAKING A REQUEST

1. Check catalog for desired experience.



2. Call 475-7478 and give experience identification code. If a particular experience is needed in an area not included in this catalog, you may make a request by supplying the following information:

Type of experience
Date(s) preferred
Time of day
Length of experience
Group size

3. "Jot down" information about experience. You will receive the following information:

- Name of contact person
- Address
- Telephone number

4. Comply with school policies on use of community resources.

5. Give feed-back on experience. A form will be available in your school for you to comment on the experience.

Placement
Observation/Exploration

COMMUNICATION AND MEDIA

PO(Comm-FA)1 Type: advertising agency
 Time: 8-5 pm
 Length: 1-4 hours
 Nature: observe an account executive, commercial artist,
 copy writer
 Size: one
 Interest: Sr. high
 Remarks: Prefers Sr. high, will take jr. high

CONSTRUCTION

PO(Con)1 Type: architectural firm
 Time: 8-5 pm
 Length: 1-2 hours
 Nature: interview an architect
 Size: one
 Interest: Sr. High
 Remarks: Will accept 9th grade

*HOW TO USE THIS SECTION

Each activity listed in this section is coded. In using the material, the following key will be important.

Type: Type of business
Time: Time activities, visit can be held
Length: Length of activity or visit
Nature: Nature of activity or visit
Size: Group size
Interest: Of interest to--
Remarks:

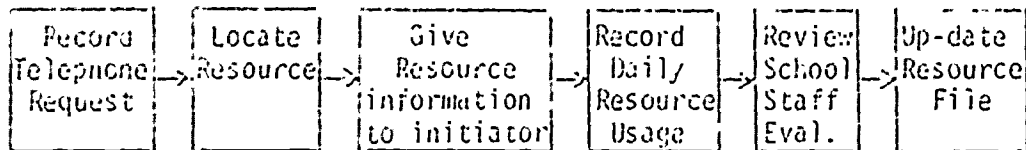
*These instructions will be listed on every other page

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School staffs will take the following steps in using the Community Resource System:



Central staff will take the following steps to service school staffs:



To request a resource not listed in the catalog, the project school initiator calls the central office to place the order, and the date needed. The Community Resources Coordinator attempts to find the resource(s) by that date.

In an effort to comply with community requests to avoid "over usage" of their offices, the central office needs to be informed as soon as possible as to whether the initiator has scheduled the resource. A system is being designed to get feedback on resource usage.

Each resource needs to be evaluated. The Career Education project staff is working on a form that the central office can send out to notify coordinators that a resource has been given to someone in that school. Half of that form may be an evaluation tear-off to be filled out by the student/teacher/coordinator/counselor. In the case of resource speakers, we need to find out if the resource met the teacher's expectations and then if the teacher's planning met the resource's expectations. In part-time paid and non-paid placement, observation and exploration, the evaluation done by the community member can be handled by mailing a form to the community member to fill out and return to the coordinator in the school. The same person would initiate the mailing.

Other resources not listed in the catalog include part-time paid and non-paid placement. These requests will also be taken over the phone. If the requested type of placement is on file, the information will be given to the caller. If it is not on file, the Community Resources Coordinator will attempt to find it in the community.

Currently, businesses call schools to inform them of job openings. Schools will be encouraged to call the job opening to the central office if the school can't fill it in 2-3 days. If a business doesn't have a particular school or person to call the job to, the business will be encouraged to call the central office. Monday morning, the central office secretary will call the business to see if the job has been filled if a school staff member hasn't called to say the job is filled. An effort will be made to share all types of resources among schools.

A full time phone-and-file person and a Community Resources Coordinator are needed to operate the Community Resources System during the school year. The phone-and-file person will fill catalog requests, handle paper work,

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maintain the file, up-date the file, and take orders for all non-catalog requests as well as call the non-catalog filed requests to schools. The Community Resources Coordinator would supervise the phone-and-file person, find the non-catalog requests in the community, write agreement letters and handle deviations.

In-Servicing School Staff/Distribution

The front section of the Community Resources Catalog will contain instructions on how to use the catalog. Each coordinator will be responsible for introducing the Community Resources System to her/his school. The Community Resources Staff will design a model approach for schools to help them use the Community Resources System more effectively.

After the inservice, the Community Resources Catalog will be made available to certified staff in the following project schools:

Lincoln Northeast
Lincoln Southeast
Lincoln High
Lincoln East
Pius X
Mickle
Goodrich
Pershing
Brownell
Blessed Sacrament
Lincoln Learning Center (Community Resources System only)

During the school year, updates of the catalog will be available to all school staff members.

The Community Resources Staff will make one catalog available to each non-project school. Non-project schools will be serviced with resources listed in the catalog only. Because of limited resources, a request from a project school will have priority over a request from a non-project school. An article in FOCUS could explain the Community Resources System to all teachers in non-project schools mentioning a catalog is available in their buildings.

In-Servicing the Community

A brochure/handout will be designed on how to be an effective community resource. Efforts are being made to plan a community inservice program early in the 1974-75 school year where this brochure would be handed out.

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Ed Schwartzkopf
Community Resources Staff
7/31/74

Personal _____
Phone _____

Lincoln Career Education Project
Community Resources System
INTERVIEW FORM

length of
interview _____

Name of Interviewer: _____ Date _____
(Mo. day, yr)

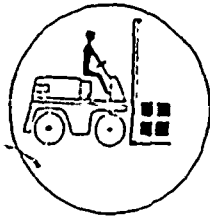
Name of Interviewee(s): _____

Firm Name: _____ Address: _____

There are eight different ways your organization could participate in the community resources system of the Lincoln Career Education Project:

1. Industry/plant/office tour: ____ (yes) ____ (no) Frequency--any time, once a month, once a year
Comments:
2. Occupational Field Trip: ____ (yes) ____ (no)
Comments:
3. Career Resource Speaker/Discussion Leader: ____ (yes) ____ (no)
4. Individual Observation: ____ (yes) ____ (no) (Explain both parts)
5. Career Exploration: ____ (yes) ____ (no)
6. Part-time paid or non-paid placement: ____ (yes) ____ (no)
7. Summer jobs for teachers (explain why)
 - a. do you hire teachers ____ (yes) ____ (no)
 - b. would you hire teachers ____ (yes) ____ (no) If yes, elementary _____
or secondary _____
8. Do you have an audio visual presentation or pamphlet about your organization that you could make available to the schools, either now or in future? ____ (yes) ____ (no)
9. Who is the contact person(s) in your organization for above experiences?
10. What grade level are you interested in - elementary, junior or senior high?
11. Do you have any minorities in your organization who would participate in our program as a resource speaker in the classroom or at your office/plant? (This would neve be printed in the catalog, but would be noted on the resource card as some teachers specifically request a minority when they are working on self-concept with students.

Comments:



MARKETING AND DISTRIBUTION OCCUPATIONS

CODE

S (Mkt.-Comm.) 1	Type:	Broadcasting equipment company
	Nature:	Broadcasting equipment - for schools, business, homes, hospitals, etc./sales
	Interest:	Jr./Sr. high
S (Mkt.) 2	Type:	Department store
	Nature:	How to apply for a job
	Interest:	Sr. high
S (Mkt.) 3	Type:	Department store
	Nature:	Retailing
	Interest:	Jr./Sr. high
	Remarks:	30 days in advance

*

HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Nature:	Nature of presentation
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

S (Ag.-Mkt.) 4	Type:	Nursery and garden center
	Nature:	Plants, nursery business
	Interest:	K-12
	Remarks:	Available January only

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

6-1-75

Identification Code	Type:	Type of agency
	Nature:	Nature of placement
	Skill:	Skills required for placement
	Time:	Length and time of placement
	Number:	Number of students needed
	Age:	Age of students for placement
	Remarks:	

*Call 475-7478 and give experience ID Code.

PV 30	Type:	Rental home agency
	Nature:	Conduct visits to elderly tenants in elderly adoption program
	Skills:	Interest in working with people, social services oriented
	Time:	One to two days per week
	Number:	2-3
	Age:	Jr./Sr. high
	Remarks:	Tuesday to Thursday, 2:00 p.m. to 5:00 p.m.; Wednesday to Friday, 10:00 a.m. to 12:00 noon
PV 31	Type:	Residential institution
	Nature:	(1) Arts and crafts, (2) men's shop, (3) cooking class, (4) sewing class, (5) physical therapy department, (6) musical program, (7) drama, literature
	Skills:	(1) Artistic talent, (2) shop knowledge, (3) home economics, (4) home economics, (5) physical education, (6) musical talents, (7) dramatic talents
	Time:	2 hours per session except physical therapy which requires more time
	Number:	Open
	Age:	14 years and older
PV 32	Type:	Nutrition program
	Nature:	Assist a nutrition aide at a mini-camp for children 4-9
	Skills:	Like children
	Time:	3 hours for each mini-camp, Monday to Wednesday mornings in summer
	Number:	Open
	Age:	13 years minimum



HEALTH

*HOW TO USE THIS SECTION

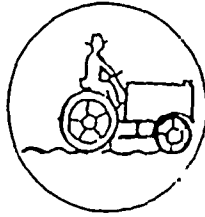
Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type:	Type of business
	Time:	Time experience can be held
	Length:	Length of experience
	Nature:	Nature of experience
	Size:	Group size
	Interest:	Of interest to --
	Remarks:	

*Call 475-7478 and give experience ID Code.

CODE

PO (Health-Pub.Serv.) 1	Type:	Chemistry department
	Time:	Open
	Length:	Open
	Nature:	Observe any type of chemist available
	Size:	1
	Interest:	Sr. high
PO (Health) 2	Type:	Dentist's office
	Time:	Open
	Length:	2-8 hours
	Nature:	Observe a dentist
	Size:	1
	Interest:	Jr./Sr. high
	Remarks:	When a patient prefers confidentiality, the student will wait in another room
PO (Health) 3	Type:	Dentist's office
	Time:	Open
	Length:	4-8 hours
	Nature:	Observe a dentist
	Size:	1
	Interest:	Jr./Sr. high



AGRI-BUSINESS AND NATURAL RESOURCES

CODE

FT (Ag) 1	Type: Grain elevator Time: Mornings Length: 60 minutes Nature: View grain handling at terminal elevator Size: 10-20 Interest: K-12
FT (Ag) 2	Type: Hatchery Time: Between 8:30 a.m. - 3:30 p.m. Monday, Tuesday, Thursday Length: 45-60 minutes Nature: View egg processing, incubation - chicken growing Size: Any size Interest: K-12
FT (Ag-Pub. Serv.) 3	Type: Hatchery Time: Between 1-5 p.m. Length: 30-45 minutes Nature: View the hatching of chickens and turkeys Size: Open Interest: Elementary Remarks: Not always hatching but can tour complex: view new research. Afternoons only

*HOW TO USE THIS SECTION

Each experience listed in this section is coded. In using the material, the following key will be important.

Identification Code	Type: Time: Length: Nature: Size: Interest: Remarks:	Type of business Time experience can be held Length of experience Nature of experience Group size Of interest to --
---------------------	--	--

*Call 475-7478 and give experience ID Code.

CAREER EDUCATION

RESOURCE REQUEST FORM

Date _____

School _____ Teacher/Counselor _____

Course _____ Grade _____

TYPE OF RESOURCE REQUESTED

- ___ Speaker/Discussion Leader (Classroom presentations)
- ___ Industry/Office Tour (Broad exposure to industry, products & occupations)
- ___ Occupational Field Trip (Limited to specific cluster and occupational group)
- ___ Career Exploration (Hands-on experiences--less than 1 week)
- ___ Individual Observation (Limited to 1 day or less)
- ___ Out-of-School Learning Placement (Training--more than 1 week) Paid () Non-paid ()

Occupation/Topic/Industry _____

Career Cluster _____ Code _____

Preferred Date _____ Time _____ am/pm to _____ am/pm

Alternate Date _____ Time _____ am/pm to _____ am/pm

Name of Student (for individual observation exploration or placement) _____

Number of Students Participating _____

FOR CEF OFFICE USE ONLY

Confirmed Date _____ Time _____ am/pm to _____ am/pm

Resource Contact Person _____

Resource Address _____ Phone _____

Special Details _____

ACTION SUMMARY

Confirmed _____ Canceled _____ Unable to Respond _____ (Reason) _____

Request confirmation by _____ Date _____ Method: Phone _____ Mail _____

Recorded _____

LINCOLN CAREER EDUCATION PROJECT

funded under

Part D of the Vocational Education Act,
Amendments of 1968

For further information contact

Lincoln Career Education Project
Lincoln Public Schools
Box 82889
Lincoln, Nebraska 68501

Carl R. Spencer, Director
(402) 473-0276

Date _____

Career Education
FIELD TRIPS

Cluster Classif. _____

System Code _____

Agency or Business Name _____ Address _____

Contact Person _____ Phone _____

Frequency of Scheduling _____

TYPES OF OPPORTUNITIES

Group Industry/Office/Plant Tour _____

Contact will be made by: school
(circle one) central office

Group Occupational Field Trip _____

DESCRIPTION OF EXPERIENCES

Student Preparation _____

Minimum Requirements: Grade Level _____ Age _____ Number of chaperones _____

Transportation arrangements _____ Maximum number of students _____

Estimated Time Required: Tour _____ Field Trip _____

Special Information:

ACTIVITY RECORD

DATES					NOTIFICATION DATES		COMMENTS	NAME OF PERSON COMPLETING DATA
SCHOOL	REC	PREF	ALTERNATE	CONFIRMED	SCHOOL	RESOURCE		

RESOURCE VALIDATION DATES _____

CAREER EDUCATION

Cluster Classif. _____

ate _____

HUMAN RESOURCE

System Code _____

lame _____ Occupation _____

associated with _____

Business Address _____ Pref. _____ Max. number appearances per mo. _____

request procedures _____

DESCRIPTION

Topics _____

Grade levels _____ Demonstration () Handouts ()

Student Preparation _____

Special Information _____

Person Completing Information _____

HUMAN RESOURCE
ACTIVITY RECORD

DATES					NOTIFICATION DATES		COMMENTS	NAME OF PERSON COMPLETING DAT.
SCHOOL	REC	PREF	ALTERNATE	CONFIRMED	SCHOOL	RESOURCE		

RESOURCE VALIDATION DATES _____

te _____

CAREER EDUCATION

Cluster Classif. _____

OBSERVATION/EXPLORATION OPPORTUNITIES

System Code _____

Agency or Business Name _____ Address _____

Contact Person _____ Phone _____

TYPES OF OPPORTUNITIES

Group Industry/Office Plant Tour _____

Individual Observation _____

Group Occupational Field Trip _____

Individual Exploration _____

DESCRIPTION OF EXPERIENCES

Student Preparation _____

Minimum requirements: Grade level _____ age _____ Other _____

Transportation arrangements _____

Estimated Time Required Tour _____ F. Trip _____ I. Obs. _____ I. Exp. _____

Special Information _____

4 ↓ Person completing information _____

ACTIVITY RECORD

Date	School/Student	Dates			Notification Dates		Comments	Person completing data
		Preref	Alternate	Confirmed	School	Resource		

Resource Validation Dates _____



"Tell Us What You Think"
(Please fill out and return)

about _____

In general, how would you rate this field trip
experience?

Excellent

Good

Fair

Unacceptable

Comments/Suggestions: _____

Name

U.S. stamp or
School mail

Public School Administration Building
Community Resources - Box 57
Post Office Box 82889
Lincoln, NE 68501

44

Help Us To Serve You Better
Please fill out and return

Experience description: (field trip, observation, etc.)

Name of Business: _____

Contact Person: _____

Date Request Made: _____

Experience scheduled: _____ If not, why not? _____

Date _____



45

U.S. stamp c
School mail

Public School Administration Building
Community Resources - Box 57
Post Office Box 57
Lincoln, NE 68501

40

K-6

7-8

9-10

11-12

resource materials for career development

Field Trips
Speakers
Interviews

Field Trips
Speakers
Interviews
Shadowing
Exploration
In School

Field Trips
Speakers
Interviews
Shadowing
Hands-On
Exploration
Out-Of-School

Field Trips
Speakers
Interviews
Shadowing
Hands-On
Exploration
Part-Time Work
Volunteer or
Paid

Career Awareness

Broad Career Exploration

In-Depth Exploration

Career Preparation

College Preparation

All Students

Technical Education or College

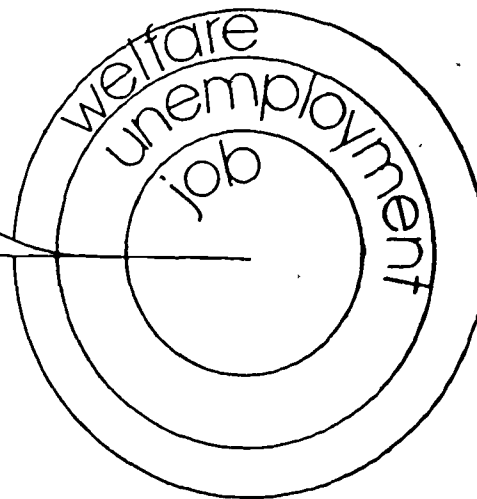


TABLE OF CONTENTS

INTRODUCTION. White Section

READINESS Buff Section

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 Communications to Parents

 Career Awareness Information for Students

SELF-AWARENESS. Pink Section

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 Self-Awareness Activities for Students

 Job Orientation Inventory and Survey

COMMUNITY Yellow Section

 Table of Contents with Titles and Page Numbers

 Community Experiences

 Preparation and Follow-up for

 Speakers

 Field Trips

 Interviews

 Shadows

USING COMMUNITY RESOURCES FOR CAREER EDUCATION

INTRODUCTION

During the 1973-74 school year a system for locating and filing community resources was begun as a part of the Career Education Project. In the fall of 1974 the COMMUNITY RESOURCES CATALOG was published for use by school staff in making these community resources available to students in and out of school.

The materials which follow are a set of resources offered as a supplement to the catalog. They will be helpful in several ways:

- ...to help you decide whether an individual student is ready for a particular type of experience
- ...to suggest ways of involving parents and community resources as well as student and teacher in planning experiences using community resources
- ...to provide examples of letters, interview forms, and suggestions for the community resource which you may use to organize the learning experience
- ...to help you decide what kinds of experiences would be most beneficial for students at any particular point
- ...to help you assist a student to become prepared to get maximum benefits from different types of experiences
- ...to help you plan experiences for students after they have learned from a community resource to reinforce and consolidate that learning.

Other materials may be developed and distributed from time to time by the Career Education Project. We suggest that as you receive them, you add them to your COMMUNITY RESOURCES CATALOG for easy storage and reference.

These materials were developed by Mike Holmes with the assistance of Susan Smeloff, Gloria Williams, the Career Education Project Staff, and the Career Education Cadres of Mickle and Goodrich Junior High Schools.

CAREER EDUCATION PROJECT
Lincoln Public Schools

January, 1975

Revised August, 1975

Use: Teacher Information--additional explanations found lacking in first edition. Forms provided to aid teachers in taking notes to plan before calling; counselors could run off copies of these forms and issue teachers with duplicates.

Purpose: To further explain or reinforce sections of the Community Resource Catalog. To clarify areas found to be unclear; added input as of January, 1975.

ADVICE TO TEACHERS USING COMMUNITY RESOURCE CATALOG

1. Due to excessive usage of resources, please do not call the organization without checking the community resources office first.
2. If you decide you can't wait for community resources office to find resource, please call to cancel request so that two experiences will not be scheduled.
3. When you call and find the name of the resource and discover it is a friend or acquaintance, please respect his/her wishes and do not expect experiences or extras other than he/she indicated to the Lincoln Schools.
4. MOST IMPORTANT: Call back the community resources office to say the date scheduled. Reason: sources are limited (weekly, monthly, yearly) and we must know their use or non-use.
5. Please return the "tell us what you think" postcard regarding the experience.

HOW TO ARRANGE FOR AN EXPERIENCE NOT LISTED IN CATALOG

FIELD TRIP

1. Tour or occupational field trip _____
2. Date(s) preferred _____
3. Time of day _____ (be willing to negotiate if organization isn't flexible)
4. Length of experience (1/2 hour, 2 hours, etc.) _____
5. Group size _____
6. Class interest which led to this trip _____

SPEAKER

1. Topic _____ (many people can speak on several areas of their occupation; others only on one area)
2. Type of presentation (speech, discussion, panel discussion, etc.) _____
3. Date(s) preferred _____
4. Time of day _____
5. Length you want them to speak _____
6. Group size _____
7. Class interest which led to this request for speaker _____

NOTE: Try to consolidate classes or arrange for videotaping speaker rather than asking for speaker(s) for several periods.

OBSERVATION (SHADOW) *IN-depth experience for selected students.

1. Type of experience preferred (interview: short time--ask questions, or shadow-- 3 hours, follow worker) _____
2. Date(s) preferred _____
3. Time of day preferred (morning, afternoon) _____
4. Length of experience preferred (1 hour, 3 hour, etc.) _____
5. Group size (1, 2, ? students) _____

- NOTE: *a. Signed contract or call for experience only after proof of student readiness
- b. Be willing to have student wait for group experience if resource is limited--a class field trip may suffice.
 - c. Be willing to accept an alternative to shadowing - interview or written information - if shadowing has been difficult or impossible in that occupation.

3 CRITERIA FOR ASSESSING CAREER EXPERIENCES

What qualifies as a career education experience?

Any involvement which deals with a study of careers. All experiences are of value if student awareness is increased in one or more of the following:

1. The dignity of all work.
2. The inter-relationships of occupations and the inter-dependence of people.
3. Factors of skill, preparation, personality involved in occupations.

DEFINITIONS OF TERMS

Classifying Occupations:

Clusters: See page I-4 of this Community Resources Catalogue for listing and definition of the 15 clusters.

People, Data, Things: Classifying occupations by determining if the main duties of the work involve the worker with people, with data or ideas, or with material things such as products. Media centers should have listing of examples in each area. See the vertical file of Careers.

Self Awareness: Individuals discovering about themselves--their interests, abilities, aptitudes, attitudes, values, etc.

Resource Speaker: Any person who visits the classroom and talks, demonstrates, illustrates, responds to questions about his career can be called a resource person.

Field Trips: Two kinds of field trips are catalogued in this guide--

General Tour: A large or small group of students visit a community organization gaining knowledge of the product, services or processes of the company, or

Occupational Field Trip: A shorter tour with added emphasis of a question and answer session at the end of the tour with worker(s) at the company.

Interview: Individual students contacting a worker either personally at his place of business or in his home if a friend or neighbor, as well as telephone interviews.

Shadow: Observation of a worker for part of a day; in-depth exposure which calls for advanced background and preparation of student.

Exploration: An experience in which the student observes a worker as well as having an opportunity to perform at least one task related to that occupation (see page I-3).

In school exploration of careers includes hands-on activities using equipment and content of various careers; example: Project Discovery units

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Plan designed by Wickle Jr. High for
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EFFECTIVE COMMUNICATIONS AID HOME SCHOOL RELATIONS
COMMUNITY

To Teachers:

DO work for positive home-community-school relationships

COURTESY ALWAYS

DO strive for a balance between informing parents of career education rationale plus asking their cooperation and expecting too much of their time in completing lengthy questionnaires---BE SURE the parent information is needed and will be used before you ask for it.

DON'T pry---some people are more sensitive than others about sharing attitudes towards work and information about salaries and life values.

THANK YOU LETTERS FROM TEACHER AND STUDENTS FOLLOWING USE OF A COMMUNITY RESOURCE ARE MOST IMPORTANT!

Resources for letter form: Lincoln Public Schools SCORE(Skills of Composition and Phetoric) cards are available from English Consultant's office. Webster's New Collegiate Dictionary, pp 1532-1535--A Handbook of Style at the back of this dictionary shows four types of business letter forms.

SAMPLE LETTER TO PARENTS

Junior High
Lincoln, Nebraska
Date

Dear Parent,

This year as a part of the regular studies, your child will be taking part in career education studies. As a part of our school work, we will point out the relationship of basic skills such as reading, writing, math to the world of work. Students will see how work habits at school such as completing assignments, being on time, good school attendance relate to behaviors required in the world of work.

We will be doing many activities helping your child find out about himself--his interests, abilities, attitudes--which he can then use this knowledge to match himself with various career choices. Thus will the studies of the occupations he chooses to research be interesting and relevant to him.

We are sending home a questionnaire which will be used as a basis for our career discussions preparatory to taking field trips and other observations. We appreciate your help on filling out this form. Any suggestions or help you volunteer will be gratefully received by teachers and students.

Thank you very much.

Sincerely yours,

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Use: Alternative form to sample letter on preceding page; or students might use this as an interview form to ask their parents about their occupations.

Purpose: Communicate school goals to home; ask for parent help in career studies.

SUGGESTED LETTER TO PARENTS
(Alternative: Interview)

School Name _____

Date _____

Dear _____,
(parent or guardian)

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _____'s class.
(child's name)

Would you answer these questions for us and send it to school with your child? We will study various occupations.

1. What is your occupation? _____

2. What are some of your duties? _____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)? _____

4. Would you be willing to come to school and talk about your work? _____

5. Would a field trip to your place of employment be beneficial for this age level? _____

Sincerely yours,

54

Teacher

Use: Questionnaire sent home with covering explanatory letter such as the one on page 6, Or write a short letter to place at the top of these questions. Students could interview their parents with this form.

Purpose: Be sure you have a purpose and a need for the information requested here. Since this form is long and time-consuming to fill out, parents should see its usefulness.

QUESTIONNAIRE FOR PARENTS

1. Please list your occupation. _____
2. Were you guided in any way in choosing this work? Yes _____ No _____
If so, by whom? Counselor _____ Teacher _____ Parent _____ Other _____
3. If you had it to do over again, would you select the same occupation?
Yes _____ No _____
4. Do you enjoy your work? Yes _____ No _____
5. What do you enjoy most about your work? _____

6. What are the frustrations of your work? _____

7. If you had only one child would you want your child to have the same occupation as you have? Yes _____ No _____ Comments: _____

8. If you had only one child would you want your child to attend college?
Yes _____ No _____ Why or why not? _____

9. If you had only one child would you want your child to attend a vocational school? Yes _____ No _____ Why or why not? _____

10. Do you feel the courses offered at school offer enough to prepare your child to enter the career of his choice?
Courses adequate _____ Inadequate _____
Comments: _____

11. As an employer, what are some of the qualities that you would look for in your employees?

Personality _____

Appearance _____

Attitude _____

Job Knowledge _____

Possession of Physical Skills to meet job requirements (give specific examples): _____

12. Do you have any suggestions or comments concerning our incorporation of career education into your child's schooling? _____

13. Would you volunteer to share your experiences in the world of work? _____

If you are an employer, please answer #14 and #15.

14. What kinds of skills would you require of your employees in the academic area?

Math Computation

_____ Basic addition and subtraction

_____ Basic multiplication and division

_____ Basic measuring skills

English Skills

_____ Spelling

_____ Legible handwriting

_____ Correct language usage

Other Skills (eg. Typing) _____

15. What type of equipment do you require employees to operate? _____

Thank you

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8

Teacher

CAREER AWARENESS---Source Ideas for Teachers

PLACES to look:

School Media Center--remember the vertical file and card catalog
Career Education Center--3rd floor Media at PSAB or call Career Ed.
Office--475-1081, Ext. 276--C.E. Coordinator
Lincoln Public Schools Media Catalog--films, tapes, models
Community Resource Catalog--for speakers, trips, etc.
Lincoln Public Libraries--Bennett Martin list of books, films compiled
by T.A. workshop groups and available upon
request from T.A. schools (East Jr. High or
Goodrich)

MATERIALS to look for in the places above:

Occupational Handbook--summaries of occupations, training, salary,
future prospects

Books on specific careers

Trade Magazines--example: Farm Journal, Auto Mechanic, etc.

Master copies to make dittoes or transparencies of: (copies in school
vertical file)
Cluster posters--picture to go with each cluster, no words, matching
game
Careers related to interest and ability in--subject areas such as Art,
English
Lists of jobs dealing primarily with: Things...Ideas...People or
Animals

Posters--Career Ed. Center; Lincoln School of Commerce

Games

Films

Filmstrips--School Media; Career Ed. Center; PSAB Media Services

Tapes--School Media; Career Ed. Center; PSAB Media Services

Slides--Career Ed. Center

Workbooks--from various publishers; samples in Career Ed. Center, PSAB

C.E. Curriculum guides from Nebraska and other states--Career Ed. Center

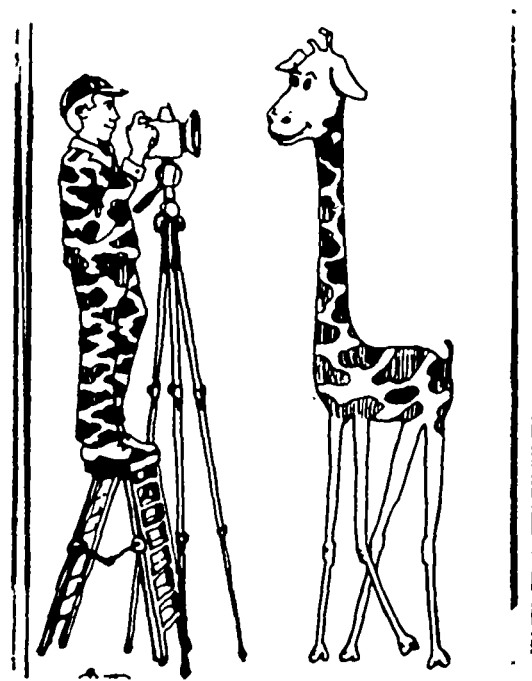
C.E. Teaching units written in Lincoln or in other school systems--call
Career Ed. Office --C.E. Coordinator

Economics Units--Elementary Schools Media Centers have a set of pamphlets:
"Economic Experiences of Enterprising Teachers"

Kits and Commercial Programs--School Media and Career Ed. Center

Tests and Surveys of interests, abilities, careers--Student services,
Career Ed. Center; this handbook--self-awareness
section.

MATCHING



CAREERS

Check up on your knowledge of what these people do

Learn the names of different occupations and careers that are possible for people. Then see if you can do this career quiz.

1. Apiculturist:
 - A. A beekeeper
 - B. One who cares for monkey or apes
 - C. A museum guide
2. Sinologist:
 - A. A drugstore proprietor
 - B. A saddlemaker
 - C. A specialist in Chinese affairs
3. Silviculturist:
 - A. One who collects antique mirrors
 - B. A maker of fancy jewelry
 - C. One who takes care of forests
4. Cartographer:
 - A. One who hauls or carts away rubbish
 - B. One who makes maps and charts
 - C. One who makes children's carts and buggies
5. Registrar:
 - A. The official who keeps records
 - B. One who manufactures cash registers
 - C. One who decorates greeting cards
6. Lapidary:
 - A. One who makes children's stuffed toys
 - B. One who cuts and polishes precious stones
 - C. One who writes jingles
7. Horologist:
 - A. One who reads the stars
 - B. One who makes and repairs clocks and watches
 - C. One who makes flags
8. Cabinetworker:
 - A. A machinist
 - B. One who makes fine furniture
 - C. A high government official
9. Greengrocer:
 - A. A retailer of fresh vegetables and fruit
 - B. A gardener
 - C. A landscape painter
10. Architect:
 - A. One who designs buildings
 - B. One who writes textbooks
 - C. One who operates a tourist camp

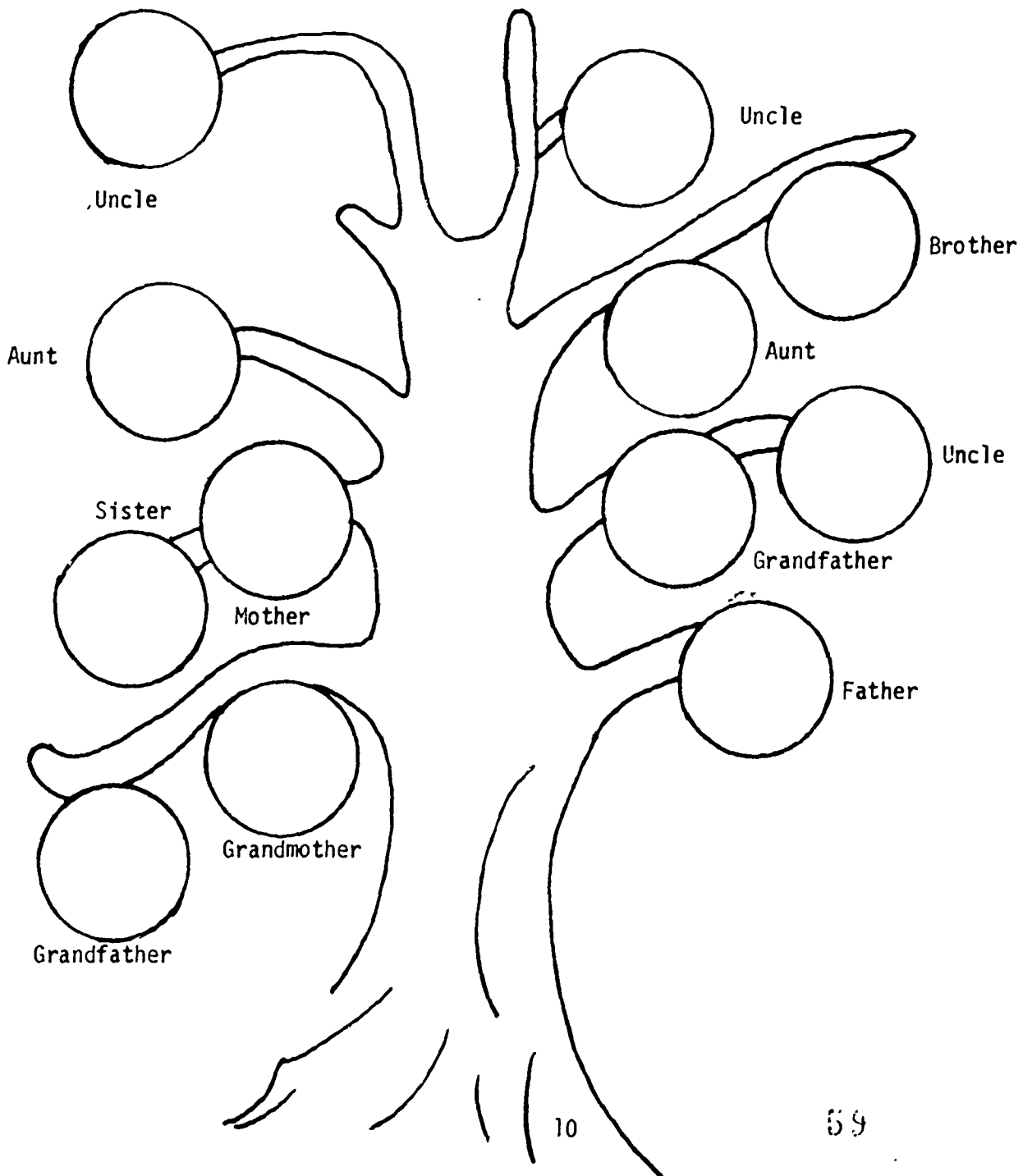
1. A; 2. C; 3. C; 4. B; 5. A; 6. B; 7. B; 8. B; 9. A; 10. A.

Answers

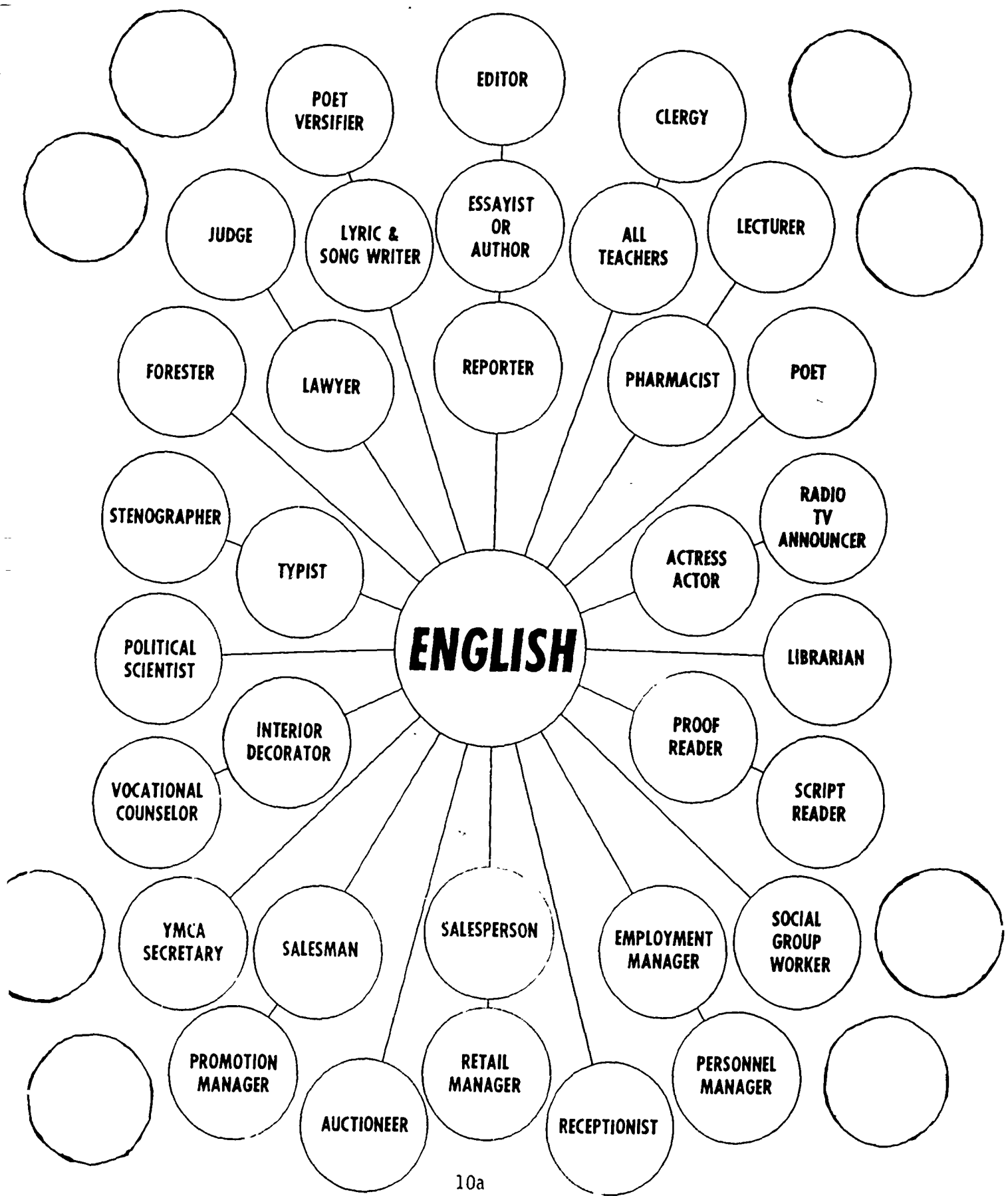
Use: For less mature students and/or ones with little or no background of career development and career awareness. Direct students to write or draw in the circles showing the jobs these persons do--if they know. Discuss the completed sheets in small groups; share in class.

Purpose: To increase students' knowledge of various occupations and their appreciation for the diversity and dignity of all work.

JOB S I KNOW



SOME CAREERS RELATED TO INTEREST AND ABILITY IN ENGLISH



10a

Use: Students use Occupational Outlook Handbook, Occupational Encyclopedia and any other resources available to classify various occupations into the cluster where they belong. Explain the reasoning for the cluster groupings (see Occupational Outlook Handbook). Discuss this classification system and compare it with a People--Data--Things classification. Which is better? Why? When would we use them?

Purpose: Career Awareness--students learn names of many occupations as well as a few specifics about each one. Introduces them to new types of work unknown to them previously.

CLUSTERS

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

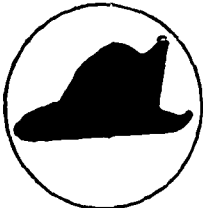

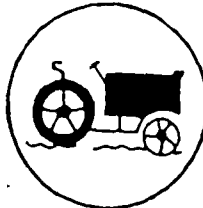


SAMPLE WORKSHEET FOR STUDENTS:

Clusters	Jobs
Agri-Business & Natural Resources	1. _____ 2. _____ 3. _____
Business & Office	1. _____ 2. _____ 3. _____
Communication	1. _____ 2. _____ 3. _____
Consumer & Homemaking	1. _____ 2. _____ 3. _____
Construction	1. _____ 2. _____ 3. _____
Environment	1. _____ 2. _____ 3. _____
Fine Arts & Humanities	1. _____ 2. _____ 3. _____

Health	1. _____
	2. _____
	3. _____
Manufacturing	1. _____
	2. _____
	3. _____
Hospitality & Recreation	1. _____
	2. _____
	3. _____
Marine Science	1. _____
	2. _____
	3. _____
Marketing & Distribution	1. _____
	2. _____
	3. _____
Personal Service	1. _____
	2. _____
	3. _____
Public Service	1. _____
	2. _____
	3. _____
Transportation	1. _____
	2. _____
	3. _____

This game is called Career Cluster. It is played similar to Bingo. The caller will call out the name of a Career Cluster, and then the name of a worker within that cluster. If you have that worker on your card, cover that square. You have to cover all the squares with workers under one cluster before you can bingo. Only vertical bingos count. The caller should check your card.

CAREER CLUSTER

PUBLIC SERVICES	FINE ARTS AND HUMANITIES	AGRI-BUSINESS AND NATURAL RESOURCES	COMMUNICATIONS AND MEDIA	CONSTRUCTION
				
fire guard	rock group musician	oil pipe inspector	commercial artist	mason
employment counselor	actress	butcher	press photographer	carpenter
park ranger	comedian	meat packing plant manager	production manager	excavator
social worker	playwright	agronomist		car
day care	novelist		T.V. cameraman	plasterer
publication of.	artist	extension service specialist	teletype operator	draftsman

NOTE TO TEACHERS: This Cluster Game was developed by Wichita Public Schools. The complete set of cards (9 different ones), 3 career classifying sheets, master copy of workers names (3 different sheets), game pieces and caller's envelope is available for you to copy--call Career Ed. Office, or Coordinator.

JOB IN EIGHT FIELDS

IF YOU LIKE	YOU MIGHT LIKE TO BE A
LITERARY WORK	newspaper reporter magazine writer author advertising writer librarian teacher editor proofreader news broadcaster
SCIENTIFIC WORK	doctor laboratory technician dietician engineer electronics technician chemist dentist pharmacist biologist physicist space scientist draftsman bacteriologist
MECHANICAL WORK	heavy-machinery operator auto mechanic airplane maintenance or repairman TV or radio repairman small-appliance repairman telephone installer air-conditioner installer locksmith machinist airline pilot electrician truck driver plumber
CLERICAL WORK	office clerk secretary bookkeeper computer operator order-fulfillment clerk office manager file clerk post-office clerk accountant bank teller typist hotel clerk switchboard operator tabulating-machine operator office messenger stock clerk ticket agent
PERSUASIVE WORK	salesclerk car or insurance salesman lawyer politician union leader door-to-door salesman employment manager lecturer travel agent
OUTDOOR WORK	house painter bricklayer carpenter telephone lineman construction worker farmer forester gardener sports instructor pro athlete gas-station attendant recreation director
SOCIAL SERVICE WORK	nurse nurse's aid YMCA worker tutor vocational counselor religious leader social worker physical therapist orderly home economist practical nurse
ARTISTIC WORK	artist photographer musician actor dress designer model dancer interior decorator hand letterer movie cameraman architect hair stylist cartoonist furniture designer

Jobs I might like are

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Life-styles

	JOB SATISFACTION				AUTONOMY				INCOME				LOCATION				HOURS/TIME OFF			
	Job prestige high	Job prestige low	Work routine	Work creative	Goal/idea oriented	Work people-oriented	Physically demanding	Hard on family	High commitment required	Conformity demanded	Work under supervision	Be own boss	Stable income-low to moderate	Uncertain income-moderate to high	Considerable travel	Adventurous/dangerous	Work hours fixed	Short vacations/no sabbaticals		
Architect/planner	●				●	●	●	●			●	*	*	*	●			●		
Artist/Writer	*	●			●	●	●	●			●	*	*	*	●			●		
Advertising Pub. Relations					●	●	●	●			●	*	*	*	●			●		
Actor	*	●			●	●	●	●			●	*	*	*	●			●		
Airline crew	●		●		*	●	●	●			●	*	*	*	●			●		
Athlete (pro)	●		●		●	●	●	●			●	*	*	*	●			●		
Banker	●		●	*	●	●	●	●			●	*	*	*	●			●		
Butler		●	●			●	●	●			●	*	*	*	●			●		
Civil servant		●	●	*	*	*		●			●	*	*	*	●			●		
Clergy	●				●	●	●	●			●	*	*	*	●			●		
Diplomat	●		●	*	●	●	●	●			●	*	*	*	●			●		
Engineer		●	*	●	●	●	●	●			●	*	*	*	●			●		
Executive	●		*	●	*	*		●			●	*	*	*	●			●		
Farmer		●	●		●	●	●	●			●	*	*	*	●			●		
Filmmaker	*	●		●	●	●	●	●			●	*	*	*	●			●		
Health care	*	●	●		●	●	●	●			●	*	*	*	●			●		
Homemaker		*	●		●	●	●	●			●	*	*	*	●			●		
Journalist	*	●		●	●	●	●	●			●	*	*	*	●			●		
Lawyer	●		●	*	*	●	●	●			●	*	*	*	●			●		
Military	*	●	●		●	●	●	●			●	*	*	*	●			●		
Musician	*	●		●	●	●	●	●			●	*	*	*	●			●		
Police (fire fighter)		●	●		●	●	●	●			●	*	*	*	●			●		
Politician	●		*	*	●	●	●	●			●	*	*	*	●			●		
Sales person		●	*	*	●	●	●	●			●	*	*	*	●			●		
Scientist	●		●		●	●	●	●			●	*	*	*	●			●		
Stock broker	●		●		●	●	●	●			●	*	*	*	●			●		
Teacher		●	●	*	●	●	●	●			●	*	*	*	●			●		

* Depends on individual situation

careers

PLAN DESIGNED BY MICKLE JUNIOR HIGH CAREER EXPLORATION COORDINATOR
FOR USE IN PREPARING STUDENTS TO CONDUCT A SHADOW OR AN IN-DEPTH INTERVIEW

1. Counselors trained in VEG (Vocational Exploration Group) may give the VEG test to interested students.
2. Students obtain a packet of pre-guidance activity sheets from Mrs. Larson, Career Exploration Coordinator. Each student is to complete a minimum of three activities in this set or use other self-awareness activities chosen by teacher or student--only one activity is required if VEG is used. (The pre-guidance packet is an assortment of dittoes made from pages 10-26 in this handbook).
3. Student fills in a form telling what activities he completed; teacher signs to verify completion of the activities.
4. Research on various occupations is another suggestion for pre-guidance activity. (Use films, filmstrips, occupational handbook, etc.)
5. SHADOW PACKET: Steps to prepare students for shadowing experiences. Teachers can pick up a packet for each student who is doing pre-guidance/research/VEG activities preparing for a shadow.
 - A. Letter informing parents of Career Education goals, asking parental permission for trip(s) Page M2
 - B. Teacher locates a person willing to be shadowed by checking Community Resource Catalog, call C.R. Office 475-7478.
 - C. Role-playing: a Sample Phone Contact for training students in setting up the time (etc.) of the shadow experience. Page M3
 - D. Form for students to use in gaining teacher permission to be absent. Page M4
 - E. A letter to send (or take) to the person being shadowed telling purpose, student preparation, expressing appreciation and asking the business person to fill in an evaluation. Page M5
 - F. Evaluation form to accompany the letter above (E); it may be returned with the student or mailed to the school. Teachers are asked to share the results of this evaluation with the Community Resource Office, Box 57, PSAB or call 475-7478. Page M6
 - G. A questionnaire to be completed by the student and turned in to the teacher after the shadow. It may be useful to guide students in their interview preparation but should not be filled out during the interview. (Forms used by Mickle: pages 40 & 41 of this handbook)
 - H. Student evaluation of his shadowing experience. Page M7

Dear Parents:

One of the goals of Career Education is to help students become more familiar with the world of work. In an effort to meet this objective, your child is currently involved in career exploration. He or she has participated in a VEG (Vocational Exploration Group) with his counselor and has specified some careers in which he has a special interest.

In order to further pursue some of the professions in which students have indicated an interest, some students are planning "shadowing" experiences with workers in our community. This involves spending a working day or part of a working day with an adult who is involved in the career of interest to the student.

The Northeast Kiwanis Club has helped us make contacts with professional people in various occupations throughout the city. This may create some transportation problems as students are asked to arrange their own transportation. This might involve bus fare or arranging with an adult who is free to provide a ride. Any help you could offer us in this respect would certainly be appreciated.

The students will need to make arrangements with their teachers prior to their absence in order to make up any work missed. Your child is to inform you about the details of where he or she is going, how they will arrive and return and the amount of time they will be absent from school. Through a program of pre-guidance activities the necessary preparations have been made to help make this experience worthwhile and educational for your son or daughter.

If you have any questions about this project, or would like to know more about it, please feel free to call the school and ask for me (464-4664); we can arrange to confer in person or by phone.

Sincerely,

PARENT PERMISSION

_____ has my permission to participate in a
"shadowing" experience.

Parent Signature

SAMPLE PHONE CONTACT

This is just a sample of a conversation which includes the necessary information that you would want to communicate to the person you are contacting for a shadowing experience. Certainly don't use this as a script! But it might give you some ideas for specifics that you would want to include.

1. ASK FOR THE INDIVIDUAL BY NAME AND DEPT. (if necessary).

"May I please speak to Mr. John Jones in the accounting dept.?"

2. GIVE YOUR NAME AND EXPLAIN THE PURPOSE OF YOUR CALL.

"Mr. Jones, my name is _____. I'm a student at Mickle Jr. High. One of my classes is studying career exploration, and I'm interested in finding out more about the field of (accounting). Your name was given to me as someone who might be willing to have a student shadow you for a working day, or part of a day. Do you think it might be possible for me to arrange some time that I could spend with you?"

3. GET THE NECESSARY SPECIFIC INFORMATION.

"It is possible for me to make arrangements to visit you sometime during the next two weeks. Is there a day you might suggest that would be convenient for you? () What time would it be convenient for me to arrive? () How much of the day would you suggest that I might spend with you? () Would you please give me the address and the office number where I would meet you? ()"

4. ASK FOR ANY NECESSARY ADDITIONAL INFORMATION.

"Is there any additional information that you can think of that I need before I come on Wednesday?" Should I bring my lunch or bring money to buy lunch? Are there any dress codes or clothing requirements I should follow?"

5. RE-CONFIRM DATE AND TIME.

"I will meet you in your office at First National Bank on Wednesday, January 15th, at 9:00."

6. THANKS!!

"Thank you for taking your time to visit with me. I'm looking forward to meeting you."

I am planning a "shadowing" experience with a worker in our community. This is to inform you of my planned absence. What would should I make up in advance?
Thank you.

	(student)	(date)
	CLASS	TEACHER
Period 1	_____	_____
Period 2	_____	_____
Period 3	_____	_____
Period 4	_____	_____
Period 5	_____	_____
Period 6	_____	_____
Period 7	_____	_____

Robin Mickle Jr. High
67th & Walker
Lincoln, NE 68507

As part of our Career Exploration at Robin Mickle Junior High, we are attempting to help students become more familiar with the world of work. In an effort to meet this objective, the students are arranging "shadowing" experiences in which they spend a working day or a period of a few hours with an adult who is involved in a career of interest to the student.

In order to prepare for this experience students have participated in vocational exploration groups with their counselors and have further pursued those occupations which interest them through research, class discussion, interviews, or field trips. The ultimate experience, however, is to really be "on the job" with a worker.

Thank you very much for your willingness to let a young student "shadow" you. We certainly appreciate your taking time out of a busy day to visit with them about your profession. This project would not be possible without your help. We hope the necessary preparations have been made to make this experience meaningful for you as well as for your "shadow".

We are asking that you complete a short evaluation form to be returned to the school with the student or by mail. If you have additional questions about this project or would like further clarification, please feel free to call us at school (464-4664).

Thanks again for your participation in our career project.

Sincerely,

Teacher

Enclosure: Community Resource Evaluation

COMMUNITY RESOURCE EVALUATION

Name of Resource Person _____

Name of Business _____

Name of Student(s) _____

Date of visit _____

Circle Answer

1. Was the student prepared for this experience?
(such as research before visit, good questions asked,
etc.) Yes No
2. Was the student:
- | | | |
|---------------------------|-----|----|
| Prompt | Yes | No |
| Courteous | Yes | No |
| Tackful | Yes | No |
| A good listener/observer | Yes | No |
| Appropriate in appearance | Yes | No |
3. How could this experience have been improved? List your suggestions for
improvement or any problems you encountered.
4. Would you be willing to have another student shadow/interview you?

Please complete this form and return with the student or mail to:

Teacher's Name:

Robin Mickle Junior High
67th & Walker
Lincoln, NE 68507

STUDENT EVALUATION OF SHADOWING EXPERIENCE

STUDENT: _____

NAME OF PERSON SHADOWED: _____

PROFESSION: _____

1. What reading did you do to prepare for your "shadowing" experience?
2. What do you know about yourself (talents, abilities, likes, dislikes, etc.) that led you to choose this profession for a "shadowing?"
3. What did you find out about this profession that was different from what you expected?
4. What do you see as the advantages of this profession? Disadvantages?
5. Are you still interested in pursuing this profession as a career? Why or why not?
6. Would you recommend this "shadowing" experience for other students interested in this profession? Why or why not?

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Mickle Junior High Student Questionnaire 28a

SELF-AWARENESS TEACHER RESOURCES

SELF-AWARENESS--a difficult task! Teachers need to find out about themselves and then help students become aware of their individual interests, attitudes, values, aptitudes.

SOME HELPS FOR TEACHERS:

T.A. Workshops have developed many aids which teachers can obtain copies of by contacting schools which have the TA kits--East Junior High and Goodrich Junior High.

MASTER BIBLIOGRAPHY FROM T.A. WORKSHOP (Summer 1974)

This list is five pages of materials suggested for teacher use in the area of valuing. Books--practical ideas as well as theory; articles; games for students; pamphlets.

BENNETT MARTIN BIBLIOGRAPHY

Books available at Public Library divided into the following areas:

- Advising Hints
- Values
- Self Awareness
- Communication Skills
- Interpersonal Relations
- Games
- Careers

Films available at Bennett Martin of possible interest to T.A.'s

T.A. (Teacher-Advisory) ACTIVITIES PRINTED ON SHEETS FOR USE WITH STUDENT---FILED IN T.A. SCHOOLS IN THE FOLLOWING CATEGORIES:

Values	Oral and Written activities
Getting Acquainted	" " "
Self Awareness	" " "
Games	
Career Exploration	
Communication	
Advising Techniques	

Exploring Your Personal Attributes - How Do Others See You?

I How would you distinguish between "personality" as it is described in your textbook and most people's view of personality as "personableness?"

.....
.....
.....

II Each of us has several traits by which we are known or identified.

A Have a close friend list five traits that he or she believes you exhibit, have one of your parents do so and then you do so.

<i>Friend</i>	<i>Parent</i>	<i>You</i>
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

B Review these lists.

1 In what ways was your thinking about your personality traits different from your friends?

.....
.....
.....

2 How did your list differ from your parent's?

.....
.....
.....

3 Did your friend's list differ from your parent's?

.....
.....
.....

4 Were you surprised by any of the traits cited by your parent or friend?

.....
.....
.....

5 Review the list and choose five of the traits cited. Describe how you behave or act to demonstrate that trait of your personality

SELF EVALUATION: ANALYSIS

HOW DO YOU REACT TO.....

...UNFAIR CRITICISM? _____

...HELPFUL CRITICISM? _____

...SUGGESTIONS? _____

...ORDERS? _____

...REQUESTS? _____

...VERBAL DIRECTIONS? _____

...WRITTEN DIRECTIONS? _____

...DEMANDS? _____

...PRESSURE? _____

CAN YOU BE DEPENDED ON TO TRY YOUR BEST TO GET A JOB DONE ON TIME? _____

IF YOU CAN'T GET A JOB DONE, ARE YOU ABLE TO EXPLAIN WHY? _____

HOW IS YOUR ATTENDANCE AT SCHOOL? _____

ARE YOU USUALLY ON TIME? _____

HOW WOULD YOU RATE YOURSELF AS AN EMPLOYEE?

EXCELLENT _____ GOOD _____ O.K. _____ POOR _____ AWFUL _____

WHAT WOULD YOU DO IF...YOU WERE A WORKER AND YOUR BOSS ASKED YOU TO DO A JOB OVER AGAIN BECAUSE YOU DID IT WRONG (AND YOU KNEW YOU DID IT WRONG)? _____

(AND YOU DIDN'T THINK YOU DID IT WRONG)?

WHAT WOULD YOU DO IF YOUR SUPERVISOR BAWLED YOU OUT BECAUSE HE OR SHE WAS MAD AT THE WORLD THAT DAY? _____

SELF EVALUATION: ANALYSIS (continued)

WHAT WOULD YOU DO IF.....

...YOUR BOSS ASKED YOU TO DO AN EASIER JOB THAN YOU WERE HIRED TO DO? _____

...YOUR BOSS PROMOTED A FELLOW WORKER WHO DIDN'T GET AS MUCH WORK DONE AS YOU? _____

...YOUR BOSS ASKED YOU FOR A DATE? _____

...YOUR PAY CHECK WAS WRONG? _____

...YOU COULD SEE A BETTER WAY TO DO YOUR JOB? _____

...YOU SUGGESTED A BETTER WAY TO DO THE JOB BUT THE BOSS STILL WANTED IT DONE HIS OR HER WAY? _____

...YOUR BOSS TOOK CREDIT FOR AN IDEA THAT WAS YOURS _____

...YOU KNEW A FELLOW WORKER WAS STEALING FROM THE COMPANY? _____

...YOU KNEW YOUR BOSS WAS STEALING FROM THE COMPANY? _____

IF YOU WERE THE BOSS, WHAT QUALITIES WOULD YOU WANT YOUR EMPLOYEES TO HAVE?

SELF-EVALUATION PERSONALITY QUESTIONNAIRE

Have you ever wondered what kind of person you really are and wished that your personality could be measured as easily as your shoes or your knowledge of history? This questionnaire below is designed to help you appraise yourself. Of course, no personality test can accurately gauge personality, but questions here will give you a good idea as to your general rating. Answer them thoughtfully and fairly. Be neither too modest nor too confident of your good points. Do not answer "yes" or "no" but apply the rating score below, for that will indicate the degree to which you possess certain characteristics.

- 3 - Strong (excellent)
- 2 - Average (about like other people)
- 1 - Weak (danger zone)
- 0 - Very poor (in fact, a total loss)

Your score is your private property, for your use and information only, so go into a confidential huddle with yourself and answer the questions.

- _____ 1. Do you find it easy to like nearly everybody?
- _____ 2. Can you keep your temper and give away your smile?
- _____ 3. Can you force yourself to be pleasant to others, even when you are all out of sorts inside?
- _____ 4. Are you as good a friend as you expect others to be?
- _____ 5. Are you satisfied with your table manners?
- _____ 6. Can you disagree without being disagreeable?
- _____ 7. Can you express appreciation for gifts and favors in a gracious and easy manner?
- _____ 8. Can you be a leader without being bossy?
- _____ 9. Can you take a dose of good-natured teasing as well as give it?
- _____ 10. Do you have the habit of finishing whatever you start?
- _____ 11. Can you be alone without being blue?
- _____ 12. Are you neat and well-groomed in your appearance?
- _____ 13. Is it easy for you to admit that you have made a mistake?
- _____ 14. Are you a good listener?
- _____ 15. Can you take praise, popularity, or good fortune without having it go to your head?
- _____ 16. Are you neat and orderly in your own room?
- _____ 17. Do you keep your promises?
- _____ 18. Do you introduce people easily and correctly?
- _____ 19. Are you tactful and really considerate of the feelings of others?
- _____ 20. Are you a good sport, both when you are winning and when you are losing?
- _____ 21. When you borrow things, do you take good care of them and return them promptly?
- _____ 22. Do you avoid feeling sorry for yourself and saying such things as "this would happen to me"?
- _____ 23. Can you think for yourself, rather than be easily influenced?
- _____ 24. Can you work harmoniously with others even those whom you dislike?
- _____ 25. Do you respect the opinions and wishes of your parents?
- _____ 26. When you are in a group, do you include everyone in your conversation rather than concentrate on one or two?

- _____ 27. Do you have a good sense of humor, the kind that makes you enjoy a joke even when it is on you?
- _____ 28. Can you speak before a group without embarrassment and self-consciousness?
- _____ 29. Are you happy and really free from envy when a friend or acquaintance has a stroke of good luck?
- _____ 30. Have you a right to be proud of your posture?
- _____ 31. Do you try as hard to make a hit with your family as you do with your friends?
- _____ 32. Are you willing to listen to advice as well as to give it?
- _____ 33. Can you adapt yourself easily to those who are younger or older than you or whose opinions or backgrounds are very different from yours?
- _____ 34. Are you a good conversationalist?
- _____ 35. Do you refuse to indulge in pouting and sulking when things don't go just as you would like them to go?
- _____ 36. Are you as courtesy-conscious on a busy shopping trip as you are at a party?
- _____ 37. Do you find it easy to make new friends?
- _____ 38. Do you keep the same friends for many years?
- _____ 39. Is your speech grammatically correct?
- _____ 40. Do you actively help new students to feel at home?
- _____ 41. Can you take criticism without resenting it?
- _____ 42. Are you at ease with the opposite sex?
- _____ 43. Do you avoid alibis and blaming others?

Perfect score 129
 120-110 TOO good to be true
 119-109 Far above average
 109-89 You haven't much to worry about.
 Below 89.

INTEREST INDICATOR

Underline the answer you prefer.

1. Do you prefer to work with people or with things?
2. Do you prefer indoor work or outdoor work?
3. Do you prefer mental activity or physical activity?
4. Do you like routine work, or do you prefer variety?
5. Do you prefer to be the leader, or do you prefer letting someone else take the lead?
6. Do you meet people easily, or are you timid and retiring?
7. Do you like to create things, or do you prefer to work according to a set plan?
8. Do you prefer system or irregularity in your work?
9. Can you concentrate for long periods of time, or do you soon become restless?
10. Are you tactful, or do you sometimes speak too frankly?
11. Do you work well with others, or do you prefer to work alone?
12. Do you stick to a task, or are you easily discouraged?
13. Do you have a great deal of physical endurance, or do you tire easily?

REVIEW YOURSELF IN YOUR OWN MIND. WHAT TYPES OF WORK FIT YOUR INTERESTS?

DEFINE ABILITY
 DEFINE INTEREST

INTERESTS:

Some people have abilities in some areas in which they do not wish to work.
 Some people wish to work in areas in which they do not have abilities.
 Real success, satisfaction and happiness require both ability and interests.

MY INTERESTS:

How well do I like:	Very Much	Some	Very Little	No Way To Know
Science				
Mathematics				
Music				
Serving People				
Persuading People				
Planning and Organizing				
Art				
Writing				
Speaking				
Physical Activity				
Mechanical Work				
Office Jobs				
Manual Labor				
Selling Things				
Literature (Reading)				
Outdoor Activities				

How well have I done in:	Very Well	Well	Fair	No Experience
English & Language				
Social Studies				
Science				
Mathematics				
Music				
Sports				
Student Government				
Art				
Literature				
Indian Arts				

ABILITIES:

Abilities are not the same as interests. Your interests indicate what you like to do--your abilities show what you can do successfully. Even though you have an interest in some kind of work you might not have the ability to do it. You can find your abilities by looking at your school record, and at your outside of school activities such as sports, hobbies, clubs.

A CHART FOR LOOKING AT YOUR SKILLS AND ABILITIES FOR WORK

Do not answer "yes" or "no" but instead use the 1-2-3 rating scale shown at the end of the chart. Only you can answer and rate these.

- ____ ARTISTIC ABILITY: Skill in drawing, painting, or making displays.
- ____ CLERICAL ABILITY: Ability to keep neat and correct records and to sort and file reports and other information.
- ____ SCIENTIFIC ABILITY: Deals with the ability to solve problems: Some skills needed are--accuracy or correctness, sticking to something until it is done, the ability to study results of experiments and to draw conclusions.
- ____ MANUAL ABILITY: Skill in working with your hands and using tools.
- ____ MATHEMATICAL ABILITY: Ability to work with numbers -- solve math problems quickly and correctly.
- ____ MECHANICAL ABILITY: Ability to put together, repair, operate, mechanical equipment such as machines.
- ____ VERBAL SKILLS: Ability to speak or write clearly and understandably.
- ____ ABILITY TO HELP OTHERS: Skill in working with children or adults who are ill or who need some type of special help such as blind or deaf people.
- ____ MUSICAL ABILITY: Ability to sing or to play a musical instrument.
- ____ PHYSICAL HEALTH: Able to work for long periods of time, either out-of-doors or in-doors.
- ____ SOCIABILITY: Ability to meet and talk to all kinds of persons with ease.
- ____ SCHOLASTIC ABILITY: Ability to read, study, and learn from school work. Ability to pass tests.
- ____ JUDGEMENT: Ability to look at all sides of a problem or issue and to make wise decisions. Common sense.

RATING SCALE: 3- high ability or skill 2- average 1- low
This chart can be helpful knowing yourself so that you can fit into the right job. Don't plan to be an auto mechanic if you don't have manual and mechanical ability or don't choose to become a secretary if you don't have clerical ability or if you only type fifteen words a minute.

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PHYSICAL CHARACTERISTICS

ALL ABOUT ME

1. In the first column list the following facts about the way you look -- your physical characteristics.
2. In column two list what you wish the facts were if you could choose or change yourself.
3. Now in column one cross out the facts you cannot change. What is left? How willing are you to do something about them?

	Column I	Column II
Height		
Weight		
Hair Color		
Hair Type (curly, straight, etc.)		
Figure Type (fat, thin, medium tall, short, etc.)		
Complexion Coloring (pale, dark skinned, red-cheeks, etc.)		

4. Are there any ways in which you can improve your appearance }f you want to?
5. If you drew a picture of yourself what would you make the most of as your best feature?....as your poorest feature?

§ 3

THE JOB-ORIENTATION SELF-AWARENESS INVENTORY

All jobs have both pleasant and unpleasant aspects. Only you can decide which unpleasant aspects you are willing to tolerate in order to enjoy the pleasant ones.

The purpose of this inventory is to make you think about some aspects of being employed that you might not have considered before.

Answer each question with a "yes", a "no" or a "maybe" and be sure to write on each line. Remember that there aren't any right or wrong answers - only your answers.

1. Do you like to work with

- _____ ideas
- _____ animals
- _____ plants
- _____ things
- _____ people
- _____ numbers
- _____ machines

2. Do you like to

- _____ work outdoors
- _____ work inside
- _____ move around a lot
- _____ stay in one place
- _____ talk to other people
- _____ listen to other people
- _____ touch other people
- _____ make new things
- _____ fix broken things
- _____ work with very small objects
- _____ drive a car

3. If it meant you could earn a lot of money, would you be willing to

- _____ work 10 or 12 hours a day
- _____ get up at 4 a.m. and work 10 or 12 hours a day
- _____ work in the evenings or on the night shift
- _____ work on weekends if necessary
- _____ travel and be away from home a lot
- _____ get a college degree
- _____ after college, go to a professional school like medical or law school

4. Are you physically able to

- _____ bend, stoop and reach
- _____ lift and carry a 50 pound sack
- _____ climb a ladder
- _____ use hand tools or a typewriter
- _____ walk and stand on your feet for hours at a time
- _____ hear what other people are saying
- _____ use your eyes on close work for hours at a time
- _____ see with 20-40 vision or better
- _____ see different colors
- _____ tolerate a lot of noise
- _____ tolerate unpleasant odors
- _____ work at a job that requires a lot of physical endurance

5. Could you
- sit in one place for hours at a time
 - work alone
 - work with other people
 - converse pleasantly regardless of how you feel
 - be pleasant to someone who is nasty to you
 - do the same thing over and over without losing your efficiency
 - do many different things in the same day
 - tell other people what to do and be responsible for seeing that they do it
6. Can you
- persuade other people to do what you want them to do
 - keep accurate records
 - follow written directions
 - follow oral directions
 - do a job somebody else's way even though you feel your way is better
 - get your work done even if the boss is away
 - plan your own work and follow your plan
 - leave your personal problems at home
7. Are you willing to
- be well groomed and look neat while you are working
 - be on time for work and regular in your attendance on the job
 - get your hands and clothing dirty
 - wear a uniform
 - join a union
 - work without pay while you are learning the skills of a job
 - work at a job that is dangerous
8. Are you the kind of person who can
- remain calm in an emergency
 - work with people who are sick or injured
 - work with people who are in trouble and need your help
 - make decisions and accept the blame if they are wrong
 - give orders in such a way that other people will follow them
 - think up new ideas and new ways of doing things
 - keep doing the same old thing and do it well
 - meet deadlines and have work ready when it is due
9. Could you work efficiently if
- you were in an open place high above the ground
 - you were in a small closed-in confined place
 - there was a lot of noise around you
 - there was an unpleasant odor
 - it was usually hot
 - it was usually cold
 - you had to work outside in the rain and snow
 - you had to work under pressure

No one could honestly answer yes to all the questions; nor should they have answered with all no's. How many did you answer yes to? _____ How many no's did you have? _____

The more yes answers you have....and the fewer no's, the greater the choice you'll have in selecting a career.

8.)

Use: Pretest/Post Test for students starting career education units; or as a basis for group discussions about various views of career education and relationship of school to world of work.
 Purpose: Survey of student attitudes; motivator for discussions.

STUDENT OPINION SURVEY

Please indicate whether you Agree, Disagree, or Have No Opinion on the following statements.

	Agree	Have No Opinion	Disagree
1. Choosing a career is more important than learning how to make a choice.			
2. Work and education are related.			
3. What I wish to be should influence my choice of classes in high school.			
4. Decisions I make today have little influence on my future.			
5. Reading and writing are important to me because I need them to communicate.			
6. Schools offer training in skills needed to enter the world of work.			

Use: Sample of a form which could be used in situations where many teachers are carrying out a career education program for the same students. This record would be used by teachers conferencing students or otherwise deciding completion of task and it would follow the student. Teacher or Counselor--or perhaps sometimes the Parent--signs the blank and dates the record when an item is completed. Each team of teachers would set standards of how many awareness exercises are required before the student qualifies for an observation out in the community. The form would be best used as a basic idea and drawn from for teams to develop their own form which fits their needs.

Purpose: To provide a check list to keep a record of student's preparation and readiness for a field experience; to keep the components visible which combine to make an effective, comprehensive Career Education program for each student.

Career Education Student Record For _____

Teacher _____ Grade _____ Date _____
or Team _____

____ Test results discussed with student (date)
____ Achievement test _____ (other test) _____
____ Interest survey _____

Below: Student conferences to tell answers or student may write in blanks to be checked (signed) by teacher as successfully completed.

____ List 3 interests in order of preference (eg. cars, music, history) 1. _____
2. _____ 3. _____

____ List 3 good qualities about self: 1. _____
2. _____ 3. _____

____ List 3 activities enjoyed by student: 1. _____
2. _____ 3. _____

____ Student complete _____ activity(s) to help him/her know self.
(number of)

____ List 3 abilities of student which might help him find an occupational interest: 1. _____ 2. _____
3. _____



____ List 1 dislike or weakness student should consider in choosing an occupation to study: 1. _____

____ Student rates his work habits in school at an early date and again after career experiences. Teacher also rates student's work habits--conferencing with student on the ratings each gave. At post-career rating, another conference is held noting changes and reasons for change.

____ Student daily work habits evaluated by student and by teacher (scale: 1-excels; 5-poor).

	Pre-survey date		Post-survey date		Ratings
	Student	Teacher	Student	Teacher	
Punctuality	_____	_____	_____	_____	
Work quality	_____	_____	_____	_____	
Work routine	_____	_____	_____	_____	
Willingness to bring material to class	_____	_____	_____	_____	
Willingness to perform required tasks	_____	_____	_____	_____	

____ List 15 occupations; decide if they mainly deal with People...Ideas...Things.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
 11. _____ 12. _____ 13. _____ 14. _____ 15. _____

____ List 2 sources (such as Trade Magazines, speaker, filmstrips) used to find out about 2 different occupations (jobs) which student chose to study because of his/her interests.

Occupations	Sources Used for Research
1. _____	1. _____ 2. _____
2. _____	1. _____ 2. _____

Date of experience

Date of debriefing and type of follow-up used

____ Interview of a worker

____ Shadow observation .

MICKEL JUNIOR HIGH STUDENT QUESTIONNAIRE

NAME: _____ Address: _____ Phone: _____
Last First

YOUR FUTURE CAREER

1. Name three jobs you would enjoy: 1. _____ 2. _____ 3. _____
2. Name three jobs you would dislike: 1. _____ 2. _____ 3. _____

Please circle Yes or No for the following:

1. I like to work with people (clerk in a store, construction worker, factory) Yes No
2. I like to work with things such as repairing radios, TV, cars. Yes No
3. I like to work with data (figures) as an accountant, bookkeeper, newspaper office. Yes No
4. I prefer to work in a group. Yes No
5. I prefer to work by myself. Yes No
6. I would like to be my own boss. Yes No
7. I need someone to supervise me. Yes No
8. I like to make my own decisions. Yes No
9. I prefer to have someone else make decisions for me. Yes No
10. I want to have a job that will earn me a lot of money. Yes No
11. I would rather like my job and earn less money. Yes No
12. It is important to me to earn the respect of others because I do a good job. Yes No
13. I want to have a personal satisfaction in whatever job I do. Yes No
14. I prefer to have a job outdoors. Yes No
15. I want to work indoors. Yes No

I have had a job as: a baby sitter; cutting grass; shoveling snow; paper boy;

Others:

I now have a job as:

I would like to have a job in Junior High. Yes No

I want to wait until I am in High School and 16 years of age before I apply for a job.
Yes No

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STEPS IN USE OF RESOURCE SPEAKERS IN THE CLASSROOM

A Check-list for teachers:

1. Determine student interest in having a resource person in a specific occupation visit the class.
2. Check the catalog for desired speaker; list information as shown on page I-5 before dialing.
3. Call 475-7478 with the information about the desired experience.
4. See checklist for preparing the speaker on pages I-1 and I-2; be prepared to give background information to the resource person when calling to request a classroom visit.
5. Send a letter at least 4 days before the speaker is due in which you remind him/her of the specifics of time, place, etc. Again review what the speaker can expect by way of student background, preparation, interest. Suggest materials to bring and topics to discuss. See example of such a letter on the next page.
6. Prepare students: information about the resource person, about the occupation, prepare questions they wish to have answered, inform students of the evaluation (follow-up) which they will be expected to do after the experience as a means of focusing their attention on specific outcomes.
7. Courtesy: arrange for student(s) to meet the speaker, conduct him/her to the classroom, introduce the speaker, prepare speaker for the time block to be filled so the dismissal bell does not interrupt his main speech.
8. Students write individual thank you notes or a class composed letter to the speaker as a thank you.
9. See follow-up activities suggested in this section.
10. Plan for next experience--more in-depth in this area or move on to another.

Use: Example of a letter to send to a resource speaker after the initial telephone contact has been made.

Purpose: Reminding the speaker of the time, place, etc. and giving some specific suggestions for topics to explain and media to use.

Date

Dear _____,

Referring to our arrangements made by telephone, we will expect you at _____ School on _____ (date), at 9:00-10:00 (hour) in room # _____. Thank you so much for agreeing to come.

This 8th grade class of 31 students is studying _____. Class interest led us to pursue this by requesting more information in your field of work.

Below are listed some areas, which you might explain in your talk to the class.

1. Title of your job (you could ask students "What do you think I do in my job?")
2. Duties
3. Training or preparation required--how and where to get training
4. Approximate starting salary - salary after ten years (average)
5. Have you been doing this same type of work all of your working life?
6. Demand for such a job; supply of workers available
7. Physical characteristics needed
8. Social characteristics needed
9. Do you work alone or with others?
10. Do you need to get along and cooperate with other workers?
11. What school courses helped a great deal in preparing you for this work?
12. Do you like this job?
13. What are the good and bad points about it?
14. What advice do you have for people entering your field?
15. Leave plenty of time for questions.

If it is possible for you to bring slides, posters, tools, uniforms or clothes needed for your work, printed materials for the students or any other materials to show, we would be most pleased. We have a slide projector and film equipment available. If you will need any special equipment, please call # _____ our school office, and leave word with the secretary of your requests.

Thank you for consenting to spend this hour from 9:00-10:00 with our class.

Sincerely yours,

Teacher

Use: Questions to ask a Resource Speaker.

Purpose: Focus attention on the relevance of school taught skills and the world of work.

QUESTIONNAIRE

Interviewee (worker) _____

Interviewer (student or class) _____

1. What skills did you acquire in school which helped you most to support yourself? _____

2. Are the social skills--such as getting along with other people--things that school helped you learn? _____
3. What skills did you acquire in school that were less important to you? _____

4. If you were age 14 again with the opportunity to go through high school, what would you want the school to stress? _____

5. What skills do people need to be considered employable? _____

6. For what reasons are job applicants turned down? _____

STEP. IN PLANNING AND PREPARING A FIELD TRIP EXPERIENCE

A Check-list for teachers. Items with (*) items call attention to important points often overlooked.

A. Teacher-Pupil Planning

1. Plan type of trip
2. Are students interested in going on field trips?
- *3. Is trip justifiable? (Can classroom provide same learning?)
4. Reason for taking trip:
 - a. Level of awareness of different workers
 - b. To observe working conditions
 - c. Awareness of interdependence of workers
 - d. Other _____

B. Teacher Preparation

1. Call Community Resource #475-7478 with information from guide
2. Permission from principal
3. Plans for transportation--bus date (call _____) or arrange for parents to drive
4. Student permission slips
5. Contact business:
 - a. Name of person to call and definite date, time, and length of visit
 - *b. Provide information for business place being toured
 - 1) Number of students
 - 2) Age, grade level, etc.
 - 3) Background preparation of students--student interest motivating this trip
 - 4) Questions students might ask
 - 5) Safety measures to be observed
 - c. Secure any information or materials from business for students to review before going on trip
 - d. For occupational field trips where a question and answer session is desired following the tour, ask the business ahead of time if this is possible. (See page 1-2).

C. Pupil Preparation

1. watch for
 - a. Workers' activities
 - b. Duties of workers
 - c. Clothes they wear - approximate
 - d. Names of workers
 - e. Safety
 - f. Do workers enjoy the kind of work they are doing
 - g. Individual student's interests tied to this work -- hobbies, parent's work, abilities, etc.
2. Special instructions
 - a. Appropriate clothing
 - b. Conduct on tour

- c. Safety practices
- d. Courtesy throughout tour
- e. Departure time
- f. Time of return
- g. Questions to ask -- where, of whom

D. Follow-Up

- *1. Write individual thank you notes
- 2. Did you enjoy the trip?
- 3. Would you recommend the trip for others? Why? Why not?
- 4. Were all questions answered?
- 5. Did you observe any kind of work you would enjoy doing?
- 6. What did you learn on this trip that you didn't learn in the classroom?
- 7. How does school work prepare these workers?
- 8. Are there any other observations you would like to make?

E. Teacher Follow-up

- 1. Write and mail thank you note
- 2. What next? Individual students who desire in-depth in this work observe further
- 3. Plan additional follow-up for interested students

IDEAS FOR TEACHERS IN PREPARING STUDENTS FOR INTERVIEWING

A Check-list for teachers:

Interviews may be by telephone, by personal contact in the place of business or in the home if a neighbor or relative is interviewed. ALL types should have the same careful preparation:

1. Contact the worker (by telephone) to explain the purpose of the interview and request a time to come (or call back) and conduct the interview. If student wants to tape record the interview, ask permission of interviewee.
2. Conduct the interview using prepared questions based on individual student interest plus research of the occupation.
3. Follow-up with a written or oral debriefing--some method of aiding the student to synthesize the experience.
4. Thank you expressed to the worker interviewed and any other community persons involved, usually by note.

All four of the steps outlined above need to be explained, practiced, motivated for students. Some suggested activities follow.

TEACH TELEPHONE TECHNIQUES AND COURTESY - - - ROLE PLAY A PHONE CALL

Stage an office setting with players such as secretaries, switchboard operator, other office workers and people coming in and out on business. This will make the role-play more life-like and help students understand the need for PURPOSEFUL: WELL-PLANNED-BRIEF but COURTEOUS messages to busy people.

POINTERS:

1. Greet the answerer pleasantly
2. Be polite
3. State name and reason for call clearly -- not too LOUD or too SOFT (practice pitch of voice as many phone voices are overloud or mumbled.)
4. Take time to be careful--(when calling, say name and address or phone number slowly and distinctly--when answering and taking a message, repeat name(s) and number(s).
5. Apologize if you have kept someone waiting (to return their call or for other reasons).
6. Say a pleasant good-by---the one making the call should hang up first--quietly.

PREPARATION FOR INTERVIEWING ROLE PLAY

- Teacher:
1. Set a specific background telling what person is being interviewed--his line of work, place where interview is held, others around.
 2. Describe the student interviewer in terms of his/her motivation for conducting the interview--background of preparation. IF THERE IS NO PREPARATION THE ROLE PLAY COULD BE USED TO POINT UP THE TIME-WASTING ASPECT FOR THE WORKER BEING INTERVIEWED AND THE EMBARRASSMENT FOR THE STUDENT WHO IS NOT PREPARED.

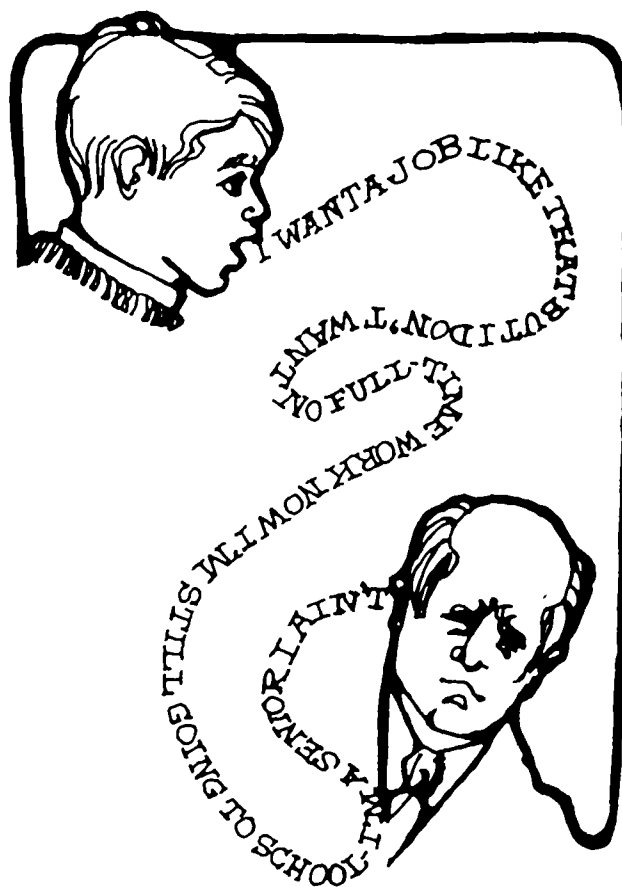
Starting: Follow all the steps such as role-playing the telephone call as the student contacts the worker asking for a time and place; the student should tell who he is and why he wants to interview the worker. Follow the call with the preparation of questions (talks to teacher, friends, etc.) and then the interview staged at the place of business.

Stop the role-play for discussion at various points if desired but usually it's best to complete the role-play, have the class critique it, class makes suggestions and continue with another example. 35

PETE TALKS HIMSELF OUT OF A JOB

Pete stood outside the door of the State Employment Service office. He had seen an ad in the newspaper for a part-time stock clerk to work after school. Pete wanted the job, but he was scared. Would he get the job? He opened the door and went in.

After Pete filled out a job application, he waited until his name was called by one of the interviewers. He felt nervous as he walked over to the chair by the interviewer's desk.



Interviewer: Good afternoon, Peter. Won't you sit down?

Peter: Yes, thank you. (1)

Interviewer: You're here about a part-time stock clerk's job, aren't you?

Peter: Yes, I seen that ad you had in the newspaper. (2)

Interviewer: Are you interested in department store work? This job in the ad is a training position for someone who can work full-time later and grow into other jobs.

Peter: Yes, I want a job like that. (3) But I don't want no full-time work now. (4) I'm still going to school - I'm a senior. (5)

Interviewer: Could you begin to work full-time next summer after you graduate from high school?

Peter: Yes, I don't want to waste no time after I graduate. (6)

Interviewer: I see. How much an hour do you expect to earn?

Peter: I ain't sure. (7)

Interviewer: Well, we don't have anything for you right now, Peter. But if we do, we will get in touch with you.

Peter: Thank you, I'm glad I seen you. (8)

Interviewer: Good-bye, Peter.

Why Pete Failed

Why didn't Pete get the job? He was willing to work hard. But the A.B.C. Company was looking for someone they could promote to a better job. The company wanted a person who could speak English the right way.

Each sentence Pete spoke has a number after it. Some of these sentences are correct; some contain mistakes. Correct each of Pete's sentences that has a mistake. If the sentence is correct, then leave the line blank.

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

Use: Teacher could make a transparency of this list.

Purpose: Teach interviewing techniques, discussion starter to clarify points for students.

Some DO'S FOR SUCCESSFUL INTERVIEWING

ACT NATURAL--BE YOURSELF
BE POSITIVE ABOUT YOURSELF
BE RELAXED

BE PROMPT: NEAT AND COURTEOUS
DRESS APPROPRIATELY

BE PREPARED--ASK RELEVANT QUESTIONS
ALLOW EMPLOYER/WORKER TO EXPRESS HIMSELF
LISTEN WELL

MAKE YOURSELF UNDERSTOOD--SPEAK CLEARLY
BE TACTFUL ABOUT SALARY AND OTHER PERSONAL
QUESTIONS--

PLAN HOW TO ASK QUESTIONS THAT MAY PROVE
DIFFICULT

LEAVE THE QUESTION UNANSWERED IF WORKER SEEMS
EMBARRASSED

KNOW WHEN TO END THE INTERVIEW
EVALUATE OBJECTIVELY

WHAT IS A SHADOW?

A shadow experience is a student observation of a worker based on the student's individual interest and following research into the occupation involved.

THE SHADOW IS:

RECORDING
mentally... in
writing...
taping

SILENT

ACTIVELY
OBSERVING

COURTEOUS

Noting questions to
ask LATER

unobtrusive

Interviewing with prepared
questions at the end of the
shadow observation

ALWAYS followed by a personal thank-you note
to the worker shadowed.

SHADOWING EXPERIENCES

A Check-list for teachers:

When PLANNING a shadow...when CONDUCTING a shadow...Teachers and Students should use EMPATHY!!!

1. How would I feel if someone followed me around for three hours?
2. What things...what behaviors...what questions (or lack of questions) would I want from my shadow?
3. What BENEFITS or ADVANTAGES are there for the worker in this experience? Can I think of two...or three...or more specific outcomes that will benefit the businessman/worker to explain why he would give his time and effort to this experience which I requested? (Examples: He enjoys sharing information about his job--it builds his own self-concept; he sees me as a potential employee/trainee/consumer for his goods or services---other?)

FORESIGHT!!! (for teachers)

1. How will this observation benefit the student?
2. Can this be used as a motivation to improve his efficiency in math?, in reading?, in writing?, in science?, in WORK HABITS such as study skills... completion of work...responsibility of setting and carrying through an assignment?
3. Will this student behave in a manner which reflects well on the school and our preparing him to use his time and the time of the worker well?
4. Has he done sufficient preparatory work...had previous, less in-depth experiences such as interviews, reading-research, etc. in his area?
5. Will this student waste the time (and patience) of the resource thus exhausting this resource so others cannot use it?

(for students)

1. Do I know exactly why I want to go on this shadow? Is it a valid reason (not to go with my friends or to get out of school)?
2. Have I enough information about this type of work to:
 - a. Ask intelligent questions?
 - b. Observe what is happening with some understanding?
 - c. See how this fits ME?--my interests, my abilities, my future plans and capabilities?

Use: Students' recording form to be completed after interview or other field experience.

Purpose: For help in preparing questions; for summarizing; for evaluating/ follow-up purposes.

QUESTIONNAIRE

Student's Name _____

It is preferred not to carry this form with you on your interview. Make notes and transfer the information to this questionnaire later.

Business _____ Occupation _____

Person Interviewed _____

1. What are the major duties and responsibilities of this occupation?

2. Does this occupation require chiefly mental or physical effort? _____

3. Is it inside work, outside work or both? _____

4. What skills are required for entering employment in this occupation? _____

5. What education is necessary for entering this occupation? _____

6. What tools and equipment are used in this occupation? _____

7. Are the working conditions clean or dirty? _____

8. Will you be able to live at home, or will you travel a lot? _____

9. How much of an investment, if any, is required to enter? _____

10. What will the beginning salary be? _____

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QUESTIONNAIRE (con't)

11. What is the opportunity for advancement? _____

12. What are the fringe benefits offered? _____

13. How many hours per week will you spend on the job? _____
14. How many hours per week (approx.) will you need to spend on your own time off the job, with related tasks? _____
15. Is there a provision for overtime hours? _____
16. Is there any chance to be laid off the job? _____

17. Are there any part-time jobs available for students before high school graduation? _____
18. Does this occupation require any special permits or licenses in order to work? _____
19. Does this occupation require belonging to a union? _____
20. What do you like about this occupation? _____

21. What do you dislike about this occupation? _____

22. Briefly, what is your attitude about this occupation? _____

Use: Students complete the contract; teacher(s) react to information given and student goals; contract is finalized when both student and teacher(s) have signed it. The forms which follow (page 43) could be substituted for this contract or used as a student work sheet to be completed as part of the preparation required in the contract. Student earns privilege of a solo field observation upon completion of contract.

Follow-up after completion of the contract: teacher-student conference or student sharing information with the class--bulletin board display, tape of interview in listening center, oral report, etc.

Purpose: To protect the community resource from overuse/misuse by students attempting an in-depth experience such as shadowing without being prepared. To provide clear goals for the student; to help him develop awareness of self and relate it to careers, to aid students in qualifying for an in-depth observation or exploratory experience out in the community's world of work.

STUDENT APPLICATION FOR A CAREER EDUCATION CONTRACT

I, _____ hereby apply for admission
(Full Name of Student)
into the Career Education Project for advanced work in observing the World of Work. I agree to meet the required qualifications before going into the community for observation. I understand the need for protecting the business man's time from visitors who have no background of information before the visit.

The occupation I have selected is:

Type of business (in general; such as veterinarian, factory work, etc.)

Name of specific business, if known, and address

My reason(s) for selecting this type of work

Background Information

My interests, hobbies, special aptitudes which lead me to choose this type of work for further research _____

Abilities I have which apply to this line of work determined through testing, teacher or parent evaluation or self-evaluation; courses taken; grades; etc. _____

I will discover as much as I can about this area of work before going for and observation by doing the following:

(List what sources you plan to use for research--interviews of parents, relatives, friends/reading of what specific materials/ any audio-visuials you know about to use/etc.)

I need the teacher's help in finding resources for research. (List specific kinds of material you want to find if you can. _____)

Teacher's Signature

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Student's Signature

Use: As an alternative to the contract (page 45) or as a support to the contract section directing the student to do research in a specific occupation.

Purpose: Aid to student in directing his attention to various types of information desirable in researching an occupation. Organizing instrument for preparing a report. The questions which the student is unable to answer from resource material could be used for interviewing of workers.

CAREER QUESTIONNAIRE

Date _____ Name _____

Reference Sources: School Media and Public Library; Trade Magazines; Vertical File; Occupational Outlook Handbook of Nebraska and of U.S.A.; filmstrips; tapes.

NAME OF CAREER YOU ARE EXPLORING (eg. Registered Nurse) _____

WHAT TYPE EDUCATION IS NECESSARY FOR THIS CAREER? _____
Apprenticeship-Technical Institute-Trade School-Community College-College or University

WHERE CAN YOU GET THIS TRAINING LOCALLY? _____

WHAT IS THE LENGTH OF TIME REQUIRED FOR THIS TRAINING? _____

WHAT COURSES CAN YOU TAKE IN HIGH SCHOOL TO HELP PREPARE FOR THIS CAREER? _____

WHAT IS THE EMPLOYMENT OUTLOOK? (Look in the Occupational Outlook Handbook, and State Occupational Guides) Check one of the following:
POOR _____ FAIR _____ GOOD _____ EXCELLENT _____

DESCRIBE A LITTLE ABOUT THE WORKING CONDITIONS: _____

WHAT SALARY CAN YOU EXPECT TO START? _____ AFTER 5 YEARS? _____
Try to get an accurate figure for this year. These things change rapidly.

IF A FILMSTRIP, SLIDES, OR TAPE ARE AVAILABLE, PLEASE VIEW THESE.

WHY DOES THIS CAREER INTEREST YOU? _____

WHAT THREE LOCAL COMPANIES EMPLOY THIS CAREER? _____

WOULD YOU BE INTERESTED IN OBSERVING PEOPLE AT WORK IN THIS CAREER? No ___ Yes ___

A PERSON ALWAYS HAS QUESTIONS TO ASK ABOUT THINGS THAT INTEREST THEM. WHAT 3 QUESTIONS WOULD YOU ASK AN EMPLOYEE IN THIS CAREER WHICH WOULD REQUIRE AN OPINION ANSWER? (Questions you have not found an answer to in references)
1. _____
2. _____
3. _____

COMPOSE A LIST OF RELATED CAREERS USING YOUR ORIGINAL ONE AS A BASE. START WITH A BEGINNING JOB IN INDUSTRY WHICH IS RELATED TO YOUR ORIGINAL BASE JOB. WHAT OTHER LEVELS ARE POSSIBLE OR AVAILABLE?
Example: 1. Nurse Aide 2. L.P.N. 3. Medical Tech 4. Physical Therapist
5. Lab.Dental Technicians 6. _____ 7. _____

_____ 165 _____



Use: Follow-up of a speaker to the class or a field trip or a Career Day, etc. Students discuss in small groups--secretary of each group brings summary to share in large group.

Purpose: Organizing focusing questions to use as basis for student discussion or reports--written or oral.

DISCUSSION OF CAREER OBSERVATION

1. Discuss ideas you learned from visit (what do you know now about this kind of work that you did not know in the past).
2. Be prepared to discuss:
 - a. How is this person's work useful?
 - b. Who would like this type of work? Why?
 - c. What training would a person need?
 - d. What school work are you doing now that would help a person do a good job as a _____?
 - e. Do you know anyone else who does this kind of work?
 - f. What did you like best about this work?
 - g. Could both men and women do this job?
 - h. Is this work interdependent with another job?
3. Individuals desiring more in-depth knowledge of this type of work should file a request for:
 - a. Small group field trip
 - b. A class field trip
 - c. An interview--one to one with a worker
 - d. Help on finding resources to research this occupation
4. Plan the thank you note you will write to the resource person; write the letter; to be completed by _____.

Use: Less mature students use this brief type of evaluation following a field trip; or classes where career education is new and they are building background could begin with this type of form and build to more in-depth, specific evaluation.

Purpose: Aid to teachers in planning future field trips for this same class and for other classes. Aid to students in thinking through the experience they have completed.

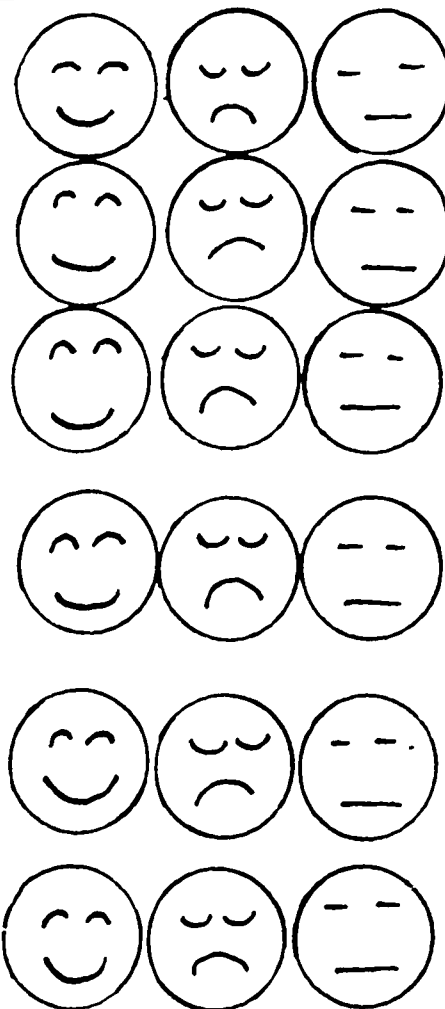
TRIP EVALUATION REPORT

Student _____

Place of visit _____

Date of visit _____

1. Was information supplied by the company useful to you?
2. Did you see anything you didn't know about before?
3. Did guide or representative communicate information understandably?
4. Would you like to work at any of the jobs you were shown or told about?
5. Did you feel that your personal objectives for information were accomplished?
6. Should this trip be recommended to others?



Other comments:

Use: Large print so it makes a clear transparency or ditto sheet. Students can write answers or combine information into a report--written or oral. Use all or part of these points before shadow observation to focus attention on specific things.

Purpose: To aid student in evaluating his field observation. To aid teacher in choosing some specific(s) on which to focus student attention during the shadow.

Debriefing the SHADOW Observation

Worker's skills: (List 3 examples of each seen)

Verbal

Manual

Written

Physical

What tasks did you see which required training?

(Examples: reading, writing, computing, specific equipment or machines, human relations, other...)

Type of dress worn by worker(s)

Working environment:

Noise level

Pure air Fumes

Inside Outside

Temperature

Clean Dirty

Lighting

Work etiquette:

Courtesy of fellow workers (give examples)

Courtesy of worker toward you

Responsibilities of the job:

Freedom (and ability) to set own tasks

Bathroom and coffee breaks set or by free choice?

Other...

Personal habits of the worker:

Traits needed for this job (eg. cleanliness, correct manners, speech, etc.)

Traits which interfered with doing this job (eg. grouchy, smoking on job, poor skills in communication...)

Would you like to be like this person? Why? Why not?

Could you see ways to do the job quicker or better?

Tell how.

Use: Summary sheet for evaluation of a career observation such as field trip or a shadow to be used by students who will not or cannot write a report or write on a questionnaire form.

Purpose: Evaluate the student's ability to observe and translate this observation into a drawing. Aid students in evaluating the observation. Teacher discovers how meaningful the experience was to the student.

EVALUATION OF CAREER OBSERVATION

Student's Name _____

Career(s) Observed _____

Place of Business _____

Date of Observation _____

DRAW A DIAGRAM OF THE WORK ROOM INDICATING WHERE THE WORKERS SPEND MOST OF THEIR WORK TIME. Mark location of specific equipment workers used. Draw any things you observed which you think should be included in your diagram. You also could draw a worker doing one of the main jobs of this occupation.

Use: For teacher use to choose some areas on which to focus students' attention as the class prepares for an observation. Teachers can choose items and make up forms for evaluation and/or preparation or use as a check-list for the observation. NOTE: It is usually best for students not to take papers and notebooks along on a trip but to have their observation focuses set; then recall during the follow-up.

Purpose: Check-list for student use and teacher information which includes items which teachers might not think of for focusing student observation and evaluation.

OBSERVE WORKERS AND WORKING CONDITIONS

DOES THE WORKER... ...WORK INSIDE? OUTSIDE? BOTH?
...MOVE AROUND A LOT? STAY IN ONE PLACE?
...STAND MOST OF THE TIME? SIT MOST OF THE TIME?
...WORK WITH OTHER PEOPLE? WORK ALONE?

HOW BIG IS THE ROOM TO WORK IN? _____

IS IT PLEASANTLY DECORATED? _____ IS IT BARE AND COLD-LOOKING? _____

HOW WOULD YOU FEEL ABOUT WORKING IN THIS ROOM? _____

HOW MANY PEOPLE WORK IN THE SAME ROOM? _____ HOW CLEAN IS IT KEPT? _____

WHO CLEANS IT? _____ WHO CLEANS THE WORK STATION? _____

ARE THE REST ROOMS CLEAN? _____ WHO CLEANS THEM? _____

IS THE LIGHTING AT YOUR WORK STATION ADEQUATE? _____

HOW IS THE VENTILATION? _____ HOW IS THE TEMPERATURE? _____

ARE THERE ANY UNPLEASANT ODORS? _____ IF SO, FROM WHAT SOURCE? _____

HOW IS THE NOISE LEVEL? _____ IF THE NOISE LEVEL IS HIGH,

WHAT CAUSES IT? _____

DO YOU GET DIRTY FROM THIS JOB? _____ IF SO, WHAT CAUSES THE DIRT? _____

DOES THE WORKER WEAR A UNIFORM? _____ DESCRIBE THE UNIFORM OR (IF HE/SHE DOESN'T WEAR ONE) DESCRIBE WHAT IS USUALLY WORN TO WORK. _____

DOES THIS WORK INVOLVE ANY DANGER? _____

IF SO, WHAT'S THE SOURCE? _____

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Worker & Working Conditions (con't)

IF THERE'S ANY DANGER, WHAT SAFETY PRECAUTIONS ARE TAKEN BY THE EMPLOYER? _____

IS THE WORK SEASONAL? _____ IF SO, WHEN ARE THE BUSY SEASONS? _____

AND WHEN ARE THE SLACK SEASONS? _____ DO THEY WORK ON SHIFTS?

_____ WHAT HOURS DO THEY WORK? _____ HOW WOULD YOU FEEL ABOUT WORKING THESE HOURS? _____

COMMENT ABOUT THE WORKING CONDITIONS PROVIDED BY THIS EMPLOYER _____

DO THE WORKERS BELONG TO A UNION? _____

JOB ANALYSIS

IS THERE A SET AMOUNT OF WORK WORKERS ARE SUPPOSED TO GET DONE? _____

IF SO, HOW MUCH? _____

WHICH OF THE TALENTS AND ABILITIES LISTED BELOW ARE NEEDED TO DO THIS JOB?

PLEASANT VOICE _____	GOOD EYESIGHT _____	PLEASANT MANNER _____
EYE-HAND COORDINATION _____	PHYSICAL STRENGTH _____	AGILITY _____
GOOD MEMORY _____	MANUAL DEXTERITY _____	COLOR PERCEPTION _____
GOOD HEARING _____	DEPTH PERCEPTION _____	EYE-HAND-FOOT COORDINATION _____

ABILITY TO.....

-GET ALONG WITH ALL KINDS OF PEOPLE _____
-FOLLOW WRITTEN DIRECTIONS _____
-FOLLOW VERBAL DIRECTIONS _____
-WORK INDEPENDENTLY WITHOUT SUPERVISION _____
-GREET PEOPLE PLEASANTLY NO MATTER HOW YOU FEEL _____
-STAND FOR HOURS AT A TIME _____
-SIT IN ONE PLACE FOR HOURS AT A TIME _____
-DO THE SAME THING OVER AND OVER AND STILL BE ACCURATE _____
-DO MANY DIFFERENT THINGS AT ONCE _____
-VISUALIZE OBJECTS FROM DRAWINGS _____
-LEAVE PERSONAL PROBLEMS AT HOME _____
-CALCULATE ACCURATELY _____
-KEEP ACCURATE RECORDS _____
-DO THINGS THE BOSS'S WAY EVEN THOUGH YOU LIKE YOURS BETTER _____

OTHER ABILITIES NEEDED: _____

INTERIM REPORT

Project No. F7136VW
Grant No., OEG-9-73-5290

Lincoln Career Education Project

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.

Submitted by
Lincoln Public Schools
John Prasch, Superintendent
Carl Spencer, Project Director

December, 1975

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SUMMARY OF REPORT

TIME PERIOD COVERED BY REPORT: June 11, 1974 - June 10, 1975

GOALS AND OBJECTIVES OF THE PROJECT:

The Career Education Project will be considered to have been successful if by the end of its third year a cooperative comprehensive career education program is operating in the Lincoln schools and community which enhances opportunities for all students by:

1. making learning experiences more meaningful and relevant to the individual through restructuring curriculum and refocusing it around career development themes.
2. providing all youth the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.
3. preparing all youth to undertake entry-level employment or further education.
4. providing services for placing each student in the next step in his career development whether it be employment or further education.
5. building into the educational program greater coordination and utilization of all community resources for career education.
6. increasing the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system, and through increased use of experiences in which work and learning programs are closely correlated.

GENERAL PROCEDURES FOLLOWED:

Lincoln Career Education Program

The Lincoln Career Education Program is an ongoing set of activities designed to reach goals agreed upon by the schools and community. The program is centered in the local school buildings, but it is supported by cooperative efforts of the Lincoln Public Schools Central Offices, and other organizations, groups and individuals in the community. These include educational and training institutions, businesses and industries, community agencies, and parents, as well as students. The program may vary from building to building in the school system, but it achieves identity through the set of goals adopted for it by the school and community. In this connection it is important to establish two principles: (1) goals and overall assessment objectives for students are determined for the district by cabinet, and (2) programs to reach those goals and objectives with students are determined and operated by schools. In that context the project joins other central offices as an interpreter of goals and objectives and supporter of local school programming efforts to reach them. The project, then, has no goals for students per se; rather the project's goals are facilitative.

Lincoln Career Education Project

The Lincoln Career Education Project is a short term organization of resources. These resources are focused on the tasks of planning and implementing long range improvements in the Career Education Program. It was established by the Superintendent's Cabinet of the Lincoln Public Schools after this group determined that the present program was not meeting the goals established for it. The Cabinet organized a Planning Group representing those most interested and involved in Career Education to plan the project and a Project Staff to carry out the activities assigned to the project. As the project became operational, that planning group became the Advisory Council.

Overall Strategy of the Project

The goals of Career Education belong to the schools and community, not the project. Career Education has always existed through activities of school and community. The purpose of the Project is to help clarify those goals so that existing activities may become more purposeful and so that together with school and community new activities may be designed to achieve purposes which are not now being fully achieved. These clarified goals, and the new and refined activities necessary to reach them, become the Career Education Program. This program is not seen as a separate and distinct program in the way mathematics or art instruction, food services, or guidance are separate and distinct. Rather, the goals and activities of the Career Education program are infused into the already existing program structures. Therefore, the project works with and through existing program organizations rather than establishing new ones. In Lincoln the primary instructional program organization is the local school building. At the central level the cabinet sets goals and objectives for programs based upon Board policy. Departments and consultants assist schools to reach those goals and objectives. Of secondary importance as program structures are the businesses, industries, various community agencies and resources, and parents. The project coordinates planning and programming by these agencies and groups in the area of Career Education.

Specific Major Activities

1. Establish a "cadre" in each target school; train the cadre to implement career education objectives and activities in their work with students and to act as change agents in getting other staff to do the same.
2. Support the cadre with a coordinator from the central staff in each building who assists the school to develop a plan for career education, provide in-service training as needed, and provide a link between practitioners and resources.
3. Support the whole change operation by a central office staff who (a) establish and circulate a set of career education learning materials (b) compile a bank of community resources and make them available to local school staff members (c) develop needed program elements for inservice, instructional, or guidance programs.
4. Provide support to planning efforts by existing central office departments so they may provide long-term leadership in career education by incorporating career education program goals into



their plans for working with schools.

5. Gain support from community and parents for career education programs.

ACCOMPLISHMENTS

General Outcomes

The project assisted each target school and each central office department in the construction of a plan for bringing about improvements in career education through programs for which the school or department was responsible. The major activities of the project were thus identified and brought into a format from which they could be managed.

Improvement Plans

Improvement plans were written by the following schools and central office departments:

- Brownell Elementary
- Blessed Sacrament Elementary
- Mickle Junior High
- Goodrich Junior High
- East Junior High
- East Senior High
- Southeast Senior High
- Lincoln High School
- Northeast High School
- Pius X High School
- Office of Curriculum and Instruction
- Guidance Department of Student Services
- Special Education Department of Student Services

Central Office Program and Staff Development Accomplishments

- Needs Assessment of Lincoln Public School students
- Rewriting of Lincoln Public School Goals for Students
- Identification of Lincoln Public School Career Education Goals for Students
- Mid-Winter Workshops, January 1975
- Staff Development Workshops in local schools
- District-wide program development workshops (English/Media--Communications/Media, Curriculum Units, Food services-Child Care-Hospitality, Foreign Language, etc.)
- Establishment of Curriculum Center

Central Office Community Resources Service

- Catalog containing several hundred community resources published.
- "Hot-line" service provided direct to teachers.
- More than 4000 students served with at least one resource.
- In-service training events planned and conducted

Program Activities in Schools

- Elementary Awareness Activities infused
- Valuing Approach to Career Education installed in two elementary schools
- Career Education activities infused into elementary program through learning centers
- Project Discovery Exploration program installed in four junior high schools.
- Career Guidance activities implemented in all junior and senior high schools.
- Career Information provided through curriculum imbedded experiences in all junior and senior high schools.
- Career Information Centers established in each senior high school.
- Placement services rendered to approximately 260 exiting senior high school students.

EVALUATION RESULTS: CONCLUSIONS AND RECOMMENDATIONS

The evaluation report is organized around three general concerns. (1) Project accomplishments in terms of stated project objectives, (2) Implementation of career education activities, and (3) Impact of the project on student outcomes.

Conclusions:

1. The Lincoln Career Education Project has successfully achieved or is making progress toward achieving the intent of most of the stated product objectives.
2. The Lincoln Career Education Project has resulted in an increase in the number of career education activities being undertaken in target schools.
3. The number of students participating in career education activities has increased markedly from 1973-74 to 1974-75.
4. The Lincoln Career Education Project did not have a measurable impact on student outcomes as measured by either the *Assessment of Career Development* or *Career Maturity Inventory*. The differences between Lincoln students attending career education target schools and students attending control schools were not significant at either the 9th or 12th grade levels. However, Lincoln career education students scored as high or higher than national and regional norm groups.
5. The Lincoln Career Education Project resulted in the increased use of planning as a means of systematic curriculum modification. Improvement plans were developed by all career education target schools. The second year plans were superior and more useful than the first year plans.

Recommendations:

1. More attention be given to developing a comprehensive delivery system for career education activities, particularly at the secondary level. Participation in career education activities at the secondary level is presently determined more by chance factors than by student needs.

2. Continuing attention needs to be given to standardizing and coordinating the planning activities being used at the local school levels. The plans developed during the 1974-75 school year varied greatly from school to school in both form and language. These inconsistencies make it very difficult to determine the accumulative impact of the project on the district.
3. The evaluation design needs to be modified. The failure to find significant differences between career education and control students could be due to shortcomings in the design. Consideration should be given to (1) census testing in career education target schools, (2) monitoring student participation in career education activities, and (3) analyzing the career education status of the control high school prior to making any comparisons.

DESCRIPTION OF THE PROJECT

PROBLEM AREA TOWARD WHICH THE PROJECT WAS DIRECTED

The following narrative includes pertinent data to support the need for initiating an exemplary program for Career Education in Lincoln. In a series of meetings in the summer of 1971, the following goals were accepted by the citizens of Lincoln and later adopted by the Board of Education:

Goals of Economic Effectiveness

The educated person

is ready for appropriate and satisfying employment or is prepared to profit from further training for a chosen vocation

is aware of the requirements and opportunities for various occupations and professions

knows the satisfaction of good workmanship and appreciates the social value of work

maintains and improves his work efficiency

is economically self-sufficient, plans his own economic life, and is an informed consumer.

Goals of the Lincoln Public Schools for Community

The school district will:

1. Strive to provide students appropriately trained to participate in the economic life of the community.
2. Use the services and advice of business, industry and professional personnel to assure the appropriateness of its vocational and technical programs.

According to the Guidance Officer's report the number of dropouts during 1971-1972 in the public senior high schools was 369 and of this number 246 were boys and 123 were girls. In addition, Pius X Central Catholic High School reported 14 dropouts. According to the guidance report, the greatest number of dropouts occur in the senior high schools at age 16 for boys and 17 for girls.

Many of these youth leave school with neither entry-level skills nor the motivation to seek further vocational training. They will have difficulty becoming a productive adult in this technological age. Formerly there were many unskilled positions open to them; this is no longer true.

For the young woman, marriage and motherhood were at one time sufficient occupations, this is no longer always true. Even the hope held by so many of receiving vocational training in the military service may be unfounded. More than at any time in history, youth need a high school diploma accompanied by entry-level skills, or a plan for post-secondary vocational training, or a plan for attending a college or university to learn a profession.

The current cry of youth is for relevance. In the case of the dropout, actual or potential, this need is most critical. The relevance which is needed, and which is so often lacking, is a tie between what school is and how it assists the individual to fit into the world of work. This is particularly true for the youth from a deprived background where there may have been little or no opportunity to learn about a variety of occupations or what it takes to enter gainfully into a career.

In addition to the guidance report on the school district's dropout rate, the following vital statistics related to career education and guidance in the Lincoln public and private schools has been collected.

- There has not been a well defined philosophy which places emphasis on career education.
- There is insufficient career information for counselors in the secondary schools, and inadequate means to get the information to students.
- Counselors and teachers are in need of training for a working knowledge of the world of work.
- There is a lack of communication between agencies concerned with career guidance.
- There are 1,784 students in level 1-6 in parochial schools in Lincoln, Nebraska.
- There are 1,380 students in-level 7-12 in parochial schools in Lincoln, Nebraska.
- Generally speaking, the pupil-counselor ratio in elementary school is low. Only six of the 30 public elementary schools have a counselor.
- Pupil-counselor ratio in secondary schools (7-12) is more than 250 to 1.
- Counselors are requesting more formal course work and on-the-job experience related to career counseling. Additional initiative is needed in this area.
- The Office of Student Employment insists that current and more meaningful information on career opportunities for youth is imperative.
- Administrators, counselors, and teachers partially attribute the dropout problem to the lack of career information and programs which may interest youth while still attending school.

This project will contribute to creating bridges between school and earning a living by developing a comprehensive career orientation and development program beginning at the elementary levels, and continuing through high school. The present Career Development Program is made available to the students of the Lincoln Public Schools on an elective basis with counselor recommendation and approval of the principal. The program is designed for students who receive supervised vocational experience and to help those students whose economic and emotional needs are causing them to be alienated from school. Within the present work-experience structure there are several basic components--each operating in coordination with the others and each with a designated counselor or supervisor.

These components include the general Work-Study Program, Special Vocational Needs, Neighborhood Youth Corps, the Developmental Learning Work-Study Program, the Distributive Education Program, and Educational Participation in the Community Program. It is our desire to continue with these programs. There will be an effort to directly involve school guidance personnel in job placement by adding career counselors to the high schools through a companion program funded by Exemplary Vocational Funds. Another bridge will be the released time program which will enable teachers and counselors to experience first hand career experience in the community.

Cooperation between the Lincoln Public Schools, the private non-profit schools, Employment Agencies, Vocational Guidance Services, the Chamber of Commerce, the National Alliance of Business and Industry, and other agencies will be important when there is a need for input into and coordination of the career education program. Representatives from these agencies will participate in the career education materials selection or development workshops and the inservice programs for teachers, counselors, administrators, and other staff members.

By increasing career awareness in the elementary schools, the aspirations of these youth should increase and they will be able to make more meaningful and appropriate career choices as they progress in school, knowing well that their choice might change as they grow older and seek new employment.

Technological change has thrown up a dramatic challenge to this nation's political, economic, social, and education institutions. School curriculums designed to serve society's needs cannot be limited to traditional educational content or substitutes for real life involvement. Programs developed to explore the concepts of career education are needed by students in order that they might understand the nature of work as it applies to them today and tomorrow.

Teachers in general and counselors more specifically have not been exposed to or trained in career education concepts. Therefore, the development of a sequential, well-articulated program which blends academic and vocational programs into one that would be responsive to the changing nature and characteristics of work, accelerated opportunities for personal choice and fulfillment in work alternatives, and a growing awareness of the affective component of choice and work behavior is essential.

GOALS AND OBJECTIVES OF THE PROJECT

The overall purpose of the Lincoln Career Education Project is to assist the community and its educational system in implementing the concepts of Career Education by

1. Providing leadership for the development of a cooperatively designed plan in which existing structures and services are integrated with necessary additional structures and services to achieve an improved program for delivering career education to youth, and
2. Providing management and support services necessary to assist participants--cooperating educational agencies, businesses, industries, unions, governmental agencies, community agencies, parents, and students--in executing the plan.

The Career Education Project will be considered to have been successful if by the end of its third year a cooperative comprehensive career education program is operating in the Lincoln schools and community which enhances opportunities for all students by

1. Making learning experiences more meaningful and relevant to the individual through restructuring curriculum and refocusing it around career development themes.
2. Providing all youth the guidance, counseling, and instruction needed to develop their self-awareness and self-direction, to expand their occupational awareness and aspirations; and to develop appropriate attitudes about the personal and social significance of work.
3. Preparing all youth to undertake entry-level employment or further education.
4. Providing services for placing each student in the next step in his career development whether it be employment or further education.
5. Building into the educational program greater coordination and utilization of all community resources for career education.
6. Increasing the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system, and through increased use of experiences in which work and learning programs are closely correlated.

GENERAL PROJECT DESIGN

The Lincoln Career Education Project is built on the assumption that the goals of the project can better be realized through existing staff and change mechanisms and through what additional staff and mechanisms which might be made available through setting new goals and restructuring priorities in existing educational and other agencies rather than to provide a new staff and structures funded by the temporary grant. With the exception of the Placement Component, no new staff positions would be created with the expectancy that the school system would begin to support those positions as the project draws to a close. Rather the project focuses on the change processes and mechanisms already in existence and assists the leadership of the school and community to plan and implement the Career Education Program including making provisions for reassigning of staff and creating new positions if necessary. By so doing the project should avoid the mistake made so often in which an ambitious project writer creates a new structure which does not really fit the needs of the participants and which eventually is rejected or drastically revised. And in addition the focus is immediately placed upon the involvement of the permanent staff and structures which is so necessary if the concepts of Career Education are to be infused into the educational experiences available to youth in our community.

Several target schools were selected in which to begin the project. These schools include all of the high schools: East, Northeast, Southeast, Lincoln High, and Pius X High Schools. They include East, Mickle, and Gorrlich Junior Highs and Brownell and Blessed Sacrament Elementary Schools. The total student population of the high schools is approximately 7000, of the junior highs approximately 1300; and of the elementary schools approximately 400.

A coordinator was assigned from the project staff to work with the staff of each of these schools. The coordinators were assisted by the central office Specialist in Planning and Evaluation to establish in each of

these schools a comprehensive plan for implementing career education based upon the Lincoln Public Schools Career Education Goals for Students. These plans made use of the regular leadership structures of the schools and the procedures for implementing programs and managing instruction. The coordinators also acted as assistants in implementing these plans--giving in-service help, assisting departments or teams or individual teachers in the writing of lesson plans incorporating career education, serving as a resource link to career education ideas and materials, and in the high schools working directly with students in some cases to assist in career guidance and placement in full-time or part-time employment.

At the central office an additional 1½ staff persons were assigned the task of providing services to school staff who wished to make use of community resources. A catalog of resources was compiled and distributed to each teacher in all target schools. Hot-line services were provided when resource needs arose for which no resource was listed in the catalog and in-service training provided to teachers so they could use the catalog and make good use of the resources provided, both in and out of school.

Finally, staff and curriculum development activities were developed and conducted by a person assigned half-time to this task. A number of workshops were conducted at the district level and assistance was also given to conducting inservice training at local buildings.

The project was directed by a full-time director who was assisted by a part-time specialist in Planning and Evaluation. Together they planned with central office departments to incorporate career education outcomes and activities into the plans of central office departments as they worked with schools across the district.

Details of the activities carried out by the project staff and the staff of project schools will be found in the evaluation report which follows.

CAREER EDUCATION EVALUATION REPORT
1974 - 1975

Evaluated by
Educational Service Unit No. 18
William T. W. man, Administrator

Carl D. Novak (Principal Investigator)
Paul G. Monkowski
William W. Walker

December, 1975

CAREER EDUCATION EVALUATION REPORT

The text of this report is organized around evaluation questions. The three questions are:

1. To what extent did the project staff complete the modified plan of work described in the proposal?
2. What career education activities were provided for students?
3. What was the impact of the career education activities on students?

The first question focuses on the congruence between the planned career education activities and those activities actually implemented. Discussion regarding the first question is organized around the product objective for the Lincoln Career Education Project as outlined in the original Project Document and modified in the continuation proposal.

The second question focuses on the implementation of career education activities in the target school. A system for categorizing and describing local school activities is summarized and the conclusions, based on an analysis of this implementation data, discussed.

The third and final section of this Chapter focuses on student outcomes associated with the 1974-75 Career Education Project. The evaluation of student outcomes followed the guidelines established in a draft of *Handbook for the Evaluation of Career Education Programs*, dated August 15, 1974.

QUESTION 1. To what extent did the project staff complete the modified plan of work described in the proposal?

The accomplishments of the Career Education Project during the second year of the program were analyzed in terms of the Product Objectives. The objectives and the evidence available to determine whether or not the objectives were achieved were reviewed by the Project Director, the Career Education Planning Specialist and a representative of the Evaluation Team. Status judgements were based on best estimates of the degree to which both the content of the objectives was achieved and the intent of the objectives fulfilled.

The results of the objective review are presented by component. The five components are: (1) Support Systems Component; (2) the Support Systems Curriculum and Staff Development Component; (3) The Guidance Component; (4) the Placement Component; and (5) the Planning, Management and Evaluation Component.

SUPPORT SYSTEMS COMPONENT

Product Objective 1. By January, 1974, a prototype system will be in operation in participating schools for locating, analyzing, and delivering to teachers and administration a comprehensive inventory of logistical resources available in the community for the achievement of Career Education goals. By September 1, 1974, the system will be revised so that it is perceived by those who have developed and used it as having been significantly improved.

A prototype community resource system was developed and implemented during the first year of the project. The system included (a) a catalog of resources available in the community and (b) central office staff to follow up on requests that could not be filled through the use of the catalog. The project continued to use the system as originally intended throughout the second year of the Project. Objective 1 was achieved.

Product Objective 2. By January, 1975, a prototype system will be in operation in participating schools for coordinating in school/field experiences for teachers and students within a time framework; by September 1, 1975, the system will be revised so that it is perceived by those who have developed and used it as having been significantly improved.

The prototype system was being used in participating schools by Fall, 1974. The system includes a catalog of career education community resources, local school files, and central office staff. In-service training was provided to school staff both in the use of the system and in the use of the resources listed in the catalog. The catalog was reorganized by career clusters during the year to make it more convenient to use. Objective 2 was achieved.

Product Objective 3. By October 1, 1974, a prototype Career Information Center will be in operation in each secondary school meeting the established criteria.

A Career Information Center is operating in each Career Education target high school. The centers at the high school meet the four criteria established for career information systems. Career information is also being disseminated in the junior high schools but the services are not being provided through a centrally located career information center and therefore do not meet the criteria established for Objective 3. Therefore, this Objective has been fully achieved at the senior high level but only partially at the junior high level.

Product Objective 4. By September 1, 1974, a prototype pupil data and monitoring system possessing the following characteristics shall be in operation in participating schools: (a) provides individual student feedback on basic skill areas; (b) monitors students through career education units which may be available; (c) provides individual student assessment on basis of national norms, class norms, and in relation to his predicted potential; (d) provides physical, biographical and psychological data; and (e) presents the above information in such a way it may be correlated with information provided by the Career Information System by teachers, counselors and individual student consumers.

No pupil data and monitoring system has been developed; therefore, Objective 4 was not achieved.

CURRICULUM/STAFF DEVELOPMENT

Product Objective 1. By June 12, 1973, the project will conduct and report the results of a comprehensive needs assessment of the Lincoln schools, with particular emphasis upon Career Development needs.

A needs assessment was completed during the first year of the project. Objective 1 was achieved.

Product Objective 2. A staff development program based upon results of needs assessment will be in continuous operation beginning July 15, 1973.

The staff development program includes staff development activities organized and conducted both by the central staff and by local school staff. Examples of staff development activities organized by central staff include the summer content area workshops while workshops on departmental Career Education plans are examples of local staff development activities. Objective 2 was achieved.

Product Objective 3. In participating schools, 60% of the teaching staff shall incorporate at least one career education learning experience in each class, during 1974-75 and at least 75% shall do so during 1975-76.

Seventy-four percent of the teachers in participating schools planned and carried out one or more Career Education learning experience activity. Approximately 40% of the teachers carried out five or more activities. Objective 3 was achieved.

Product Objective 4. By September 1, 1974, a plan shall be in operation which details cooperative arrangements between the Lincoln Technical College and the project high schools.

Progress was made in the area of auto-mechanics. Lincoln graduates were awarded advanced placement in Lincoln Technical College on the basis of competency tests. The Lincoln Technical College (Milford Campus) and the Lincoln Public Schools also reached agreement on the scope of the auto-mechanics class taught at each institution. Further coordination between the two institutions proved to be too time consuming and too involved for the Career Education Project. Therefore, a separate project was written and funding requested to coordinate Lincoln Public School and Technical College efforts in other technical areas. Objective 4 was only partially achieved.

GUIDANCE COMPONENT

Product Objective 1. By October 15, 1974, the guidance departments of participating schools will have completed a comprehensive needs survey to determine the guidance needs of students.

Initial steps were taken to achieve Objective 1. An assessment instrument, the Priority Counseling Survey, was adopted, revised and used by some schools. The survey was not, however, administered district wide. The Priority Counseling Survey was designed to provide information on Career Guidance only, and therefore, could not be considered to be comprehensive. Therefore, Objective 1 was only partially achieved.

Product Objective 2. By February 15, 1975, three target high schools and one target junior high school will prepare and have in operation a guidance system in which professional staff become advisors or advocates for a group of not more than 25 students who choose or are assigned to them. Each advisor shall meet regularly and on demand with students for whom he is responsible, with the goals of (a) preparing a tentative career plan, (b) providing information about the student to him at critical decision-making points, (c) improving students personal-social decision-making skills and (d) referring students who need counseling to qualified counselors.

The staff-advisor concept was, by the end of the 1974-75 school year, being used in three senior and three junior high schools. Objective 2 specified that the concept would be used in three senior high schools and one junior high school. The advisor-student ratios were within the 25 to 1 ratio specified in Objective 2. Not much information is available on the extent to which the student outcomes specified in Objective 2 were achieved. Based on the best information available it appears that not as much emphasis was placed on student career plans as was originally anticipated. It is not possible at this time to estimate the impact of the staff advisor concept on students. The programmatic aspects of Objective 2 were achieved, but no information is available on outcomes.

Product Objective 3. By November 15, 1974, working with an appropriate group of consultants, counselors, teachers, etc., the Director of Guidance will coordinate the production of a plan for developing and implementing a 7-12 individual student assessment program, part of which will be learning units and part will be independent of learning units. Such a program will bring together pertinent information about students to be available for the student, his parents, and his advisor or counselor for use in Career Planning.

A number of student assessment activities have been analyzed, and to a lesser extent, implemented. However, the assessment activities have not been integrated into a total student assessment program. Examples of assessment activities include such standardized instruments as the Priority Counseling Survey, the California Occupational Preference Survey and the Kuder Interest Inventory, as well as a number of non-standardized instruments developed by district career education staff. Objective 3 was only partially achieved.

While not all the objectives in the Guidance Component were fully achieved, progress was made on each one. Work in the Guidance Component was suspended when it became apparent that guidance would be the subject of a district-wide assessment and planning effort during the 1975-76 school year. Further progress in the Guidance Component is feasible only as part of the district guidance program.

PLACEMENT COMPONENT

Product Objective 1. A Placement Service for exiting students shall be operative in each participating school. In each school the program shall meet 90% of the success criteria established for the program, such criteria to be applied to the plan not later than November 15, 1974; and to the operation of the program by February 15, 1975. The criteria shall be established by a committee composed of a

project staff member appointed by the Director; a consultant appointed by the Associate Superintendent for Instruction of Lincoln Public Schools, State Department Consultant appointed by the Assistant Commissioner for Vocational Instruction, a representative of non-school placement agencies, a student, and an adult member of the advisory Council appointed by the Chairman of the Advisory Council; and a representative from each participating school selected by the principal of that school. The performance level may differ among schools. Criteria shall specify both standards and minimum level of performance. The topics dealt with by the criteria may include but are not necessarily limited to the following:

- a. which students are to be served
- b. relationships to on-going program and existing staff of school
- c. assessing quality and amount of services provided to students
- d. assessing the impact of the program on the other school programs
- e. assessing the impact of the program upon students placed and the agencies with whom they are placed
- f. relationships with non-school placement agencies.

A placement service was implemented in every target high school. The service was planned by a representative central committee and implemented by local schools. The placement service was not, however, formally evaluated. Description of the placement services are available. During the 1974-75 school year post-school placement services were provided to approximately 220 students.¹ No follow-up data was collected on the students served. The programmatic aspects of Objective 1 were achieved but no information is available on the effect on students.

Product Objective 2. As compared to similar experiences on May, 1973, by February 1, 1974, in each participating school there shall be an increase of a minimum of 20% in the participation of students in curriculum-embedded, long and short range, paid and unpaid, learning/working experiences.

More than 2,500 students were placed in non-existing, paid and unpaid learning and working experiences. Placements are summarized in Table 1.

No baseline information was available so it is impossible to document whether or not there was an increase. Objective 2 was probably achieved.

¹Existing job placement services in three target high schools. Number of students served was not available for the fourth target high school.

TABLE 1

Approximate Number of Students Participating in Out of School
Learning Experience by Quarter by Grade Level

	Second Quarter	Third Quarter	Fourth Quarter
High School	800	1,400	520
Junior High	630	700	270
Elementary	-	30	-
Total	1,430	2,130	790

Product Objective 3. As compared to the attitude in September, 1973, the attitude of students, parents, and school staffs shall be significantly more positive toward the placement services offered in each school.

No data is available on the attitudes of either students, parents or staff towards the placement services offered in each school. Therefore, it is impossible to determine whether or not Objective 3 was achieved.

PLANNING-MANAGEMENT-EVALUATION COMPONENT

Product Objective 1. By the end of the tenth month of each funding period the project will make significant progress in achieving each of the overall goals, as measured by appropriate evaluation techniques and certified by a third-party evaluation or educational auditor.

The two goals of the Career Education Project as described in the original project document, page 4 are:

- (1) to provide leadership for the development of a cooperatively designed plan in which existing structures and services are integrated with necessary additional structures and services to achieve an improved program for delivering Career Education to youth, and
- (2) to provide management and support services necessary to assist participants-cooperating educational agencies, businesses, industries, unions, governmental agencies, community agencies, parent and student-in executing the plan.

Significant progress has been made in the planning for and providing career education services to youth. Most of the planning has been taking place at school building level. A single, comprehensive plan integrating all the school and central office plans has not yet been developed. Such a plan is not feasible at the present time. Management and support services have been provided; however, they have primarily been limited to schools; they have not been used extensively by external agencies. Objective 1 has only been partially achieved.

Product Objective 2. By the end of the tenth month of each funding period, the project will meet 85% of the product and process objectives stated under each component as measured by appropriate evaluation techniques and certified by a third-party evaluator or educational auditor.

The career education either fully or partially achieved 12 of the 14 Product Objectives in the four Operational Components. Six were judged to be fully achieved and six only partially achieved. No information or only inadequate information was available to make judgements about one of the remaining objectives. One objective was clearly not achieved. No analysis was made of the Process Objectives. Objective 2 was, for the most part, achieved.

Product Objective 3. At the end of the tenth month, the third-party evaluator will rate the planning/management/evaluation activities of the project significantly higher than the mean of other local efforts on a scale measuring the degree to which such efforts are conducted in a systematic and scientific manner.

The Career Education Project focuses upon the support of change, a process, rather than the production and implementation of instructional processes or materials. The Lincoln Career Education Project involves also six schools, each developing unique sets of career education activities. Therefore, most local projects are not strictly comparable. The leadership provided through the planning-management-evaluation activities has enabled schools to develop and to a lesser extent, implement local career education plans. The local plans are more systematic than any previously developed. The planning-implementation process has not been without problems however, most of the problems have either been resolved or worked around. The management staff has in the opinion of this evaluator, done a good job in keeping the project on task (at times under trying conditions) and has achieved Objective 3.

Product Objective 4. By May, 1975, 70% of the teaching and supportive staff, 90% of the administration, and 10% of the people of Lincoln will respond to Career Education and to the work of the Lincoln Career Education Project.

Collection of the information needed to determine whether or not Objective 4 was achieved was not incorporated into the 1974-75 evaluation plan. Therefore, the status of Objective 4 can not be evaluated.

Product Objective 5. Evaluation efforts under this component shall provide timely, valid and reliable information on all major project decisions, and all major decisions shall be based on such data.

The role of evaluation changed from the first year of the project to the second. As originally conceived, evaluation was to provide direct support to the project director in the day-to-day management of the project. As presently functioning, evaluation is monitoring the project accomplishments and student outcomes. The results of the evaluation should be useful in

developing plans and determining impact but are not appropriate in the day-to-day decision-making. Many of the original evaluation functions have, instead, been assumed by the Planning Specialist. Objective 5 is no longer appropriate.

QUESTION 2. What career education activities were provided for students?

Both the implementation data discussed in this section of the report and the data on the effect of the program on students discussed in the next section were organized around the nine Career Education Objectives and Associated Student Outcomes identified in the *Handbook for the Evaluation of Career Education Program*.² The project staff developed a list of statements describing general Career Education treatments, (career education oriented activities). The list included a total of 36 general treatments. The treatments covered eight of the nine career education goal statements. No treatments were developed to achieve goal statement 6, The Development of Good Work Habits and only one treatment was developed to achieve goal statement 2, Increased Academic/Vocational Skills. One or more of the target schools implemented each of the 36 general treatments.

Each of the target schools was asked to identify those general treatments it was trying to implement. The list of general treatments and the list of target schools that eventually implemented the general treatments are presented by Career Education Goal Statement in Table 2. The same information is presented in more detail in the Revised Treatment Group-Outcome Area Table presented in Appendix 1. A summary of the evaluation design, which also identifies those career education target schools accountable for each outcome, is found in Appendix 2.

The Revised Treatment Group-Outcome Area Table differs from the original Treatment Group Outcome Area Table in that the original table was based on the school plans and reflected what the schools intended to do in the area of Career Education. The revised table is based on the end-of-year analysis of what activities actually were implemented during the year. For the most part the career education activities planned were implemented. There were, however, exceptions. End of year reports of implementation status were submitted for six of the ten career education target schools. The six schools submitting reports included one elementary school, two junior high schools, and three senior high schools. The career education target schools included one elementary school, two junior high schools, three high schools, a combination elementary-junior high school and a combination junior-senior high school. The elementary school reported that it actually implemented seven of the eight general career education treatments identified in its education plan. The two junior high schools reported implementing 28 of 30 or 93% of the planned career education treatments. In addition, the junior high schools reported that they actually implemented four career education activities that were not included in their original plans. The three senior high schools reported implementing 46 of 54 or 85% of the planned activities and one activity that was not included in the original plans.

The implementation data provided by the six schools also included descriptions of specific activities that constituted implementation of general treatments. The specific activity descriptions included information

²August 15, 1974, edition, pages 6-8.

TABLE 2

General Educational Treatments Incorporated Into The
Lincoln Career Education Program By
Goal Statement By School

I. STUDENTS WILL DEMONSTRATE INCREASED SELF AWARENESS.

Treatments:	Schools:
1. Infusion of activities into existing curriculum directed toward assisting students to discover their own interests and abilities in terms of careers.	Goodrich, Mickle, East, Lincoln High, Northeast
2. Infusion of activities into learning resource centers directed toward assisting students to discover their own interest and abilities in terms of careers.	Brownell
3. Use of the "Valuing Approach to Career Education."	Blessed Sacrament
4. Use of Project Discovery Program	Goodrich, Mickle
5. Use of "Vocational Exploration Group" Program.	East, Mickle, Northeast, Lincoln, Pius
6. A program of interest and aptitude testing with a mechanism of feed-back and guidance to students based on results.	East, Goodrich, Mickle, Blessed Sacrament
7. Student assessment center	Pius
8. Infusion of valuing activities in Teacher Advisor Program.	Pius
9. A program of interest and aptitude testing with a mechanism of feed-back and guidance to students based on results.	Lincoln High, East, Northeast, Pius
10. Interest and aptitude testing program with guidance/advisor assistance based on results.	East, Northeast, Pius
11. Infusion of activities into existing curriculum directed toward assisting students to discover what values effect career choice and to discover their own values.	Goodrich, Mickle

II. STUDENTS WILL DEMONSTRATE INCREASED COMPETENCY IN BASIC ACADEMIC/VOCATIONAL SKILLS.

Treatment:	Schools:
1. Infusion of activities into existing curriculum directed toward assisting students to understand the importance of basic skills to career entry and success.	East, Goodrich, Mickle

III. STUDENTS WILL DEMONSTRATE INCREASED AWARENESS OF WORK VALUES AND POSSESS A DESIRE TO ENGAGE IN PAID AND/OR UNPAID WORK.

Treatment:	Schools:
1. Infusion of activities into existing curriculum directed toward developing in students a positive attitude toward work and working.	Brownell, Goodrich, Northeast

III. Continued

Treatment:	Schools:
2. Infusion of Activities into learning resource centers directed toward developing in students a positive attitude toward work and working.	Brownell, Lincoln High
3. Use of the "valuing Approach to Career Education."	Blessed Sacrament
4. Infusion of activities into existing curriculum directed toward assisting students to understand the importance of basic skills to career entry and success.	East, Northeast, Lincoln High

IV. STUDENTS WILL DEMONSTRATE INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK.

Treatment:	Schools:
1. Infusion of activities into existing curriculum directed toward providing students an awareness of careers.	Brownell, East, Goodrich, Mickle, Northeast, Lincoln High
2. Use of Career Education field trips directed towards providing students an awareness of various careers.	Brownell, Blessed Sacrament, East, Goodrich, Mickle, Northeast, Lincoln High.
3. Use of Career Education resource speakers directed toward providing students an awareness of various careers.	Brownell, Blessed Sacrament, East, Goodrich, Mickle, Northeast, Lincoln High, Pius
4. Infusion of activities into learning resource centers directed toward providing students an awareness of various careers.	Brownell
5. Use of "Career Day" directed toward providing an awareness of various careers.	Northeast
6. Infusion of activities into existing curriculum directed toward assisting students to discover what values effect career choice and to discover their own values.	Goodrich, Mickle
7. Infusion of activities into existing curriculum directed toward assisting students to understand the importance of basic skills to career entry and success.	Northeast, Lincoln High, East, Goodrich, Mickle
8. Use of a specific program of preparation and follow-up directed towards providing students community based experience of indepth study of selected careers.	Goodrich, Mickle, Pius
9. Infusion of activities into existing curriculum directed toward providing hands on experience in job tasks of selected careers.	East
10. Infusion of career information into "Individualized Industrial Arts Program."	Goodrich
11. Use of the "World of Construction Program."	East, Goodrich, Mickle
12. Use of the World of Manufacturing Program."	Goodrich, Mickle
13. Use of the "Project Discovery Program."	Goodrich, Mickle

IV. Continued

Treatment:	Schools:
14. Career Information Centers directed toward providing students an awareness of various careers.	East, Northeast, Pius
15. Use of Career Information Centers to provide students with in-depth information about careers including such items as pay, working hours, entry level criteria, etc.	East, Northeast, Lincoln High, Pius

V. STUDENTS WILL DEMONSTRATE INCREASED DECISION-MAKING SKILLS. COMPETENCY IN CAREER

Treatment:	Schools:
1. Infusion of activities into existing curriculum directed toward assisting students to discover their own interests and abilities in terms of careers.	Goodrich, Mickle, East, Lincoln High, Northeast
2. Infusion of activities into learning resource centers directed toward assisting students to discover their own interest and abilities in terms of careers.	Brownell
3. Infusion of activities into existing curriculum directed toward assisting students to understand the relationship between skills taught in school and their application in various careers.	East, Goodrich, Mickle, Northeast, Lincoln High
4. Infusions of activities into existing curriculum directed toward developing in students basic career decision-making skills.	Goodrich, Mickle, East, Lincoln High
5. Use of "Vocational Exploration Group" Program.	East, Mickle, Northeast, Lincoln High, Pius
6. Student assessment center.	Pius
7. Infusion of activities into existing curriculum directed toward assisting students to discover what values affect career choice and to discover their own values.	East, Northeast, Lincoln High
8. Infusion of valuing activities in Teacher Advisor Program.	Pius

VI. STUDENTS WILL DEMONSTRATE GOOD WORK HABITS.

VII. STUDENTS WILL DEMONSTRATE WORK-SEEKING AND WORK-GETTING SKILLS.

Treatment:	Schools:
1. Provide students assistance in course selection based on their interests and abilities.	Goodrich
2. Use of "Vocational Exploration Group" Program.	Northeast, Lincoln High, East, Mickle, Pius
3. Co-op education programs.	East, Lincoln High
4. Paid and non-paid community placements.	East, Northeast, Lincoln High, Pius

VII. Continued

Treatment:

Schools:

5. Guidance/advisor assistance in course selection based on career interest aptitude and goals.

East, Northeast, Lincoln High, Pius

VIII. STUDENTS WHO ARE LEAVING THE FORMAL EDUCATION SYSTEM WILL BE SUCCESSFUL IN BEING PLACED IN A PAID OCCUPATION, IN FURTHER EDUCATION, OR IN UNPAID WORK THAT IS CONSISTENT WITH THEIR CURRENT CAREER EDUCATION.

Treatment:

Schools:

1. Exiting Placement Program

East, Northeast, Lincoln High, Pius

IX. STUDENTS WILL BE AWARE OF MEANS AVAILABLE FOR CONTINUED EDUCATION ONCE THEY HAVE LEFT THE FORMAL EDUCATIONAL SYSTEM.

Treatment:

Schools:

1. Exiting Placement Program.

East, Northeast, Lincoln High, Pius

about (a) who implemented the specific treatment (by title, not name), (b) how or what they did, and (c) the total number of students effected. Examples of specific career education activities are listed by level (elementary, junior high, and senior high) in Appendix 3, Summary of Implementation Information.

The activity descriptions provided by the schools vary considerably in level of generality and style. The descriptions include use of separate programs like "World of Construction" and "World of Manufacturing," or the "Vocational Exploration Program." They also include examples of classroom activities such as an English teacher using (a) a unit on linguistics organized around career possibilities, (b) role playing interviews for jobs to give students a better understanding of how individuals are selected for jobs. A more complete list is presented in Appendix 3.

An implementation questionnaire was also distributed to teachers in career education target schools. A copy of the questionnaire can be found in Appendix 4. The questionnaires were returned by 394 teachers. The survey covered both in-service in career education, and implementation of career education activities with students.

Three hundred eleven teachers or 79% reported that they had attended a career education in-service. Three fourths of the teachers reported that they had spent more than two hours in career education in-service. Fifty percent reported spending seven or more hours in career education and one-fourth reported spending nine or more hours in career education in-service. In a similar survey of 278 teachers in career education target schools conducted the previous year, only 42% reported participating in career education in-service.

Two hundred ninety or 74% of the responding teachers reported that they had planned and carried career education activities during the 1974-75 school year. Three fourths of the 290 teachers that had carried on career education activities reported that they carried on two or more activities. Fifty percent reported carrying out five activities and 25% reported carrying out 13 or more activities. Comparable information on the number of career education activities planned and carried out was not available for 1974.

Two hundred eighteen or 56% of the responding teachers reported that they had utilized resource persons from the community. Seventy five percent of the teachers that utilized resource teachers used two or more resource teachers. Fifty percent used four or more resource persons from the community and twenty-five percent used eleven or more resource persons. The previous year only 35% of the teachers reported that they had used career education resource persons. The number of resource persons that the teachers reported using doubled from 1973-74 when the teachers reported using approximately 450 resource persons to 1974-75 when the teachers reported using nearly 900 resource persons.

On the basis of the analysis of the career education implementation plans and the implementation report the following generalizations were made about career education in the Lincoln Public Schools:

1. The Lincoln Career Education Program has resulted in a significant increase in the amount and diversity of career information being made available to students. Smaller gains have been made in the area of career exploration, in actual career preparation and in career planning.

2. The Lincoln Career Education Program has resulted in the reclassification of classroom activities that have been used for years as Career Education activities. Consequently it is impossible to determine the exact extent of the impact of the project on target schools.
3. Based on the numbers of participants reported by schools for the 1973-74 and the 1974-75 school years, the following conclusions are warranted:
 - (a) The Career Education Project has reached a significant number of students, and
 - (b) The number of students reached increased significantly from 1973-74 to 1974-75.
4. The Lincoln Career Education Project has resulted in the increased use of planning as a means of systematic curriculum modification. Improvement plans were developed by all the career education target schools. In most cases the plans were implemented; however, as expected, implementation of the plans varied from school to school. In several of the schools the concept of planning was extended to the departmental level. In all cases the second year plans were superior to the first year plans.
5. The Career Education activities implemented in the elementary schools have been fairly comprehensive. Of particular significance is the "valuing" approach to career education. This procedure is being used systematically with all students on a continuing basis. The program has been effective. Summary student data is presented in Appendix 5. The career education activities in both the junior and senior high school have not been comprehensive. Participation is not systematic but instead is determined by a number of "chance" factors, i.e., teacher assignments, advisors, etc.

QUESTION 3. What was the impact of the career education activities on students?

The procedures recommended in the *Handbook for the Evaluation of Career Education Programs* were used to estimate the impact of the Career Education program on students. One significant deviation from the recommended procedures was, however, necessary. The Lincoln Career Education Project focused on supporting change at the local school building level, therefore, the Career Education activities (treatments) varied from school to school. Each building developed plans to implement a unique program of Career Education Activities. Consequently, the specific activities implemented at a school could not be accurately estimated until well into the school year. Even then the schools were free to determine how and when the activities were implemented. The procedures, outlined in the Handbook, however, assumed that target students could be accurately identified at the beginning of the school year.

The rest of the procedures were followed. General Career Education treatments were identified. School plans were then reviewed to determine which schools planned to implement which treatments, the Treatment Group Outcome Area Table completed and the Outcome Question/Treatment Group Matrix completed. The Outcome Question/Treatment Group Matrix identifies the schools that because of the career education activities they implemented, should be accountable for each of 36 student outcomes. The Treatment Group Outcome Area table can be found in Appendix 1. The Revised Outcome Question/Treatment Group Matrix is presented in Appendix 6. The Outcome Question/Treatment Group Matrix in Appendix 6 is revised.

The central focus of the Lincoln Career Education Project as implemented were (a) an increased awareness of and knowledge about work and (b) increased career decision making skills. The Lincoln Career Education Project also focused more on secondary schools, junior high and senior high schools, than on elementary schools.

Two instruments were selected for use in the 1974-75 career education evaluation. Both reflected the project emphasis on secondary level students. The two selected instruments were the *Assessment of Career Development* (ACD) and the *Career Maturity Inventory* (CMI).

The ACD includes five subscores structured around three aspects of career education. The three are:

- "Occupational awareness including occupational knowledge and exploratory occupational experiences,
- "Self-awareness including job values and preferences, career plans, self-evaluation of career planning and perceived needs for help with career planning,
- "Career Planning and Decision Making including career planning, knowledge and involvement in Career Planning Experiences."³

The five subscores are:

- Subscore 1: Occupational characteristics
- Subscore 2: Occupational Preparation Requirements
- Subscore 3: Exploratory Occupational Experiences⁴
- Subscore 4: Career Planning Knowledge
- Subscore 5: Career Planning Involvement

The CMI is constructed "to measure maturity of attitudes and competencies that are critical in realistic Career Making."⁵ The test includes five separate subtests and an attitude scale. The five subtests are:

- Part 1: Knowing Yourself (self-appraisal)
- Part 2: Knowing About Jobs (Occupational Information)
- Part 3: Choosing a Job (Goal Selection)
- Part 4: Looking Ahead (Planning)
- Part 5: What Should They Do (Problem Solving)

Part 5 was not recommended by a USOE review panel and therefore, was not incorporated into the Career Educational evaluation design. The correspondence between the subtests and subscore is summarized in Appendix 2: Evaluation Design.

The two instruments selected, the *Assessment of Career Development* and the *Career Maturity Inventory*, were subsequently administered at the 9th and 12th grades in all Career Education Target schools and in selected control schools. The three control schools selected at the junior high school level, 9th grade, were

³Assessment of Career Development Handbook Users Guide and Report of Research, page 1.

⁴A separate score is also provided for each six occupational clusters. (1) social, health and personal services, (2) business sales and management, (3) business operation, (4) technologies and trades, (5) natural, social and medical science, (6) creative and applied arts.

⁵Career Maturity Inventory, Administration and Use Manual, page 3

judged to be fairly representative of the four Career Education junior high schools. Only one control school was available at the senior high school level. The other four high schools in the city were Career Education target schools. Even then the control school was not judged to be a reasonable control for the four Career Education high schools. Many of the teachers from that high school participated in Career Education in-service and presumably implemented Career Education activities as a result.⁶

A rather complex matrix sampling plan was used to administer the two tests in both the Career Education and control schools, the sampling plan was developed and used to eliminate or at least alleviate staff concern about the amount of time to be spent testing students. The two tests selected, the ACO and CMI, require 230 minutes of actual testing time. The testing would take an additional 50-75 minutes to distribute and collect, read instructions, etc.

The sampling plan developed reduced testing time to a single 30 minutes testing period. The two tests were subdivided into eight subtests. Each student completed one of the subtests. There was one exception to this sampling arrangement. One school, because of a small enrollment, administered the test in two 30 minute periods. Each student at that particular school completed two of the eight subtests. The number of students responding to each subtest in each school is summarized in table form in Appendix 7.

The use of this sampling plan in the evaluation design had one serious shortcoming. Subsequent school by school analysis of the treatments revealed that treatments were not uniformly implemented within schools. A treatment consisted of one or more career education activities. Each career education effected one or more students. Rarely was any single activity designed to effect the entire school or even an entire grade level. More commonly the activities focused either on a particular classroom (one teacher and anywhere from 15 to 80 students), or a just part of a grade level (those 10th grades enrolled in a particular elective course).

Information on any one subtest was available for only 140-190 students. It was impossible to determine what percent of those students tests had participated in career education activities. The problem was not caused by the use of the sampling plan. If census testing had been conducted, each student took both tests in their entirety, the evaluator still would not have known which students participated in what career education activities. Instead what was needed was an accounting system to record each career education activity and identify the students that participated in that activity. Such a monitor system was beyond the scope of the evaluation. It is highly unlikely that such information could be reliably collected even if the resources, in terms of time and money, were available.

Analysis of the results was based on the outcome-instrument pairings in Table VI-A of the *Handbook for the Evaluation of Career Education Programs*.⁷ The pairings discussed in this evaluation report are listed in Table 3.

⁶The senior high control school, although officially not a target school, had a career education staff member assigned to it on a one-half time basis. A full time staff member was assigned to each of the other three public high schools.

⁷August 15, 1974 edition, pages 64-66.

TABLE 3
Outcome-Instrument Pairings
Utilized in 1974-1975 Career
Education Evaluation

Junior High School

		Outcome*	Instrument(s)		
IV	A	Duties and abilities required	(1)	ACD	Subscore 1
			(2)	ACD	Subscore 3
			(3)	CMI	Part 1
			(4)	CMI	Part 2
IV	B	Work conditions	(1)	ACD	Subscore 1
IV	C	Entry requirements	(1)	ACD	Subscore 2
			(2)	CMI	Part 4
IV	D	Impact of social and technological change	(1)	ACD	Subscore 4
IV	E	Factors affecting success and satisfaction	(1)	CMI	Part 1
V	A	Relating own abilities to work possibilities	(1)	CMI	Part 1
			(2)	CMI	Part 3
V	B	Relating own interests and value to work possibilities	(1)	ACD	Subscore 3
			(2)	CMI	Part 1
			(3)	CMI	Part 3
V	C	Awareness and use of information sources	(1)	ACD	Subscore 4
			(2)	ACD	Subscore 5
V	E	Steps and factors in career planning	(1)	ACD	Subscore 4
			(2)	CMI	Part 1
V	F	Active involvement in career decision making	(1)	ACD	Subscore 5

Senior High School

III	B	Positive attitudes toward work	(1)	CMI	Attitude Scale
IV	A	Duties and abilities required	(1)	ACD	Subscore 1
			(2)	ACD	Subscore 3
			(3)	CMI	Part 1
			(4)	CMI	Part 2
IV	B	Work conditions	(1)	ACD	Subscore 1
IV	C	Entry requirements	(1)	ACD	Subscore 2
			(2)	CMI	Part 4
IV	D	Impact of social and technological change	(1)	ACD	Subscore 4
IV	E	Factors affecting success and satisfaction	(1)	CMI	Part 1

V	A	Relating own abilities to work possibilities	(1) CMI (2) CMI	Part 1 Part 3
V	B	Relating own interests and value to work possibilities	(1) ACD (2) CMI (3) CMI	Subscore 3 Part 1 Part 3
V	C	Awareness and use of information sources	(1) ACD (2) ACD	Subscore 4 Subscore 5
V	E	Steps and factors in career planning	(1) ACD (2) CMI	Subscore 4 Part 1
V	F	Active involvement in career decision making	(1) ACD	Subscore 5
VII	A	Awareness and use of information	(1) ACD	Subscore 5

*Numbering system and descriptions used in Draft Handbook for the Evaluation of Career Education Programs.

A separate analysis was run for each of the 22 student outcomes. The results of the analysis and the conclusions based on the analysis were similar for all 22 outcomes. Therefore, to simplify this report, the results are presented and discussed in four sections: Ninth grade results on the CMI, 12th grade results on the CMI, Ninth grade results on the ACD, and twelfth grade results on the ACD. The results are presented and discussed by student outcome for each of the 22 outcomes listed in Table 3 in Appendix 8.

Career Maturity Inventory: Ninth Grade

The ninth grade students in the four career education target schools scored higher than students in control schools on two of the four subtests on the Career Maturity Inventory. The students in the control schools scored higher on the other two subtests. None of the differences between the students in the Career Education target schools and the students in the control schools were statistically significant at the .05 level of confidence. The scores on all four subtests for both the career education schools and the control schools are summarized in Table 4.

TABLE 4

Comparison of Scores of Ninth Grade Students in Career Education
Target Schools with Ninth Grade Students in Control Schools
on all Four Subtests of the
California Maturity Inventory

	Career Education	Control	Difference
PART 1: Knowing Yourself (Self-appraisal)			
Number of Students	98	69	Not Signifi- cant
Mean Score	13.31	13.20	
Standard Deviation	3.42	3.83	
PART 2: Knowing About Jobs (Occupational Information)			
Number of Students	92	67	Not Signifi- cant
Mean Score	14.97	15.22	
Standard Deviation	3.33	3.62	
PART 3: Choosing a Job (Goal Selection)			
Number of Students	96	70	Not Signifi- cant
Mean Score	12.97	12.54	
Standard Deviation	3.06	3.04	
PART 4: Looking Ahead (Planning)			
Number of Students	94	70	Not Signifi- cant
Mean Score	13.21	13.84	
Standard Deviation	3.65	3.15	

Although the scores of the Career Education 9th grade students were not higher than 9th grades in Lincoln control schools, they were higher than both national and Iowa State norms on all four subtests. The differences between the Lincoln means and the means of Iowa norm group were statistically significant at the .01 level of confidence. The means of the national norm group were lower than the means of the Iowa norm group.

Career Maturity Inventory: Twelfth Grade

The students in the three⁸ Career Education high schools scored higher than the control high school on two of the four subtests on the Career Maturity Inventory. The students in the control school scored higher on the other two tests. Again none of the differences were statistically significant at the .05 level of confidence. The scores on all four subtests for both the career education schools and the control school are summarized in Table 5.

⁸The scores of one senior high school were eliminated from the table because of problems encountered during the administration of the test.

TABLE 5

**Comparison of Scores of Twelfth Grade Students in Career Education
Target Schools with Twelfth Grade Students in Control Schools
on all Four Subtests of the
California Maturity Inventory**

	Career Education	Control	Difference
PART 1: Knowing Yourself (Self appraisal)			
Number of Students	88	42	Not
Mean Scores	13.66	13.81	Signifi-
Standard Deviation	3.22	3.31	cant
PART 2: Knowing About Jobs (Occupational Information)			
Number of Students	87	45	Not
Mean Scores	16.78	17.78	Signifi-
Standard Deviation	2.88	2.52	cant
PART 3: Choosing a Job (Goal Selection)			
Number of Students	85	44	Not
Mean Scores	14.09	13.59	Signifi-
Standard Deviation	2.80	3.10	cant
PART 4: Looking Ahead (Planning)			
Number of Students	88	40	Not
Mean Scores	13.94	13.18	Signifi-
Standard Deviation	3.82	4.13	cant

The means of the Lincoln Career Education students were also compared with the mean scores of both national norm group and the Iowa norm group. The Lincoln students scored significantly higher ($p < .01$) than the Iowa norm group on two of the four subtests. Subtest 2 Knowing About Jobs and Subtest 4 Looking Ahead. The differences between the Lincoln Career Education and the Iowa norms on the other two subtests were not statistically significant.

The California Maturity Inventory Attitude Scale was also administered to the twelfth grade students in both the career education target schools and control schools. As with the means of the four competence tests of the CMI, the difference between the career education and control students was not statistically significant.⁹ The mean of the Lincoln Career Education students was also compared with both the mean of the national norm group for 12th grade students and an Iowa norm for 12th grade students. The difference between the Lincoln mean and the national mean was not statistically significant, however, the Lincoln mean was significantly lower ($p < .01$) than the mean of the Iowa norm group.

⁹The mean of the career education schools on the attitude scale was 35.85 (standard deviation, 5.66) and the mean for the control school was 37.18 (standard deviation, 3.94).

Assessment of Career Development: Ninth Grade

Ninth grade students in the Lincoln Career Education Junior high schools scored lower than ninth grade students on all five subscores on the Assessment of Career Development. Only one of the differences, on Subscore 3 Exploratory Occupational Experiences, was statistically significant ($p < .05$). Subscore 3 is a self-report index of career related experience. Students in the control schools reported a mean score of 1.84 out of a possible score of 3.00 as compared with a mean score of 1.73 for students in the control schools. The scores on all five subtests for both the career education schools and the control schools are summarized in Table 6.

TABLE 6

Comparison of Scores of Ninth Grade Students in Career Education Target Schools with Ninth Grade Students in Control Schools on all Five Subscores of the Assessment of Career Development

	Career Education	Control	Difference
SUBSCORE 1: Occupational Characteristics			
Number of Students	87	66	Not Significant
Mean Score	35.38	36.39	Significant
Standard Deviation	8.70	9.96	
SUBSCORE 2: Occupational Preparation Requirements			
Number of Students	87	66	Not Significant
Mean Score	10.37	10.92	Significant
Standard Deviation	3.21	3.18	
SUBSCORE 3: Exploratory Occupations			
Number of Students	78	64	
Mean Score	1.73	1.84	$p < .05$
Standard Deviation	0.25	0.25	
SUBSCORE 4: Career Planning Knowledge			
Number of Students	84	65	Not Significant
Mean Score	25.25	25.54	Significant
Standard Deviation	4.89	5.51	
SUBSCORE 5: Career Planning Involvement			
Number of Students	86	64	Not Significant
Mean Score	1.71	1.75	Significant
Standard Deviation	0.36	0.35	

The scores of the students in the Lincoln Career Education schools were also compared with national norms. The Lincoln students scored as high or higher than the norm group on all five subtests. The difference between the Lincoln Career Education students and the norm group was significant only for Subscore 1 Knowledge of Occupational Characteristics.

Assessment of Career Development: Twelfth Grade

The twelfth grade students in Career Education target schools scored higher than students in the

control school on two subscores of the ACD. The students in the control school scored higher on the other three subscores. None of the differences between the students in the career education schools and the control schools were statistically significant at the .05 level of confidence. The scores on all five subtests for both career education schools and the control school are summarized in Table 7.

TABLE 7

Comparison of Scores on the Twelfth Grade Students in Career Education Target Schools with Twelfth grade Students in Control Schools on all Five Subscores of the Assessment of Career Development

	Career Education	Control	Difference
SUBSCORE 1: Occupational Characteristics			
Number of Students	80	41	Not Significant
Mean Score	40.65	39.93	
Standard Deviation	8.83	11.64	
SUBSCORE 2: Occupational Preparation Requirements			
Number of Students	80	41	Not Significant
Mean Score	12.15	11.90	
Standard Deviation	2.90	3.32	
SUBSCORE 3: Exploratory Occupational Experiences			
Number of Students	76	41	Not Significant
Mean Scores	1.78	1.79	
Standard Deviation	0.27	0.29	
SUBSCORE 4: Career Planning Knowledge			
Number of Students	83	42	Not significant
Mean Score	27.29	27.93	
Standard Deviation	5.60	4.59	
SUBSCORE 5: Career Planning Involvement			
Number of Students	79	40	Not Significant
Mean Score	1.93	2.04	
Standard Deviation	0.38	0.34	

The ACD was designed for use with grades 8-11, therefore, National Norms were not available for 12th grade students.

Discussion of Student Outcome

The general conclusion to be drawn from the comparison of Lincoln career education students with control students on both the ACD and the CMI is that there is no significant differences between the two groups. Nineteen tests of significance were computed, one for each subtest or score on both the CMI and the ACD for both 9th grade and 12th grade students, and the CMI Attitude Test for 12th grade students only. In only one of the nineteen was the difference between the two groups statistically significant. On that particular comparison, subscore 3 of the ACD for 9th grade students favored the students in the control schools. Subscore 3 of the ACD was not school related, it involved self report of occupationally related experiences. It was used as an evaluation of two student outcomes:

- (1) IV-A: Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?
- (2) V-B: Have students increased their ability to related their personal interests and values to types of paid and unpaid work and their associated life styles?

In neither instance was subscore 3 of the ACD the only score used to evaluate the outcome. For outcome IV-A, Subscore 3 was combined with Subscore 1 of the ACD and Parts 1 and 2 of the CMI. For outcome V-B, Subscore 3 was combined with Part 1 and Part 3 of the CMI. The differences between career education and control school on these scores were not statistically significant. The Career Education students actually scored higher on two of the four measures. Therefore, it is very likely that the statistically significant finding on Subscore 3 is more a product of chance factors than a meaningful difference between the two groups.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions.

The following conclusion regarding the Lincoln Career Education project seems to be warranted based on the analysis of information associated with the three evaluation questions:

1. The Lincoln Career Education Project has successfully achieved or is making progress toward, most of product objectives specified in the original grant document as modified in the continuation proposal. Many of the original objectives are no longer appropriate as *written* however the *intent* is still appropriate.
2. The Lincoln Career Education Project has resulted in a significant increase in the number of career education activities within the schools. Both the number of activities and the number of students that participated in career education activities increased markedly from 1973-74 to 1974-75.
3. The Lincoln Career Education Project did not have a measurable impact on student outcomes as measured by the *Assessment of Career Development* and the *Career Maturity Inventory*. The 1974-75 evaluation design focused on twenty-two Student Outcomes. Comparisons were made between Lincoln students from Career Education target schools with Lincoln students from control schools. Nineteen different measures were used to make the 22 comparisons. The differences between the two groups were not significant on any of the 22 comparisons. There was, however, a statistically significant difference on one of the 19 measures, Subscore 3 of the ACD. The subscore was used only in combination with four other subscores to assess two student outcomes. Since the differences between means on the other four subscores were not significant the importance of the one significant difference is questionable.
4. Although there were no significant differences between students in the Lincoln career education target schools and students in control schools, the Lincoln career education students tended to score as high or higher than both national and regional norm groups, particularly on the CMI. The one noticeable exception to this trend was the attitude score on the CMI. The mean score of regional norm group was significantly higher than the Lincoln mean.

5. The Lincoln Career Education Project resulted in the increased use of planning as a means of systematic curriculum modification. Improvement plans were developed by all career education target schools. In most cases the plans were implemented, however, as expected implementation varied from school to school. In all cases the second year plans were superior and more useful than the first year plans.

Recommendations:

Based on the above conclusion and on the analysis of information associated with the three evaluation questions the following recommendations are submitted for consideration.

1. More attention needs to be given to developing a comprehensive delivery system for career education activities, particularly at the secondary level. Participation in career education activities at the secondary level is presently determined more by chance factors than by student need. A plan needs to be developed to insure that all secondary students participate in career education at some minimal level. The elementary career education activities appear to be more comprehensive in that all students are participating on a continuing basis; particularly in the "valuing" approach to career education.
2. Continuing attention needs to be given to standardizing and coordinating the planning activities being used at the local school level. The plans developed last year were so diverse in both form and language that they were impossible to deal with on other than an individual basis. These inconsistencies make it very difficult to determine the accumulative impact of the project on the district.
3. The evaluation design needs to be modified. The present design, as implemented, fails to take into consideration several factors that could account for the lack of significant findings. First, data regarding student outcomes was collected on a sampling basis. Participation of students, however was not universal within schools. Not all students participated in the career education activities and those that did participate did not participate in the same activities. Participation varied from school to school and from individual to individual depending on activities planned, the student schedules and teacher initiative. It was therefore impossible to determine either a priori or (without detailed records) a posteriori which students participated in what activities. Consequently, it was impossible to determine how the experimental and control students should differ. A second factor was the lack of baseline information on which to make comparisons. A third factor was the lack of satisfactory control schools at the senior high school level and a fourth factor was the nature of the career education project. Control schools were not precluded from implementing career education activities and implementation was not mandated in career education schools.

In fact a member of the career education project was actually assigned to work with staff of the control high school on a part time basis.

Modifications to be considered in next year's evaluation design should be (1) the abandonment of the use of sampling in the career education target schools, and (2) the development and use of a detailed coding system to determine which students participate in which career education activities.

Appendix 1

Treatment Group Outcome Area Table

TREATMENT GROUP OUTCOME AREA TABLE

ELEMENTARY FAMILIARIZATION

INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK

- IV A Students have increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work.
- B. Students have increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work.
- C. Students have increased their knowledge of entry requirements for major types of paid and unpaid work.
- D. Students have increased their knowledge of the impact of social and technological change in paid and unpaid work.
- E Students have increased their knowledge of the important factors that affect work success and satisfaction.

Treatments:	Brownell	Blessed Sacrament
1. Infusion of activities into existing curriculum directed toward providing students an awareness of careers.	X	
2. Use of Career Education field trips directed towards providing students an awareness of various careers.	X	X
3. Use of Career Education resource speakers directed toward providing students an awareness of various careers.	X	X
4. Infusion of activities into learning resource centers directed toward providing students an awareness of various careers.	X	

INCREASED SELF-AWARENESS AND INCREASED CAREER DECISION-MAKING SKILLS

- I. A. Students have increased their ability to describe their own current abilities and limitations.
- B. Students have increased their ability to describe their own current interest and values.
- V. A. Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.
- B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.

Treatments:	Brownell	Blessed Sacrament
1. Infusion of activities into existing curriculum directed toward assisting students to discover their own interests and abilities in terms of careers.	X	
2. Infusion of activities into learning resource centers directed toward assisting students to discover their own interest and abilities in terms of careers.	X	

ELEMENTARY ORIENTATION

INCREASED DESIRE TO ENGAGE IN PAID AND/OR UNPAID WORK

- III. B. Students possess more positive attitudes toward paid and unpaid work.

Treatments:	Brownell	Blessed Sacrament
1. Infusion of activities into existing curriculum directed toward developing in students a positive attitude toward work and working.	X	
2. Infusion of activities into learning resource centers directed toward developing in students a positive attitude toward work and working.	X	

INCREASED SELF-AWARENESS AND INCREASED AWARENESS OF WORK VALUES

- I. B. Students have increased their ability to describe their own current interest and values.
- III. A. Students have increased their recognition of the bases of various work values.

Treatments:	Brownell	Blessed Sacrament
1. Use of the "Valuing Approach to Career Education"		X

JUNIOR HIGH FAMILIARIZATION

INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK

- IV. A. Students have increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work.
- B. Students have increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work.
- C. Students increased their knowledge of entry requirements for major types of paid and unpaid work.
- D. Students have increased their knowledge of the impact of social and technological change in paid and unpaid work.
- E. Students have increased their knowledge of the important factors that affect work success and satisfaction.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Infusions of activities into existing curriculum directed toward providing students an awareness of various careers.	X	X		
2. Use of Career Education field trips directed toward providing students an awareness of various careers.	X	X	X	X
3. Use of Career Education resource speakers directed toward providing students an awareness of various careers.	X	X	X	X
4. Use of "Career Day" directed toward providing an awareness of various careers.			X	

INCREASED SELF-AWARENESS AND INCREASED CAREER DECISION-MAKING SKILLS

- I. A. Students have increased their ability to describe their own current abilities and limitations.
- B. Students have increased their ability to describe their own current interest and values.
- V. A. Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.
- B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Infusion of activities into existing curriculum directed toward assisting students to discover their own interests and abilities in terms of careers.		X	X	

JUNIOR HIGH ORIENTATION

INCREASED SELF-AWARENESS AND INCREASED AWARENESS OF WORK VALUES

- I. B. Students have increased their ability to describe their own current interest and values.
- III. A. Students have increased their recognition of the bases of various work values.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Use of the "Valuing Approach to Career Education"				X

INCREASED DESIRE TO ENGAGE IN PAID AND/OR UNPAID WORK

- III. B. Students possess more positive attitudes toward paid and unpaid work.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Infusion of activities into existing curriculum directed towards developing in students a more positive attitude toward work and working.		X		

INCREASED SELF-AWARENESS AND INCREASED CAREER DECISION-MAKING SKILLS

- I. B. Students have increased their ability to describe their own current interest and values.
- IV. B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Infusion of activities into existing curriculum directed toward assisting students to discover what values effect career choice and to discover their own values.		X	X	

INCREASED BASIC ACADEMIC/VOCATIONAL SKILLS AND INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK

- II. A. Students have increased their level of generally useful numerical skills.
- B. Students have increased their level of generally useful communication skills.
- IV. E. Students have increased their knowledge of the important factors that affect work success and satisfaction.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Infusion of activities into existing curriculum directed toward assisting students to understand the importance of basic skills to career entry and success.	X	X	X	

INCREASED CAREER DECISION-MAKING SKILLS

- V. A Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Infusion of activities into existing curriculum directed toward assisting students to understand the relationship between skills taught in school and their application in various careers.	X	X	X	

INCREASED CAREER DECISION-MAKING SKILLS

- V. A Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.
 B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.
 C. Students have increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision-making problems.
 D. Students have increased their ability to determine the potential for future advancement/personal growth in work of their choosing.
 E. Students have increased their knowledge of the steps to be taken and the factors to be considered in career planning.
 F. Students have increased their active involvement in career decision-making.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Infusions of activities into existing curriculum directed toward developing in students basic career decision-making skills.		X		

INCREASED WORK SEEKING AND WORK GETTING SKILLS

- VII. B Students have increased their level of skills required in (a) applying for, and (b) accepting work.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Provide students assistance in course selection based on their interests and abilities.		X		

JUNIOR HIGH EXPLORATION

INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK

- IV. A. Students have increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work.
 B. Students have increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work.
 C. Students have increased their knowledge of entry requirements for major types of paid and unpaid work.
 D. Students have increased their knowledge of the impact of social and technological change in paid and unpaid work.
 E. Students have increased their knowledge of the important factors that affect work success and satisfaction.

Treatments	East	Goodrich	Mickle	Blessed Sacrament
1. Use of a specific program of preparation and follow-up directed towards providing students community based experience of indepth study of selected careers.		X	X	
2. Infusion of activities into existing curriculum directed toward providing hands on experience in job tasks of selected careers	X		X	
3. Infusion of career information into "Individualized Industrial Arts Program"		X		
4. Use of the "World of Construction Program"	X	X	X	
5. Use of the "World of Manufacturing Program"		X	X	

INCREASED SELF-AWARENESS AND INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK

- I. A. Students have increased their ability to describe their own current abilities and limitations.
- B. Students have increased their ability to describe their own current interest and values.
- IV. A. Students have increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work.
- B. Students have increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work.
- C. Students have increased their knowledge of entry requirements for major types of paid and unpaid work.
- D. Students have increased their knowledge of the impact of social and technological change in paid and unpaid work.
- E. Students have increased their knowledge of the important factors that affect work success and satisfaction.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Use of the Project Discovery Program.		X		

INCREASED SELF-AWARENESS, INCREASED CAREER DECISION-MAKING SKILLS AND INCREASED WORK SEEKING AND WORK GETTING SKILLS

- I. A. Students have increased their ability to describe their own current abilities and limitations.
- B. Students have increased their ability to describe their own current interest and values.
- V. A. Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.
- B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.
- C. Students have increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision-making problems.
- D. Students have increased their ability to determine the potential for future advancement/personal growth in work of their choosing.
- E. Students have increased their knowledge of the steps to be taken and the factors to be considered in career planning.
- VII. A. Students have increased their ability to (a) identify, (b) locate, and (c) utilize sources that contain information about paid and unpaid work.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. Use of "Vocational Exploration Group" Program	X		X	

INCREASED SELF-AWARENESS

- I. A. Students have increased their ability to describe their own current abilities and limitations.
- B. Students have increased their ability to describe their own current interest and values.

Treatments:	East	Goodrich	Mickle	Blessed Sacrament
1. A program of interest and aptitude testing with a mechanism of feed-back and guidance to students based on results.	X	X	X	X

SENIOR HIGH FAMILIARIZATION

INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK

- IV. A. Students have increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work.
- B. Students have increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work.
- C. Students have increased their knowledge of entry requirements for major types of paid and unpaid work.
- D. Students have increased their knowledge of the impact of social and technological change in paid and unpaid work.
- E. Students have increased their knowledge of the important factors that affect work success and satisfaction.

Treatments.	East	Northeast	Lincoln High	Pius
1. Infusion of activities into existing curriculum directed toward providing students an awareness of various careers.	X	X	X	
2. Use of Career Day directed toward providing students an awareness of various careers.		X	X	
3. Career Information Centers directed toward providing students an awareness of various careers.	X	X	X	X
4. Use of Career Education field trips directed toward providing students an awareness of various careers.	X	X	X	X
5. Use of Career Education Resource speakers directed toward providing students an awareness of various careers.	X	X	X	X

INCREASED SELF-AWARENESS AND INCREASED CAREER DECISION-MAKING SKILLS

- I. A. Students have increased their ability to describe their own current abilities and limitations.
- B. Students have increased their ability to describe their own current interest and values.
- V. A. Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.
- B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.

Treatments	East	Northeast	Lincoln High	Pius
1. Infusion of activities into existing curriculum directed toward assisting students to discover their own interests and abilities in terms of careers.	X		X	X
2. Student assessment center			X	

SENIOR HIGH ORIENTATION

INCREASED SELF-AWARENESS AND INCREASED CAREER DECISION-MAKING SKILLS

- I. B. Students have increased their ability to describe their own current interest and values.
- V. B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.

Treatments:	East	Northeast	Lincoln High	Pius
1. Infusion of activities into existing curriculum directed toward assisting students to discover what values affect career choice and to discover their own values.	X	X	X	X
2. Infusion of valuing activities in Teacher Advisor Program				X

INCREASED CAREER DECISION-MAKING SKILLS

- V. A. Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.

Treatments:	East	Northeast	Lincoln High	Pius
1. Infusion of activities into existing curriculum directed toward assisting students to understand the relationship between skills taught in school and their application in various careers.	X	X	X	

INCREASED AWARENESS OF WORK VALUES, INCREASED DESIRE TO ENGAGE IN PAID AND/OR UNPAID WORK AND INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK

- III. A. Students have increased their recognition of the bases of various work values.
- B. Students possess more positive attitudes toward paid and unpaid work.
- IV. E. Students have increased their knowledge of the important factors that affect work success and satisfaction.

Treatments:	East	Northeast	Lincoln High	Pius
1. Infusion of activities into existing curriculum directed toward assisting students to understand the importance of basic skills to career entry and success.	X	X	X	X

INCREASED CAREER DECISION-MAKING SKILLS

- V. A. Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.
- B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.
- C. Students have increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision-making problems.
- D. Students have increased their ability to determine the potential for future advancement/personal growth in work of their choosing.
- E. Students have increased their knowledge of the steps to be taken and the factors to be considered in career planning.
- F. Students have increased their active involvement in career decision-making.

Treatments:	East	Northeast	Lincoln High	Pius
1. Infusion of activities into existing curriculum directed toward developing in students basic career decision-making skills.	X		X	

INCREASED DESIRE TO ENGAGE IN PAID AND/OR UNPAID WORK

III. B. Students possess more positive attitudes toward paid and unpaid work.

Treatments:	East	Northeast	Lincoln High	Pius
1. Infusion of activities into existing curriculum directed towards developing in students a positive attitude toward work and working.		X		
2. Infusion of activities into group guidance classes directed toward developing in students a positive attitude toward work and working.			X	

SENIOR HIGH EXPLORATION

INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK

- IV. A. Students have increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work.
 B. Students have increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work.
 C. Students have increased their knowledge of entry requirements for major types of paid and unpaid work.
 D. Students have increased their knowledge of the impact of social and technological change in paid and unpaid work.
 E. Students have increased their knowledge of the important factors that affect work success and satisfaction.

Treatments:	East	Northeast	Lincoln High	Pius
1. Use of a specific program of preparation and follow-up directed towards providing students community based experience of in-depth study of selected careers.				X
2. Use of Career Information Centers to provide students with in-depth information about careers including such items as pay, working hours, entry level criteria, etc.	X	X	X	X

INCREASED SELF-AWARENESS

- I. A. Students have increased their ability to describe their own current abilities and limitations.
 B. Students have increased their ability to describe their own current interest and values.

Treatments:	East	Northeast	Lincoln High	Pius
A program of interest and aptitude testing with a mechanism of feed-back and guidance to students based on results.	X	X	X	X

INCREASED WORK SEEKING AND WORK GETTING SKILLS

VII. B. Students have increased their level of skills required in (a) applying for, and (b) accepting work.

Treatments:	East	Northeast	Lincoln High	Pius
1. Individual Instructional Packets geared to student interest and aptitudes.		X		
2. Individual Instructional Packets geared to entry level criteria of various occupations, education or training programs		X		

INCREASED SELF-AWARENESS, INCREASED CAREER DECISION-MAKING SKILLS AND INCREASED WORK SEEKING AND WORK GETTING SKILLS

- I. A. Students have increased their ability to describe their own current abilities and limitations.
- B. Students have increased their ability to describe their own current interest and values.
- V. A. Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.
- B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.
- C. Students have increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision-making problems.
- D. Students have increased their ability to determine the potential for future advancement/personal growth in work of their choosing.
- E. Students have increased their knowledge of the steps to be taken and the factors to be considered in career planning.
- VII. A. Students have increased their ability to (a) identify, (b) locate, and (c) utilize sources that contain information about paid and unpaid work.

Treatments:	East	Northeast	Lincoln High	Pius
1. Use of "Vocational Exploration Group" Program	X	X	X	X

SENIOR HIGH PREPARATION

INCREASED WORK SEEKING AND WORK GETTING SKILLS

VII. B. Students have increased their level of skills required in (a) applying for, and (b) accepting work.

Treatments:	East	Northeast	Lincoln High	Pius
1. Co-op education programs	X		X	
2. Paid and non-paid community placements	X	X	X	X

SENIOR HIGH EXITING PLACEMENT

PLACEMENT AND INCREASED AWARENESS OF MEANS FOR CONTINUED EDUCATION

- VIII. A. Students have been placed or are engaged in further education.
- B. Students have been placed in a paid occupation.
- C. Of those placed in (a) further education, and (b) employment, students consider the placement to be consistent with their career plans.
- D. Of those not placed in further education or in a paid occupation, students are engaged in (a) unpaid work consistent with their career plans.

- IX. A. Students have increased their ability to identify sources of additional education in major types of paid and unpaid work.
 B. Students have increased their ability to identify means to support additional education for themselves in major types of paid and unpaid work.

Treatments:	East	Northeast	Lincoln High	Pius
1. Exiting Placement Program	X	X	X	X

CAREER PLANNING

INCREASED WORK SEEKING AND WORK GETTING SKILLS

- VII. B. Students have increased their level of skills required in (a) applying for, and (b) accepting work.

Treatments:	East	Northeast	Lincoln High	Pius
1. Guidance/advisor assistance in course selection based on career interest aptitude and goals	X	X	X	X

INCREASED SELF-AWARENESS

- I. A. Students have increased their ability to describe their own current abilities and limitations.
 B. Students have increased their ability to describe their own current interest and values.

Treatments:	East	Northeast	Lincoln High	Pius
1. Interest and aptitude testing program with guidance/advisor assistance based on results.	X	X	X	X

INCREASED CAREER DECISION-MAKING SKILLS AND INCREASED AWARENESS OF MEANS FOR CONTINUED EDUCATION

- V. A. Students have increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work.
 B. Students have increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life-styles.
 C. Students have increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision-making problems.
 D. Students have increased their ability to determine the potential for future advancement/personal growth in work of their choosing.
 E. Students have increased their knowledge of the steps to be taken and the factors to be considered in career planning.
 F. Students have increased their active involvement in career decision-making.
- IX. A. Students have increased their ability to identify sources of additional education in major types of paid and unpaid work.
 B. Students have increased their ability to identify means to support additional education for themselves in major types of paid and unpaid work.

Treatments:	East	Northeast	Lincoln High	Pius
1. Program for post high school planning for use with graduating seniors and early exiting students.			X	

Appendix 2

Summary of Evaluation Design

EVALUATION DESIGN WORKSHEET

GOAL	LEVEL	PROJ.	Non-PROJ.	INSTRUMENT	SUBSCALE	SAMPLE	
I. Self Awareness	3	A		None			
		B		None			
		C		*Self observation scale	1,2,4	BS, B	
	6	A		None			
		B		None			
		C		*Self observation scale	1,2,3,4,7	BS, B, G	
9	A		None				
	B		None				
III. Work Values	12	A		None			
		B		CMI-ATT	Total	E, NE, LH, P	
IV. Knowledge	3	A		*CEO	Total	B, BS	
		B		*CEO	Total	B, BS	
		C		None			
		D		None			
		E		None			
	6	A		*CEO	Total	B, BS, G	
		B		*CEO	Total	B, BS, G	
		C		*CEO	Total	B, BS, G	
		D		None			
		E		None			
	9	A		ACD CMI	1,3 1,2	E, P, M, G	
		B		ACD	1	E, P, M, G	
		C		ACD CMI	2,3 4	E, P, M, G	
		D		ACD	4	E, P, M, G	
		E		CMI	1	E, P, M, G	
	12	A		ACD CMI	1,3 1,2	E, P, NE, LH	
		B		ACD	1	E, P, NE, LH	
		C		ACD CMI	2,3 4	E, P, NE, LH	
D			ACD	4	E, P, NE, LH		
E			CMI	1	E, P, NE, LH		
V. Decision Making Skills	9	A		CMI	1,3	E, G, M, P	
		B		ACD CMI	3,4 1,2	G, M, P	
		C		ACD	4,5	G, P	
		D		None			
		E		ACD CMI	4 1	G, P	
		F		ACD	5	G, P	
	12	A		CMI	1,3	E, NE, LH, P	
		B		ACD CMI	3,4 1,2	E, NE, LH, P	
		C		ACD	4,5	E, NE, LH, P	
		D		None			
		E		ACD CMI	4 1	E, NE, LH, P	
F			ACD	5	E, NE, LH, P		
			ACD	5	E, NE, LH, P		
VII. Work Seeking Skills	12	A		ACD	5	E, NE, LH, P	
		B		None			
VIII. Placement				I,PS Follow-up survey			
Job Opportunities	either 12 or 10-12			Lincoln PS Survey	Selected Items	E, P, NE, LH	
Financial	K-3 4-6 7-9 10-12			N.A.	N.A.	N.A.	

*Not to be administered during 1974-75 school year.

E = East
NE = Northeast
LH = Lincoln High
P = Pius
G = Goodrich
M = Mickle
BS = Blessed Sacrament
B = Brownell

Appendix 3

Implementation Summary

IMPLEMENTATION SUMMARY

A List of Specific Career Education Activities by General
Treatment Classification by Goal Area*

- I. Increased Self-Awareness and Increased Career Decision Making Skills
 - A. Infusion of activities into existing curriculum directed toward assisting students to discover their own interests and abilities in terms of careers.
 1. In 8th grade Basic Studies students take Industrial and Environmental Units.
 2. In World of Manufacturing, students are shown abilities in manufacturing and construction.
 3. In World of Construction, students are shown abilities in construction and manufacturing.
 4. In 7th grade Basic Studies students are shown travels, advertising, maps and activity cards.
 5. Self Esteem test was given to some students.
 6. For the reading students, individual conferences, book selections were given.
 7. The 6-9th grade Instrumental classes gave performances for the public.
 8. The 8th grade Basic Studies class had job interview activities, interest survey--Project Discovery.
 9. The 6-7th grade Basic Studies classes conferenced with each student. Personal interviews were done by students. Many forms were filled out.
 10. The 6-9th grade classes talked about goals, interests, abilities and test results.
 11. The 6-9th grade students were given questionnaires in T/A, and all grades were given the T/A survey.
 12. The 8-9th grades had individual conferences with art students who might be considering careers in art.
 13. The 9th grade English class had planning sessions with students, Decision-making.
 14. Sr. High English classes had filmstrips on careers; use of careers listing for library unit; worksheets and class discussion.
 15. Sr. High Math classes had involvement informally in senior classes.
 16. Sr. High Business classes had readings on careers; readings on job descriptions; readings on Labor Dept statistics; and complete units on major office duties.
 17. Sr. High Social Studies classes had involvement in Economics, Psych, Business Law, Current Problems and EPIC Volunteer assignments.
 18. Sr. High Home Economics classes were involved in HERO; Values Clarification activities; preview of jobs; qualifications; tests of their abilities.

*Each specific activity was implemented in one or more career education target school by at least one teacher.

19. Sr. High Trades classes were involved in Job Placement; work related jobs in class assignments; exploring letterpress and offset printing.
 20. Sr. High Guidance Department went on a one-to-one basis in counseling format.
- B. Infusion of activities into learning resource centers directed toward assisting students to discover their own interest and abilities in terms of careers.
 - C. Use of the "Valuing Approach to Career Education"
 1. The valuing approach was used in the 4th grade learning centers.
 - D. Use of "Project Discovery Program"
 1. Project Discovery to 7,8,9th grade classes.
 - E. Use of "Vocational Exploration Group" Program.
 1. Interest test given to 9th graders.
 2. Algebra aptitude test to 8th graders.
 3. Career Education coordinator administered "Vocational Exploration Group" Program to small groups upon request.
 4. Several sessions conducted by guidance department.
 5. Used by counselors.
 - F. A program of interest and aptitude testing with a mechanism of feedback and guidance to students based on results.
 1. Advisors brought students to Career Information Center.
 2. Advisors and counselors interpreted ITED test results to students.
 3. Use of COPs extensive.
 4. COPs for Value Clarification class only.
 5. Kuder Preference for Values Clarification class.
 6. GATB available for use.
 - G. Student assessment center
 1. Tutoring and testing available in Career Information Center.
 - H. Infusion of valuing activities in Teacher Advisor Program
 - I. Interest and aptitude testing program with guidance/advisor assistance based on results.
 1. Advisors and counselors interpreted results of ITED tests to students.
 2. Use of Kuder Preference and COPs with Value Clarification class.

- J. Infusion of activities into existing curriculum directed toward assisting students to discover what values effect career choice and to discover their own values.
1. Clarification of Values is a 2nd semester theme of 8th grade Basic Studies.
 2. Students arranged a visit to a court trial.
 3. The 8th grade Basic Studies class had a unit on Warm and Fuzzy "To Kill a Mockingbird"--prejudice and empathy unit.
 4. The 6-7th grade Basic Studies students had units which all included values clarification and dealt with their relation to work and careers.
 5. The 6-9th grade classes discussed in conference strengths and weaknesses and how they affected careers. How career would affect life style.
 6. The 6-9th grade classes also did the values clarification exercise.
 7. The T/A grades took the interest survey, had conferences and discussions.
 8. This was done in Social Studies and English in Sr. High classes.
 9. English classes had filmstrips on Careers--discussion of living expenses vs incomes helpful; Nebraska Curriculum Stress values and value systems.
 10. Business classes had class discussions; guest speakers; self evaluation exercises.
 11. Home Economics classes had HERC, Values Clarification activities; tapes and filmstrips.
 12. Trades classes had Post-High Education; by relating what employers want.
 13. The Guidance Department held Values Clarification class and involved VEG.
- II. Students will demonstrate increased competency in basic academic/vocational skills.
- A. Infusion of activities into existing curriculum directed toward assisting students to understand the importance of basic skills to career entry and success.
1. Environmental Units, Industrial Units and specific book assignments were used in 8th grade Basic Studies.
 2. Activity cards used in the 7th grade Basic Studies class.
 3. The 8-9th grade Business students took a field trip to a bank.
 4. The T/A students had individual conferences discussing questionnaires.
 5. The 8th grade Basic Studies students did term papers on careers--their writing assignments in English.
 6. The 6-7th grade Basic Studies students infused careers in all aspects of Basic Studies curriculum.
 7. The T/A students evaluated tests, and discussed them.
 8. In reading, the students did reading and researching careers (Voluntary).
 9. In Art classes the instruction is geared to showing the students how certain techniques and skills can apply towards an art career or other interests.

10. The 6-9th grade students had reading orientation.
 11. In 9th grade English, the students--both in class and outside writing (personal) compared to professional authors, procedures at same, films, etc.
- III. Students will demonstrate increased awareness of work values and possess a desire to engage in paid and/or unpaid work.
- A. Infusion of activities into existing curriculum directed toward developing in students a positive attitude toward work and working.
 1. Through the valuing approach this was applied in 1st and 5th grades.
 - B. Infusion of activities into learning resource centers directed toward developing in students a positive attitude toward work and working.
 1. Applied in 4th and 1st grades.
 2. 6-9th grade reading students were rewarded with "funny money" when they did their work. Received nothing if they didn't do their work.
 3. The 6-9th grade students played the Value Clarification games.
 4. The 6-9th grade reading students had funny money in payment for work--which can be spent on fun activities.
 5. The 8th grade Basic Studies had point system and rewards for good work, prompt completion of assignments, helping others.
 6. The 8th grade Basic Studies also had Johnny Tremain, discussion worksheets.
 7. The 6-7th grade Ba Studies students infused in all aspects of curriculum--log book for example.
 8. The 6-8th grade students had record and time sheets similar to work record. Record keeping was used also. Rewards and recognition were given.
 9. In the Art classes, students used a positive approach--i.e., taking pride in personal accomplishments.
 10. Held a Values Clarification Class.
 - C. Use of the "Valuing Approach to Career Education"
 - D. Infusion of activities into existing curriculum directed toward assisting students to understand the importance of basic skills to career entry and success.
 1. English students were told about department stress; forms such as job applications, interviews through role play, writing business letters.
 2. Math students were told about basic emphasis.
 3. Business students held discussions; had speakers from business who stress entry-level skills; accepted only entry level class work for grading; taught classes like an office--room arranged in clusters to conform to business office.
 4. Social Studies students indicated they emphasized development of basic skills.

5. Science students have a need for basics in any job emphasis; stress need for responsibility in relations to others.
 6. Home Economics students stressed covering in sanitation and food handling through practice; use Public Health speakers who stressed importance of sanitation practices; interviewed food workers to determine reasons for employment; had tapes and filmstrips.
 7. In Trades, students stressed job entry level skills; in welding students discover what they must know to be employed; and learned basic skills in lithography, plate making, stripping, opaqing, photography.
- IV. Students will demonstrate increased awareness of and knowledge about work.
- A. Infusion of activities into existing curriculum directed toward providing students an awareness of careers.
 1. Fifth grade Social Studies and 1st grade Math.
 2. Introduction of film on Careers in Health to 8th grade Health class.
 3. "Free" reading book directly or indirectly depicted various careers to 6-9th grade reading class.
 4. Field trip to Wards for World of Business Class.
 5. Posters and class films to 9th grade English class.
 6. Assembly line simulation; writing as a career to 8th grade Basic Studies class.
 7. 6-7th grade Basic Studies visited Police Department; had the Dean of NU Engineering speak to class; a lawyer visited classes; and 2-handicapped visitors spoke on their careers.
 8. Activities for the 6-9th grade Math classes was based on Career Education and included in assignments. They were matched with areas of interest and ability.
 9. Some students in art classes periodically ask for information on art careers. One former student even returned for help a couple of times.
 - B. Use of Career Education field trips directed towards providing students an awareness of various careers.
 1. All 5th grade Social Studies students went on field trips.
 2. Occurred in the following classes: 8th & 9th grade Foods, 8th grade Basic Studies, 7th, 8th, 9th grade Human Studies, 9th grade World Studies, 7th, 8th, 9th grade Chorus, 9th grade Community Involvement, 8th & 9th grade Journalism, 7th grade Basic Studies, 9th grade Clothing, 7th, 8th grade Babysitting, 9th grade World Studies and 9th grade English and Journalism.
 3. 6-9th grade reading classes went on field trips.
 4. Interviewed a lawyer by 9th graders.
 5. The 9th grade English class suggested and recommended that students visit community and high school and college theatre productions.
 6. The 8th grade Basic Studies students shadowed government workers, answered questions, toured the police station.

7. The 6-7th grade Basic Studies students visited the police station, planetarium, county offices and historical society.
 8. The Health classes took a field trip to Lincoln General Hospital, Norden Lab and the Health Fair.
 9. One class had 23 field trips.
 10. The English class had a Career Day and took a trip to a Mortuary.
 11. The Math class took a trip to PSAB Computer Center.
 12. The Business class had a Youth in Business Day; participated in exchange with Jr. High feeder schools; toured Insurance companies; banks, data processing center.
 13. In Social Studies class the students toured a mortuary; EPIC Program-Social Service agencies.
 14. In Science class the students toured the Medical Fair.
 15. In Home Economics class the students toured Restaurants; Montessori School; Ruth Staples Lab; Interior Decoration Firms; Food Service Businesses; Furniture Store; and Fabric Stores.
 16. In Trades classes the students toured TV and Radio stations; Square D; and visited 8 different types of graphic arts plants.
- C. Use of Career Education resource speakers directed toward providing students an awareness of various careers.
1. The 5th and 1st graders involved police resource officer and bank representative.
 2. Interviews with various people in 9th grade World Studies; 9th grade English; Journalism.
 3. Shadowing in 9th grade World Studies and 9th grade Community Involvement.
 4. Resource speakers in 7th, 8th, 9th grade Chorus; 7th, 8th grade Basic Studies; 9th grade Foods; 8th, 9th grade Clothing; 7th, 8th grade Babysitting; 8th, 9th grade Journalism.
 5. Field trips in 8th, 9th grade Foods; 9th grade Clothing; 7th, 8th grade Babysitting; 7th, 8th grade Basic Studies; 7th, 8th and 9th grade Human Studies; 9th grade World Studies; 7th, 8th, 9th grade Chorus; 9th grade Community Involvement; 8th, 9th grade Journalism.
 6. The 6th-9th grade students had a manager from Valentinos Pizza come and discuss the operation and jobs at the new 70th street location.
 7. The Business classes had a resource speaker, salesman for KFOR.
 8. The 9th grade English class had speakers from the Community come in--drama.
 9. The 6-9th grades had KFOR Disc Jockey come to speak.
 10. The 8th grade Basic Studies class had a poet, football player come to visit.
 11. The 6-7th grade Basic Studies had the Dean of the College of UNL Engineering, the Mayor, a city council member, an astronomer, and 2-wheel chair persons speak to them on careers.
 12. The 8th grade Health class had speakers on Nutrition, Alcohol, VD, and a police woman come in.
 13. All Art students invited professional artists to demonstrate before the class. Also a potter, painter and a photographer came to class.

14. A Home Economics career day was held with 10 speakers from various fields within Home Economics.
 15. One class had 32 speakers.
 16. Sr. High English class the students had Sophomore English students assembly to hear speakers on careers using English foundations. They also had visits by EPIC teachers and students 10th grade classes to talk about Social Service work. They had radio disc jockey's, mortician, worker with mentally retarded and anthropologist speak to them also.
 17. In Math classes at Sr. Highs, the students had an assembly for students with speakers from careers which were Math based (IBM, Vet, Architect, physicist, math teacher) and a bank employee.
 18. In Business classes at Sr. Highs, students had Speakers from Successful Women in Business, former students talk about their work; State Farm employees on job interviews; Retail Credit on requirements for work; Metropolitan on responsibilities and promotions.
 19. In Social Studies classes at Sr. Highs, they had speakers on content subjects with spin-off on own careers; psychology, Business Law and EPIC Seminars--Social Service work.
 20. In Home Economics classes at Sr. Highs they heard speakers and representatives from HERO, Foods classes, Chefs from local businesses, President of Restaurant Association; Day Care workers; Community College; Interior Decoration workers; Department of Labor; Personnel directors; and store managers.
 21. In Guidance departments at Sr. Highs, students heard from speakers from Job service; Military units; State Department of Labor.
- D. Infusion of activities into learning resource centers directed toward providing students an awareness of various careers.
1. Occurred in primary 3rd and 4th grades.
 2. In English class, the students were given an examination of careers using Library materials in Library Skills Unit; Unit on choosing a career; Examination of careers through literature; Unit on linguistics discusses career possibilities; Workshop developed for English teachers; Worksheets; Discussions; Objectives on job interests, applications.
 3. In Math the students had an assembly with speakers from various businesses (done on departmental level).
 4. In Business classes the students had career films; youth in business day; entire course career orientated (clerical intern - business courses).
 5. In Social Studies classes the students had a U.S. History Unit on Business and Labor; Individual projects; Psychology course; Business Law course; Field trips; Speakers; Shadowing; Experimental work; 3-week unit on goals and values in choosing careers.
 6. In Driver's Education class the students had worksheets to do.
 7. In Home Economics the students had speakers; field trips; films; work experiences.
 8. In Trades classes the students had field trips; speakers; job awareness in electronics; survey of jobs and job training needs in Lincoln; asked employers to list the class needs of students wanting to enter that career.

- E. Use of "Career Day" directed toward providing an awareness of various careers.
1. Students worked with Rotary, the Career Education coordinator, and planned career day. Some 50 booths were set up in the school gym. The entire student body participated.
- F. Infusion of activities into existing curriculum directed toward assisting students to discover what values effect career choice and to discover their own values.
1. Clarification of Values is a 2nd semester theme of 8th grade Basic Studies.
 2. Students arranged a visit to a court trial.
 3. The 8th grade Basic Studies class had a unit on Warm and Fuzzy, "To Kill a Mockingbird"--prejudice and empathy unit.
 4. The 6-7th grade Basic Studies students had units which all included values clarification and dealt with their relation to work and careers.
 5. The 6-9th grade classes discussed in conferences strengths and weaknesses and how they affected careers. How career would affect life style.
 6. The 6-9th grade classes also did the values clarification exercises.
 7. All T/A classes took the interest survey, had conferences and discussions.
- G. Infusion of activities into existing curriculum directed toward assisting students to understand the importance of basic skills to career entry and success.
1. Environmental Units, Industrial Units and specific book assignments used in 8th grade Basic Studies class.
 2. Activity cards used in 7th grade Basic Studies class.
 3. The 8-9th grade Business students took a field trip to a local bank.
 4. The T/A students had individual conferences discussing questionnaires.
 5. The 8th grade Basic Studies students did term papers on careers--their writing assignments in English.
 6. The 6-7th grade Basic Studies students infused careers in all aspects of Basic Studies curriculum.
 7. The T/A students evaluated tests, and discussed them.
 8. In reading, the students did reading and researching careers (voluntary).
 9. In Art classes the instruction is geared to showing the students how certain techniques and skills can apply towards an art career or other interests.
 10. The 6-9th grade students had reading orientation.
 11. The 9th grade English students--both in class and outside writing (personal) compared to professional authors, procedures at same, films, etc.

- H. Use of a specific program of preparation and follow up directed towards providing students community based experience of indepth study of selected careers.
1. Basic Studies class.
 2. World of Manufacturing Class.
 3. World of Construction Class.
 4. Basic Skills 7th grade class used activity cards.
 5. Community Involvement.
 6. World Studies 9th grade class.
 7. Each student in the World of Business class was encouraged to make a career study plus a shadowing experience.
 8. The 8th grade Basic Studies students used a government booklet.
 9. Through interviews and shadowing appointments with store buyers, electricians, legal assistants, candy factory workers, game warden, lawyer and veterinarian done by Career Education coordinator.
- I. Infusion of activities into existing curriculum directed toward providing hands on experience in job tasks of selected careers.
- J. Infusion of career information into "Individualized Industrial Arts" Program.
- K. Use of the "World of Construction" Program.
1. In construction classes.
- L. Use of the "World of Manufacturing" Program.
1. In manufacturing classes.
- M. Use of the "Project Discovery" Program.
1. In 7th, 8th, and 9th grades by the use of Project Discovery.
- N. Career Information Centers directed toward providing students an awareness of various careers.
1. Students were brought to career information center to acquaint them with services possible.
 2. Done by the main center and satellite center.
 3. There is no central center; however, materials are available in library and guidance offices; staff refers students to available materials in library and guidance offices.
- O. Use of Career Information Centers to provide students with in-depth information about careers including such items as pay, working hours, entry level criteria, etc.
1. Advisors brought students to career information center.
 2. This was done at central center and satellite center.
 3. Material diffused between library and counseling offices; both guidance staff and media staff direct students to this information; available to all students.

- V. Students will demonstrate increased competency in career decision-making skills.
- A. Infusion of activities into existing curriculum directed toward assisting students to discover their own interests and abilities in terms of careers.
1. In 8th grade Basic Studies, Industrial and Environmental Units.
 2. In World of Manufacturing shown abilities in manufacturing and construction.
 3. In World of Construction shown abilities in manufacturing and construction.
 4. In 7th grade Basic Studies shown travel, advertising, maps and activity cards.
 5. Self-esteem test was given.
 6. For the reading students, individual conferences, book selections were given.
 7. 6-9th grade Instrumental classes gave performances for the public.
 8. The 8th grade Basic Studies class had job interview activities, interest survey--Project Discovery.
 9. The 6-7th grade Basic Studies classes conferences with each student. Personal interviews done by students. Many forms had to be filled out.
 10. The 6-9th grade classes talked about goals, interests, abilities, tests results.
 11. The 6-9th grade students were given questionnaires in T/A.
 12. All grades were given the T/A survey.
 13. The 6-9th grades had individual conferences with art students who might be considering careers in art.
 14. The 9th grade English class had planning sessions with students, Decision-making.
 15. English classes had filmstrips on careers; use of careers listing for library unit; worksheets and class discussion.
 16. Math classes had involvement informally in senior classes.
 17. Business classes had readings on careers; readings on job descriptions; readings on Labor Dept. statistics; and complete units on major office duties.
 18. Social Studies classes had involvement in Economics, Psych, Business Law, Current Problems and EPIC Volunteer assignments.
 19. In Home Economics classes the students were involved by HERO; Values Clarification activities; preview of jobs; qualifications, tests of their abilities.
 20. In Trades classes the students were involved by Job Placement; work related jobs in class assignments; exploring letterpress and offset printing.
 21. The Guidance Department went on a one-to-one basis in counseling format.
- B. Infusion of activities into learning resource centers directed toward assisting students to discover their own interest and abilities in terms of careers.
1. Use the valuing approach in 4th grade learning centers.

- C. Infusion of activities into existing curriculum directed toward assisting students to understand the relationship between skills taught in school and their application in various careers.
1. VEG was used in the 7th and 9th grades.
 2. In the World of Business--8th and 9th grades the students were encouraged to make a career study plus a shadowing experience.
 3. The T/A students held flea market decisions, group decision-making on activities.
 4. The 8th grade Basic Studies students planned assembly line; persuasion techniques, ads to sell specific audiences, propaganda unit.
 5. The 6-7th grade Basic Studies infused all aspects of careers into curriculum.
 6. In 6-8th grade math, the students had independent math--at several points child makes decision if more study or continue; also alternate assignments and activities are given.
 7. All art instruction includes the need for this in all students. They must have opinions and make choices.
 8. All work in the 6-9th grade is independent. Students plan their day's work. Can choose from among many activities.
 9. Group planning is done at the 9th grade English T/A level.
 10. English class students had Pride in Language books for reluctant readers are helpful; stress value of correct punctuation as applicable to lawyer in court, to secretary, etc; worksheet exercises; "In all areas do this".
 11. Business class students had class reports, discussions; daily paper work, workbooks, practice sets, office packets, etc; life skills applications--teach typing as a vocational course.
 12. Social Studies students had "An objective in my courses".
 13. Science students had need for math, reading for success in any job; and need for being dependable.
 14. Home Economics students were told of foods and nutrition classes explore employment areas on trips; preparation of food items to simulate cafe experiences; use of tapes and filmstrips.
 15. Trade classes students were shown the work at school compared to job activity; efforts to get post high school credits for high school programs; by letting students work on the others cars; shop projects related to industry jobs.
- D. Infusion of activities into existing curriculum directed toward developing in students basic career decision-making skills.
1. Guidance Dept--used card file, VEG, and folders on 10th and 11th grade students on tentative plans for work.
 2. English class--an example was a mock trial being instrumental in getting a girl interested in law career.
 3. In Business class--the use of follow-up activities; excellent set of vocational and professional type filmstrips; literature in room 150; key punch links receipts; instruction is career based.
 4. Social Science class used Business Law and Economics.
 5. The Driver's Ed class used reading material alerting students to career choices; request of entry.

6. Trades class shared information on 20 different careers by the people who hire in each career; uses of chemicals and inks in printing; and shared on the job experiences in labs.
 7. Various things were offered in Health related courses.
 8. General decision making skills were offered in Home Economics.
- E. Use of "Vocational Exploration Group" Program.
1. Interest test given to 9th graders.
 2. Algebra aptitude test given to 8th graders.
 3. Career Education coordinator administered "Vocational Exploration Group" Program to small groups upon request.
 4. Several sessions conducted by Guidance Department.
 5. Used by counselors.
- F. Student assessment center.
1. Tutoring and testing available in Career Information Center.
- G. Infusion of activities into existing curriculum directed toward assisting students to discover what values affect career choice and to discover their own values.
1. This was done in Social Studies and English Sr. high classes.
 2. English classes had filmstrips on Careers--discussion of living expenses vs incomes helpful; Nebraska Curriculum Stress value and value systems.
 3. Business classes had class discussions; guest speakers; self evaluation exercises.
 4. Home Economics classes had HERO, Values Clarification activities; tapes and filmstrips.
 5. Trades classes had Post-High education; by relating what employers want.
 6. The Guidance Department held Values Clarification Class and involved VEG.
- H. Infusion of valuing activities in Teacher Advisor Program.
- I. Program for post high school planning for use with graduating seniors and early exiting students.
- VI. Students will demonstrate good work habits.
- VII. Students will demonstrate work-seeking and work-getting skills.
- A. Provide students assistance in course selection based on their interests and abilities.
- B. Use of "Vocational Exploration Group" Program.
1. Career Education coordinator administered "Vocational Exploration Group" Program to small groups upon request.
 2. Several sessions conducted by Guidance Department.

3. Used by counselors.
 4. Interest test given to 9th graders.
 5. Algebra aptitude test given to 8th graders.
- C. Co-op education programs.
1. In Business classes Coop Office Occupations are offered.
 2. In Home Economics class, Foods career class and child care careers are offered.
 3. In Trades and Industrial Arts, unstructured placement work is offered.
 4. In Health Relations course--health intern program is offered.
- D. Paid and non-paid community placement.
1. Career Education coordinator placed business students in LEX program in National Guard, Volunteer services and child care classes.
 2. Part and full time jobs were found.
 3. Placement in EPIC.
 4. One English teacher had secured jobs for 5 of her students.
 5. In Business class the intern program proved that one teacher routinely places students in paid jobs because of her business contacts.
 6. One teacher in Art has placed 8 students in professional jobs in photography.
 7. Home Economics students are placed through foods careers and exploring childhood programs; upholstery work, retail sales in fabrics, cleaning establishment.
 8. Trades students are placed in machines jobs and some are placed in jobs related to course work (welding, auto-mechanic, etc).
 9. One student from the Health related course was placed as part of careers course.
- E. Guidance/advisor assistance in course selection based on career interest aptitude and goals.
1. Advisors work with students during registration.
 2. On-going as part of regular counseling routines.
- F. Individual Instructional Packets geared to student interest and aptitudes.
- G. Individual Instructional Packets geared to entry level criteria of various occupations, education or training programs.
- VIII. Students who are leaving the formal education system will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education.
- A. Exiting Placement Program
1. This was done by counselors with assistance from Career Education coordinator--seniors interested in jobs are invited to come and look at the list compiled by Career Education coordinators from job services.

2. Counselors sent to placement office a list of graduating seniors needing jobs.
- IX. Students will be aware of means available for continued education once they have left the formal educational system.
- A. Exiting Placement Program.
 1. This was done by counselors with assistance from Career Education coordinator--seniors interested in jobs are invited to come and look at the list compiled by Career Education coordinators from job services.
 2. Counselors send to placement office, a list of graduating seniors needing jobs.
 - B. Program for post high school planning for use with graduating seniors and early exiting students.

Appendix 4

Career Education Project Teacher Feedback

Lincoln Public Schools
Lincoln, Nebraska

CAREER EDUCATION PROJECT -- TEACHER FEEDBACK

In order to document the degree of career related activities taking place within the Lincoln schools, the Career Education Project asks you to take 5 minutes and answer the following questions. Thank you for your cooperation.

1. The name of your school _____
2. The grade level to which you are assigned (check one)

K	6	_____
7	9	_____
10	12	_____
3. Were you teaching in the Lincoln Public Schools last year?
 1. _____ Yes
 2. _____ No
4. Are you part of the guidance and counseling staff?
 1. _____ Yes
 2. _____ No
5. Have you attended any inservice activities to familiarize you with career education concepts and basic methodology of career education in the schools? (This includes such activities as midyear or summer workshops, meetings with the Career Education staff, departmental meetings related to Career Education, Career Education related to guidance, etc.)
 1. _____ Yes
 2. _____ No
6. If you answered "Yes" to Number 5, please estimate the number of hours you have spent in inservice
Estimated number of hours _____
7. Have you planned and carried out any career education activities in your work with students this year?
 1. _____ Yes
 2. _____ No
8. If your answer to Number 7 was "Yes," please estimate the number of activities
Estimated number of activities _____
9. Have you utilized resource persons from business, industry, etc., in Career Education activities for students?
 1. _____ Yes
 2. _____ No
10. If your answer to Number 9 was "Yes," please estimate the number of times used
Estimated number of times used _____

Appendix 5

Summary Data on Valuing Approach to Career Education

Comparison of 'Reading Approach' to Career Education

Grade Level	Test	Number Items in Tests	PRETEST			POSTTEST		
			Number Students	Mean Score	Mean Percent	Number Students	Mean Score	Mean Percent
1st	2-5, W	13	20	11.2	79.0	18	11.0	70.6
2nd	3-5, W	11	21	6.7	60.0	25	11.0	70.3
3rd	3-5, W	13	17	7.0	53.8	18	10.1	77.4
4th	3-5, W	11	24	10.0	90.9	24	11.4	95.1
5th	3-5, W	11	17	7.0	63.6	17	6.2	66.6
6th	3-5, W	11	21	6.2	56.4	22	6.1	67.6
7th	3-5, W	11	17	7.4	67.3	18	6.2	66.1

Results based on use of 'Reading Approach' in one school.

Evaluation Statement	Lesson Reference	Correct Responses
The statue on my bed is the same as the statue in the museum like everyone else's statue.	1	No
My museum exhibit will let me tell others in the class about myself.	2	Yes
If everyone in my class went to the circus, we would all describe it in the same way.	3	No
Benjamin Franklin bought everyone in his class a different birthday gift.	4	No
All teachers like to go fishing.	5	No
School is the only place where I can learn things.	6	No
The beaver can cut down trees with his strong teeth and jaws.	7	Yes
The first farmer drove a tractor.	8	No
If the wheel had never been invented, I could still ride my bicycle.	9	No
When the seeing-eye dog was working when he led the woman to the library.	10	Yes
I am both a consumer and a producer.	11	Yes
A valuable worker is a useful person.	12	Yes

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LEARNING SEQUENCE (E) TEST

Evaluation Statements	Lesson Reference	Correct Response
Mannibal and Hushy were trying to invent glue.	1	Yes
A tool can help me reach farther than I could with just my arm and hand.	2	Yes
Some things get easier to do as I get older.	3	Yes
When I was a baby, I could write my name.	4	No
I can still wear my baby clothes.	5	No
Mannibal, Justin, and Hushy all wanted to be engineers when they grew up.	6	No
All of the children in my class have blue eyes.	7	No
Everybody has the same favorite food.	8	No
As I get older, I will probably like to play with different toys.	9	Yes
When I was a baby, I could ride a new bicycle.	10	No
In the Larn and Brenda game, we spent all our play money on candy and toys.	11	No
I can name something that makes me happy.	12	Yes
I know how to cheer myself up when I am sad.	13	Yes

READING SEQUENCE (2) 'L'S'

Evaluation statements	Lesson Reference	Correct response
A policeman wears a uniform so everyone will know who he is.	1	Yes
The only reason a fireman wears a uniform is to keep his own clothes from getting dirty.	2	No
Ms. Price, the sales clerk at Milligan's Department Store got in trouble because she wore slacks to work.	3	Yes
When the Bellamy family first arrived in the town of Bullait, they were greeted by many friendly local people.	4	No
In the story <u>The Factory That Went Squeak</u> , Oliver had a very important job.	5	Yes
After meeting a wealthy carpenter, my father said, "All carpenters are rich," he would be stereotyping.	6	Yes
The repairman fixing Mr. Barber's roof had to make a decision that would affect other people as well as himself.	7	Yes
Everyone should always be able to do his own thing and not worry about other people.	8	No
Some jobs are work for certain people and play for other people.	9	Yes
When Mr. Guntermin, a lot in the worker overages time, I must make sure that I do not talk.	10	Yes
Each community needs only a doctor, a banker, and a carpenter.	11	No
In the tale of "Miserable Mountain" in straight-ahead won the race and married the beautiful princess.	12	No
The only reason people work is to make money.	13	No

Appendix 6

Revised Outcome Question/Treatment Group Matrix

REVISED
OUTCOME QUESTION/TREATMENT
GROUP MATRIX

OUTCOME QUESTIONS	BROWNELL	BLESSED SACRAMENT	EAST	GOODRICH	MICKLE	BLESSED SACRAMENT	EAST	NORTHEAST	LINCOLN HIGH	PIUS
I. INCREASED SELF-AWARENESS										
A. Have students increased their ability to describe their own current abilities and limitations?	X		X	X	X	X	X	X	X	X
B. Have students increased their ability to describe their own current interest and values?	X	X	X	X	X	X	X	X	X	X
C. Do students display more positive attitudes toward themselves?										
D. Have students increased their recognition that social, economic, educational, and cultural forces influence their development?										
II. INCREASED BASIC ACADEMIC/VOCATIONAL SKILLS										
A. Have students increased their level of generally useful numerical skills?			X	X	X					
B. Have students increased their level of generally useful communication skills?			X	X	X					
C. Have students increased their level of generally useful information processing skills?										
D. Have students increased their level of generally useful decision-making skills?										
E. Have students increased their level of generally useful interpersonal skills?										
III. INCREASED AWARENESS OF WORK VALUES										
A. Have students increased their recognition of the bases of various work values?		X				X	X	X	X	
INCREASED DESIRE TO ENGAGE IN PAID AND/OR UNPAID WORK										
B. Do students express more positive attitudes toward paid and unpaid work?	X			X			X	X	X	
IV. INCREASED AWARENESS OF AND KNOWLEDGE ABOUT WORK										
A. Have students increased their knowledge regarding the major duties and required abilities of different types of paid and unpaid work?	X	X	X	X	X	X	X	X	X	X

	BROWNELL	BLESSED SACRAMENT	EAST	GOODRICH	MICKLE	BLESSED SACRAMENT	EAST	NORTHEAST	LINCOLN HIGH	PIUS
B. Have students increased their knowledge of differences in work conditions and life styles associated with different types of paid and unpaid work?	X	X	X	X	X	X	X	X	X	X
C. Have students increased their knowledge of entry requirements for major types of paid and unpaid work?	X	X	X	X	X	X	X	X	X	X
D. Have students increased their knowledge of the impact of social and technological change in paid and unpaid work?	X	X	X	X	X	X	X	X	X	X
E. Have students increased their knowledge of the important factors that affect work success and satisfaction?	X	X	X	X	X	X	X	X	X	X
V. INCREASED CAREER DECISION-MAKING SKILLS										
A. Have students increased their ability to associate their own abilities and limitations with possible success in present or future paid and unpaid work?	X		X	X	X		X	X	X	X
B. Have students increased their ability to relate their personal interests and values to types of paid and unpaid work and their associated life styles?	X		X	X	X		X	X	X	X
C. Have students increased their ability to (a) identify, (b) locate, and (c) utilize sources of information to solve career decision-making problems?			X	X	X		X	X	X	X
D. Have students increased their ability to determine the potential for future advancement/personal growth in work of their choosing?			X	X	X		X	X	X	X
E. Have students increased their knowledge of the steps to be taken and the factors to be considered in career planning?			X	X	X		X	X	X	X
F. Have students increased their active involvement in career decision-making?				X	X		X	X	X	X
VI. IMPROVED WORK HABITS										
A. Are students able to plan work effectively?										
B. Are students more adaptable to varied work situations?										
C. Do students have a more positive attitude towards the concepts of quality in relation to a work task?										
D. Do students have a more positive attitude towards conservation of environmental and human resources in accomplishing work tasks?										

	BROWNELL	BLESSED SACRAMENT	EAST	GOODRICH	MICKLE	BLESSED SACRAMENT	EAST	NORTHEAST	LINCOLN HIGH	PIUS
E. Do students have a more positive attitude towards responsibility for their own behavior and accomplishment of self-imposed work tasks?										
F. Do students demonstrate an increased desire for continuous learning both in school and out?										
VII. INCREASED WORK SEEKING AND WORK GETTING SKILLS										
A. Have students increased their ability to (a) identify, (b) locate, and (c) utilize sources that contain information about paid and unpaid work?			X				X	X	X	X
B. Have students increased their level of skills required in (a) applying for, and (b) accepting work?				X			X	X	X	X
VIII. PLACEMENT										
A. How many students have been placed or are engaged in further education and how does this compare with prior years?							X	X	X	X
B. How many students have been placed in a paid occupation, and how does this compare with prior years?							X	X	X	X
C. Of those placed in (a) further education, and (b) employment, how many consider the placement to be consistent with their career plans?							X	X	X	X
D. Of those not placed in further education or in a paid occupation, how many are engaged in (a) unpaid work consistent with their career plans, and how does this compare with prior years?							X	X	X	X
IX. INCREASED AWARENESS OF MEANS FOR CONTINUED EDUCATION										
A. Have students increased their ability to identify sources of additional education in major types of paid and unpaid work?							X	X	X	X
B. Have students increased their ability to identify means to support additional education for themselves in major types of paid and unpaid work?							X	X	X	X

Revised 12/75

Appendix 7

Summary Data on 1974-75 Sampling Plan

TABLE 1

NUMBER OF 12TH GRADE RESPONDENTS BY SUBTEST BY SCHOOL¹

	SE	NE	LHS ²	East	Pius
Career Maturity Inventory					
Part 1	42	46	32	47	10
Part 2	45	45	33	43	9
Part 3	44	42	45	38	8
Part 4	40	49	30	36	9
Assessment of Career Development ^{3, 4}					
Form 1	41	47	22	37	11
Form 2	42	46	27	43	10
Form 3	40	40	30	37	9
Form 4	41	40	25	48	11
Total Respondents	335	355	234	329	77
Largest Number	45	49	35	48	11
Smallest Number	40	40	22	36	8
Range	5	9	13	12	3

¹LPS Survey not included

²Includes some 10th & 11th Graders

³Translation program for ACD was more involved, more answer sheets were rejected therefore total number of respondents, for some schools, slightly lower

⁴Form 1 includes Subscore 1 and 2, Form 2 includes Subscores 2 and 5, Form 3 includes Subscore 3 and 4, and Form 4 includes Subscore 6

TABLE 2

NUMBER OF 9TH GRADE RESPONDENTS BY SUBTEST BY SCHOOL

	EJH	GJH	MJH	Pius	EJH	LJH	PJH
Career Maturity Inventory							
Part 1	24	16	39	19	9	30	30
Part 2	20	17	37	18	8	29	30
Part 3	20	17	39	20	9	29	32
Part 4	21	17	37	19	8	29	33
Assessment of Career Development							
Form 1	20	16	34	17	8	28	30
Form 2	17	15	34	18	7	28	30
Form 3	18	17	33	18	8	27	29
Form 4	13	17	32	16	7	28	29
Total Respondents	153	132	285	145	64	228	243
Largest Number	24	17	39	20	9	30	33
Smallest Number	13	15	32	16	7	27	29
Range	11	2	7	4	2	3	4

Appendix 8

Summary Data on Student Outcomes

TABLE 1

Summary Data for Student Outcome III-B

III Students will demonstrate increased awareness of work values and posses a desire to engage in paid and/or unpaid work

B Students will possess positive attitudes toward paid and unpaid work

	Career Education Students	Control Students	Significance of Difference
Twelfth Grade			
Career Maturity Inventory			
Attitude Scale			
Number of Students *	250	146	Not Significant
Mean Score	35.85	37.18	
Standard Deviation	5.66	3.94	

*A matrix sampling procedure was used to estimate the scores of each group on the CMI Attitude Scale therefore the N is misleading. The number of item responses was approximately equal to an N of 63 for the career education group and 37 for the control group.

TABLE 2

Summary Data for Student Outcome IV-A

IV. Students will demonstrate increased awareness of and knowledge about work.

A. Students will know the major duties and required abilities of different types of paid and unpaid work.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Assessment of Career Development			
Subscore 1 Occupational Characteristics			
Number of Students	87	66	Not Significant
Mean Score	35.38	36.39	
Standard Deviation	8.70	9.96	
Subscore 3 Exploratory Occupational Experience			
Number of Students	78	64	p < .05
Mean Score	1.73	1.84	
Standard Deviation	0.25	0.25	
Career Maturity Inventory			
Part 1 Knowing Yourself			
Number of Students	98	69	Not Significant
Mean Score	13.31	13.20	
Standard Deviation	3.42	3.83	
Part 2 Knowing About Jobs			
Number of Students	92	67	Not Significant
Mean Score	14.97	15.22	
Standard Deviation	3.33	3.62	
Twelfth Grade			
Assessment of Career Development			
Subscore 1 Occupational Characteristic			
Number of Students	80	41	Not Significant
Mean Score	40.65	39.93	
Standard Deviation	8.83	11.64	
Subscore 3 Exploratory Occupational Experience			
Number of Students	76	41	Not Significant
Mean Score	1.78	1.79	
Standard Deviation	0.27	0.29	
Career Maturity Inventory			
Part 1 Knowing Yourself			
Number of Students	88	42	Not Significant
Mean Score	13.66	13.81	
Standard Deviation	3.22	3.31	
Part 2 Knowing About Jobs			
Number of Students	87	45	Not Significant
Mean Score	16.78	17.78	
Standard Deviation	2.88	2.52	

TABLE 3

Summary Data for Student Outcome IV-B

IV. Students will demonstrate increased awareness of and knowledge about work.

B. Students will know differences in work conditions and life styles associated with different types of paid and unpaid work.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Assessment of Career Development			
Subscore 1 Occupational Characteristics			
Number of Students	87	66	Not Significant
Mean Score	35.38	36.39	
Standard Deviation	8.70	9.96	
Twelfth Grade			
Assessment of Career Development			
Subscore 1 Occupational Characteristics			
Number of Students	80	41	Not Significant
Mean Score	40.65	39.93	
Standard Deviation	8.83	11.64	

TABLE 4

Summary Data for Student Outcome IV.C

IV. Students will demonstrate increased awareness of and knowledge about work.

C. Students will know entry requirements for major types of paid and unpaid work.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Assessment of Career Development			
Subscore 2 Occupational Preparation Requirements			
Number of Students	87	66	Not Signifi- cant
Mean Score	10.37	10.92	
Standard Deviation	3.21	3.18	
Career Maturity Inventory			
Part 4 Looking Ahead			
Number of Students	94	70	Not Signifi- cant
Mean Score	13.21	13.84	
Standard Deviation	3.65	3.15	
Twelfth Grade			
Assessment of Career Development			
Subscore 2 Occupational Preparation Requirement			
Number of Students	80	41	Not Signifi- cant
Mean Score	12.15	11.90	
Standard Deviation	2.90	3.32	
Career Maturity Inventory			
Part 4 Looking Ahead			
Number of Students	88	40	Not Signifi- cant
Mean Score	13.94	13.18	
Standard Deviation	3.82	4.13	

TABLE 5

Summary Data for Student Outcome IV-D

IV. Students will demonstrate increased awareness of and knowledge about work.

D. Students will know the impact of social and technological change on paid and unpaid work.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Assessment of Career Development			
Subscore 4 Career Planning Knowledge			
Number of Students	84	65	Not Signifi- cant
Mean Score	25.25	25.54	
Standard Deviation	4.89	5.51	
Twelfth Grade			
Assessment of Career Development			
Subscore 4 Career Planning Knowledge			
Number of Students	83	42	Not Signifi- cant
Mean Score	27.29	27.93	
Standard Deviation	5.60	4.59	

TABLE 6

Summary Data for Student Outcome IV-E

IV. Students will demonstrate increased awareness of and knowledge about work.

E. Students will know the important factors that affect work success and satisfaction

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Career Maturity Inventory			
Part I Knowing Yourself			
Number of Students	98	69	Not Signifi- cant
Mean Score	13.31	13.20	
Standard Deviation	3.42	3.83	
Twelfth Grade			
Career Maturity Inventory			
Part I Knowing Yourself			
Number of Students	88	42	Not Signifi- cant
Mean Score	13.66	13.81	
Standard Deviation	3.22	3.31	

TABLE 7

Summary Data for Student Outcome V-A

V. Students will demonstrate increased competency in career decision-making skills.

A Students will be able to associate their own abilities and limitations with possible success in present or future paid and unpaid work.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Career Maturity Inventory			
Part 1 Knowing Yourself			
Number of Students	98	69	Not Significant
Mean Score	13.31	13.20	
Standard Deviation	3.42	3.83	
Part 3 Choosing a Job			
Number of Students	96	70	Not Significant
Mean Score	12.97	12.54	
Standard Deviation	3.06	3.04	
Twelfth Grade			
Career Maturity Inventory			
Part 1 Knowing Yourself			
Number of Students	88	42	Not Significant
Mean Score	13.66	13.81	
Standard Deviation	3.22	3.31	
Part 3 Choosing a Job			
Number of Students	85	44	Not Significant
Mean Score	14.09	13.59	
Standard Deviation	2.80	3.10	

TABLE 8

Summary Data for Student Outcome V-B

V. Students will demonstrate increased competency in career decision making skills.

B Students will be able to relate their personal interests and values to types of paid and unpaid work and their associated life styles.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Assessment of Career Development			
Subscore 3 Exploratory Occupations			
Number of Students	78	64	Not Significant
Mean Score	1.73	1.84	
Standard Deviation	0.25	0.25	
Career Maturity Inventory			
Part 1 Knowing Yourself			
Number of Students	98	69	Not Significant
Mean Score	13.31	13.20	
Standard Deviation	3.42	3.83	
Part 3 Choosing a Job			
Number of Students	96	70	Not Significant
Mean Score	12.97	12.54	
Standard Deviation	3.06	3.04	
Twelfth Grade			
Assessment of Career Development			
Subscore 3 Exploratory Occupations			
Number of Students	76	41	Not Significant
Mean Score	1.78	1.79	
Standard Deviation	0.27	0.29	
Career Maturity Inventory			
Part 1 Knowing Yourself			
Number of Students	88	42	Not Significant
Mean Score	13.66	13.81	
Standard Deviation	3.22	3.31	
Part 3 Choosing a Job			
Number of Students	85	44	Not Significant
Mean Score	14.09	13.59	
Standard Deviation	2.80	3.10	

TABLE 9

Summary Data for Student Outcome V.C

V. Students will demonstrate increased competence in career decision-making skills.

C. Students will be able to identify, locate, and utilize sources of information to solve career decision-making problems.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Assessment of Career Development			
Subscore 4 Career Planning Knowledge			
Number of Students	84	65	Not Significant
Mean Score	25.25	25.54	
Standard Deviation	4.89	5.51	
Subscore 5 Career Planning Involvement			
Number of Students	86	64	Not Significant
Mean Score	1.71	1.75	
Standard Deviation	0.36	0.35	
Twelfth Grade			
Assessment of Career Development			
Subscore 4 Career Planning Knowledge			
Number of Students	83	42	Not Significant
Mean Score	27.29	27.93	
Standard Deviation	5.60	4.59	
Subscore 5 Career Planning Involvement			
Number of Students	79	40	Not Significant
Mean Score	1.93	2.04	
Standard Deviation	0.38	0.34	

TABLE 10

Summary Data for Student Outcome V-E

V Students will demonstrate increased competency in career decision-making skills.

E. Students will know the steps to be taken and factors to be considered in career planning.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Assessment of Career Development			
Subscore 4 Career Planning Knowledge			
Number of Students	84	65	Not Significant
Mean Score	25.25	25.54	
Standard Deviation	4.89	5.51	
Career Maturity Inventory			
Part 1 Knowing Yourself			
Number of Students	98	69	Not Significant
Mean Score	13.31	13.20	
Standard Deviation	3.42	3.83	
Twelfth Grade			
Assessment of Career Development			
Subscore 4 Career Planning Knowledge			
Number of Students	83	42	Not Significant
Mean Score	27.29	27.93	
Standard Deviation	5.60	4.59	
Career Maturity Inventory			
Part 1 Knowing Yourself			
Number of Students	88	42	Not Significant
Mean Score	13.66	13.81	
Standard Deviation	3.22	3.31	

TABLE 11

Summary Data for Student Outcomes V-F

V. Students will demonstrate increased competency in career decision making.

F. Students will demonstrate active involvement in career decision making.

	Career Education Students	Control Students	Significance of Difference
Ninth Grade			
Assessment of Career Development			
Subscore 5 Career Planning Involvement			
Number of Students	86	64	Not Signifi- cant
Mean Score	1.71	1.75	
Standard Deviation	0.36	0.35	
Twelfth Grade			
Assessment of Career Development			
Subscore 5 Career Planning Involvement			
Number of Students	79	40	Not Signifi- cant
Mean Score	1.93	2.04	
Standard Deviation	0.38	0.34	

TABLE 12

Summary Data for Student Outcome VII-A

VII. Students will demonstrate work-seeking and work-getting skills.

A. Students will be able to identify, locate, and utilize sources that contain information about existing paid and unpaid work possibilities.

	Career Education Students	Control Students	Significance of Difference
Twelfth Grade			
Assessment of Career Development			
Subscore 5 Career Planning Involvement			
Number of Students	79	40	Not Significant
Mean Score	1.93	2.04	
Standard Deviation	0.38	0.34	