

DOCUMENT RESUME

ED 126 319

95

CE 007 452

TITLE Language Experience Based Awareness Plus Hands On Exploration Plus Competency Based Preparation = A School Based Total Career Education Model. Interim Report (July 1, 1975-June 30, 1975).

INSTITUTION Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

REPORT NO VT-102-300

BUREAU NO V361012

PUB DATE Sep 75

GRANT OEG-0-73-5272

NOTE 247p.; Not available in hard copy due to marginal reproducibility

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS *Career Awareness; *Career Education; *Career Exploration; Comprehensive Programs; Demonstration Programs; Elementary Secondary Education; Integrated Curriculum; Post Secondary Education; *Program Development; *Program Evaluation; Vocational Development

ABSTRACT

The report covers the second year of a three-year project to develop a career education continuum for grades K-14 in participating Pennsylvania school districts. Emphasis was on dissemination procedures to schools for the major project components: curriculum infusion for grades 1-8, Singer Carrels exploratory component for grades 6-8, career experience component for grade 9, and other project activities (postsecondary, community, and army reserve militia program). Described in the report are the process and product objectives and project design. For each of the components, major accomplishments, conclusions, discussion, and recommendations are delineated. A 27-page third party evaluation report by Educational Research and Development Associates is included. The evaluation design utilized student testing, survey questionnaires, and observation. It was concluded that the project has been very successful but staff size and financial limitations do not support a large scale effort. It was recommended that resources should be concentrated at particular grade levels or in one target school. Appendixes comprise 162 pages and include materials and information on curriculum infusion, the Singer Carrel program, materials relating to the career experience program, and report of the career militia project. (RG)

ED126319

Interim Report

Project No. V361012
Grant No. OEG-0-73-5272

LANGUAGE EXPERIENCE BASED AWARENESS

+

HANDS-ON EXPLORATION

+

COMPETENCY BASED PREPARATION

=

A SCHOOL BASED TOTAL CAREER EDUCATION MODEL

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 judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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September 1975

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SUMMARY

The second year of a three year exemplary project in Career Education, funded under part D of public law 90-576, was conducted by the Admiral Peary AVTS, Ebensburg, Pennsylvania, during the period 1 July 1974 to 30 June 1975.

Project objectives are classified as either process or product.

Process Objectives

"To develop a 'reality bound' program of Career Awareness for students in the elementary grades that will expose the students to many of the actual materials and equipment utilized in the world of work in general",

"To develop a 'reality bound' Career Exploration program for junior high school or middle school students with actual 'hands-on' experience in the exploratory sense in the various occupational clusters",

To develop Career Preparation programs in grades 10, 11, and 12 with special emphasis in the AVTS and business education programs,

To implement a placement procedure program whereby placement and cooperative education personnel of the AVTS will cooperate with the Bureau of Employment Security, other governmental agencies, business and industrial leaders, and educational leaders in the community to attack the long and short range problems of employment for those seeking it. Work experiences and cooperative work study programs will be an integral part of the program and will include use of computerized student records. Placement in post secondary programs will also be included in the placement program, and

To develop a coordinated educational continuum, in grades 1-9, which offers the opportunities, information, and experiences to students in those grade levels so that they may be made more aware of the various occupations, and the important role that chosen careers will play in their personal, social, and economic lives; and to provide all students with sufficient information commensurate with their level and ability for developing decision making skills.

Product Objectives

- . Students in grades 3 and 6 will display positive attitudes toward themselves,
- . Students in grades 9 and 12 will recognize that social, economic, educational and cultural forces influence their development,
- . Students in grades 3, 6, 9, and 12 will know the major duties and required abilities of paid and unpaid work,
- . Students in grades 6, 9, and 12 will know entry requirements for major types of paid and unpaid work,
- . Students in grades 9 and 12 will be able to identify, locate and utilize sources of information to solve career decision making problems,
- . Students in grades 9 and 12 will know the steps to be taken and the factors to be considered in career planning,
- . Students in grades 9 and 12 will demonstrate active involvement in career decision making,
- . Students in 12th grade 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 career decision,
- . The extent to which the number and type of job preparation opportunities have been expanded for young people in grades 10 through 14 will be determined, and
- . The financial resources from section 142 (c) of Part D of Public Law 90-576 that were expended at each of the grade level breakouts, K to 14 will be determined.

A curriculum infusion procedure was used with teachers and students in grades 1-8. Four methods of teaching and two procedures for incorporating Career Education concepts were made available for the teachers.

The four methods were:

- . A team teaching approach by grade level, or
- . A team teaching approach across grade levels, or
- . A school Career Education team approach with each participating teacher eventually acting as a leader at his or her grade level, or
- . An individual teacher approach.

The two procedures were that the major focus of the curriculum unit would be:

- . Subject matter oriented with Career Education "tie-ins", or
- . Career Education oriented with subject matter "tie-ins."

The Singer Vocational Evaluation Carrels were the major focus of exploratory activities in grades 6-12. In each carrel (or work station) tools are described and identified, potential job environments are explained, and hands-on work tasks are performed at a pace controlled by the student. A para-professional aide and parent volunteers assisted project staff in these exploratory activities.

A Career Experience procedure was utilized with ninth grade students whereby these students were provided the opportunity to spend 3 to 5 half days for one school week "working" with a senior journeyman in one of the career areas at the AVTS.

Other project activities consisted of :

- . Undergraduate and graduate students in education from local institutions of high learning working with project personnel on the curriculum infusion procedures and career guidance activities,
- . Local educators being assisted in obtaining Career Education materials and information and in writing mini grant proposals for Career Education activities, and
- . A joint planning effort with the USAR and four local AVTS's being formalized to cross reference careers in the military with civilian careers for presentation to secondary students.

Accomplishments at the elementary and middle school grades were as follows:

- Thirty-six teachers in three school districts, and one private parochial school attended in-service workshops and participated in Career Education and Curriculum Infusion activities,
- Approximately 1,020 students in grades 1-8 participated in this type of Career Education activity,
- A total of 13 teacher developed Curriculum Infusion Units were created and implemented during the project year,
- 100% of product objectives, as reported in the 3rd party evaluators report, were met in grade 3, and
- 75% of product objectives, as reported in the 3rd party evaluators report, were met in grade 6.

Accomplishments in the middle school and secondary school were as follows:

- Approximately 540 students in grades 6-12 participated in Career Exploratory activities using the Singer Vocational Evaluation work stations,
- Two para-professional aides and 18 parent volunteers assisted with the Singer Vocational Evaluation program,
- Approximately 370 ninth grade students participated in the Career Experience "Apprenticeship Program"; The students were from all 5 school districts supporting the AVTS and were exposed to 17 career areas,
- 100% of product objectives, as reported in the 3rd party evaluators report, were met in grade 9, and
- 25% of product objectives, as reported in the 3rd party evaluators report, were met in grade 12.

Accomplishments in other project activities included:

- Approximately 60 undergraduate students in elementary education and 2 graduate students in counseling participated in Career Education activities in cooperation with project personnel,
- Three mini-grants with Career Education tie-ins were funded for other local schools as a result of project personnel assistance,

- The Community was kept informed by project staff participating in a local radio program discussion of Career Education and by providing many Career Education news releases to local newspapers,
- Project staff members participated in National Career Education activities both at the National Conference in Dallas, Texas, and in cooperation with Development Associates, Washington, D.C., and
- A joint planning effort between four AVTS's in the region and the USAR has been formalized, wherein civilian careers will be cross referenced with careers in the military.

The following recommendations are made, as a result of second year project results:

- Teachers trained in Curriculum Infusion be encouraged by school administrators to continue Career Education activities,
- Project trained teachers be encouraged to become Career Education team leaders each one responsible for training several non-participating teachers in the methods and procedures of Career Education,
- Appropriate incentives be provided to Career Education team leaders and other participants to encourage further development and implementation of Career Education activities,
- The appropriate resources should be provided and/or made available both to the teacher and to the individual student, to enhance the infusion of Career Education Curriculum Units into classroom instruction. These resources include CRO's and other learning stations within the school as well as those available in or from the community,
- Whenever out of classroom activities are utilized, they should be warranted by curriculum content, be well planned, be keyed to the individual student's interest, aptitude, and abilities, and include both preparation and follow-up activities,
- The Singer Carrel Component of the Career Education program be made an operational part of the regular school program,
- The 17 carrels be further modified to meet the needs of 6th, 7th, 8th, and 9th grade students and school and Career Education objectives,

- Sample stations with community input and orientation should be developed,
- Work stations related to all 15 USOE clusters should be developed,
- The parent volunteer committee should be continued and expanded to include other Career Education goals,
- Teachers should be better informed of Singer Carrel project goals and be encouraged to create additional curriculum materials for infusion with the model,
- Related guidance functions should be identified and cooperative efforts between Singer Carrel staff and guidance personnel be cultivated,
- Continued use of media to keep the general public informed of program development should be encouraged,
- The Career Experience program should become an operative part of each participating school's guidance and instructional program throughout the school year as a true apprenticeship program and not merely one more orientation promotion,
- A community component of the Career Experience be created and implemented by participating school personnel,
- Appropriate pre and post activities be cultivated to make this experience a meaningful one in terms of orientation and understanding of the world of work, truly a career exploratory activity,
- Involvement of graduate and undergraduate education majors in Career Education in the public and private schools be continued as a means of infusing new ideas into the educational system,
- Community involvement, and most particularly parents, be encouraged in Career Education activities,
- Dissemination activities be continued as a "two way street", i.e. internally developed Career Education curriculum material be widely disseminated within participating school districts and materials obtained from outside sources, e.g., other Career Education Project sites, be disseminated within the participating districts, and
- The very promising program with the military be continued.

CHAPTER I

PROBLEM AREA TOWARD WHICH PROJECT WAS DIRECTED

A. Introduction.

A comparison of the 1960 and 1970 U.S. Census figures indicates that among the larger counties in the nation, Cambria County, Pennsylvania, was ranked third largest in terms of negative growth with a negative 8% rate. The "net" out migration, according to a population study by the Cambria County Planning Commission, (1) for the county is 14.1%.* With the exception of Clearfield County, Cambria County exceeds its surrounding counties and the State (4.0%) in net migration. The 14.1% figure for the county as a whole masks a more critical problem area in that, when census figures are inspected under the classifications of male and female for the 18 to 24 and 25 to 34 year age groups, the out migration ranges from 32% to 43%. In other words, approximately one out of every 3 people immediately beyond high school age are, apparently, not only leaving high school but are also leaving the county. Undoubtedly, many of those people leaving the county are members of the labor force frustrated in their attempts to secure employment, either because they are not prepared or trained for the jobs available or because jobs are not available. One reason why jobs may not be available is because a skilled labor force is lacking in the region, thereby giving business and industry no incentive for locating in the area. The lack of a skilled labor force is a significant contributing factor in the depressed economy of Appalachia, of which Cambria County is a part.

Taking into account the fact that occupational mobility declines as the age of one seeking employment increases, the above figures for young migrants can be explained in part. The fact that one person looks harder for employment than another person does not necessarily mean that he or she will find a job, for the number of jobs does not correspond to the demand for them. (2) It may be inferred, from inspection of the above out migration figures, that the youth of Cambria County are seeking employment outside of the county.

*Growth Rate = Migration Rate plus Natural Increase
(birth - death).

The unemployment rate for the Johnstown Labor Market Area (of which the Admiral Peary AVTS sending school districts are a part) in 1971 was 6.9%.⁽³⁾ This figure, combined with the fact that the present net out-migration rate for Cambria County is 14.1%, reflects even larger problems regarding employment. It can be assumed that in the absence of this out migration, the unemployment percentage would be considerably higher. For, as was stated previously, a majority of people are leaving either due to the unavailability of employment or due to a lack of training for the jobs available.

Another factor which should be considered is that there is an amount of disguised unemployment, that is, those at work part time, but with the desire for full time employment. A 12 month average of unemployed and under-utilized accounted for 18,652.⁽⁴⁾ With the exception of the city of Johnstown, which is a metropolitan area, the rest of Cambria County for the most part is rural Appalachia. A 1972 study sponsored by the Admiral Peary AVTS and conducted by the Industrial Relations Department of St. Francis College, Loretto, Pa., has shown that the job needs, current and projected, in the Cambria County area were not being met by output of the school systems.⁽⁵⁾

Pennsylvania has increased its population by 4.2% from 1960 to 1970. All adjacent states have had greater increases except West Virginia, which had a decrease of 6.2%. For this time period, this decrease can be attributed in part to the decline of the coal mining industry. This problem is also central to the Cambria County situation. The percentage change in employment from 1960 to 1970 in the area of mining was a negative 20.4%. With the recent energy crisis and re-emergence of coal as a significant energy source, a great upsurge in mining and related support industries is projected to continue on into the 1980's. As elsewhere in our largely technological society, the size of this increase will be constrained somewhat because of the increase in new devices which increase productivity and decrease the need for laborers. Future needs will be for men trained in running the new continuous mining machinery systems and the supervisors of these operations. Other projected negative changes in employment are negative 11.1% in Public Utilities, negative 8.2% in Agriculture and negative 3.2% in Manufacturing.⁽⁶⁾ Retraining for these people will be imperative. It should be remembered that the longer one remains unemployed, the less likely he or she is to be considered a prospect by those who interview him.⁽⁷⁾

It can be said that in view of the high unemployment rate, the high out migration rate of young people, and the lack of preparation for jobs available in the Cambria County area, Cambria County is essentially a microcosm of the employment problems of the nation, with specific emphasis on problems of rural America. One characteristic shared by the rural people of Cambria County and the people of urban areas is poverty. Thus, to a great extent what can be shown to be effective in the schools in terms of preparation for the world of work in Cambria County would probably work in most urban areas with modifications to meet local conditions.

The average education in Cambria County for persons 25 years old and over has risen from 9.1 years completed in 1960 to 11.2 years completed in 1970. This is a 23% increase. The median school years completed by the employed civilian labor force in the United States as of March 1971 was 12.4 years. It is significant to note at this point that although there is a great number of people with a high school education in Cambria County, there is still a high degree of unemployment and out migration. (8)

Studies have shown that for the American Labor Force, those under 35 years of age spend an average of 1.5 years per job. For those over 35 years of age, an average of 8 years is spent per job. (9) Most individuals have little information when job hunting. It is known that high turnover rates in certain occupations, or for certain individuals is due to a lack of information regarding the job in question. Job expectations, wages, benefits, and hours are seldom known by job seekers before seeking or accepting employment. Resignations are abnormally high during the first months of employment which indicate a dissatisfaction on the part of the new employees. (10) In 1971 the proportion of unemployed teenagers in the labor force because of job market entry and reentry was over 12%.

This 12% unemployment rate is a reflection of the dissatisfaction new entrants into the labor market experience. Time is lost changing employment. It can be assumed that teenagers would not lose as much time changing jobs if they have a better idea of what to expect in terms of the employment they choose. They should have a better idea of what they are looking for and how to go about finding it. The 12% figure for entry and reentry could be significantly reduced. This figure is out of an overall youth unemployment rate of 16.9%. (11) In 1971 the national average rate of unemployment for 16 to 17 year olds was 18.7%. (12)

Important here also is the amount of time lost and the frustration of trying to find a more satisfactory field of work.

The Southern Alleghenies Regional Planning Commission, in conjunction with the Appalachia Regional Commission, is tackling the broader social and economic problems at a Chamber of Commerce level by investigating and providing for the road networks as well as attempting to bring industries into the area. The educational institutions, primarily the new area vocational technical schools currently in operation or recently completed, are a part of an overall plan to improve the general economy and quality of life in the six county region* served by the Southern Alleghenies Commission.

The Admiral Peary AVTS has taken the lead in incorporating the Career Education concept in the day to day operations of the school through a flexible modular scheduling model for grades 10 through 14 developed at the school by its local research unit. (13-16) The TIMES (Temporally Individualized Modular Education Scheduling) Model is a delivery system for Career Education that educates students to individual occupational goals, while accommodating the different abilities and competencies of the individual student. (17,18) Evaluation reports. (19,20) by the outside 3rd party evaluator for the second and third years of the project* are highly favorable and indicate scores in the affective domain are quite high and that students understand the Career Education concept, as presented in the TIMES Model.

Cambria County is also the site of two state school hospitals, one located in Cresson the the other in Ebensburg. A significant percentage of the state school hospital residents is educationally trainable to hold some form of employment. The combined population of the two schools is 4,200, of which approximately 600 are considered trainable in a public school system. These 600 or so people are currently unemployed and should be trained to the limits of their potential by the schools. The Admiral Peary AVTS has conducted three such programs during the 1972-73, 73-74, and 74-75 school years. (22) During the first year of the program,

*The six counties are: Bedford, Blair, Cambria, Fulton, Huntington, Somerset

**The first year of the project was a planning year, as reported by Koble and Lareau. (21)

50 students were afforded the opportunity to visit the AVTS five days a week, for 2 hours a day for 16 weeks.⁽²³⁾ During the second year of the project, 100 students were afforded essentially the same opportunities as in the first year.⁽²⁴⁾ For the third year of the program, approximately 75 students enrolled.

The activities and evaluation for the first year exemplary Career Education project funded under Part D of P.L. 90-576 and conducted in grades K-12 by the local research coordinating unit of the Admiral Peary AVTS, are reported in the first year interim report.⁽²⁵⁾

B. Summary

Cambria County, Pennsylvania, and more specifically the attendance area of the Admiral Peary Area Vocational Technical School located in Ebensburg, Pennsylvania, has a high percentage of youth with academic, social, economic, employment, and physical handicaps. Smooth transition between public schooling and entering the world of work does not exist for the most part in the area. Furthermore, due to the low population density, youth in the rural areas experience difficulty in obtaining employment through the Bureau of Employment Security which is located in downtown Johnstown (approximately 20 miles from site of Admiral Peary AVTS).

Additionally, little opportunity is afforded to increase or broaden occupational aspirations or opportunities for youth, because just getting a job, any job, is the first matter of interest to most of the youth remaining in the county after high school. This may be why the job market entry and reentry rate for unemployed teenagers is at .12%. The selective process, by which the more able, academically, socially and economically, leave the area to attend college, other educational pursuits, or better jobs, leaves behind a high proportion of youth at the lower end of the scale to scramble for what jobs are available. Essentially, the economy of Cambria County is involved in an endless cycle; a vicious circle whereby there is no real diversified heavy industry, aside from mining and steel, coming into the area because there is no skilled help because the schools until recently, have been rural, fourth class districts. Additionally, the geography of the area has prevented the construction of sufficient superhighways which are necessary for a transportation network to bring in industry.

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Chapter II

GOALS AND OBJECTIVES

A. Introduction

The specific objectives for the second year of the project are classified as either process or product objectives. The process objectives are of a more general nature and must precede the product objectives. The five process objectives for the project are presented as a group, followed by the specific objectives subsumed by the process objectives.

B. Process Objectives

- 1) "To develop a 'reality bound' program of Career Awareness for students in the elementary grades that will expose the students to many of the actual materials and equipment utilized in the world of work in general".
- 2) "To develop a 'reality bound' Career Exploration program for junior high school or middle school students with actual 'hands on' experience in the exploratory sense in the various occupational clusters".
- 3) To develop Career Preparation programs in grades 10, 11, and 12 with special emphasis in the AVTS and business education programs.*
- 4) To implement a placement procedure program whereby placement and cooperative education personnel of the AVTS will cooperate with the Bureau of Employment Security, other governmental agencies, business and industrial leaders, and educational leaders in the community to attack the long and short range problems of employment for those seeking it. Work experiences and cooperative work study programs will be an integral part of the program and will include use of computerized student records. Placement in post secondary programs will also be included in the placement program.*

*These activities are coordinated with another Career Education project, T I M E S.

- 5) To develop a coordinated educational continuum, in grades 1-9, which offers the opportunities, information, and experiences to students in those grade levels so that they may be made more aware of the various occupations, relationships between occupations, and the important role that chosen careers will play in their personal, social, and economic lives; and to provide all students with sufficient information commensurate with their level and ability for developing decision making skills about their lives.

C. Product Objectives

The product objectives are presented in tabular form on the next two pages, listed according to grade level, USOE reference*, and Scope of Work reference**.

* As listed on pp. 6-8 in Draft Guidelines for the Evaluation of Career Education Program, by Development Associates Inc., Washington, D.C., August 15, 1974.

**As listed in "Scope of Work" summary distributed with above referenced draft guidelines at a Part D project directors' meeting for Region III in Philadelphia, Pa., on September 19, 1974.

C. Product Objectives

USOE Reference	Scope of Work Reference	Objective	Grade Levels
I-c	1	Students will display positive attitudes toward themselves	3, 6
I-d	1	Students will recognize that social, economic, educational and cultural forces influence their development	9, 12
IV-a	2	Students will know the major duties and required abilities of paid and unpaid work	3, 6, 9, 12
IV-b	2	Students will know entry requirements for major types of paid and unpaid work	6, 9, 12
V-c	3	Students will be able to identify, locate and utilize sources of information to solve career decision making problems	9, 12
V-e	3	Students will know the steps to be taken and the factors to be considered in career planning	9, 12

USOE Reference	Scope of Work Reference	Objective	Grade Levels
V-f	3	Students will demonstrate active involvement in career decision making	9, 12
VIII	4	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 career decision	12+
NA	5	The extent to which the number and type of job preparation opportunities have been expanded for young people in grades 10 through 14	10 to 14
NA	6	The financial resources from section 142 (c) of Part D of P.L. 90-576 that were expended at each of the grade level breakouts.	K to 14

Chapter III

DESCRIPTION OF PROJECT DESIGN

A. General

The design for the second year of the exemplary project includes procedures for disseminating information, materials, and activities developed during the first project year to other school districts in the Admiral Peary AVTS attendance area (See table III-I for summary statistics of participating districts). These dissemination procedures are classified into four major components as follows:

- . Curriculum Infusion, grade 1-8,
- . Singer Carrels Exploratory Component, grades 6-8,
- . Career Experience Component, grade 9, and
- . Other project related activities, including work with graduate students in counselor education, under-graduates in elementary education, community efforts, and USAR activities for secondary students.

B. Curriculum Infusion Component

At grade levels 1 through 8, it was planned to utilize the curriculum infusion method to satisfy certain project goals. This approach was to be heavily dependent upon the development and implementation of curriculum units integrating traditional subject matter content with career education concepts. At the lower grade levels (1-5) it was intended for students to be made aware of the world of work; and to begin the career and personal information gathering process. For students in grades 6-8 it was intended that decision making skills would be developed, and that curriculum units would take on an exploratory nature in addition to information gathering. Teachers were to create these curriculum units on in-service, release, or other district provided time. Project staff were to arrange and conduct those workshops, which were to be essentially training sessions for curriculum development.

It was originally planned to select teachers from grade levels 1-8 from one private and three public school systems to participate. Orientation sessions for administrative personnel from all participating schools were also planned.

Other support services which were to be provided by

project personnel as part of this component involved:

- . Purchase of curriculum materials necessary for the implementation of a unit which could not be provided from another source,
- . Reproduction of printed materials necessary for each unit. This was to include pre- and post-testing instruments,
- . Establishment of community resources as required,
- . Actual in-class participation as required,
- . Follow-up and suggestions for additional units, and
- . Duplication and dissemination of all units created to all participating teachers and administrators.

C. Singer Carrels Exploratory Component

At grade levels 6, 7, and 8, it was planned to develop a system whereby students could explore the nature of jobs related to the 15 USOE Career Clusters. During the first (pilot) year of the project it had been decided that a program utilizing the 17 Singer Vocations Evaluation Carrels, which were provided through other state funding, could be successfully developed and implemented. Three distinct approaches with the Singer Carrels in two school systems were to be piloted. They are:

- . An extra curricular approach at the Central Cambria Middle School dealing with approximately 100 sixth graders, conducted during regularly scheduled study and activity periods,
- . A curriculum related approach involving approximately 75 Central Cambria Middle School 7th and 8th grade industrial arts students, and
- . An optional program for students at the Portage Area Junior-Senior High School involving 7th, 8th, and 9th grade students.

Para-professionals were to be trained by project personnel in the operation of the Singer Carrels. A parent volunteer committee was to be created to assist the para-professional at Central Cambria.

Other support services which were to be provided by project personnel included:

- . Initiate and encourage the development of Career Resource Centers in pilot schools to provide supplemental career information to students and teachers,
- . Assist participating school personnel to create, fund, and manage other career exploratory activities for middle and junior high school students, and
- . Assist interested teachers in utilizing the Singer Carrels as a resource for curriculum related career exploratory activities for classroom use.

D. Career Experience Component

For the ninth grade and selected 10th and 11th graders, it was planned to expand the Ninth Grade Career Experience (NGCE) developed during the first year of the project to all five cooperating school districts. It was also intended to make this segment of the Career Education project operational at the AVTS and the six participating high schools during the second semester of the '74-'75 school year.

Some modifications to the NGCE were anticipated in order to accommodate the large number of participants. It was planned to provide each 9th grade student in each of the six high schools in the Admiral Peary AVTS sending area with the opportunity to spend from 3 to 5 half-days during one school week "working" with a skilled person at a career exploration site. This experience was to occur either at the AVTS or in some other segment of the community. During this time, participating students were to observe and participate in some of the work activities that a person employed in that or a related occupation would be expected to perform.

After all interested students had completed one on-site experience, it was planned to provide the opportunity for a second career experience. The choice of site for the second experience was to be decided by the students according to their particular needs in terms of their career development at that time.

Orientation of students, administrators, counselors, and teachers, and coordination of the NGCE program was to be under the direction of an AVTS appointed operational staff member with the project personnel acting as consultants based on their first

year's experience with the program.

E. Other Related Activities

1. Post Secondary

It was planned to set up two cooperative programs involving undergraduate and graduate students in project activities. Junior and senior students (approximately 60) at St. Francis College, Loretto, Pa., enrolled in the course "Teaching of Social Studies for Elementary Students" were to be oriented to Career Education project goals and to the curriculum infusion method previously described. The approach used by project staff was to be very similar to the in-service approach utilized for participating teachers, with one exception. Because students were not actively involved in the instructional process with a class of elementary students, it did not seem logical to ask them to produce curriculum related units. Therefore, plans were made to provide textbooks which were in use in project schools to the St. Francis students. The students were to be asked to select a book and chapter, become familiar with it, and develop a supplemental unit as described during earlier class sessions. Plans also called for creating a dissemination system for these materials.

To implement the second cooperative program, two graduate students from the Counseling and Guidance Education Department of Indiana University of Pennsylvania were to serve a one day per week field experience during the 2nd semester of the '74-'75 school year working with project personnel. Particular attention was to be paid to group processes and the orientation of students and teachers to Career Resource Center materials and uses.

2. Community Related Activities

It was planned to involve the community through several channels:

- Forming a Career Education Advisory Committee,
- Involving local business and industry in the NGCE program, and
- Using parent volunteers to assist in the implementation of the Singer Carrels program.

3. U.S. Army Reserve Militia Program

As a follow-up to the successful Career Militia Day for secondary students, conducted during the first year of the project, it was planned to expand the activities of that day into a systematic presentation involving career preparation in the military and in related civilian careers. The USAR Officers Association of Pa., through Col. Robert Miller has agreed to continued cooperation in these activities.

CHAPTER IV

RESULTS AND ACCOMPLISHMENTS

A. General

Highlights of accomplishments in each of the four major components of the project described in Chapter III are presented below.

1. Curriculum Infusion
Approximately 1,020 students in grades 1-8 participated in these types of Career Education activity. Thirty-six teachers, in three school districts and one private parochial school attended in-service workshops and participated in Career Education and Curriculum Infusion activities.
2. Exploratory Component
Approximately 540 students in grades 6-12* participated in Career Exploration activities that were centered around use of the 17 different Singer Vocational Evaluation work stations. Two para-professional aides assisted in the use of the work stations, 1 each in the two participating school districts. The utilization of 18 parent volunteers in one of the school districts enhanced the effectiveness of this component of the project.
3. Career Experience Component
Approximately 370 students participated in a very successful "Apprenticeship Program" for ninth grade students. The participating students from all five school districts supporting the Admiral Peary AVTS were exposed to 17 of the career areas offered at the vo-tech school. The program was rated highly by instructors and students.
4. Other Activities
 - a. Post Secondary
Approximately 60 undergraduate students in elementary education and 2 graduate students in counseling participated in Career Education activities in cooperation with project personnel.

*Initially, plans were for use in grades 6-9. However, some students in grades 10-12 requested and were granted permission to participate.

b. Community

The major thrust of activities in this area was to assist educators in local schools to acquire Career Education materials and/or write grant proposals for Career Education funds at the state level. Also, much information was requested of project personnel either by personal visits or by mail.

c. Career Militia Program

The four AVTS's in the region, in conjunction with the USAR, began a joint planning effort to cross reference careers in the military with civilian careers for presentation to secondary students.

B. Curriculum Infusion Component

Orientation sessions were held with chief school administrators, principals, and/or counselors from the Central Cambria, Penn Cambria, and Portage Area School districts, and the Holy Name parochial school. The main purpose of these sessions was to:

- . Acquaint the participating administrators and counselors with the curriculum infusion method,
- . Gain support for Career Education Activities in these schools,
- . Designate a Career Education supervisor responsible for each building or grade level involved, and
- . Obtain approval for participating teacher release time.

Similar meetings with designated supervisory personnel from each building were then conducted. Purposes for these sessions were to:

- . Acquaint supervisory personnel with Career Education methods and procedures to be utilized in their respective schools,
- . Identify teachers who would be asked to participate, and
- . Make final arrangements for teacher release time and scheduling workshops.

Workshop sessions with teachers ranged from a full 2½ days of release time at the Central Cambria Middle School to 6 half-day sessions on a bi-weekly basis at the Portage Area and the Penn Cambria schools. Overall, the 36 participating teachers spent an average of 3 full days in workshop settings with project personnel. (See Table IV-1):

During the Curriculum Infusion Workshops, teachers were given the following options after an initial orientation session to Career Education and project philosophy and expectations:

- . A team teaching approach by grade level, or
- . A team teaching approach across grade levels, or
- . A school Career Education team approach with each participating teacher eventually acting as a leader at his or her grade level, or
- . An individual teacher approach.

A second set of options exercised by the teachers involved a decision as to whether the major focus of the Curriculum Unit would be subject matter oriented with Career Education "tie-ins" or Career Education oriented units with subject matter "tie-ins". A summary of the approaches selected is presented in Table IV-2.

Orientation materials used to describe Career Education goals to teachers and stimulate interest and add structure to the Career Education Curriculum Infusion Component are included in Appendix IV-1.

Response to workshop sessions was generally of a favorable nature. Teacher comments concerning the 2½ day session with Central Cambria 6th grade teachers are presented in Appendix IV-2.

Actual classroom utilization of teacher developed Career Education curriculum units was nearly 100% during the school year.

A total of 13 teacher developed Curriculum Infusion Units were created and implemented during this project year by the 36 participating teachers from the 3 school districts and the 1 parochial school. Objectives, procedures, and methods of evaluation for each of these units are presented in Appendix IV-3.

A typical example of how a unit was implemented is described below.

Two sixth grade mathematics classes, (approximately 30 students in each class), at the Holy Name School were participants in the curriculum unit entitled We Learn To Build. Activities included approximately one month of mathematics instructional time (one period a day, four days/week). The students worked under the direction of Ms. Joan Meintel, the mathematics instructor. Essentially, this curriculum unit involved the following:

- . Applying the concepts of measurements (including metrics), percent, and basic computational skills to the construction of a house,
- . Learning the jargon of the construction industry,
- . Learning names and use of hand tools, and
- . Studying the roles of persons involved in building a house.

A pre-test was administered to the students before any instruction commenced on this unit. The students were then taught mathematical principles such as ratio and measurements via the construction of a 12 foot by 12 foot house. The basic wooden frame of the house was designed and fabricated by the Admiral Peary AVTS carpentry students. This frame was then assembled inside the sixth grade classroom. Applying the various mathematical concepts, the sixth grade students put siding and roofing on the house and made curtains for the windows.

Resource people, such as carpenters and other construction trades related representatives, visited the classroom and discussed with students the question, "What it is like to be a carpenter." According to their instructor, the students demonstrated a deeper understanding of the manual and academic skills required to become a carpenter as evidenced by the content of in class essays such as: "Now I Know What a Carpenter Is All About" and "Why I Must Learn Math". Ms. Meintel informed the research staff personnel that the post-test results showed a significant increase in each student's awareness of:

- . The construction field (including architectural work),
- . Wages and prices as related to people involved in construction, and

- . Community sets (a mathematical concept) involved with building a house.

C. Singer Carrels Component

The Singer Vocational Evaluation System consists of a series of 17 Work - Sample stations or carrels. These stations contain all the tools required to accomplish specific tasks related to an occupational cluster, and an audio-projection filmstrip and tape cassette to visually and auditorially explain step-by-step work procedures to students. Each carrel requires about three hours on the average to complete via individual student participation. Tools are described and identified, potential job environments are explained, and hands-on work tasks are performed at a pace controlled by the student.

The 17 stations include:

- . Basic Tools,
- . Bench Assembly,
- . Drafting,
- . Electrical Wiring,
- . Plumbing,
- . Carpentry,
- . Refrigeration and Heating,
- . Welding,
- . Office and Sales,
- . Needle Trades,
- . Masonry,
- . Sheet Metal,
- . Cooking,
- . Small Engine Service,
- . Medical Service,
- . Cosmetology, and
- . Data Calculations.

A more detailed description of each carrel is presented in Appendix IV-4.

At the Central Cambria Middle School orientation meetings were held with supervisory personnel to discuss the Singer Carrel Program. Program approval was obtained in December of 1974 and arrangements were made for the 17 Singer Carrels to be housed in two areas, one near the Industrial Arts classroom and the other in a separate regular classroom.

Because the Central Cambria Middle School was beginning its first year as a separate school and administrative unit, project personnel worked closely with the middle

school faculty. No formal guidance and counseling program was in existence at the middle school during its first year of operation.

In the Portage Area School District, responsibility for the Singer Carrel Exploratory Program was assigned to Mr. John Buchovecky, junior-senior high school counselor, as part of the existing guidance program. The carrels were located in a separate room near the guidance and counseling offices and an aide was hired to operate the carrels under the direction of the professional guidance staff. The Career Education Research Project staff members acted as consultants for the operation of the carrels at the Portage Junior-Senior High School and presented an in-service orientation to 7 teachers in grades 7 through 12. The program at Portage was considered to be operational and under local control with consultation, as needed, with the research project staff.

As stated previously, project personnel were much more closely involved with the Singer Carrel program at the Central Cambria Middle School. Unless otherwise specifically stated, the following description relates to the program as conducted in the Central Cambria School District.

Rather than changing student schedules at midyear, it was decided to present a series of short orientation sessions to all 6th grade students who had double study/activity periods during the school day, and to draw interested student volunteers for the pilot program from this group. Approximately 117 students attended these sessions and 114 showed an interest in participating. Similar orientation sessions were held in the 7th grade Industrial Arts classes taught by Mr. Louis May. A schedule of orientation sessions is presented in Appendix IV-4, and a summary of student participation is presented in Table IV-3.

Letters were sent to parents of interested students explaining the purpose of the program, the nature of the Singer Carrels, and asking their own involvement in their son's or daughter's decision as to which work station to select (See Appendix IV-4).

Program procedures included:

- The training of two para-professionals, Mrs. Leona Sowers and Mrs. Ethyl Gerard, to maintain the program at the Central Cambria and Portage schools respectively,

- . The identification and scheduling of students for the program,
- . The operation and maintenance of the 17 Singer Carrel units at each school, and
- . The encouragement of community support in the form of a Volunteer Parent Committee (Central Cambria School District), distribution of parental information literature, and general program information via the local media.

The two para-professionals were trained jointly by project personnel and representatives of the local authorized dealer for the Singer equipment. These orientation sessions were of a two day duration and consisted mostly of supervised practice with the Singer Carrels.

Identification and scheduling of students for the program was the responsibility of the para-professionals, in cooperation with school supervisory personnel and was conducted in group sessions with the assistance of the other professional project staff, as previously described.

Community support for the project was gained through the formation of a Parent Volunteer Group the members of which monitored the use of the carrels under the direction of the para-professional. The nucleus of this group was made up of 6th grade parents who were invited to attend an orientation session via a flyer sent home with the students. Eighteen parents responded and became volunteers. Each volunteer worked either a half or full day per week. A sample schedule and a copy of the flyer sent the parents seeking their assistance is included in Appendix IV-4. At the close of this component for the '74-'75 school year, an appreciation dinner was held for this volunteer group. School administrators, project staff, and all but one parent volunteer were present. A place mat which had student comments about the program was used at this dinner and is included in Appendix IV-4.

The local community was also kept informed of the creation and progress of the Singer Carrel program through newspaper articles which are presented in Appendix IV-4.

D. Career Experience Component

In August, 1974, Career Education project staff were invited to meet with the superintendents of the five AVTS sending schools and the director of Admiral Peary. At that time, they all expressed interest in the program and agreed to notify their respective principals and counselors about the program. Meetings were then conducted with these designated personnel to explain the Career Experience program. A copy of the model developed during the first year of the Career Education project was distributed at these meetings. A copy of the 1st-year model is presented in Appendix IV-5.

Because of the possibility of a very large number of participants from the six participating high schools and due to the pilot nature of the expanded Career Experience program, it was decided that the number of student participants would be limited to seventeen per high school for the first semester of the 1974-'75 school year. A slight modification in the program enabled counselors to double the number of student participants to thirty-four. The modification involved sending two students each for a three day experience, doubling up on Wednesday, during any given week instead of sending one student for a five day experience. For the most part, this modification was acceptable and was utilized to increase participating numbers by all six high schools.

During the first semester of the 1974-'75 school year, the program was limited to career experiences that could be provided at the AVTS. A total of 270 student stations were made available and 170 were used. A breakdown by career area at the AVTS and by sending school is presented in Table IV-4.

Plans had originally called for the Career Experience program to become totally operational during the second semester of the '74-'75 school year. Operational problems delayed this transition at the AVTS; however, the sending schools were able to assume total responsibility for the Career Experience program utilizing project staff members as consultants when needed. A project staff member remained the liaison at the AVTS for the duration of the school year.

During the second semester of the '74-'75 school year modifications were made to the Career Experience program in order to accommodate more students in a timely fashion. A new schedule was designed and disseminated to all involved counselors, instructors, and administrators.

Total student stations available under the new schedule was in excess of 600, of which 197 were utilized. A summary of the second semester activities for the '74-'75 school year by area and by the four three week cycles is included in Appendix IV-6.

Two evaluation forms, RCU #05 and #06, (See Appendix IV-5) were completed by each participating student and journeyman or instructor. On a 5 point scale (1=low and 5= high), overall program ratings by 215 of the 367 students who participated in the Career Experience program averaged 4.05. The 17 AVTS teachers gave the program a 3.56 average and the upperclassmen rated the program at the 3.76 level, on the average. These data are presented by school, by career area and in the aggregate in Appendix IV-7.

Survey forms completed by home school counselors and AVTS instructors were quite favorable and helped in planning future activities. Copies of the survey forms are included in Appendix IV-8.

Project staff have completed a set of proposed procedures for the '75-'76 school year in order to make the Career Experience program totally operational. This set of procedures, the proposed time-flow chart and a letter of formal transmittal of the program responsibility from a pilot program under project staff to an operational program under school staff, are included in Appendix IV-9.

E. Other Activities

1. Post Secondary
Approximately 60 pre service teachers, juniors and seniors enrolled in "The Teaching of Elementary Social Studies" education course at St. Francis College, Loretto, Pa., were oriented to the Career Education philosophy and the curriculum infusion method of Career Education Unit development. This exercise was completed over a period of four class sessions. As an assignment, students were asked to select a chapter from a textbook used in project area schools and write a supplemental unit complete with the concepts to be developed, performance objectives, classroom activities, materials needed, and the local resources available. Copies of units developed during this time are included in Appendix IV-10.

Two graduate students majoring in Counselor Education at Indiana University of Pennsylvania served a field experience internship with project

staff. Their major responsibilities included:

- . Familiarizing themselves with Career Education concepts,
- . Examining and learning the uses of all materials in the Career Resource Center (CRC) at the Holy Name School,
- . Setting up in-service sessions (approximately 1 hour in length) for all the students and teachers at Holy Name to explain the purpose and use of the CRC, and
- . Organizing a 6th grade activity dealing with Treasure Hunt, a commercially purchased six week program designed to build student self awareness, self confidence, and introduce the decision making process.

The interns worked one day a week for sixteen weeks under the direction of project staff personnel. They spent one day each at the high schools supporting the AVTS and one day at the AVTS. Two days were spent orienting fourteen teachers in grades 1 thru 8 to the Career Resource Center (CRC) at the Holy Name School. Eight days were spent with approximately 180 students in grades 6, 7, and 8 in developmental group guidance sessions.

2. Community

Assistance was provided to teachers, counselors, and administrators in the participating school districts in writing proposals for Intermediate Unit 08 mini grants. The following mini grant projects were funded as a result of these cooperative efforts:

- . Establishment of a CRC at Portage Area High School,
- . Creation of a school store and business career exploratory station at the Central Cambria Middle School (grade 6), and
- . Provision for a "Stage Craft" unit at the Central Cambria High School.

See Appendix IV-11 for newspaper articles dealing with these special projects and other dissemination activities.

Assistance was also rendered to the Central Cambria School District administration in writing a Title IV proposal designed around integrating Career Exploratory activities with guidance and curriculum activities at the 6th, 7th, and 8th grade levels. Funding awards have not been announced as of this writing.

A federal proposal for expanded Career Education activities and cooperative education experiences for a select group of Blacklick Valley High School students was also prepared by project personnel. The proposal was not funded.

Dissemination activities included:

- . A class in vocational counseling from the University of Pittsburgh visited the project site during March. Project staff made a presentation on the Singer Carrel Exploration Program,
- . Project staff made a slide presentation on Career Education to the Ebensburg Women's Club during February and to the Penn Cambria School District Title I Parents' Council during March,
- . Project staff collected Career Education information and slides for use by vo-tech instructors and by an elementary school principal,
- . Curriculum materials developed to date were disseminated at the National Career Education Conference in Dallas, Texas, 27-30 January, and at a Career Education Day, sponsored by Penn State University, at its Altoona Campus, during April, 1975,
- . Project staff participated in a local radio program to discuss the current Career Education program. Topics discussed during this program included:
 - . Concepts developed under the Career Education project,
 - . Age group philosophies; including awareness, exploration, and skill development,
 - . Specific Career Education activities which are taking place, and

... Comments received from teachers, parents, counselors, and administrators.

- . Project staff met with Mr. Joseph Tarris, assistant executive director, Intermediate Unit 08, (I.U. 08) to explain the Career Education Program and to encourage cooperation with I.U. 08, in implementing the Career Education Program,
- . Ms. Nancy C. Martin and Ms. G. Margareta Williams, counselors from the Greencastle-Antrim School District, visited the project as part of their in-service training. Project staff members explained the program at Admiral Peary to them,
- . Project staff prepared an article on Career Education activities to be distributed at the Central Cambria Middle School Open House Program,
- . Project staff met with Mr. Green (Supervisor APAVTS) and Mr. John W. Bacon, Dean of Technical Arts, Butler Community College, concerning the Career Education Program,
- . Project staff attended a workshop on the Singer Evaluation System, sponsored by Associated Education Consultants at North Hills, Pa. They also made a presentation explaining project use of this system in the Central Cambria School District, and
- . The Project Director served as a special consultant to Development Associates, Inc., Washington, D.C., on the Career Education Testing Instrument Panel, as part of the overall activities designed to generate an evaluation handbook for Career Education.

3. Career Militia Program

The Career Militia Program started out as an "in house" activity at the Admiral Peary AVTS. Shortly after the school year got underway, three other AVTS's joined with Admiral Peary AVTS and the USAR to promote a regional program. The other three AVTS's are:

- . Greater Johnstown AVTS,
- . Altoona AVTS, and
- . Somerset AVTS.

About one third of the way through the school year the USAR assumed responsibility and the Admiral Peary AVTS representative attended meetings as a liaison with the expanded project activities. The year's activities are best summarized by listing the program goals, which are contained in the final report. Appendix IV-12 contains a copy of the Career Militia Report and related correspondence. The program goals are as follows:

- .. Vo-Tech curriculums are evaluated in terms of related military occupation specialities (MOS),
- .. Junior (11th grade) students, in each MOS related curriculum, receive familiarization instruction concerning the opportunities and responsibilities of militia persons in local militia units,
- .. Senior (12th grade) students are given the opportunity to enlist in local militia units of their choice,
- .. Senior students enlist to fill MOS positions for which their Vo-Tech curriculums are preparing them, they are assigned on-the-job duties in the MOS field, they attend all required training formations,
- .. Upon graduation those students, who qualify for the MOS in which enlisted, will be awarded that MOS. Those students whose curriculums do not fully qualify them for the MOS in which enlisted will enroll in a supplementary curriculum in a continuing education program until fully qualified,
- .. When MOS qualified the militia-person may be ordered to active duty for Basic Training. Upon completion of basic training the militia person will be promoted to the pay grade for which MOS qualified,
- .. Advanced Individual Training will be served in the MOS for which the militia-person is qualified and needed, or in training for a higher skill level, if neither requirement exists the militia-person would be returned to his assigned militia unit,
- .. Militia Career Liason Officers are officers or NCO's who have a specific MOS expertise,

these persons become resource counselors
a related Vo-Tech curriculum, as such they
are responsible for the Militia Career
familiarization course, and

.. A council composed of a senior Army Resource
commander and a National Guard Commander
coordinate the Militia Careers Program with
the Director(s) of Vo-Tech School(s) serving
the geographic area from which militia units
draw their personnel.

CHAPTER V

Language Experience Based Awareness

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Hands on Exploration

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Competency Based Preparation

=

A School Based Total Career Education Model

Exemplary Project V361012

An Evaluation Submitted To:

Dr. Edward Lareau
Associate Director for Research
Admiral Peary Vo-Tech School
Ebensburg, PA 15931

Submitted By:

Educational Research and
Development Associates
West Chester, PA 19380

July, 1975

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I BACKGROUND AND HISTORY

The career education project is finishing its second year of operation under Part D of Public Law 90-576. It is coordinated by the Research Staff of the Admiral Peary Area Vo-Tech School and serves children in the following school districts:

- A. Central Cambria
- B. Portage
- C. Black Lick
- D. Cambria Heights
- E. Penn Cambria
- F. Parochial (Holy Name and Bishop Carroll)

The Research Staff has developed a great deal of expertise in career education as evidenced by simultaneous Part C and Part D projects.

ERANDA has served as the third party evaluator for the Part C project since its inception but did not become involved with the Part D effort until the late fall of 1974.

At that time, ERANDA produced an evaluation design in accordance with the Scope of Work Statement released by the Project Director and the evaluation guidelines formulated by Development Associates, Inc. for the U. S. Office of Education. The major problems encountered were:

- (1) Severe reductions in project funding level with consequent restriction of evaluation activities. Emphasis has been placed on student outcomes or products. Very few resources are available to evaluate the educational process (treatment) or project management.
- (2) Differences between the objectives previously identified by project personnel and those contained in the Scope of Work Statement (six) and the evaluation guidelines formulated by

Development Associates, Inc. (thirty-three).. Considerable effort was expended cross-referencing the various sets of objectives and determining the relative emphasis placed on them by the project.

- (3) The evaluation guidelines and Scope of Work Statement were released too late to be incorporated in a September to May design. This has forced projects into evaluating a segment of the year's activity.
- (4) The instruments approved by the USOE Panel for measuring objectives were often of marginal validity.

II EVALUATION DESIGN

The project objectives and the measuring instruments employed are as follows.

<u>Scope of Work #</u>	<u>USOE #</u>	<u>Objective</u>	<u>Grade Level</u>	<u>Instrument</u>
1	I c	Students will display positive attitudes toward themselves	3,6	Self Observation Scales
1	I d	Students will recognize that social, economic, educational and cultural forces influence their development	9,12	Career Development Inventory Scale C
2	IV a	Students will know the major duties and required abilities of different types of paid and unpaid work	3,6, 9,12	Career Ed. Questionnaire (3-6) Career Development Inventory (9-12) Scale C
2	IV b	Students will know differences in conditions and life styles associated with different types of paid and unpaid work	3,6	Career Ed. Questionnaire
2	IV c	Students will know entry requirements for major types of	6,9, 12	Career Ed. Questionnaire (6) Career Development Inventory (9-12) Scale C

(Continued)

<u>Scope of Work #</u>	<u>USOE #</u>	<u>Objective</u>	<u>Grade Level</u>	<u>Instrument</u>
3	V c	Students will be able to identify, locate and utilize sources of information to solve career decision-making problems	9,12	Career Development Inventory Scale C
3	V e	Students will know the steps to be taken and the factors to be considered in career planning	9,12	Career Development Inventory Scale C
3	V f	Students will demonstrate active involvement in career decision-making	9,12	Career Development Inventory Scale A and B
4	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 career decision	12+	Questionnaire to 1975 Graduates and Dropouts
5	NA	The extent to which the number and type of job preparation opportunities have been expanded for young people in grades 10 through 14	10-14	Questionnaire to Counselors and Co-op Directors
6	NA	The financial resources from Section 142 (c) of Part D of P. L. 90-576 that were expended at each of the grade level breakouts	K-14	Examination of Project's Financial Records

The evaluation questions are specific to each objective and with the exception of objectives 4-6 are stated in pre-post, non-control group terms.

The objectives were primarily concerned with student outcomes. The only evaluation activities directed toward Treatment (Process) or Management were observations, questionnaires, teacher logs, etc., to determine if educational activities previously mentioned were actually conducted and what type of client response they evoked.

The evaluation design employed with objectives 1 through 3 was a pre-test, post-test non-control group design. Campbell and Stanley¹ refer to

¹Campbell, Donald T. and Stanley, Julian C., Experimental and Quasi-Experimental Designs for Research on Teaching.

it as pre-experimental design #2... It provides marginal protection against the threats to internal and external validity. The major reasons for selecting this design are as follows:

- (1) Career education activities exist in all schools to which the project has access. A non-contaminated control group could not be located within the districts.
- (2) Lack of lead time prevented the staff from overcoming a natural reluctance to serve as a control group on the part of non-district classes.
- (3) A reduced funding level required cuts in the program's educational activities. Even if a control group could be located (unlikely) it would be difficult to justify diverting the additional money required for testing from program activities to evaluation.

It would be desirable for USOE to fund a study to determine normal growth rates for various pre-post test intervals on the instruments approved by its panel. In this way any project's pre-post gains could be compared to a contrast group of similar socio-economic background children not involved in Career Education.

Objectives 4 and 5 were criterion-referenced. The criteria for Objective 4 is that 60% of the responding students (1975 graduates) indicate that they have been successful in locating a paid occupation, further education or unpaid work consistent with their career decision. The criteria for Objective 5 is a 20% increase in the number and type of job preparation opportunities for students between the current year and the year preceding the project.

Objective 6 consists of allocating all expenses to the grade categories provided.

For objectives 1, 2 and 3 a pre-test, post-test non-control group design was employed. The data was analyzed by grade level using the correlated "t" test at the .05 level of significance (two-tailed test).

Objectives 4 and 5 were criterion-referenced and it was determined whether or not the criterion was met, not met, or exceeded. Stratified random samples of project participants were employed to select subjects for testing and interview.

III DATA PRODUCED BY EVALUATION DESIGN

Table I indicates the pre to post test performance of a sample of project third grade students on the Self Observation Scale. The pre-post test interval was about 5 months.

Table I

Performance of Third Grade Project Students on the Self Observation Scales (N=52) Primary

<u>Scale</u>	<u>Pre-Mean</u>	<u>Post-Mean</u>	<u>Gain</u>	<u>"t"</u>	<u>Probability</u>
Self-Acceptance	47.73	46.56	-1.17	-.64	NS
Social Maturity	38.08	47.10	9.02	6.37	< .01
School Affiliation	52.25	33.77	-18.48	-8.67	< .01
Self Security	44.73	54.69	9.96	4.80	< .01

The third grade students showed statistically significant improvement in Social Maturity and Self-Security. The test publishers describe these scales as follows:

Scale II. Social Maturity.

Children with high scores on this scale know how they are supposed to think and feel in a variety of social situations. They have learned the importance of such notions as "fair play", "sharing", "perseverance", "helpfulness", and "generosity". Children with low scores on this scale have not learned these notions and are likely to evidence behaviors that most adults would characterize as selfish, inconsiderate, or immature.

Scale IV. Self Security.

Children with high scores report a high level of emotional confidence or stability. They feel that they are in reasonable control of the factors that affect their lives and spend little time worrying over possible troubles. Children with low scores on this scale worry a great deal. They are concerned that something bad may happen and report feelings of nervousness.

The evaluators consider this evidence compelling enough to constitute achievement of Objective I c at the third grade level. The decline in the School Affiliation Scale is to be expected in this type of testing. The performance of the sixth grade students on the Intermediate Level of the Self Observation Scale was considerably less impressive.

Table II

Performance of Sixth Grade Project Students on the Self Observation Scales (N=78) Intermediate

Scale	<u>Pre Mean</u>	<u>Post Mean</u>	<u>Gain</u>	<u>"t"</u>	<u>Probability</u>
Self Acceptance	49.59	49.03	-.56	-.75	NS
Self Security	49.15	50.36	1.21	1.42	NS
Social Maturity	50.83	49.77	-1.06	-1.23	NS
Social Confidence	53.05	52.92	-.13	-.16	NS
School Affiliation	44.68	45.82	1.14	1.03	NS
Teacher Affiliation	46.90	44.60	-2.30	-2.05	.05
Peer Affiliation	50.64	51.25	.61	.83	NS
Achievement Motivation	49.72	50.82	1.10	1.60	NS

Table II shows that the only significant change in pre-post test performance was a decline in Teacher Affiliation.

The data available indicate that Objective I c was not obtained with the sixth grade group.

Scale C of the Career Development Inventory is considered an adequate measure of the attainment of Objectives Id, IVa, IVc, Vc, and Ve.

Table III indicates that the project has done an outstanding job in achieving all these objectives at the ninth grade level. Since significant improvement has also been observed in Scales A and B, Objective Vf has been achieved as well.

Table III

Performance of Ninth Grade Project Students on the Career Development Inventory (N=69)

<u>Scale</u>	<u>Pre Mean</u>	<u>Post Mean</u>	<u>Gain</u>	<u>"t"</u>	<u>Probability</u>
Planning Orientation (A)	94.68	107.32	12.64	6.03	< .01
Resources for Exploration (B)	240.14	255.87	15.73	2.58	.05
Information and Decision Making (C)	12.12	13.51	1.39	2.57	.05
Total	346.85	376.70	29.85	3.89	< .01

The performance of the twelfth grade, while good, was not sufficient to obtain Objectives Id, IVa, IVc, Vc, Ve, and Vf. Although the students gained on all scales, the Planning Orientation Scale was the only one to show statistically significant improvement.

Table IV

Performance of Twelfth Grade Project Students on the Career Development Inventory (N=107)

<u>Scale</u>	<u>Pre Mean</u>	<u>Post Mean</u>	<u>Gain</u>	<u>"t"</u>	<u>Probability</u>
Planning Orientation (A)	104.83	112.03	7.20	4.38	< .01
Resources for Exploration (B)	293.00	297.47	4.47	.99	NS
Information & Decision Making (C)	18.47	19.08	.61	1.81	NS
Total	374.52	389.51	14.99	2.82	< .01

It should be noted that the "t" ratio obtained for the pre-post test of Scale C (Information and Decision Making) was 1.81. The "t" ratio required for significance (1.99) would have been obtained had the average pre-post gain been .68 rather than the .61 observed. It's unfortunate that a fine effort fell just short of the level required.

Table V depicts the performance of third and sixth grade project students on the Career Education Questionnaire.

Table V
Performance of Third and Sixth Grade Project Students
on the Career Education Questionnaire

<u>Grade</u>	<u>N</u>	<u>Pre Mean</u>	<u>Post Mean</u>	<u>Gain</u>	<u>"t"</u>	<u>Probability</u>
3	110	16.07	17.39	1.32	5.15	< .01
6	128	29.84	32.13	2.29	4.99	< .01

The students at both grade levels made statistically significant improvement on this instrument. Since the Career Education Questionnaire measures objectives IVa, IVb, and IVc, they are, therefore, achieved at the third and sixth grade level.

Objective VIII requires that 60% of the departing seniors indicate that they have been successful in locating a paid occupation, further education, or unpaid work that is consistent with their career decision.

Table VI

Response of Seniors Graduating From Project Schools
to the Career Planning Questionnaire (N=36)

	%
1. Check which one of the following applies to you.	
A. I have been accepted by a college, trade school, institute, etc., for study after high school graduation.	55.5
B. I have located a job where I will be working after high school graduation.	16.7
C. I am still looking for a job where I can work after high school graduation.	27.8
D. I will enter the Armed Forces after high school graduation.	0.0
E. Other.	0.0
2. Do you think your decision to further your education or enter the job market will help you achieve your career plans? (be a lawyer, teacher, bricklayer, secretary, etc.)	
	%
Yes	80.6
No	8.3
No Answer	11.1

Table VI shows that the project has more than met this objective with 80.6% of the responding seniors indicating compatibility between their current course of action and career plans. The fact that 27.8% are still looking for work is not alarming given the economic status of the region in the summer of 1975. Only 8.3% indicated their current educational or employment status was at variance with their career plans.

The last two objectives were included in the Scope of Work Statement but not in the USOE list of objectives.

Objective #6 (Scope of Work) requires a 20% increase in the number and type of job preparation opportunities for students between the current year and the year preceding the project.

Table VII

Response of Counselors in Project High Schools
to Career Status Questionnaire (N=4)

1. Did the students in your school have a greater opportunity to prepare for jobs in the 1974-75 school year than they did in 1972-73?

	%
Yes	100
No	0

2. To what extent has the number of students visiting and observing various occupations increased since the 1972-73 school year?

	%
A great deal (greater than 40% increase)	0.0
Somewhat (20-40% increase)	50.0
A little (1-20% increase)	50.0
No increase (0%--no increase)	0.0

3. To what extent has the number of students getting actual hands-on experience with the tools of a particular occupation increased since the 1972-73 school year?

	%
A great deal (greater than 40%)	75.0
Somewhat (20-40% increase)	25.0
A little (1-20% increase)	0.0
No increase (0%--no increase)	0.0

4. To what extent has the students' knowledge of the requirements, preparation, job conditions, etc., of various occupations increased since the 1972-73 school year?

	%
A great deal (greater than 40%)	25.0
Somewhat (20-40% increase)	50.0
A little (1-20% increase)	25.0
No increase (0%--no increase)	0.0

5. Do you think the school staff is more aware of and committed to Career Education now than it was in the 1972-73 school year?

	%
Yes	75.0
No	25.0

Table VII shows that the project has been very successful in meeting this objective. 100% of the participating school counselors think their students have a greater opportunity to prepare for careers. All of them indicate at least 20% improvement in actual hands-on experience with the tools of a particular occupation.

The final objective (Scope of Work #6) deals with financial disbursements and will be covered by the Project Director in subsequent reports. The total array of product objectives with the extent of their achievement is depicted in Table VIII. The symbol + indicates the objective was achieved; 0 shows partial achievement; and - means the objective has not been achieved. NA indicates the objective was not applicable at a particular grade level.

Table VIII

Achievement* of Product Objectives
by Project Students

Scope of Work #	USOE #	Objective	Grade Level			
			3	6	9	12
1	I c	Students will display positive attitudes toward themselves.	+	-	NA	NA
1	I d	Students will recognize that social, economic, educational and cultural forces influence their development	NA	NA	+	-
2	IV a	Students will know the major duties and required abilities of different types of paid and unpaid work	+	+	+	-
2	IV b	Students will know differences in conditions and life styles, associated with different types of paid and unpaid work	+	+	NA	NA

Table VIII
(Continued)

Scope of Work #	USOE #	Objective	Grade Level			
			3	6	9	12
2	IV c	Students will know entry requirements for major types of paid and unpaid work	NA	+	+	-
3	V c	Students will be able to identify, locate and utilize sources of information to solve career decision-making problems	NA	NA	+	-
3	V e	Students will know the steps to be taken and the factors to be considered in career planning	NA	NA	+	-
3	V f	Students will demonstrate active involvement in career decision-making	NA	NA	+	0
4	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 career decision	NA	NA	NA	+
5	NA	The extent to which the number and type of job preparation opportunities have been expanded for young people in grades 10-14	NA	NA	+	+
6	NA	The financial resources from Section 142 (c) of Part D of P. L. 90-576	Project Director's Report			
Percent of applicable objectives totally achieved			100%	75%	100%	25%

* + = achieved
0 = partially achieved
- = not achieved

IV THE EDUCATIONAL PROCESS

The evaluation design employed complied with the USOE guidelines and concentrated on student behaviors (the educational product).

The basic evaluation has been expanded to increase its sensitivity to the educational process employed by the career education project.

The major activities covered in this section are as follows:

A. Staff Development

The career education project is fortunate in having personnel committed to maximum achievement with minimal resources. They have been very industrious in conducting intensive workshops for teachers, counselors, and administrators in the participating school districts.

A partial list of such workshops follows:

- . third grade teachers in the Penn Cambria School District,
- . sixth grade teachers in the Penn Cambria School District,
- . third grade teachers in the Portage Area School District, and
- . sixth grade teachers in the Portage Area School District,
- . all teachers in Holy Name School,
- . Portage Area High School Counselors,
- . Central Cambria Middle School instructors,
- . principal and staff of Central Cambria Elementary School, and
- . Business Education Department heads of participating schools.

The purpose of these workshops was to introduce and explain the Career Education concept and to determine means for integrating Career Education activities into each school district's curriculum program. Additional follow-up seminars were conducted during the period to monitor programs in curriculum development and to answer teachers' questions. It should be emphasized that the in-service activities were prolonged, intensive affairs with relatively small numbers of participants. 44 teachers (K-8) were trained in this fashion and 38 of them successfully incorporated career education concepts into their subsequent classroom behavior. This

is a very commendable success rate (86.4%). In addition to this activity, project personnel supervised two counselor interns, trained two counselors from a new project school district, and testified before a commission of the Pennsylvania Legislature. There is no doubt that the project has greatly improved the career education competency and attitude of professional personnel in the area. The following teacher comments are typical of those received:

"It was very interesting and I was happy to see involvement focusing on the student. To be aware of the teaching activities inside other classrooms is a keen insight to any educator. It is important to get out of your 'cubicle' and be flexible which reflects the characteristics of the student, teacher and workable structure of the school system. Middle School has become special to me and very unique in approach. I enjoyed being part of its 'planning stage'.

I was impressed by the professionalism of the research team because of their sincere concern in what is happening in the Middle School."

"This was one of the most worthwhile workshops I have ever attended. The small group facilitated personal contact. I was particularly impressed by the capability of the Vo-Tech people involved. Their knowledge of and ability in planning curriculum was an immeasurable help. We (or at least I) as subject area teachers have a tendency to not be able to see the 'forest because of the trees'. These people were able to visualize the broad scope of curriculum and at the same time our part within that scope. I wish that all my cohorts at the Middle School could participate in such a workshop."

B. Curriculum Infusion

The project staff is probably more concerned with curriculum infusion than any other outcome area. They have worked diligently at training and motivating teachers. Appendix A is a partial list of curriculum units developed cooperatively and actually implemented in the classroom. An excellent example of this infusion is the School Newspaper produced by the students at Portage Elementary School. The children studied all occupations involved and the hands-on experience of organizing, printing, editing and

distributing a paper. As previously mentioned, 38 teachers have incorporated career concepts into their classroom behavior. This means that over 700 students are receiving systematic career education as a direct result of project activities.

In addition to the units developed with teachers, the staff has modified materials developed elsewhere and compiled curricular materials into a coherent whole which may be utilized by teachers regardless of their location.

C. Community Involvement and Dissemination

The project has been successful in involving the community in the career education activity. Parents and community members served as resource persons and visited the schools to discuss various aspects of their careers. The community also provided sites for field trips and on-the-job experience. Perhaps the most impressive display of community involvement was the Parent Volunteer Program associated with the Singer Vocational Evaluation System. Eighteen parents were trained by the project staff and worked with the students utilizing the Singer system at the Central Cambria Middle School. The parents were highly supportive of the program and form the nucleus of a Parent and Community Advisory Board to be established in 75-76.

The following excerpt of a news article acknowledges the parents' contribution:

"Volunteer parents have been an instrumental part of the Central Cambria Middle School's Singer Carrell Program. Working under the direction of Leona Sowers, Admiral Peary's RUC Singer Carrell Evaluator, the following parents are responsible for making the program a success: Irene Howells, Kay McGregor, Lois Mullen, Janet Orange, Marie Piastrelli, Jo Rager, Ruth Stormer, June Evans, Margaret Pierchoski, Wilma Sickles, Rosemary Persio, Carolyn Radetovich, Helen Trevorrow, Marilyn Ryan.

A special thanks is due to these people for their time and their interest devoted to this program.ⁿ¹

The results and philosophy of the project have been well disseminated.

Newspaper articles have appeared in the Altoona Mirror, Catholic Register, Johnstown Tribune-Democrat, Mountaineer-Herald, Portage Dispatch, and the Mainliner and Dispatch.

The project staff has been involved as consultants with classes at St. Francis College and the University of Pittsburgh. They also discussed the Singer Vocational Education System at a Pittsburgh Seminar and are very active in speaking to groups, radio shows, and professional meetings. The overall dissemination and community involvement effort has been very successful. Their success in securing funds for career education materials is especially commendable.

D. Singer Vocational Evaluation System

The project has cooperated with school districts in the establishment of Singer Vocational Evaluation Systems in Central Cambria Middle School.

These systems consist of 17 stations where the student is acquainted with the tools, duties, and skill requirements of a number of occupations.

The 17 stations are as follows:

- #1 - Basic Tools
- #2 - Bench Assembly
- #3 - Drafting
- #4 - Electrical Wiring
- #5 - Plumbing and Pipe Fitting
- #6 - Carpentry and Woodworking
- #7 - Refrigeration, Heating and Air Conditioning
- #8 - Soldering and Welding
- #9 - Office and Sales Clerk
- #10 - Needle Trades
- #11 - Masonry
- #12 - Sheet Metal
- #13 - Cooking and Baking
- #14 - Small Engine Service
- #15 - Medical Service
- #16 - Cosmetology
- #17 - Data Calculating and Recording

Examination of system records for the month of April indicate that 80 students completed a station at Central Cambria Middle School while 64 students completed a station during the same month at Portage Area High School. Table IX shows the questionnaire response of a random sample of students utilizing the system.

Table IX

Response of Students in Portage Area High School (N=26)
and Central Cambria Middle School (N=46) to the
Singer Vocational Evaluation System Questionnaire

	<u>PAHS</u>	<u>CCMS</u>
1. Average number of stations worked	3.85	2.91
2. Stations on which student worked were selected by:		
Student	57.7	95.6
Teacher	0.0	0.0
Student & Teacher	38.5	0.0
Counselor	0.0	0.0
Other	3.8	4.4
3. Working with the system (tools, etc.) helped student learn more about his ability and interests?		
Yes, a great deal	50.0	73.9
Yes, somewhat	46.2	26.1
No	3.8	0.0
4. Working with the system (tools, etc.) helped student learn more about the duties and requirements of a job?		
Yes, a great deal	57.7	78.3
Yes, somewhat	38.5	21.7
No	3.8	0.0
5. All students should have a chance to work with the tools of various occupations?		
Yes	88.5	89.1
No	0.0	0.0
No opinion	11.5	10.9

The students work on an average of 3.85 stations at Portage and 2.91 at Central Cambria. The stations worked on were almost always (95.6%) selected by the Central Cambria student but was more likely a cooperative decision at Portage. Although the Central Cambria students are somewhat more favorable, both groups overwhelmingly state that the system has helped them learn more about their own abilities and interests as well as the duties of a job. Almost 90% of the respondents think all students should have the opportunity of working with the system.

E. Ninth Grade Career Experience (NGCE)

The major purposes and rationale of the NGCE program are adequately covered in the following introduction made to all ninth grade students in the participating school districts:

INTRODUCTORY NINTH GRADE CAREER EDUCATION PROGRAM

"To help you in the difficult task of planning career goals, and to make you aware of your future job options, each of you will be given the opportunity to spend 5 half-days during one school week working with a person at a Career Experience Site. This experience may be at the Admiral Peary Vo-Tech School, in your local community or within one of the schools in your district. During this time you will be observing and participating in some of the activities that a person employed in that field would have to accomplish.

It is hoped that you will make some meaningful discoveries as a direct result of this experience. For instance, you may find that the career area you have selected has proved to be very interesting and something that you would like to pursue further. On the other hand, you may decide that this is a field in which you would not be particularly interested or happy. In either case, the discovery can be beneficial. Each of us needs to establish those career areas which are or are not suited to our aptitudes and interest."

The vast majority of NGCE students come to the Admiral Peary Vo-Tech School where they may have a supervised work exploration experience in any of the following areas:

- A-1. Ag Tech
- A-2 Horticulture
- B-1 Auto Body
- B-2 Auto Mech
- C-1 Carpentry
- C-3 Masonry
- C-4 Plumbing
- D-1 Machining
- D-2 Mining
- D-3 Welding
- E-2 Health Svs
- E-3 Marketing
- E-4 Personal Svs
- F-1 Electronics
- F-2 Envir Ctl
- F-3 Drafting
- F-4 Data Proc

During the period October 21 - February 21 (4 months) 133 ninth grade students participated in the program. Staff analysis indicated inefficient scheduling procedures which were rectified. From February 24 to April 4, (2 months) 168 students participated in the NGCE program. This represents an increase in efficiency of almost 400%.

The value of a program, however, is dependent on things other than increased utilization. 215 students responded to a rating scale designed to assess program impact.

Table X indicates the overall student reaction to be favorable (> 3.00).

The NGCE participants in Marketing Tech (5 +'s) were especially pleased with the program. All ratings with a - sign indicate areas of concern and are called to the attention of the Project Director.

Table XI shows the Admiral Peary Area Vo-Tech instructors to be generally less favorable to the program than the students. The ratings are dangerously close to the 3.00 value indicative of neutrality or ambivalence. Although the instructors are still on the positive side of the attitudinal spectrum, the reason for their coolness must be identified and corrected.

Table X

Rating* Given by Ninth Grade Career Experience Students
to Various Aspects of Program Impact (N=215)

Program Impact	Areas													
	Auto Mechanic Repair	Carpentry	Masonry	Plumbing & Pipefitting	Machining	Modern Methods Mining	Welding	Health Services	Marketing Tech.	Personal Services & Trans.	Electronics	Environmental Control Tech.	Mechanical Drawing & Draft.	Scientific Data Processing
1. My overall interest in this career area has increased	4.08	4.50	4.31	4.00	4.20	3.53	4.22	4.44	4.67	4.00	3.92	3.89	4.21	3.82
2. I have gained some job skills because of this experience	3.85	4.19	3.92	3.67	3.60	3.73	3.72	4.07	4.67	4.08	3.62	3.44	4.14	3.82
3. I know about more jobs related to this career area	3.69	3.88	3.54	3.56	3.40	3.87	3.50	3.86	4.00	3.55	3.31	4.00	3.93	3.91
4. I have definitely decided as to whether or not I will enter this career field	4.15	4.44	3.85	3.44	3.90	4.00	4.44	4.33	3.50	3.83	3.38	2.89	3.86	3.91
5. I would enjoy doing this type of work as a future career	4.08	4.44	4.46	3.44	4.20	4.00	4.22	4.47	3.67	3.67	3.92	3.67	4.21	3.36
6. I better understand my abilities to do this kind of work	3.85	4.25	4.00	3.78	3.89	4.07	3.94	4.13	4.50	4.08	3.69	4.11	4.14	4.09
7. This experience has helped me make some decisions about my future	3.92	4.44	4.15	4.22	4.00	4.07	4.22	4.47	3.83	3.58	4.08	3.67	4.08	4.18
8. I feel that the apprentice program was a valuable experience for me	4.38	4.69	4.15	4.33	4.20	4.20	4.56	4.57	4.83	4.25	4.38	4.22	4.54	4.27

*Ratings range from 1, strongly disagree, to 5, strongly agree
+ = area giving highest rating to this aspect of program impact
- = area giving lowest rating to this aspect of program impact

Table XI

Response* of APAVTS Instructors to Ninth Grade
Career Experience Questionnaire (N=13)

	<u>Mean Rating*</u>
1. In your opinion, did apprentices gain useful insight into the tasks performed by persons employed in jobs related to your instructional area?	3.54
2. In your opinion, did apprentices learn more about their own abilities to perform tasks related to your instructional area?	3.23
3. What are your overall feelings about the NGCE program in terms of its helping apprentices move toward setting and reaching career goals?	3.42
4. In your opinion, did journeymen you assigned to supervise apprentices gain beneficial educational experience?	3.25

*Responses range from 1, very negative, to 5, very positive.

The counselors of the sending schools are favorably disposed toward the program. They all agree that the NGCE program helped achieve guidance objectives and that the program should be a continuing part of the secondary school curriculum. They are somewhat concerned about increased self-knowledge (3.43) and their overall feelings toward the NGCE program (3.57).

F. Career Resource Centers (CRC)

In cooperation with local school districts and funding agencies, the project has established CRC's at Portage High School, Bishop Carroll High School, Central Cambria High School, Central Cambria Middle School, and Holy Name Elementary School. In many cases the project staff helped secure grants to establish or improve the CRC. The major services of the CRC include:

Table XII*

Response* of Sending School Counselors to Ninth Grade
Career Experience Program Questionnaire (N=7)

	<u>Mean Rating*</u>
1. In your opinion, did apprentices gain career information about jobs related to the APAVTS instructional program they visited?	3.86
2. In your opinion, did apprentices learn more about their own abilities to perform tasks related to a particular group of jobs?	3.43
3. In your opinion, did apprentices have an opportunity to explore some of their career interests?	4.00
4. What are your overall feelings about the NGCE program in terms of its helping students move toward setting and reaching career goals?	3.57
5. Did the NGCE program help students achieve any of the guidance objectives established at your school?	

Yes		No	
<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
7	100	0	0

6. Should a career exploration program such as the NGCE be a continuing part of the curriculum offerings at your secondary school?

Yes		No	
<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
7	100	0	0

*Responses range from 1, very negative, to 5, very positive.

1. Providing career orientation and decision making information to students and teachers.
 - a. Printed materials, filmstrips and cassette tapes.
 - b. Career planning kits.
 - c. Decision making units.
 - d. Self understanding units (interest, aptitudes and abilities).
2. Providing curriculum development consultation for teachers.
3. Arranging for learning excursions and career consultants through the Admiral Peary AVTS, local business and industry.
4. Providing (secondary) students with the opportunity to develop job readiness.
5. Providing (secondary) students with job placement assistance.

Since this year (74-75) was devoted to establishing centers, a formal evaluation was considered premature.

Preliminary evidence indicates they have improved career education materials, and services, in the schools in which they are located.

V CONCLUSIONS AND RECOMMENDATIONS

The major conclusions, substantiated by test data and evaluator observations are:

1. The project achieved all of its product objectives at grade levels 3 and 9.
2. 75% of the product objectives were achieved at the 6th grade level and 25% at the 12th grade level.
3. An appreciable number of teachers were motivated, trained, and supported.
4. At least 38 teachers (700 students) have made Career Education a part of their educational philosophy and classroom behavior.

5. The community and parents, have been involved in the career education effort.

6. The dissemination of project results, materials, and philosophy has been successful.

7. The Singer Vocational Evaluation System has been well received by the moderate number of students using it.

8. The ninth grade experiences program has significantly increased its student capacity through scheduling improvements. The students are generally favorable while the APAVTS staff is somewhat reserved in its endorsement of the program.

9. Five Career Resource Centers have been established, often as a result of successful proposal writing by project staff.

10. Given the size of the staff and severe financial limitations, the project has been very successful.

11. The short interval between pre and post tests (5 months) and their dubious content validity reduced the probability of significant gains. The fact that significant gains were observed is very commendable.

The following recommendations seem appropriate:

1. The current staff and financial constraints do not support a K to 12 effort. Resources should be concentrated at a grade level offering a high probability of success. Either the third, or ninth, grade would be a good selection since 100% of the product objectives were achieved at these levels.

2. Select one model or target school where intensive career education activities can be tried out and demonstrated.

3. Explore with the I.U. the feasibility of awarding in-service credits for workshops, etc.

4. Establish a full-fledged Parents and Community Advisory Council.
5. Expand the use of the Singer Vocational Evaluation System.
6. Identify and remedy the causes of the APAVTS instructor's reservations regarding the Ninth Grade Career Experience Program.

Appendix A

Partial List of Career Educational Instructional
Materials Produced by Project Personnel

<u>Topic</u>	<u>Grade Level</u>
Suggested Instructional Topics	1-5
Career Education Sample Objectives and Procedures	1-6
My Book About Me	K-1
Family Workers	1
Workers in Our School	1
Our Friend the Postman	2
The Milkman as a Community Helper	2
Community Services Workers	2
This is Me	3
Education Careers	3
Environment	3
Creative Writing	3
Community and Interdependence	4-6
Community Through T.V. and Communication	5
Communications	6
We Learn to Build	6
Curriculum Unit Development	6
Design	6
The Ninth Grade Career Experience	9

EDUCATIONAL RESEARCH AND DEVELOPMENT ASSOCIATES

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West Chester, Pa. 19380
215-692-8140

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ADDENDUM

To Third Party Evaluator's Report

As Prepared By The

Project Director

For

Scope of Work Objective #6

Approximate Expenditures Of Project Funds By Grade Levels

<u>Grade Levels</u>	<u>Students</u>	<u>Total Cost</u>	<u>Cost/Student</u>
K-3	480	\$21,670	\$45.15
4-6	669	30,536	45.64
7-9	757	34,476	45.62
10-12	200	8,865	44.33
Post Secondary	60	2,985	49.25

CHAPTER VI

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

A. Curriculum Infusion Component

1. Conclusions

.. A "reality bound" program of Career Awareness for students in the elementary grades (1-8) that provides to the students and teachers the opportunities to observe and relate actual procedures, materials, and equipment utilized in the world of work to classroom instruction has been developed, and

. An educational continuum, grade (1-8), has been developed which offers opportunities, information, and experiences to students at all grade levels designed to make students aware of the various occupations, relationships between occupations, and the important role that chosen careers play in their personal, social, and economic lives; and provides sufficient information commensurate with student level and ability for developing decision making skills.

2. Discussion

Most of the above mentioned opportunities did occur through the utilization of the curriculum infusion method of Career Education implementation. Possibilities exist for the entire community to become a teaching resource. A method of integrating classroom subject competencies with actual world of work activities and personal interest and abilities has been developed and field tested.

A curriculum packet containing teacher created curriculum units has been compiled and disseminated to all participating instructors. The instructor trained by project personnel can now continue "curriculum infusion" type activities with little or no continued support of Career Education project personnel.

3. Recommendations

. Teachers trained in Curriculum Infusion be encouraged by school administrators to continue Career Education activities,

. Project trained teachers be encouraged to become Career Education team leaders responsible for training several non-participating

teachers each in the methods and procedures of Career Education,

- . Appropriate incentives be provided to Career Education team leaders and other participants to encourage further development and implementation of Career Education activities,
- . The appropriate resources should be provided and/or made available both to the teacher and to the individual student, to enhance the infusion of Career Education Curriculum Units into the classrooms instruction. These resources include CRC's and other learning stations within the school as well as those available in or from the community, and
- . Whenever out of classroom activities are utilized, they should be warranted by curriculum content, be well planned, be keyed to the individual student's interest, aptitude, and abilities, and include both preparation and follow-up activities.

B. Singer Carrels Component

1. Conclusions

- . A "reality bound" Career Exploration program to allow junior high or middle school students to obtain actual "hands-on" experiences in the exploratory sense in the various occupational clusters, and to make available to students sufficient information and experiences to allow them to choose a general direction in which they wish to pursue an occupation has been developed and implemented, and
- . A segment of the total educational continuum, K - 14, which offers the opportunities, information, and experiences to students in all grade levels so that they may be made more aware of the various occupations, relationships between occupations, and the important role that chosen careers play in their personal, social, and economic lives; and to provide all students with sufficient information commensurate with their level and ability for developing and practicing decision making skills has been developed and implemented.

2. Discussion

Although the Singer Carrels have some obvious shortcomings for the purposes of this project, (e.g. Singer Carrels do not represent all occupational clusters, reading levels are not entirely adjusted for middle school use, and the length of time required for carrel completion is longer than most existing school schedules allow for without special scheduling arrangements), it is felt that the program does have promise and can be developed into a broad, meaningful experience of value to all 6th, 7th, and 8th grade students.

3. Recommendations

- . The Singer Carrel Component of the Career Education program be made an operative part of the regular school program,
- . The 17 carrels be further modified to meet the needs of 6th, 7th, 8th, and 9th grade students, and school and Career Education objectives,
- . Sample stations with community input and orientation should be developed,
- . Work stations related to all 15 USOE clusters should be developed,
- . The parent volunteer committee should be continued and expanded to include other Career Education goals,
- . Teachers should be better informed of Singer Carrel project goals and be encouraged to create additional curriculum materials for infusion with the existing model,
- . Related guidance functions should be identified and cooperative efforts between Singer Carrel staff and guidance personnel be cultivated, and
- . Continued use of media to keep the general public informed of program development should be encouraged.

C. Career Experience Component

1. Conclusions

- . A "reality bound" Career Exploration program to allow 9th grade students to obtain actual "hands-on" experience in the exploratory sense in the various occupational clusters and to

obtain sufficient career information to allow students to choose a general direction in which they wish to pursue an occupation has been developed to the level of becoming an operational part of the existing school activities;

- . A step toward helping students more efficiently utilize the placement services has been taken. Much career information and career experience in addition to regular school programs have been provided to 9th grade students, and
- . Another step in developing a total educational continuum. K-14, offering opportunities, information, and experiences to students so they may be made aware of the various occupations, relationships between occupations, and the important role that chosen careers play in their personal, social, and economic lives has been developed in this Career Experience Program.

2. Discussion

This segment of the Career Education program is one that has been shown to be of vital importance to students at the 9th grade level and can be easily expanded to grades 8, 10, and 11 because this is the time when they are called upon to decide on a "track" or curriculum to follow, usually for the remainder of their high school careers. We feel that since this is a decision that may well affect the remainder of their working life and its related life style, much assistance should be provided to ensure that students will have the opportunity to make a realistic choice. It is also worthy of note that the Career Experience program is of nominal cost for cooperating school districts to participate.

3. Recommendations

- . That the Career Experience program become an operative part of each participating school's guidance and instructional program throughout the school year as a true apprenticeship program and not merely one more orientation promotion,
- . That a community component of the Career Experience be created and implemented by participating school personnel, and

- . That appropriate pre and post activities be cultivated to make this experience a meaningful one in terms of orientation and understanding of the world of work, truly a career exploratory activity.

D. Other Activities

1. Conclusions

- . Graduate and undergraduate students in education have been successfully involved in Career Education activities in both public and private elementary and middle school grade levels,
- . The community has been successfully involved in Career Education activities primarily through parent volunteers and resource people,
- . Dissemination activities have been successfully carried out at the national, state, and local level, both through large conferences and through district by district personal contact, and
- . A successful beginning of a cooperative effort with the military to relate civilian and military occupations has been initiated.

2. Discussion

Career Education activities cannot be isolated in the schools; total community involvement is needed. This philosophy is perhaps best presented in the minority report submitted by this project's director and Dr. Lewis M. Abernathy, at the National Career Education Conference, Dallas, Texas, 27-30 January 1975. The report is included as Appendix VI-1.

3. Recommendations

- . Involvement of graduate and undergraduate education majors in Career Education in the public and private schools be continued as a means of infusing new ideas into the educational system,
- . Community involvement, and most particularly parents, be encouraged in Career Education activities,
- . Dissemination activities be continued as a "two way street", i.e. internally developed Career Education curriculum material be

widely disseminated within participating school districts and materials obtained from outside sources, e.g. other Career Education Project sites, be disseminated within the participating districts, and

. The very promising program with the military be continued.

Table III-1
Summary Statistics of Participating School Districts

School District	Grade Levels	No. Students	No. Teachers	No. Counselors	No. Para-professionals	Other Professionals
Black Lick Valley	Elementary	776	26	0	6	14
	Secondary	815	32	1		
Cambria Heights	Elementary	1138	44	1	6	13
	Secondary	1423	72	1		
Central Cambria	Elementary	1482	56	0	5	8
	Secondary	1342	62	2		
Penn Cambria	Elementary	1153	49	1	19	12
	Secondary	1521	71	1		
Portage Area	Elementary	742	32	1	15	10
	Secondary	847	35	1		
Holy Name	Elementary	360	15	1 (part time)	0	5

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OC



Table IV-1
Curriculum Infusion Workshop Participants

Grade	Central Cambria Elem. & Middle Grades 1-6	Portage Elem. Grades 3 & 6	Holy Name Elem. Grades 1-8	Penn Cambria Elem. Grades 3 & 6	Total
1	1(a)	0	1	0	2
2	1(a)	0	2	0	3
3	1(a)	4	1	6	12
4	1(a)	0	1	0	2
5	0(a)	0	(c)	0	0(d)
6	3	4	(c)	5	12(d)
7	0	0	(c)	0	0(d)
8	0	0	2	0	2
Total Teachers	8(b)	8	9(f)	11	36(e)
Admin:	2	1	1	2	6
Counselors	0	1	1	1	3

- (a) Art teacher participated with classroom teachers at these grade levels
- (b) Art teacher included in total
- (c) Two teachers involved at these three grade levels
- (d) Two teachers in grades 5,6,7, at Holy Name not included in row totals
- (e) Art teacher and two teachers for grades 5,6,7 at Holy Name included in total
- (f) Two teachers for grades 5, 6, and 7 at Holy Name included in column total

Table IV-2
Career Education Curriculum Infusion Methods
Selected by Participating Teachers

Implementation by Grade Level	Team Approach by Grade Level	Team Approach Across Grade Level	School Career Education Team Approach	Individual Teacher Approach	Total
major focus on subject matter with Career Education tie-ins	0	4	0	6	10
major focus on Career Education concepts with subject matter tie-ins	16	4	0	6	26
Total	16	8	0	12	36

TABLE IV-4

Summary of Participation in Ninth Grade Career Experience
for First Half of 1974-75 School Year

Ninth Grade Career Experience - First Cycle - SY 74-75 - 6 Feb. 1975

Table 1

PROGRAM SCHEDULE

PROGRAM	21 Oct-22 Nov		3 Dec-17 Jan		20 Jan-9 Feb		On Basis of:	Sending School Quota	Cumulative Quota
	AM	PM	AM	PM	AM	PM			
A-1 Ag Tech	1	4	5	1	4	1	One 5-day student per wk & program indicated	17	17
A-2 Horticulture	1	4	5	1	4	1	Two 3-day students per wk & program indicated	16-(F-1 Except)	33
B-1 Auto-Body	1	4	5	1	4	1	* - Two 3-day students for 4 additional wks:	8	41
B-2 Auto Mech	2*	5*	4*	2*	5*	2*	** - One 5-day student for 4 additional wks:	4	45 (Max/school)
C-1 Carpentry	2	5	4	2	5	2			
C-2 Electricity			-----Excluded, New Instructor-----						
C-3 Masonry	2	5	4	2	5	2			
C-4 Plumbing	3	1	3	3	1	3			
D-1 Machining	3	1	3	3	1	3			
D-2 Mining	3	1	3	3	1	3			
D-3 Welding	4	2	3	3	1	3			
E-1 Cosmetology			-----Excluded by regulation-----						
E-2 Health Svcs	4	2	2	4	2	4			
E-3 Marking	4	2	2	4	2	4			
E-4 Personal Svcs	4	2	2	4	2	4			
E-5 Quantity Food			-----Excluded, New Instructor-----						
E-6 Audio-Visual Cod			-----Excluded, New Program-----						
E-7 Bldg & Ground			-----Excluded, New Program-----						
E-8 Warehousing			-----Excluded, New Program-----						
F-1 Electronics	5**	3**	1**	5**	3**	5**			
F-2 Envir	5	3	1	5	3	5			
F-3 Drafting	5	3	1	5	3	5			
F-4 Data Proc.	5	3	1	5	3	5			

SENDING SCHOOL SCHEDULE

School/Total Students in Ninth Grade/Total Students to APAVTS
 AM: PA/172/37 BC/153/16 PC/274/35*
 PM: BV/147/33 CH/254/18 CC/257/31*

* - Projected total.

Total spaces available: 270
 Total spaces used: 170

APPENDIX IV-1
ORIENTATION MATERIALS
FOR
CURRICULUM INFUSION WORKSHOPS

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CAREER EDUCATION DEFINED

On the national level there is evidence of a growing acceptance of a definition of career education that includes the following:

- early orientation to the world of work,
- knowledge concerning occupational clusters and career ladders,
- skill in self assessment and occupational decision making,
- development of occupational skills and related knowledge and abilities that typically have been associated with programs in vocational education,
- development of attitudes conducive to the acceptance of occupational responsibility,
- knowledge and abilities related to general employability - such as personal development, human relationships, nutrition, consumer education, management of resources, and responsible parenthood.

(AVA)

Career Education is a concept - its implementation involves enabling a person to gain the necessary information, self-understanding and skills to successfully make decisions and cope with situations related to his/her career undertakings and related life style.

1. Elementary
 - a. AWARENESS
 - b. Exploration
 - c. self-understanding
2. Middle School/Jr. High
 - a. awareness
 - b. EXPLORATION
 - c. self-understanding
 - d. skill-development
 - e. decision making
3. High School
 - a. awareness
 - b. exploration
 - c. self-understanding
 - d. SKILL DEVELOPMENT
 - e. DECISION MAKING

Career Education . . .

is designed to give every youngster a genuine chance, as well as the intellectual and occupational skills necessary to back it up

is for everyone

includes experiences that add enrichment to one's life

teaches reading, writing and arithmetic as the fundamental skills

seeks to make work possible, meaningful and satisfactory to every individual

embraces many of vocational education's skill-producing activities

must involve all educators since it is an appropriate element in all school subjects

is part of the curriculum of all students

provides the learning that students require for successful employment

includes preparation for vocational competency

Career Education . . .

is concerned with the development of attitudes conducive to acceptance of responsibility

will require many educators to adopt new modes of professional performance

permeates the entire spectrum of a youngster's education, from kindergarten through high school

is not a fad

has been under experiment and development for many years

is not synonymous with vocational education but embraces vocational education as an important component

contributes to general employability

reaches many students formerly unexposed to the usual vocational offerings

encompasses all types of occupations and all levels of occupational endeavor

reflects a broad understanding of the purpose of education in today's highly sophisticated, technical, change-oriented society

recognizes the variety of individual learning styles

has as its basis the belief that all educational aspects of curriculum, instruction and counseling should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work

serves as a unifying force for linking home, school and community resources

is an integral part of the total educational experience

provides continuing educational opportunities for persons of all ages

is a continuous life-long process

stresses the ability to think, decide and judge - the "survival skills"

will require formal endorsement by those who determine policy

permits exit from and unpenalized re-entry into the educational system

N

Curriculum Unit Development Outline

- I. TITLE: Topic to be Developed
- II. OBJECTIVES: What it is that you expect students to experience from involvement in this unit?

Quality education should:

- I Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.
- II Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.
- III Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.
- IV Help every child acquire a positive attitude toward the learning process.
- V Help every child acquire the habits and attitudes associated with responsible citizenship.
- VI Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.
- VII Give every child opportunity and encouragement to be creative in one or more fields of endeavor.
- VIII Help every child understand the opportunities open to him/her to prepare for a productive life and help each child to take full advantage of those opportunities.
- IX Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.
- X Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Example: The student will learn about the interdependence of jobs at the local post office.

III. PROCEDURES: What are the specific activities that students will undertake to meet the stated objectives?

Example: Students will study the major occupational roles represented in their community post office.
A simulated post office will be designed and constructed by the class and individual students will role play the various post office jobs studied and observed. Discussion groups will be formed and students will be asked to project what might happen if each of the jobs were eliminated one at a time.

IV. EVALUATION: How will you determine if students have adequately met the stated objectives?

Example: pre/post test item

- 1. Which of the following is most true about the mailman's job?

- ___ a. It is the most important at the post office.
 - ___ b. It is the least important.
 - ___ c. All jobs at the post office are important.
- Each worker depends on the others.

APPENDIX IV-2
TEACHER COMMENTS
ON
CURRICULUM INFUSION
WORKSHOPS

WORKSHOP COMMENTS

Work shop

This was one of the most worthwhile workshops I have ever attended. The small groups facilitated personal contact. I was particularly impressed by the capability of the 16-TEEN people involved. Their knowledge & ability in planning curriculum was an immeasurable help. The (great list I) as subject area teachers have a "tendency" to not be able to see the forest because of the "trees". These people were able to reevaluate the broad scope of curriculum & at the same time sub-part within that scope. I wish that all my contacts at the middle school could participate in such a workshop.

Carol Chayton

It was very interesting and I am happy to see involvement growing in the school. To be aware of the teaching activities inside the classroom is a key insight to any educator. It is important to get out of your 'comfort' and be flexible which reflects the characteristics of the student, teacher and workable structure of the school system. Middle school has become special to me and very unique in approach. I enjoyed being part of the 'planning stage'.
I was impressed by the professionalism of the research team because of their sincere concern in what is happening in the middle school.

Justine Wolf

Leanne Perry

Evaluation IRA Tests

The meetings progressed rather slowly in my opinion. Too many times we strayed away from the main theme and the important, last valuable time. I believe that ~~the~~ holding the meetings in such a quick atmosphere may have been one reason for this. I ~~do not~~ do feel that the workshop was a step in the right direction. The special teachers need to group together now and then in order to keep a kind of unity to a child's education. If we are allowed ~~the~~ ~~some~~ additional free time in the future, I know we can see it in every constructive way. It may help to have new ideas enter as Dr. Davis showed

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The purpose of the seminar was very worthwhile. I gained a better understanding of the other two subjects represented and the contribution each makes to a child's education. This seminar provided time to get demands discussed and plan our programs together. We need more time to do this but I believe we can do this without too much outside help. I can not condone the waste of money used for choice of facilities. The meetings could have been held in a classroom and we could have eaten lunch the same way we do every other day — out of a brown paper bag. Regardless of who pays for it, the money could have been used for more necessary items.

APPENDIX IV-3
TEACHER DEVELOPED
CURRICULUM INFUSION UNITS

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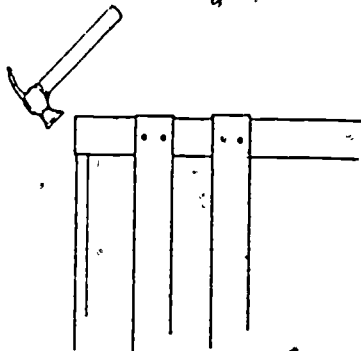
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Project No. V361012
Grant No. OEG-0-73-5272
1 July 1973 through 30 June 1976

"We Learn To Build"

A Holy Name School Curriculum
Development Unit:



Grade 6

Developed by
Joan Meintel

For further information contact:

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Research Coordinating Unit
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Ebensburg, Pennsylvania 15931
814-472-6456

The Local Educational Agency (LEA) for this project is the Admiral Peary Area Vocational-Technical School.

Mr. Mario Creamy, Chief School Administrator
Dr. Myron Luck, Executive Director of Vocational Education

Mr. John Burt, Director of Vocational Education



Career Education Consultants
John J. Junda
Mary F. Kantor

Ebensburg, Pennsylvania
RCU Project #V361012
12/74

November 12, 1974

Joan McIntel

Unit - start 1/13/75

Grade 5-6

Unit - end 2/14/75

Holy Name School

Sense of Community -

Communication & Interdependence

"We Learn to Build"

Objectives:

1. To be aware of wages and prices as related to people involved in construction and construction materials.
2. To be aware of the community sets involved in building a house.
3. To be able to apply the study of measurements to constructing a house.

Project:

To construct a model house in the classroom.

Pre - Post Test Evaluation

Pre test - pink

Post test - white

Question: What important details would you consider if you were going to build a house?

Activities:

Objectives: 1. Have 50-Tech people construct wooden frame for model house.

#3 2. Scale drawing and floor plan

#3 3. Fill in wood frame with cardboard

#3 4. Turn all measurements into metric units

#3 5. After building is completed, students will add window boxes, curtains, shingles, pictures, and shrubbery, etc.

#2 6. Make drawings or cardboard figures of the community people needed--ex. plumber, electrician, carpenters, etc.

#1 7. Investigate the cost of a real house this size

- a. material
- b. labor

#1 & #2 8. Find out what it would cost to finance the building of this house.

Art 9. Have class do a mural of all the steps involved in constructing a house

Art 10. Use wire to construct a three-dimensional house.

Music 11. Have the children "make up" the words for a song to a familiar tune -

ex. (to the tune of "I've Been Working on the Railroad")

ex. "I've Been Building a New House"
Spelling 12. Use words and terms that class has become familiar with throughout the project.

Materials needed:

1. wood for frame
2. cardboard boxes
3. linoleum cutters or something to cut cardboard easily
4. levels
5. Material for curtains

Pre/Post Test

Instructor-Joan Meintel

Holy Name - Grade 6

NAME _____

GRADE _____

DATE _____

A. Matching 35 pts.

1. Header _____
 2. Stud _____
 3. Trimmer _____
 4. Diagonal Brace _____
 5. Collar Beam _____
 6. Rafter _____
 7. Gable _____
 8. Ridge Board _____
 9. Sole Plate _____
 10. Joist _____
- A. Keeps the walls and roof from twisting.
 - B. Any of the beams that slope from the ridge of a roof to the eaves and serve to support the roof.
 - C. Supports the weight of the roof above a door or window and keeps all of the openings the same height.
 - D. The parallel beams that hold up the planks of a floor.
 - E. A 2" x 4" that goes from the sole plate to the first top plate.
 - F. Used to keep the roof from pushing the walls apart.
 - G. The triangular wall enclosed by the sloping ends of a ridged roof.
 - H. The bottom board on to which the studs are attached.
 - I. The horizontal board joining the two sloping surfaces of the roof.
 - J. A 2" x 4" that does not go the whole way from the top plate to the sole plate.

B. Identification. Write the name of the tool shown.

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

C. Completion. Answer each question by underlining the correct answer or by filling in the blanks.

1. What is the actual size of a 2" x 4"? _____
2. One foot equals _____ inches.
3. Which is greater 1/3 inch or 1/4 inch? _____
4. What is the square root of 6561? _____
5. What is the formula for finding the area of a right triangle? _____
6. Is the interest on a loan for building a house approximately 2%, 8%, or 20%? _____
7. If the pitch of a roof is 3/12, what does this mean? _____
8. What is 50% of \$10,500? _____
9. When building a house, which person would you see first? a plumber, a contractor, an electrician. _____
10. Who specializes in making blueprints for homes? _____
11. Why is lumber cheaper in the winter? _____
12. What is the approximate price of a 2" x 4"? \$3.00, \$.84, \$8.00
13. Who is responsible for seeing that a house is built correctly? a contractor, a carpenter, a pipefitter. _____
14. What is the difference between a white collar worker and a blue collar worker? _____
15. What is the scale drawing of the layout of rooms, halls, etc. on one floor of a building? _____

CURRICULUM UNIT DEVELOPMENT
(Penn Cambria School District)

Developed by:

- Hel'en Cronauer
- Ruth Kough
- Herlene Lenz
- Patrick J. Little
- Eleanor Piper
- Josephine Reeves

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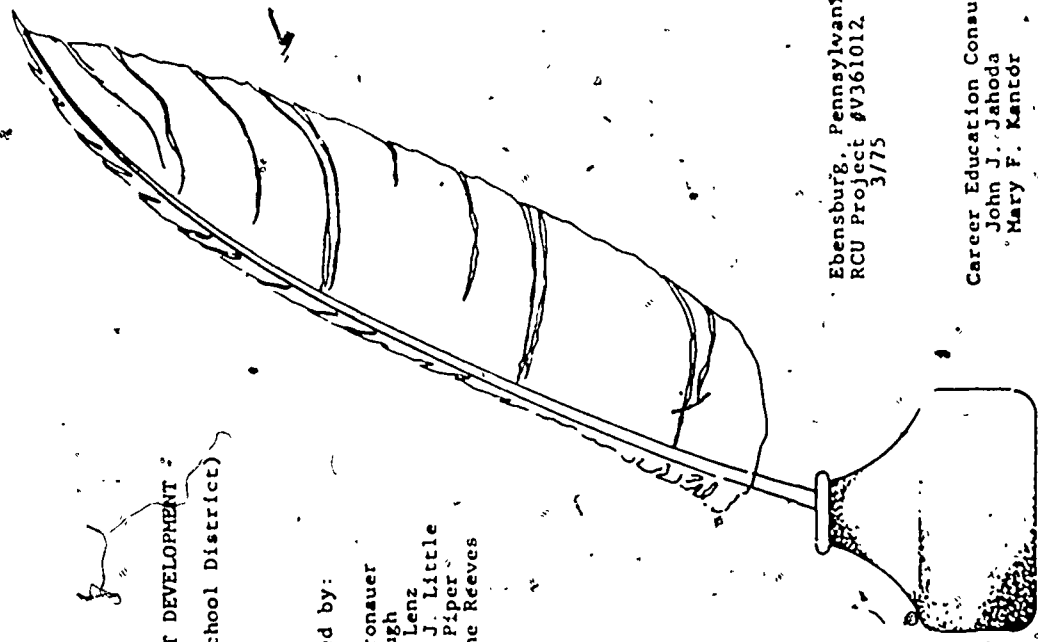
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The Local Educational Agency (LEA) for this project is the Admiral Peary Area Vocational-Technical School
Mr. Marie Creamy, Chief School Administrator
Dr. Bryan Fluck, Executive Director of Vocational Education
Mr. John Bursick, Director of Vocational Education

Ebensburg, Pennsylvania
RCU Project #V361012
3/75

Career Education Consultants
John J. Jahoda
Mary F. Kantor



Topic: Creative Writing

General Objective:

1. The student will be able to express himself/herself through written/oral form with confidence.

The student will initially role play a story.

- a. Familiarize students with a story through small group work. (4 groups approximately)

Types of stories might include:

- Valentine Story
- Community Helpers
- Bi-centennial
- Weekly Reader
- Health Education
- Backyard Zoo (Weekly Reader)

- b. Role playing situation. Students "act out" story. Various media for acting out story can be developed; such as, pantomime, personal interpretation, value judgement, etc. Discussion of rationale for role playing situation.

- c. Students will be encouraged to "create" their own story via pictures, picture-word combinations, stated situation, resource people.

- d. The student can develop self-confidence through display of stories, performing for other groups/classes, teacher positive recognition of student's work. Positive recognition can be displayed through oral comments, written comments, stars, and games. This activity can be developed throughout b. and c. activities.

- e. The student will write his/her own story. The student will select his/her own topic, relating to unit studied, to be developed.

Materials: Tell us what you need.

- Mrs. Reeves will start box of materials around. (send projector) By 2/13/75 working 2/14/75 - by 2/27/75 - we will contact you for material list.
- Mail duplicate copies to each instructor.
- Try story unit (to begin) March 14, 1975 (assuming we can acquire materials)

Evaluation:

- Pre - Post story around same topic.

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Project No. V361012
Grant No. OEG-0-73-5272
1 July 1973 through 30 June 1976.

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Mr. John Burfiak, Director of Vocational Education



ENVIRONMENT

CURRICULUM DEVELOPMENT
UNIT

Grade 3

Ebensburg, Pennsylvania
Project No. V361012

Career Education Consultants
John J. Jahoda
Mary F. Kantor

Developed by:

Helene Lenz

Penn Cambria School District

TOPIC - ENVIRONMENT

General Objectives

- 1 To awaken the students to relationships of the environment and their daily lives.
- 2 To motivate the student to learn more about environment (types).
- 3 To have the students realize their responsibility for environment control
- 4 To have the students become aware of the careers involved in Environmental Control
- 5 To have students demonstrate understanding of Environmental Control by pictures and creative writing projects.
- 6 To have students demonstrate their understanding by actually working on environmental project.

Motivation

Show two filmstrips "The Invasion of the Sludges" and "Princess Eco! Visits Planet Thrae". The students will be challenged to create a picture showing what they would like our environment to look like.

Have a ranger from the National Park Service give a lecture on Methods of Controlling Pollution and how we as individuals can help. This will also serve as a means to introduce one of the careers associated with this unit.

Procedures:

- I) Introduce unit by showing filmstrips.
 - (a) Create Posters - "This is Our World".
 - (b) Ranger

II) Read "Popeye" Environmental Book up to page 12 to acquaint class with types and causes of pollution.

- (a) water
- (b) air
- (c) noise

III) Discuss pollution in our general area.

- (a) town
- (b) neighboring communities
- (c) county
 1. air pollution in Johnstown (steel mills)

IV) What we can do as citizens to remedy the present pollution situation.

1. obey laws
 - (a) fires (not burning trash in yards)
 - (b) littering (\$100.00 fine)
 - (c) water (polluting streams with rubbish)

V) Study the major occupational roles in this field.

- (a) Comic Book
- (b) Career Sheets
- (c) Posters

VI) Make list of ways to correct pollution.

VII) Field Trip to playground to clean up area.

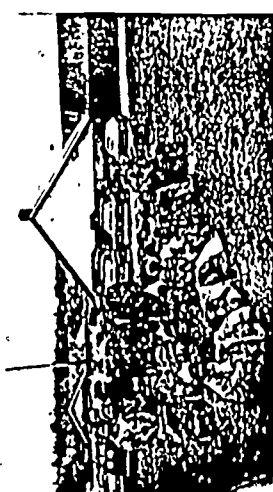
Evaluation:

Make up quiz sheet "Can You Answer These?" Taken from back of Popeye book.

SHOW "The Muddy Raindrops"

"Thurman Alligator and The City of New York"

Filmstrip and Tape



Ecology Field Trip To Playground

April 18, 1975
Third Grade (1)
Gallitzin Elementary
H. Lenz - Teacher

Note: Used as a follow up on Ecology Unit

CAN YOU ANSWER THESE?

1 List 5 jobs in Environmental Careers you might like Next to each job list the training you would need.

<u>JOBS</u>	<u>TRAINING</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Did you find any jobs you did not know about? YES _____ NO _____

3 List 6 Environmental jobs you didn't know about

4 Are Environmental Careers limited to people with college degrees?

YES _____ NO _____

5 Environmental jobs are possible with training that includes (check one)

High School Diploma Yes No

Junior College Degree _____

On the job training _____

No high school diploma _____

College degree _____

Graduate degree _____

Apprenticeship training _____

Vocational school _____

6. Environmental Jobs may be found in:

	Yes	No		Yes	No
Business and Industry	_____	_____	State Parks	_____	_____
Many City Agencies	_____	_____	Agriculture	_____	_____
Forests	_____	_____	The Sea	_____	_____
Weather Stations	_____	_____	Working in Biology	_____	_____

7. Career Workers are trying to solve problems in:

Air Pollution	_____	Noise Pollution	_____
Water Pollution	_____	Balance Need for sound Ecology	_____

8. Has thoughtlessness of man caused some of our animals and birds to become nearly extinct?

9. There are many Environmental jobs for:
technicians _____ aides _____

10. Each of us must help preserve the Environment. _____

11. Does Popeye think it is important to study and finish school if you want an Environmental Career?

THE MILKMAN AS A COMMUNITY HELPER

A Holy Name School Curriculum
Development Unit

Grade 2

Developed by

Mrs. Wilson

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Project No. V361012
Grant No. OEG-0-73-5272
1 July 1973 through 30 June 1976.

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Career Education Consultants:

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Mary F. Kantor

Ebensburg, Pennsylvania

RCU Project #V361012
1/75

Holy Name School

Mrs. Wilson - Grade 2

October 31, 1974

Unit Topic: The Milkman as a Community Helper

Subject: Reading

Materials:

1. Filmstrip - The Milkman
2. Supplementary reading stories.
3. Set of cards (each card depicting an event in a milkman's workday).
4. Sentence strips.
5. Puzzles (words milk, deliver, etc.).
6. Bulletin Board materials.
7. Library books related to a milkman and his job.

Activities:

1. Objective #3. Show a film on a milkman's workday.
2. Follow-up. Have individuals describe the various responsibilities of a milkman. List these responsibilities on cards. Have students draw pictures depicting a milkman carrying out one of his responsibilities (along with a caption) to explain. Prepare these as a bulletin board display.
3. Prepare or obtain (if possible) short stories on a milkman (activities, responsibilities, etc.). Have students read and complete comprehension questions.

ex. "The Milkman, Mr. Innes"

Objective #1.

Objective #2.

Prepare sentence strips (sentence structure). ex.

The milkman in front of the house stopped

The milkman stopped in front of the house.

4. Objectives #1 or #3. Using a set of cards on the sequence of events during a milkman's workday instruct students to put the cards in their proper order.

ex. picture #1 (loading the truck), picture #2

(delivering produce), picture #3 (leaving the

bill) etc. (Sequence of events).

5. Objective #3 Prepare a set of cards with questions

such as: "The milkman was given a new customer. He could not find their house. What happened?"

Have students select cards and give reply as to what happened (cause-effect relationship).

6. Objective #1 or #3. Prepare puzzles using words such as milk, man, money, bill, etc.

7. Objective #1 or #3. Prepare a set of job activity

cards (events which might take place during a

milkman's day). Have students choose a card and

group role play the activities.

8. Objective #1. Have students explain in a few

sentences why they feel a milkman's job is important.

6. Objective #1 or #5. Have reading material available on the library table for students to read. (Book pamphlets, etc.)

Subject: Penmanship

1. Objective #3. Use practice words in penmanship such as milk, dairy, store, money, truck, etc.

Subject: Spelling

2. Objective #3. Students will be given weekly bonus words correlating with a milkman's job. ex. route delivery, etc. Students will compose sentences using these bonus words.

Subject: Mathematics

Materials:

1. Flannel board cutouts (milk bottles, eggs, etc.)

2. Materials necessary for setting up a store.

Activities: Addition and Subtraction

1. Objectives #1 or #3. Prepare problems for students such as - The milkman left 3 quarts of milk for the Alm's family and 4 quarts of milk to the Brown's family. How many quarts did he deliver all together?

2. Objectives #1 or #5. (Using sets to teach addition and subtraction) Use flannel board cutouts such as milk bottles, eggs, etc. to teach addition and subtraction.

3. Objectives #1 or #3. Set up a store selling dairy

a. Students will carry out roles of buying and selling items.

b. Students will mail and compare prices.

Subject: Music

Materials: Records

Activities:

1. Objectives #1 or #3. Teach and sing songs related

to community helper

2. Objectives #1 or #3. Along with the students file songs to learn song about a milkman. Use the music from a familiar song.

Subject: Art

Activities:

1. Objectives #1 or #3. Have students draw pictures

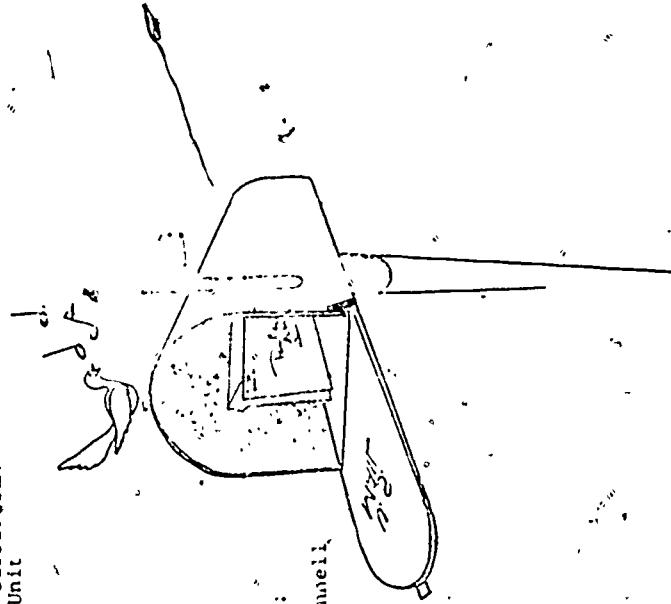
of a milkman's job. (Including the truck.

2. Objectives #1 or #3. Make the pictures into a bulletin board display.

3. Objectives #1 or #3. Have the students make individual packets on the dairy products delivered by a milkman.

"OUR FRIEND THE POSTMAN"

A Holy Name School Curriculum
Development Unit



Grade 2

Developed by:

Linda McConnell

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Project No. V361012
Grant No. OEG-0-73-5272
1 July 1973 through 30 June, 1976

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Career Education Consultants: Ebensburg, Pennsylvania

John J. Jahoda
Mary F. Kantor
RCU Project #V361012
11/74

Holy Name School
Linda McConnell
Grade 2

"Our Friend The Postman"

Length - 3-6 weeks

Objectives: Community Helper.

1. All jobs are important.
2. Individual as community helpers.
3. Responsibility and qualifications for community jobs and relation to school subjects.

Objectives: "Our Friend The Postman"

1. To become familiar with all the duties of a postman.
2. To realize that we as individuals can help a postman and how.
3. To realize the qualifications of a postman as related to us.

*Pre and Post Unit Evaluation:

1. Do you know your postman's name?
 2. Does he do anything besides "deliver" the mail?
 3. What are some things we are learning that he must know?
 4. Is his job important? Why?
 5. What would happen if his job was eliminated?
- *6. Number these jobs in order of their importance:

- a. _____ postman
- b. _____ janitor
- c. _____ nurse

7. Why is he called a community helper?

Language Arts

Objective #1. A. Compile a booklet of stories, and poems. About postmen, letters, (etc.) to use as a "reader" for the duration of the unit - (regular reader to be abandoned (totally or partially)).

ex: postman mail stamp envelope - route - address

Vocabulary words from above to be used in spelling, penmanship and creative writing sessions.

Phonics lessons--vowels, syllables

Language Arts--sentences, short stories, poems disc. origin of title postman

B. Letter Writing--teach basics

Have the class compose a letter, make envelopes and stationery and stamps.

Objective #2. Why is it important that our penmanship be legible? Why do we need zip codes?

"Mock commercial - "Zip codes help the mail move smoothly." (as seen on TV)

Objective #3. C. Using refrigerator box - have class construct a classroom post office. All children will be involved in (1) "processing" letters (from B above) (leave out 1 persons (2) selling stamps (3) money orders (4) sorting mail (5) making up routes (cls. rm.) job--see results)

Math

Objectives #1,2,3 A. Selling stamps--sets - joining and separating

Story problems concerning cost of stamps, blocks walked on routes of postmen. # of pieces of mail delivered, weight (lb.,oz.).

Objectives #1,2,3 B. Map Reading

Have class make maps of a fictional or a real mail route. Estimate total blocks or mileage traveled.

100
100

Social Sciences

Objective #3. A. Weather

Have children construct cardboard figure of mailman--dress according to weather.

Objective #2. B. Role play - Act. cards

"What if you were a mailman and "

1. -new to the area - how would you find shortest route to _____
2. it was snowing and the houses on your route were snowed in. How would you manage?
3. you met up with an impassable, mean do? _____

C. Safety

Follow a postman's route. What safety rules does he need to know? What would be results of non-compliance?

Art - Music

Objectives #1-3. A. Mural

"A Letter Takes A Trip" - show where a letter goes from sender to receiver

B. Songs

Sesame St. "The People In My Neighborhood"
Career Ed.-7 song about Postman
Song from music book

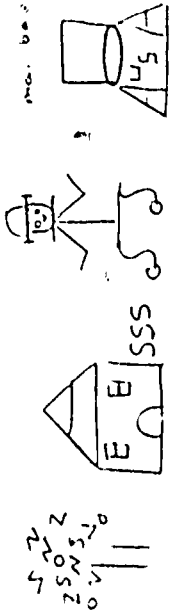
C. Design stationery (parcment)

D. Stamp Prints - (potatoc prints)

Carve potatoe to resemble stamp and then carve out own design. Using temptra create over-all design on paper (can be used as wrapping paper).

E. Letter pictures

Using cut out (mag.) letters - make a picture of a mailman. ex.



*At the end of the unit give post-unit evaluation. (see page 1)

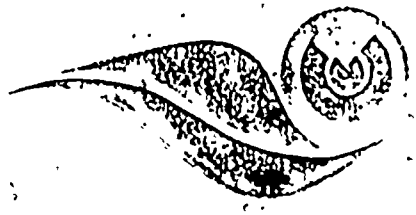
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Project No. V361012
Grant No. OEC-0-73-5272
1 July 1973 through 30 June 1976

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CURRICULUM UNIT DEVELOPMENT
(Portage Area School District)

Grade 3

Developed by

- Patty Kissell
- Suzanne Kittell
- Bill Lysinger
- Barbara Michura

Career Education Consultants

- John J. Jahoda
- Mary F. Kantor

Ebensburg, Pennsylvania
RCU Project #V361012
3/75

Topic: Education Careers (People who work in education)

Objective:

1. The students will become aware of the various job roles in Portage Elementary School.

Activity:

Role playing situations, turn about day -- Health concepts developed around nursing situation -- Secretarial concepts also developed -- "Principal for the day", also, Mini-school within each classroom.

Resource People:

General assembly to talk to 3rd grade students about various jobs.

List of School Jobs:

- teachers (music teacher, art teacher, special education teacher)
- principal
- nurse
- custodians
- librarian
- cafeteria workers
- guidance counselor
- superintendent
- school board
- secretary
- instructional aides
- school dentist
- school doctor
- teacher aides

List jobs alphabetically to be discussed.
Work ethic should be discussed.

2. The student will become aware that all jobs are important.

Activity:

Discussion of the roles. Follow-up with "what would happen if" _____

List of questions (survey) to ask people "why they work". (standardize form)

-3 tasks that people do in their job.

Are there special materials or equipment related to a specific/certain profession? (Are students aware of tools/relationship)

How do you get to be a _____
teacher
doctor

What type of working day/working conditions occur in each profession discussed?

Evaluation.

Name: _____

(circle one) Pre Post

1. Teacher _____
2. Principal _____
3. Nurse _____
4. Custodians _____
5. Librarian _____
6. Cafeteria Worker _____

7. Guidance Counselor _____
8. Superintendent _____
9. School Board _____
10. Secretary _____
11. Instructional Aides _____
12. Dental Hygienist _____
13. School Doctor _____

- A. prepares food for people in school and makes menus
- B. keeps building warm, clean and safe
- C. gives students work
- D. keeps books for student use, keeps records, teaches child to use library
- E. helps sick students, keeps records
- F. runs school, prepares budgets, supervises teachers
- G. hires teacher, principals, etc. decides on buying, taxation, pay for school.
- H. helps teacher in classroom help students who have trouble in math and reading
- I. answers phone, takes messages types letters, helps principal
- J. helps all students in school with problems, gives tests, and explains results to teacher, parents and student
- K. gives shots, examines students
- L. in charge of all schools in Portage, proposes budgets for all schools in Portage.
- M. helps students care for their teeth

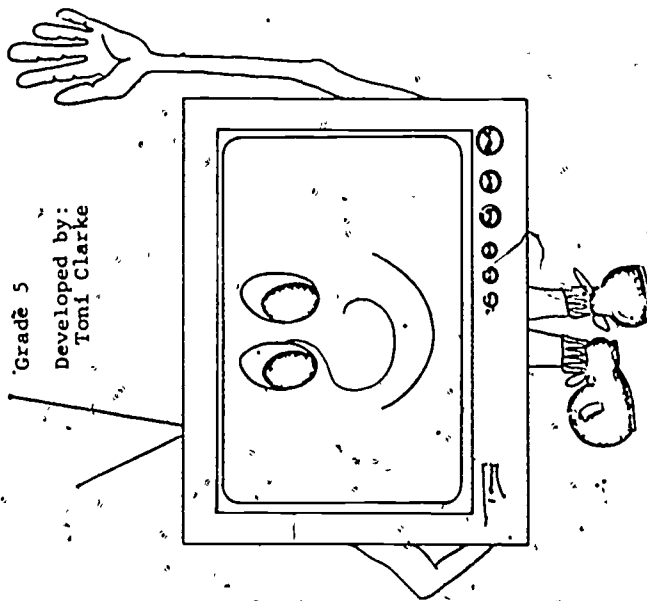
14. Which of the above jobs interests you the most?

Explain in more detail what this person does?

COMMUNITY THROUGH T.V.
AND COMMUNICATION
A HOLY NAME SCHOOL CURRICULUM
DEVELOPMENT UNIT

Grade 5

Developed by:
Toni Clarke



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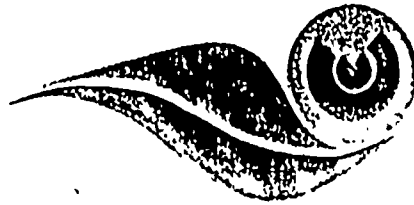
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Ebensburg, Pennsylvania Career/Education Consultants:

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Mary F. Kantor

RCU Project #V361012

11/74

"Community through T.V. and Communication"

Language Arts: Mrs. Clarke -5-10

Grade: Grade 5

Date: November 4, 1974

Materials: October 3 issue of Scholastic News Citizen dealing with Television: it's popularity, functions, accomplishments, and processes.

Objectives and Activities Combined:

The children were able to develop their own survey to determine popularity of T.V. and its influence on the community.

The children determined, through the program survey and through discussion, the actual necessities needed for a successful program.

The children applied their knowledge of the importance of a T.V. commercial to school activities such as:

- a. A group compiled the information that concerned the collection of Campbell Soup labels and made up a catchy little commercial that they presented to all classes.
- b. A group developed a sense of importance and responsibility for the missions use of cancelled stamps. This group dressed as huge letters to convey their message.

The children took on the responsibility of contacting local T.V. stations, radio, and newspaper offices to find out how 1. these establishments compiled their news and 2. what was the complete procedure for putting on a program.

The children were also asked to develop their own critiques of a T.V. program. They picked their favorite program on the air and wrote a combination "critiques-and-persuasive" paper about it.

The children developed their means of collecting news, by watching the latest T.V. news, listening to the latest radio broadcasts, and reading headlines in the national and the local newspaper.

A group also developed a format, and program sequence of their own to serve as a follow-up and final result of their T.V. study.

Following this basic T.V. format, they built their total program around a group of basic reporters such as:

1. Newscaster - reported national and local and school news.
2. Weatherman - made charts and pictures of the local weather.

3. Sports News -

a. anchorman gives latest sports' results in only local-national seasonal sports (Pittsburgh); high school results, and school contests.

b. men in the field - interviews top sport stars to give a real effect.

4. \$ People - 2-or more people will canvas the local markets and compare prices.

They will also comprise a bargain hunters list in order to save the consumers' money.

5. Lost and Found - As far as school T.V. pro-

grams, the children developed this most relevant problem into their own production. A ditto sheet was placed in each room of the school and was filled with items "Lost or Found".

The data was compiled and presented "on the air".

6. Cameramen - a very necessary part of a T.V. production. The boys in the class made a camera replica from square cardboard boxes, wrapping paper tubes and wood pieces.

7. Commercials - two groups comprised commercials advocating patronizing local establishments.

Giving each person an individual design on the larger paper hangings, the class presented their program to other classes after they designed their stage-drop from a huge mattress covering.

At the time of this unit, the 5th grade classes were studying the eye as their part of the human science study. The experiments with light and lens, found in many books, developed a sense of reality not only in terms of the eye study, but also in the understanding of a camera and the total working in T.V.

a. Inverted images by light was very useful. Some young men, very interested in the working of T.V., really studied up on the subject, and drew a complete diagram of the whole process on three blackboards.

They studied their own drawings and explained their understanding to all classes. They also arranged a tasteful display of pictures, tubes, and articles and books that they had collected on the subject.

The children received a reply from the community coordinator of WJAC-TV in Johnstown. She proposed coming to the school to answer all the questions they had about T.V. and to show the class some ideas for their presentation of a T.V. program.

a. The children developed questions that would be relevant to the subject of T.V. and to aid them in their own program, they also prepared a display.

b. Mrs. Louise Spiegel Stibish came to the classroom and addressed the children, answered their questions and showed slides about various machines, personalities, and processes at the WJAC-TV station:

1. The children mentioned results of their survey and explained their drawings and displays to Mrs. Stibish.

c. The children wrote Mrs. Stibish personal thank-you letters, thanking her for visiting and mentioning their favorite part of the visit.

The classes were invited to visit WJAC-TV station any time.

A letter was also received from WTAJ-TV in Altoona inviting the classes to visit their station.

Additional Activities

1. Do a Prime-Time Survey. Have a play clock and have the children set the clock at a certain time and then look in the T.V. Guide or Tribune Saturday Weekender and find out what Programs are on at that time on a certain day.
 - a. They should be able to consider why a show is on at a certain time, for what audience it is intended and whether or not it should be changed or not.
2. Have the children decide whether or not a commercial sells or not. Have worksheet to work on:

Product: _____
 Who are they trying to sell to? _____
 Do you think it is a good product? Why? _____
 Would you buy it? Who would? _____

Elements of the commercial

_____ Musical jingle _____ Slogan
 _____ Background music _____ Humor
 _____ Well-known personality _____
 _____ Factual information _____
 _____ Other _____

Design your own commercial here.

Survey people to see if they like your commercial.

3. See if children can pick out the most important scenes in a program. Have a worksheet with it.

Choose a T.V. program you have seen.

1

2

3

Think of 3 important things that happened in it. Draw or write them on the T.V.'s in the order they happened.

4. Be a casting agent! The children can cast their own classmates in parts and give reasons for doing such things.

Mrs. Clarke

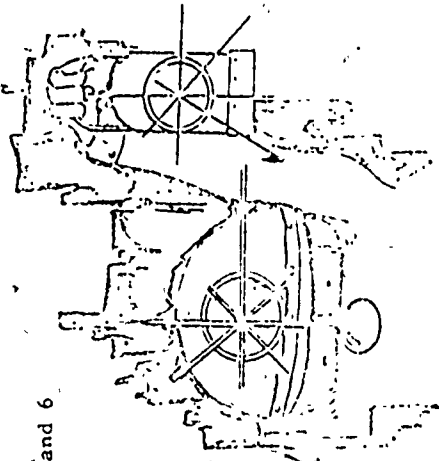
COMMUNITY AND INTERDEPENDENCE

A Holy Name School Curriculum
Development Unit

Grades 4, 5, and 6

Developed by:

Toni Clarke



108

114

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Project #V361012

3/77

Career Education - Community and Interdependence

Science: Mrs. Clarke - 4,5,6 grade science

Grade: 4,5,6

Purpose: Coal Mining - Its Role in Developing Communities

Date: November 4, 1974

- Materials: 1. Science books texts - Unit V - Matter and Energy Science 6
 Unit III - Oceans of the Earth Science 6
 Unit III - Nature of Earth Science 4
 Unit V - Matter and Energy Science 4
 Unit III - The Earth Science 5
 Unit V - Matter and Energy Science 5

Note: 2. Spice Series book "Probe" dealing with Elementary

Science p. 121 - Earth Sciences to 142 deals with

Introductory Experimental, Independent and Construction Activities + Games.

3. The Physical Sciences, by Winter, Chapters 4, 5, 6 deals with the earth and its development.

4. Pollution kit and Experiment Box and tapes.

5. Rock and Mineral Kit and tapes.

6. Teaching Science Through Discovery, p. 458-474.

Various ways to communicate earth formation and how the Ebensburg area may relate to land formation for coal mining.

7. Weather Kits and Tapes.

8. World Book Supplies and other materials on coal.

The purpose of the science classes in dealing with the community will be to familiarize the classes with the formation of fossil fuels by studying eras gone by.

Folds and Faults of the earth must also be discussed as well as hill and mountain-formations. The children will better be able to recognize how Ebensburg and most of the surrounding area was settled by coal miners who found work here, thus starting the community. A more detailed study of coal mining would follow.

-As a follow-up study of the present town functions such as sewage treatment, snow removal, road construction may follow.

-Deal with the materials in the book (textbooks) on Earth changes, and also in The Physical Sciences.

-Use various experiments to show faults and folds.

-Demonstrate fossil making with an object and clay.

-Make various land forms with clays or colored mixtures of cornstarch and baking soda.

-The children will do research on their own and projects will center around:

- a. Land formations
- b. Prehistoric happenings leading to present day conditions
- c. Models and displays of coal formation.

-The children will have to study land maps specifically relief maps to get the idea of how mountains were formed and where they seem to lie in most cases.

- a. Children may do apple aging experiment in order to see how ridges and valleys are formed.
- b. Compare the various types of rock formations.

-Discuss Weather Conditions

- a. Using Weather kit and tapes

1. The study of weather can add to the understanding of mountain formations by the specific studying of weathering.

- a. Mechanical and-chemical

- b. Erosion

-The erosion kit may be used to emphasize this point in the earth formation.

-Have the one side of classroom set off by a large draped paper. (Maybe a mattress paper cover.) Have this draped about 2-3-4 feet away from the wall and from ceiling to floor. On the inside have the layers of rock as it is in the earth. The children may be able to walk through to get a feeling of the underworld. They may also do assignments in this atmosphere concerning coal mining. Stations may be hung in here. -Through the Historic Society a developmental history of Ebensburg's settling could be obtained.

- a. Have the class interview their own grandparents and invite them to tell about their experiences dealing with coal mining.

-The children may write to local coal mining industries to learn more about the processes and the personnel.

- a. Slides would be provided.
- b. A visitor may come to talk to the children about the coal mines.

- c. Posters depicting coal mines, machines, coal miners, various types of coal mining.

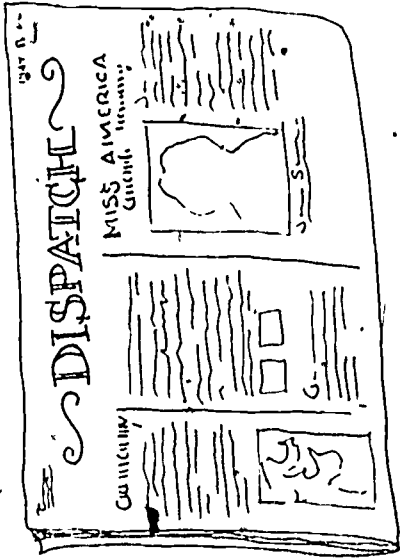
-The classes may visit Seldor Seen Valley Mine or any other simulated mines available in order to see first hand how the coal mines work.

-A story dealing with early coal mining days may be related to the children.

- a. These could relate change in situations.
- b. Reliance on company ownership could be related to the union and recent strike.

Follow-ups

1. Study of water treatments and how it deals with community.
 - a. The water situation and how it has been hindered by mines.
 - b. How contaminated water has been cured.
 - c. Go to a treatment plant to see the processes.



COMMUNICATIONS

(Portage Area School District
Curriculum Unit Development)

Grade 6
Developed by:

- David Byrnes
- Sue Chackalovcak
- Tom Giovaachini
- Michael A. Mayers

Ebensburg, Pennsylvania
RCU Project #V361912
3/75

Career Education Consultants
John J. Jahoda
Mary F. Kantor



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Project No. V361012
Grant No. OEG-0-73-5272
1 July 1973 through 30 June 1976

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The Local Educational Agency (LEA) for this Project is the Admiral Peary Area Vocational-Technical School.
Mr. Mario Creany, Chief School Administrator
Dr. Bryan Fluck, Executive Director of Vocational Education
Mr. John Buriak, Director of Vocational Education

Portage Area - 6th Grade

Curriculum Development

Communications

TOPIC:

Communications - Newspaper

OBJECTIVES:

A. The student will be able to comprehend and recognize content areas of a newspaper.

1. Know sections - content (index)
2. Distinguish the difference between opinion and fact
3. Consumer Awareness
 - a. Advertising Gimmick
 - b. Coupons
 - c. One of a kind - Misleading gimmicks
 1. Tires
 2. Cars
 3. Television
 4. Carpets
4. Understanding Graphs, charts, and maps.

Activity: The students will bring copies of different newspapers to class for discussion purposes. Comparisons and contrasts of the various newspapers will be made by the students and the teachers.

B. The student will understand corporate structure.

1. Lawyer visit - Resource person
 - a. Why a corporation?
 - b. Components of corporations.
 - c. Libel, false advertising, state laws - work compensation, etc.

Activity: The student will receive an introductory lesson on corporate law. After this lesson a general meeting will be conducted with a lawyer as a resource person, to discuss corporate law. Follow up to this meeting will include student formation of a corporation.

C. Newspaper organization and job description.

- Corporate officers
 - a. President, Vice President, Secretary, and Treasurer
 - b. Board of Directors

2. Business Office

- a. Publisher
- b. General Manager
 1. Advertising Manager
 2. Circulation Manager
- c. Secretaries

3. Departments

- a. Editorial department (Managing Editor)
 1. News (Editor - Reporters)
 2. Sports (Editor - Reporters)
 3. Editorial Page
- b. Typesetter
 1. People with typewriters
- c. Layout
 1. Organizes page setups
 2. Proofreading
- d. Advertising
- e. Print Shop
 1. Photographer (Offset camera and dark room)
 2. Press Foreman (runs presses)
 3. Catcher
- f. Delivery
 1. Bundlers
 2. Transportation
 3. Delivery Boys

Activity: The students will develop their own newspaper related to the above objectives.

D. Procedure

1. Newspaper tour
2. Resource people needed
3. Organization of school paper
 - a. Resource people
 - b. Stock
 - c. Role
4. Operation of newspaper
 - Production
 - Sales
 - Profits

EVALUATION:

- A. Pre-test
 - B. Post-test
 - C. Financial outcomes (solvent or insolvent)
- March 17 - Starting Date

CAREER EDUCATION POST-TEST

NAME _____

DATE _____

THE FOLLOWING QUESTIONS APPLY TO MOST NEWSPAPERS.

1. Circle items which are usually placed on the front page of a newspaper.

- a. baseball scores
- b. weather
- c. international news
- ~~d. national news~~
- e. recipes
- f. Dear Abby
- g. comics
- h. solar, tables
- i. name of the paper
- j. births
- k. Index
- l. obituaries

2. What things are located on a Masthead?

3. What things are on the flag? (Name three)

4. Explain briefly what is on an editorial page?

5. How many columns is the Johnstown Tribune Democrat?

6. Figure the following advertisement if cost is \$1.00 per column inch. Advertisement is 3 columns wide by 2 inches?

_____ answer _____

7. U.P.-I. stands for _____

8. A.P. stands for _____

9. What are these two things? (Explain briefly)

10. If you have a news story about a fire, who should you talk to?

OTHER QUESTIONS:

1. Income for a newspaper comes from 2 places. Name them.

1. _____

2. _____

2. Profit is realized of (choose one)

- a. You spend more than you make.
- b. You make more than you need for expenses.
- c. You borrow to pay your bills.
- d. You declare bankruptcy.

Answer: _____

3. If you are not making enough money to pay your bills, what should you do? (Explain briefly)

4. Taxes, billing, and all money matters are handled by which department?

- (a) Editorial
- (b) Layout
- (c) Pressroom
- (d) Business

5. This person does all the hiring and firing and keeps track of all employees.

- (a) Managing Editor
- (b) Sports Reporter
- (c) General Manager
- (d) Press Foreman

6. This person is the head of all-Art and Advertising personnel.

- (a) Managing Editor
- (b) Associate Editor
- (c) Advertising Manager
- (d) Linotype operator

5. Would you like to make a career of newspaper work? Why or why not.

7. This person has the responsibility over all that is in the paper:

- (a) Advertising Manager
- (b) Managing Editor
- (c) General Manager
- (d) News Editor

8. This person has the job of gathering and writing news.

- (a) Reporter
- (b) Ad Salesman
- (c) Publisher
- (d) Press foreman

9. On the line at the right, tell what job or occupation you had during the past 3 weeks for example: News Editor, proofreader, etc.

Directions: Please answer the following questions honestly. These are opinion and information type questions to help the instructors.

1. Was the last few weeks beneficial to you? Give your reasons.

2. What job at a newspaper impressed you the most? Give reasons.

3. What job at a newspaper impressed you the least? Give reasons.

4. Did you like what we did? Give reasons.

6. In the space below, tell exactly what work you did on the paper. Explain what operations you were required to perform for your job.



CURRICULUM UNIT DEVELOPMENT

(Penn Cambria School District)



**Grade 6
Developed by:**

- Mike Dignah
- George Klayko
- Claudia McDunn
- John Mishock
- Joseph Perekhinec

Ebensburg, Pennsylvania
RCU Project-#V361012
3/75
Career Education Consultants
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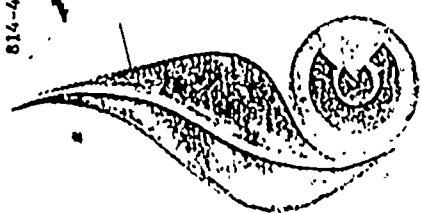
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Curriculum Unit Development

Possible Concepts to Be Developed:

- Decision Making
- Self-worth (positive approach)
- *Peer-worth - each person is a unique individual
- *Consideration/Appreciation of others
- *Assuming responsibility for personal actions
- *Self-evaluation

*Concepts to be developed in this unit decided upon by group.

Objectives:

1. The student will develop recognition of each fellow student/himself as a unique individual.
2. The student will realize that each individual act affects not only himself but also others.
3. The student will begin to realize that personal actions should be based on individual values rather than group influence.

**Please consider how we can make these objectives more specific.

Activity:

1. Identify Your Classmate Game.
 - A. Student information sheets (About Me) are completed and returned to teacher. (copy attached)
 - B. Teacher reads information card and each student attempts to guess who the information is about.
 - C. Students score their own response sheets.

Situation 1

1. State some situation then have the children comment as to how they would react to that situation. - Tell why they thought they would act the way they did - uniqueness of individual.
2. Children tell or write what one decision they made that was not influenced by the group in regard to a personal action. The group discuss the results.

3. Give some sort of check list in reference to individual values--tally the responses--then discuss the results/ie.

- a. Do you lie? all the time - never - sometimes
- b. Do you steal? all the time - never - sometimes

Situation 2

1. List a number of individual actions or situations with a multiple choice of reactions. Children will choose own personal response. Discussion would follow as to how each act not only would affect himself, but others.

Example-forms verbal:

1. ridicule
2. compliments
3. put-on
4. put-down
5. wisecrack
- 6.
7. pushed
8. slipped & fell
9. etc.

2. Give varied group situations and have each child write or give a response.

Example: Your gang is going to play baseball and is coaxing you to go. You know you are having a test tomorrow and should study. What would you do?

Situation 3

1. Why were some students recognized and others weren't.
2. Stating your own opinion.
3. How do you feel about yourself.
4. Picture of yourself.

1. Have the students on a 1-1 basis discuss what they think is unique about themselves (or what they think is unique about their partner) then as a class have each student relay their efforts to the class.

2. A tracer discussion could be attempted: the students could suggest some of their actions and trace their acts and see if they had any effect on others - if so, how?

3. Someone could state a hypothetical situation; the ensuing discussion could cover such areas as the "outcome" of the situation pending on the involved individuals - individuals values versus group values.

Situation 4:

Type up a situation to show how your own individual actions can effect people.

--Leave it open-ended and have each child fill it out as a home work-assignment

---to be read in class--later

Example---

I didn't feel in particularly good humor today---
My best friend (Bill) whispers to me during class and I shoved him out of his seat---

Because of my individual action---I believe that the following people---will be influenced by my individual action and react the following ways:

- my teacher
- my friend Bill
- (my parents) - after they find out
- Bill's parents - after they find out
- my classroom friends
- classmates who are not exactly friends

How would have things happened if I had not shoved Bill?

What put me in a bad humor today---who's individual action influences me?

Situation 5:

Individual Values - not - Group Influence

1. Discuss what values are.
2. Discuss "Crowd Influence."
3. Discuss difference between a leader and a follower.
4. Movie on values.
5. Create "What If" incidents and let students comment on what their reactions might be.

Why would they react so? - values

1. Recognition Factors
 - a. Develop discussion centered around "About Me" answer sheet resulting in student awareness of individual uniqueness.
 1. This discussion would take place after "guess" who answer sheet describes.
2. Individual Actions Involved Others:
 - a. Have students put on skits (play acting) involving incident and reactions.
 1. Discuss with final goal of student realization of individual actions effect others.

NAME _____

GRADE _____

TEACHER _____

Pre/Post (1)

- T F 1. We can judge whether we will like a person when we first meet them.
- T F 2. It's alright to do what pleases you when you wish.
- T F 3. If you meet one colored person, you've met them all.
- T F 4. What I do and the way I behave is my affair.
- T F 5. If a person in a group is angry, the other members will not even be bothered.
- T F 6. I should always play games my friends like.
- T F 7. I should do what I feel is right regardless of my friend's feelings.
- T F 8. When with a group working on a project it's alright to clown around.
- T F 9. It doesn't hurt to put someone down for fun.
- T F 10. It's alright to laugh when someone falls.
- T F 11. We are each different in many ways.
- T F 12. Jane and Mary are alike because both have long golden hair.
- T F 13. There are many things I like about myself.
- T F 14. There are things I dislike about myself.
- T F 15. Most people like me.
- T F 16. Many people like me.
- T F 17. I like most people I meet.
- T F 18. I feel bad when someone dislikes me.

ABOUT ME

ABOUT ME

- 1. I was born on _____ 19____.
- 2. I am a (Boy-Girl) _____.
- 3. There are _____ people in my family.
- 4. Three things I like to do are:

- 1. I was born on _____ 19____.
- 2. I am a (Boy-Girl) _____.
- 3. There are _____ people in my family.
- 4. Three things I like to do are:

5. Something extra special about me is:

5. Something extra special about me is:

6. My Name Is: _____

6. My Name Is: _____

NAME _____ GRADE _____ TEACHER _____
Pre/Post (1) continued

1. Ways I'm like other people in class.
2. Ways I'm different from other people in class.
3. Hobbies that are mine. (unique to me).
4. School subjects I like to participate in.
5. Group activities that I like to participate in.
6. Group activities that I dislike.
7. Times when I like to be alone, or do things on my own.
8. Reasons why I like myself.
9. Things I dislike about myself.
10. People whom I admire most.
11. Why I should always think before I act?
12. Explain why group decisions weren't always the right decisions.
13. Explain your feelings of statement: "Everybody should get a haircut once a week".
14. What is your opinion? "Winter is the greatest season of the year".

NAME _____ GRADE _____ TEACHER _____

Pre/Post (1)

Directions: Circle the answer that best describes you.

- T F 1. I'd rather read than work or play.
- T F 2. It's easy for me to make up my mind.
- T F 3. Everybody likes me.
- T F 4. I'd rather play indoors even on nice days.
- T F 5. I'd like to work but I'd rather watch T.V.
- T F 6. I assume responsibilities at school.
- T F 7. It's hard for me to make up my mind.
- T F 8. I have consideration for others feelings.
- T F 9. I'm good at many things.
- T F 10. I like to play outside.
- T F 11. Adults think I'm a baby.
- T F 12. Others appreciate having me around.
- T F 13. I'm totally different from everybody else.
- T F 14. I assume responsibilities at home.
- T F 15. I don't like everybody in class.
- T F 16. I'm just like everybody else in class.
- T F 17. Nobody likes me.
- T F 18. I like to watch T.V. but I'd rather work.
- T F 19. My best subject is Math.
- T F 20. My worst subject is Reading.
- T F 21. My best subject is English.

Pre/Post (1) continued

- T F 22. My worst subject is Science.
- T F 23. My best subject is Social Science.
- T F 24. My worst subject is Math.
- T F 25. My best subject is Reading.
- T F 26. My worst subject is English.
- T F 27. My best subject is Science.
- T F 28. My worst subject is Social Science.
- T F 29. I'm not good at very many things.
- T F 30. At home I'm treated like an adult.
- T F 31. I have a lot of friends.
- T F 32. (a) Girls are okay.
(b) Boys are okay.
- T F 33. I don't have consideration for others feelings.
- T F 34. I like everybody in class.
- T F 35. Others don't appreciate having me around.
- T F 36. I don't assume responsibilities at school.
- T F 37. I like adults.
- T F 38. I think I'm ugly.
- T F 39. I don't assume responsibilities at home.

Evaluations - Pre, Post Test

NAME _____ Grade _____ Teacher _____

1. Name at least 5 non-physical things that make you the same as someone else.
 - d. Good Times
 - e. All in the Family
 - f. Chico & the Man
 - g. The Waltons
 - h. Mannix
 - i. Emergency
 - j. Smothers Brothers Show
2. Name at least 5 things that you enjoy doing.
3. Name at least 5 qualities that you want your friends to have.
4. Name at least 5 favorite TV shows.
5. Tell what makes the TV shows so good in your opinion or why you liked the particular shows.
6. Give a list of TV shows to children-ask each to express what he likes or dislikes about each. (ie. (Make it a variety)
 - a. Lets' Make a Deal
 - b. Little House on the Prairie
 - c. Cannon

NAME _____ GRADE _____ TEACHER _____
 Pre/Post (1) _____
Part I.

1. Things I like about myself --- or I like myself because;

- 1.
- 2.
- 3.
- 4.

2. Things I dislike about myself --- or I dislike myself because;

- 1.
- 2.
- 3.
- 4.

3. Things that make me different from all my classmates.

- 1.
- 2.
- 3.
- 4.

4. Things that I have in common with my classmates.

- 1.
- 2.
- 3.
- 4.

5. I would like to be like ---

- 1.
- 2.
- 3.
- 4.

Part II

1. Do you lie?	All the time	Never	Sometimes
2. Do you steal?	All the time	Never	Sometimes
3. Do you cheat?	All the time	Never	Sometimes
4. I like being me	All the time	Never	Sometimes
5. I would change me, if I could	All the time	Never	Sometimes
6. I dislike me	All the time	Never	Sometimes
7. My classmates like me	All the time	Never	Sometimes
8. I like my classmates	All the time	Never	Sometimes
9. I feel that I am different from my classmates	All the time	Never	Sometimes
10. Rules bother me	All the time	Never	Sometimes



DESIGN

A Central Cambria Middle School
Curriculum Development Unit

Grade 6

Developed by:

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Carol Vaughn
Marsha Yoder

RC Project #V361012

Career Education Consultants:

Clifford Baylis
Jack Jahoda
Mary Kantor
William Wiley

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TOPIC: DESIGN

- a. Line
- b. Shape
- c. Color
- d. Texture

Student Pop.: 6th Graders

Time: Activity Period (30 minutes at 9 sessions, M-F, T-R)

Objectives:

- 1. To redesign an existing design.
- 2. To recognize the relationship between environment and design.
- 3. To develop aesthetic awareness.
- 4. To encourage the transfer of design concepts cross discipline.

(Art, Home Economics, and Industrial Arts)

Home Economics Objectives:

- 1. To teach the elements of design
 - A. To understand how color can affect our feelings.
 - B. To see the relation of color to complexion and hair.
 - C. To experience textures by the sense of feeling.
 - D. To understand that line gives certain impressions.
 - E. Shape...

- 2. To change an element of design of an existing item and observe the effects.

- 3. Given three items, the student will create an accessory or center piece. (Relate to environment).

Activities I

Marsha Yoder Middle School - C.C.S.D.

- 1. To teach the elements of design
 - A. To understand how color can affect our feelings
 - 1. Color basic terms
 - 2. Filmstrip - Come Catch A Rainbow
 - 3. Overhead transparencies
 - B. To see the relation of color to complexion and hair
 - 1. Dress collar try-ons
 - C. To experience textures by the sense of feelings
 - 1. Discussion and feeling of different textures

Assignment - choose a color and find a variety of articles that color with different textures

- 2. Taste party
- D. To understand that line gives certain impressions
 - 1. Language of lines
 - 2. Draw a wall paper sample that illustrates either dainty, bold or graceful lines

3. Draw or find pictures of dress that gives tall impression, heavy impression
- E. To see how a variety of shapes give a more pleasing effect than reuse of the same shape.
1. Talk about shapes in meal planning
 2. Cut out foods from a magazine that are all one shape. Mount on paper. On other half of paper, change some of those shapes to give better appearance.
 3. To change an element of design of an existing item and observe the effects.
 - a. Student will be shown a room diagram including carpet, furniture, drapes, wall covering, etc. Student will draw same room shape (furniture templates) and then vary furniture arrangement, colors, designs, etc.
 4. Given three items, the student will create an accessory or center piece
 - a. Each student will be given an occasion or party to plan a centerpiece for. (Bring or sketch.)

Evaluation

Pre & Post teacher design test

Industrial Arts Objectives

Objectives

1. To verbalize the elements of design in an industrial product.
2. To verbally redesign an existing product in terms of design elements.

3. To recognize the properties of plastics and relate them to a functional design.

4. To fabricate a project which synthesizes the elements of design.

Activities II

Lewis May

Activities - Industrial Arts

1. Lecture: Industrial Design
 - A. Elements of design
 - B. Examples of industrial products
 1. Elements
 2. Industrial needs
 - a. Strength
 - b. Function
 - c. Aesthetic appeal

2. Activity: Redesigning or creating a product making it different

- A. Must include the elements of design
- B. Must meet the needs of that product (See item 1, B-2)
- C. Should include a rough sketch

B. Must be able to verbalize its appearance

3. Class participation: Discussion of each design. Students will vote on favorite ones (Each member of the class in turn draws that product.)

4. Lecture: Properties of plastic

A. Machining processes

1. Cutting,
2. Sanding
3. Buffing

B. Gluing

C. Molding

1. Heat
2. Pressure

D. Strengths

E. Weaknesses

5. Project: Fish Bank

A. Processes involved.

1. Tracing
2. Cutting
3. Sanding
4. Molding
5. Applying fasteners
6. Buffing

6. Discussion of the design elements within the project

Evaluation

Pre & Post teacher design test

Art Objectives

Objectives

Line:

1. To recognize a line and be able to create a pleasing design with one line.
2. To be able to identify two kinds of lines.
3. To be able to identify and use lines to show emotions - sad and happy.
4. Demonstrate center of interest, variety, etc.

Activities:

- A. Line design (one line)
- B. Sad and happy object personification.

Objectives

Shape:

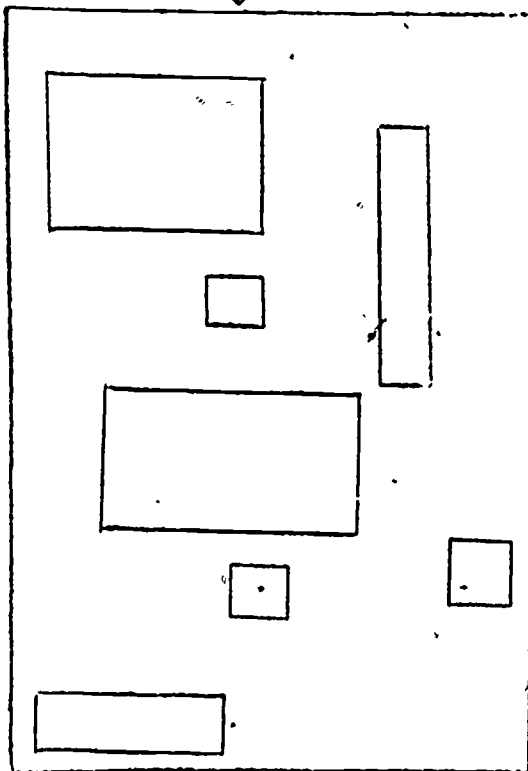
1. To be able to identify a shape as different from a line
2. To be able to recognize and use 2 types of shapes in a pleasing design - geometric figure.
3. To become aware of repetition, contrast, complication as unifying design principles
4. To become aware of positive and negative space.

Activities

- A. Geometric overlap design (cut paper)
- B. Freeform overlap design (cut paper)
- C. Freeform wiggles
- D. Geometric layout

HERE IS A DESIGN USING 7 SHAPES

MAKE A NEW DESIGN USING ONLY THE SAME 7 SHAPES



PRE - POST TEST INSTRUMENT

Objectives
Color:

1. To be able to identify primary, secondary, and intermediate colors by mixing.
2. To be able to make the secondary colors from the primaries.
3. To create and paint a design using color families and monochromatic color harmonies.

Activities
Painting:

- A. 3 section long-tall painting
primary - secondary - intermediate
- B. Color family painting
- C. analogous painting

4 pds.

Objectives
Texture:

1. To be able to identify and become aware of different textures both tactile and visual.

2. To create a pleasing collage design using related textural shapes and yarn lines.

Activities

- A. Make crayon rubbings of textures.
- B. Use above to create a representational picture.

3 pds.

Culminating

Redesign problem

Individual study of related shapes and lines in a particular painting.

2 pds.

Evaluation

Pre & Post teacher design test

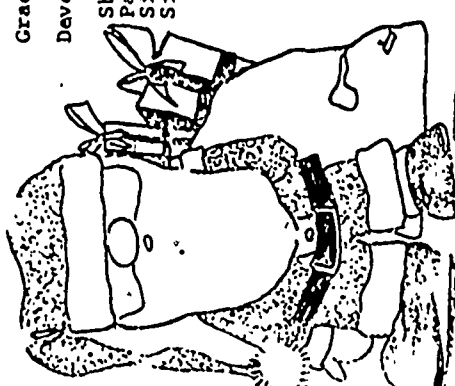
"DEAR SANTA"

A Holy Name School Curriculum
Development Unit

Grades 7, and 8

Developed by:

Shirley LaVanche
Paul Uncapher
Sister Brenda Ann C.S.J.
Sister Mary Daniel C.S.J.



Ebensburg, Pennsylvania

RCU Project #V361012
11/74

Career Education Consultants:

John J. Jahoda
Mary F. Kantor

The material presented 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 judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Project No. V361012

Grant No. OEG-0-73-5272

1 July 1973 through 30 June 1976

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814-472-6456

The Local Educational Agency (LEA) for this project is the Admiral Peary Area Vocational-Technical School.

Mr. Marie Creamy, Chief School Administrator

Dr. Bryan Fluch, Executive Director of Vocational Education

Mr. John Kuriah, Director of Vocational Education



Topic:

Dear Santa Unit

Student Population: 7th & 8th grade students (total - 87) (classes 22, 21)

General Objectives:

1. To show transfer - (concepts carry over to other subjects).
2. To enjoy learning.
3. To assume responsibility (household).
4. To encourage the use of imagination.
5. To strengthen family ties.
6. To identify the roles of parents and children as related to different jobs.
7. To improve reading skills (practical).
8. To learn to complete forms.
9. To develop consumer awareness.

Social Studies Objectives: Mr. Paul Uncapher

1. To develop an understanding of inflation as related to economic concepts. (profit, supply and demand, etc.)
2. To develop an awareness of advertising and its effect on the consumer. (propaganda)
3. To develop an awareness of consumer protection (B. B. B., Food and drug, etc.)
4. To develop "smart" buying habits.
5. To develop an appreciation of various roles within their family unit.
6. To develop an understanding of the free enterprise system in U.S. - business situations - chain-store as compared to independent.

Social Studies Activities:

Starting date for activities 11/18/74

In order to develop an understanding of economic concepts the student will be involved in a variety of activities. One such activity will involve a comparison of prices of selected items in various stores in the community. Inflation will be looked at in a number of ways. Lists of various items will be distributed to the students. They will be asked to find the prices of each item and then they are to interview their parents to find out the cost of these goods when they were younger. A comparison of prices from last year's Christmas catalog with this year's catalog will also be used to stress this concept.

The various types of propaganda techniques will be discussed in class. Students will then analyze TV commercials and advertisements in magazines and newspapers to find the various types of propaganda. The student will also create an advertisement using one or more of the propaganda methods.

I would like to get a guest speaker from one of these organizations to discuss his duties with my class.

Interview store owners (managers) from different business establishments and compare and contrast their roles.

Social Studies

Evaluation

Pre-Post Test Instrument

Mr. Uncapher - Grade 7

Holy Name School

November 8, 1974

Social Studies - pre-post test

DATE

NAME

GRADE

2. True or False

- 1. Supply and demand have a direct effect on the price of goods and services.
- 2. A sole proprietorship is a business organization in the owner alone makes profit or absorbs the losses.
- 3. One disadvantage of being an owner of a corporation is that you have limited liability.
- 4. Capital refers to money or other goods used to produce more money or goods.

1. Match column #1, techniques of propaganda, with the best answer in column #2, examples of advertisements.

- | | |
|----------------------------|---|
| 1. name calling | A. "Take a puff, it's springtime." |
| 2. glittering generalities | B. "Joe Namath uses Noxema shave cream. Why don't you?" |
| 3. transfer | C. "Get the down home taste of Winston." |
| 4. testimonial | D. "Wheaties, the breakfast of Champions" |
| 5. plain folks | E. "Everyone likes Cringles new fangled potato chips." |
| 6. card stacking | F. "Hitton Shapp didn't pay income tax in 1968." |
| 7. bandwagon | G. "Our cigarettes give you a cool menthol taste." |

Language Arts Objectives: Shirley LaVanche

1. To develop a desire to read through practical experience.
2. To know how to use a catalog - index.
3. To develop an understanding of the various payment plans.
4. To incorporate spelling into the catalog unit
5. To develop an understanding of the psychology of advertising.

Language Arts Activities:

1. By supplying a practical tool such as a Christmas catalog and putting away textbooks, I hope to have students want to take part in all activities - especially the reading about the products they would like to purchase.

Have students browse through catalog to see what is available - what they like - what they are familiar with. These things should be accomplished through the browsing. Allow enough time so that each student has had an opportunity to look at the catalog.

2. Make students aware of the different parts of a catalog. By pointing out and comparing a catalog to any book-show where the index is located, how catalog is divided into different sections (clothes, toys, etc.), how you can pay for merchandise (where information is located and what to consider).

3. Create a catalog (Christmas)

To improve spelling, to give an opportunity to improve language skill, to learn to pay attention to details, to afford opportunities to be creative in writing and drawing.

Divide students so that each is assigned one product. Write description (be careful of details).

Language Arts

Evaluation

Pre-Post Test Instrument

Mrs. LaVanche - Grade 8

DATE

Holy Name School

NAME

November 8, 1974

GRADE

Language Arts - pre-post test

Completion:

1. Does a catalogue - like a textbook - have an index?
2. When ordering from a catalogue
3. name 3 personal information
4. items, an orderer must give.
5. Is it necessary to mark the method of payment on an order?
6. Name 3 methods of paying for merchandise.
- 7.
- 8.
9. Shipping weight is recorded in _____ and _____
- 10.

Watching:

- 1. Deferred payment
- 2. Early Shopper's Bonus
- 3. Satisfaction guaranteed
- 4. Gift Certificate
- 5. Expiration notice
- 6. Refund
- 7. Not recommended
- 8. Catalogue number

- 5. Work on skills in addition, and arranging figures in proper columns.
- 6. Note the extra expenditures, such as postage, and tax on items ordered.
- 7. Decide just what means will be used in paying for purchases, such as whether payment will be made by check or money order.
- 8. Question students as how to write a check and explain procedure of obtaining money order. Have student find out by stopping at the local bank, Post Office, or Drug Store.
- 9. Discuss matter of added amount necessary when purchasing money order.
- 10. Introduction on bank unit by M.F. Kantor

Math Objectives: Sister Mary Daniel C.S.J.

- 1. To acquire business ability in assuming financial responsibility as related to the family.

- 2. To drawtop attention to detail in math math skills to real life situation.

Math Activities:

- 1. Have students put into practical use the skills learned in school over the years.
- 2. Alert students as to the need of having a budget.
- 3. Study prices of items, so as to enable students to have sufficient money for purchases.
- 4. List items and prices on statement in an orderly way.

Materials:
 Statement sheets for students.
 Copies of money order, checks.

Math Evaluation

Pre-Post Test Measure

Sister Mary Daniel, C.S.J. - Grades 7-8

Holy Name School

November 8, 1974

Mathematics - pre-post test

DATE

NAME

GRADE

List these Christmas gift items; make sure that all necessary information concerning items is clearly written and identified as given in the catalog. Check cost; make sure postage costs, and tax are included in total amount.

1. The organizer, number p 88k 2102- white- @ \$10.97
Shipping weight 2 lbs. 14 oz.
2. Kitchen clock, number p 4 K 72091 -avocado-color @ \$14.99
Shipping weight 1 lb. 12 oz.
3. 2 Girl's Snoopy Watch, number p 4 K 1873 -yellow gold-color @ \$18.00 Shipping weight 4 oz.
4. 1 High-top Gym Shoe, number 76 k 96413 F black @ \$11.70
Shipping weight 3 lbs. 3 oz. Medium width Size 11

Shipping and handling charges--8 lbs. 1 oz. to 9 lbs. \$1.15
A 6% tax is to be added to all items except to the High-top gym shoes.

Write true or false after each of the following:

1. Percents can be written as decimals or as common fractions before working a problem.
2. Percents are very useful for making comparisons.

3. A cash account is a careful record of money earned and money spent or saved.

4. A cashier at the bank counts all the money.

5. A checkbook is a book in which you keep account of all money deposited.

6. Checks should always be written with a pencil.

7. It is all right to sign a check with a rubber stamper on which the name is printed.

8. The payee is the person to whom the money is to be paid.

9. Outstanding checks are those which are still in the checkbook.

10. Currency as listed on a deposit slip means paper money, such as one dollar bills, of five dollar bills etc.

Match the following:

- | | | |
|----------------------|-----|--|
| 1. canceled check | () | a.) Chief legal administrative officer of a bank. One responsible for assets and one who signs all official documents. |
| 2. statement account | () | b.) Summary of probable income and expenditures for a given period. |
| 3. teller | () | c.) An order for the payment of a special sum of money. It is often issued at the Post Office. |
| 4. budget | () | d.) A bank clerk who receives or pays out bank deposits. |
| 5. money order | () | e.) That which shows all deposits and withdrawals and the balance at the end of a period of time. |

Make a check payable to: Sears, Roebuck and Co. for the total amount of purchases ordered:

Holy Name School Special Account West Horner Street Ebensburg, PA 15931	500	60931
		33
	19	
Pay to the order of	\$	Dollars
		FIRST NATIONAL BANK
	0313-0931: 332-647 -9	

134
140

2. To appreciate God's gifts of:

- Imagination
- Joyful experience
- Signs of love
- Values

3. To appreciate parents more fully understanding of parent rules.

Religion Activities:

1. Try to arouse the imagination of children by having them spend a short time using their imagination in assuming the role of a parent.
2. Discuss what is meant by imagination; impress upon minds of students that this, too, is a gift of God.
3. Encourage students, as they try to assume the role of parents, to try to realize the joy parents get from giving; another gift of God.
4. Try to develop in students an awareness of the great love parents have for them. Intensify idea of parents' love is just a spark of God's love for them.
5. Encourage the children who are imagining they are parents to evaluate just why parents do for their children, how the children respond to parents.
6. Allow time for students in role of parents to discuss the need for being responsible as parents.

Religion Objectives: Sister Mary Daniel C.S.J.

1. To understand the relation of daily life activities to individual responsibility as a responsibility to God.

7. Have students then ask themselves if they really love God as they should, as the ordinary work of the day as done by each is to be done for the love of God. He loves us with an infinite love, and just as we return love to our parents, we in turn are loving God. This should be our life.

Materials:
Bible

Religion Evaluation -
Pre-Post Test Measure

Sister Mary Daniel, S.S.J. - Grades 7-8

Holy Name School _____ DATE _____
November 8, 1974 _____ NAME _____
Religion - pre-post test _____ GRADE _____

Multiple Choice:

1. Man's greatest need in this life is both for health of soul and body is:
wisdom great knowledge strength love
2. The one who has given us love and many other physical, and mental gifts, who caused love to be and who is LOVE:
Buddha Confucius God Socrates Mohammed

3. One of the gifts man is endowed is the mental ability to create original and striking images and concepts by recombining the product of past experiences is:
physical fitness quickness of mind imagination

4. Use your imagination in the role as a parent and express which of the following qualities you would like to possess as a parent:

- a.) Give child everything he desires or requests, regardless of what it is
 - b.) Get child out of the home as much as possible in order to have more time to yourself
 - c.) Allow him as much freedom of your control as he wishes
 - d.) Love the child and show him that you really care and you are interested in him
5. Now that you are in the parent role, what return would you appreciate most in your child?
- a.) His love, trust and confidence
 - b.) His exceptional scholarship
 - c.) His extraordinary ability in sports
 - d.) His winning personality



Sister Brenda Ann - Grade 7 _____ DATE _____
 Holy Name School _____ NAME _____
 November 8, 1974 _____ GRADE _____

Religion - pre-post test

7th graders from room 14 only will answer:

1. Who should be the center and unifying force in your family?
2. Name one gift God has given you. Tell how this gift helps you to be a true Christian at home and at school.
3. How can studying the life of Christ change your life?
4. What is Christ's invitation to all. "Come, _____!"

Science Objectives: Sister Brenda Ann C.S.J.

- 1. To determine the components of various products.
2. To compare products in terms of chemical elements, structural aspects.

Science Activities:

Plan for 8th graders

Aim: to determine how specific materials will react in the presence of stress and acids
 Students will investigate the materials of which their ordered products are made.

Try to discover which materials are really the most durable.

Plan for 7th graders

Aim: to determine the structural strength of materials ordered from the catalog

Students will attempt to discover the strengths and weaknesses of the materials which make up the objects they ordered, and to answer the question: What structural properties are built into the products you ordered?

Science Evaluation

Pre-Post Test Measure

Sister Brenda Ann - Grade 7

Holy Name School

November 8, 1974

Science - pre-post test

DATE _____

NAME _____

GRADE _____

7th graders only will answer these questions:

1. How many times can you open and close a l-ply cardboard hinge before it rips?

2. How many times can you open and close a 2-ply cardboard hinge before it rips?
3. How many times can you open and close a plastic hinge before it cracks?
4. Compare the rate of breakdown of the 1-ply cardboard, 2-ply cardboard and plastic hinges.
5. How much weight will nylon fabric (2 sq. in.) support before it rips?
6. How much weight will felt fabric (2 sq. in.) support before it rips?
7. Compare the weight nylon fabric supported with the weight felt fabric supported.

Sister Brenda Ann - Grade 8

Holy Name School

November 8, 1974

Science - pre-post test

DATE

NAME

GRADE

8th graders only will answer these questions:

1. How does aluminum react in the presence of H CL?
2. How does aluminum react in the presence of nitric acid?

3. Compare the reaction of aluminum in H CL with the reaction of aluminum in nitric acid.
4. How does nylon react in the presence of H CL?
5. How does nylon react in the presence of nitric acid?
6. Compare the reaction of nylon in H CL with the reaction of nylon in nitric acid.
7. How does 2-ply cardboard react in the presence of H CL?
8. How does 2-ply cardboard react in the presence of nitric acid?
9. Compare the reaction of 2-ply cardboard in HCL with the reaction of 2-ply cardboard in nitric acid.
10. Compare the decay-time of aluminum in nitric acid with the decay-time of nylon in nitric acid.

Music Objectives: Sister Brenda Ann C.S.J.

- 1. To develop sharing aspects of songs.
- 2. To explore advertising jingles.

Music - Activities

Plan for 7th and 8th graders

Aim: to heighten appreciation of idea of sharing; also to deepen appreciation of advertising

Students will make up their own jingles to go along with their art projects.

Students will sing songs about sharing and caring.

Music Evaluation - Teacher designed evaluation

Orientation to this unit will begin by:

General meeting - All 7th & 8th graders - 1 class period

- 1. Introduction
 - 2. new test out - catalog
 - 3. Objectives - cards on table
 - 4. Idea of imagined family
- Evaluation meeting (student)

Art Objectives: Sister Brenda Ann C.S.J.

- 1. To design wrapping paper designs.
- 2. To design layouts for advertising.

Art Activities:

Plan for 7th and 8th graders

Aim: to enter into and realize the complexities of the advertising world; and to experience the thrill of designing and making original gift wrap.

Students will design, draw, chalk, paint or otherwise color original designs for gift wrap.

Students will design and execute an advertisement which will include a slogan, a picture of the product and a blurb describing it.

Art Evaluation:

Teacher evaluation



APPENDIX IV-4
SINGER CARREL
CAREER EXPLORATION PROGRAM

139

145

TO: Parents
 FROM: Ronald Panchione, Principal
 DATE: January, 1975
 SUBJECT: Singer Exploration Program

As part of the Singer Exploration Program which is being implemented in the Central Cambria Middle School in cooperation with the Career Education project sponsored by Admiral Peary Area Vocational-Technical School, your child will receive the opportunity to "explore a variety of occupational fields. Essentially, the Singer Program is composed of a number of Singer Carrels (work-sample-stations). These work-sample-stations are approximately three feet wide and three feet deep. They contain all the tools required to accomplish specific tasks, and an audio-projector filmstrip and tape cassettes to visually and auditorially explain step by step procedures to the students.

A list of the specific work-sample-stations include:

1. Basic Tools Station - the student determines the exact size of his ring finger and fabricates a ring to fit using basic tools to measure, scribe and cut a 1/8" aluminum bar then drilling, filing and polishing to the finished product.
2. Bench Assembly Station - the student is instructed to insert nuts and bolts of various sizes into a metal test block to judge the students frustration and job tolerance level.
3. Drafting Station - the student will draw simple straight intersecting lines, concentric circles, angles and a three dimensional view of a grooved block using neatness and accuracy.
4. Electrical Wiring Station - the student measures insulated wire, cuts, strips and joins pieces together in a permanent splice using a soldering iron and gun.
5. Plumbing and Pipe Fitting Station - the student measures and cuts iron pipe, threads the ends of the pipes and assembles a pipe framework using various sizes of plumbing nipples, tee joints, elbow and union joints.
6. Carpentry and Woodworking Station - the student measures, lays-out, cuts, drills, sands, files, and glues pieces of wood into a napkin holder.
7. Refrigeration, Heating and Air Conditioning - the student measures and cuts copper tubing joins into a network utilizing flare fittings and compression ring couplings.

Introduction to the Singer Carrels

Mary F. Kantor and/or Jack Jahoda will give a short introduction to the sixth grade students who have double study halls in Room 110 on the following dates:

January 7, 1975 (Tuesday)	9:10 1-2	10:00 2-3	10:30 3-4
January 8, 1975 (Wednesday)	9:10 1-2	10:00 2-3	10:30 3-4
January 9, 1975 (Thursday)	11:15 4-5		
January 13, 1975 (Monday)	1:30 6-7	11:15 4-5	
January 14, 1975 (Tuesday)	1:30 6-7		

Short introduction to Mr. May's I.A. Class

January 7, 1975 - in A.M. :

January 14, 1975 - in P.M. (10) A.M.

Jan. 23, 1975 - Jett - in A.M.

8. Soldering and Welding Station - the student measures, cuts, reams, and sands copper tubing, joins together using copper sleeves with heat supplied by a propane torch.

9. Office and Sales Clerk Station - the student alphabetically and numerically files a series of cards using a charge card, a charge card imprinter and a number of charge card lines as though he were a sales clerk.

10. Needle Trades Station - the student learns to operate a sewing machine, then measures and cuts a piece of cloth and sews the pieces into a small bag.

11. Masonry Station - the student mixes mortar and lays bricks using straight edges and squares.

12. Sheet Metal Working Station - the student will be exposed to four major phases of sheet metal industry. He will layout, cut, bend, and assemble sheetmetal parts.

13. Cooking and Baking Station - the student will measure and mix ingredients, knead and shape dough, and operate an oven making a biscuit type short cake.

14. Small Engine Service Station - the student is required to disassemble, reassemble and adjust a small engine of the lawn mower type.

15. Medical Service Station - the student applies an elastic bandage to an artificial arm; measures and records temperature, pulse rate and respiration rate exploring elements found in the medical-hospital environment.

Please remember this program is designed to provide your child with insights into various occupations and insights into his/her feelings about the occupation studies.

Perhaps you would wish to work with your child in making a selection as to a particular career to explore.

Please list the choices of careers below:

1st. Choice _____
Name of Work-Sample-Station _____

2nd. Choice _____
Name of Work-Sample-Station _____

3rd Choice _____
Name of Work-Sample-Station _____

Please detach choice sheet and return to you principal by _____

STUDENT'S NAME _____ GRADE _____

PARENT'S SIGNATURE _____ DATE _____

DATE: January, 1975

SUBJECT: Singer Exploration Program

As part of the Singer Exploration Program which is being implemented into the Central Carolina Middle School in cooperation with the Career Education project sponsored by Admiral Peary Area Vocational-Technical School, your child will receive the opportunity to "explore" a variety of occupational fields. Essentially, the Singer Program is composed of a number of Singer Carrels (work-sample-stations). These work-sample-stations are approximately three feet wide and three feet deep. They contain all the tools required to accomplish specific tasks, and an audio-projector filmstrip and tape cassettes to visually and auditorially explain step by step procedures to the students.

Please note: Due to Program Guidelines, the sixth grade students will receive first option in exploring the Singer Carrels. However, whenever possible, seventh and eighth grade students will be worked into the schedule. Therefore, we are asking the seventh and eighth grade students to familiarize themselves with the carrels by reading the following information.

A list of the specific work-sample-stations include:

1. Basic Tools Station - The student determines the exact size of his ring finger and fabricates a ring to fit; using basic tools to measure, scribe and cut a 1/2" aluminum bar then drilling, filing and polishing to the finished product.
2. Bench Assembly Station - the student is instructed to insert nuts and bolts of various sizes into a metal test block to judge the students frustration and job tolerance level.
3. Drafting Station - the student will draw simple straight intersecting lines, concentric circles, angles and a three dimensional view of a grooved block using neatness and accuracy.
4. Electrical Wiring Station - the student measures, insulates wire, cuts, strips and joins pieces together in a permanent splice using a soldering iron and gun.
5. Plumbing and Pipe Fitting Station - the student measures and cuts iron pipe, threads the ends of the pipes and assembles a pipe framework using various sizes of plumbing, nipples, tee joints, elbow and union joints.
6. Carpentry and Woodworking Station - the student measures, lays out, cuts, drills, sands, files, and glues piece of wood into a napkin holder.
7. Refrigeration, Heating and Air Conditioning - the student measures and cuts copper tubing and joins into a network utilizing flare fittings and compression ring couplings.



TO: Parents
 FROM: Ronald Ponchione, Principal
 DATE: March 1975
 SUBJECT: Singer Exploration Program

As part of the Singer Exploration Program which is being implemented into the Central Cambria Middle School in cooperation with the Career Education project sponsored by Admiral Peary Area Vocational-Technical School, your child will receive the opportunity to "explore" a variety of occupational fields. Essentially, the Singer Program is composed of a number of Singer Carrels (work-sample-stations). These work-sample-stations are approximately three feet wide and three feet deep. They contain all the tools required to accomplish specific tasks, and an audio-projector filmstrip and tape cassettes to visually and auditorially explain step by step procedures to the students.

A list of the specific work-sample-stations include:

1. Basic Tools Station - the student determines the exact size of his ring finger and fabricates a ring to fit by using basic tools to measure, scribe and cut a 1/8" aluminum bar then drilling, filing and polishing to the finished product.
2. Bench Assembly Station - the student is instructed to insert nuts and bolts of various sizes into a metal test block to judge the students' frustration and job tolerance level.
3. Drafting Station - the student will draw simple straight intersecting lines, concentric circles, angles and a three dimensional view of a grooved block using neatness and accuracy.
4. Electrical Wiring Station - the student measures insulated wire, cuts, strips and joins pieces together in a permanent splice using soldering iron and gun.
5. Plumbing and Pipe Fitting Station - the student measures and cuts iron pipe, threads the ends of the pipes and assembles a pipe framework using various sizes of plumbing nipples, tee joints, elbow and union joints.
6. Carpentry and Woodworking Station - the student measures, lays-out, cuts, drills, sands, files, and glues pieces of wood into a napkin holder.
7. Refrigeration, Heating and Air Conditioning - the student measures and cuts copper tubing and joins into a network utilizing flare fittings and compression ring couplings.
8. Soldering and Welding Station - the student measures, cuts, reams, and sands copper tubing, joins together using copper sleeves with heat supplied by a propane torch.

- b. Soldering and Welding Station - the student measures, cut reams, and sands copper tubing, joins together using copper sleeves with heat supplied by a propane torch.
9. Office and Sales Clerk Station - the student alphabetical and numerically files a series of cards using a charge card, a charge card imprinter and a number of charge card slips as though he were a sales clerk.
10. Needle Trades Station - the student learns to operate a sewing machine, then measures and cuts a piece of cloth, and sews the pieces into a small bag.
11. Masonry Station - the student mixes mortar and lays brick using straight edges and squares.
12. Sheet Metal Working Station - the student will be exposed to four major phases of sheet metal industry. He will layout, cut, bend, and assemble sheetmetal parts.
13. Cooking and Baking Station - the student will measure and mix ingredients, knead and shape dough, and operate an over making a biscuit type short cake.
14. Small Engine Service Station - the student is required to disassemble, reassemble and adjust a small engine of the lawn mower type.
15. Medical Service Station - the student applies an elastic bandage to an artificial arm; measures and records temperature, pulse rate and respiration rate exploring equipment found in the medical-hospital environment.
16. Cosmetology Station - the student will perform tasks related to the care and styling of hair and beauty treatments, using a mannequin with hair and the professional tools of the trade, including blow dryer, scissors, shampoo, and combs.
17. Data Calculation and Recording - the student will use an Electronic Calculator, and with the use of charts and other aids learn to add, subtract, multiply, divide on the calculator.

Please remember this program is designed to provide your child with insights into various occupations and insights into his/her interests about the occupation studies.

and immediately lines a series of cards using a charge card, a charge card imprinter and a number of charge card slips, as though he were a sales clerk.

10. Needle Trades Station - the student learns to operate a sewing machine, then measures and cuts a piece of cloth and sews the pieces into a small bag.
11. Masonry Station - the student mixes mortar and lays bricks using straight edges and squares.
12. Sheet Metal Working Station - the student will be exposed to four major phases of sheet metal industry. He will layout, cut, bend, and assemble sheetmetal parts.
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15. Medical Service Station - the student applies an elastic bandage to an artificial arm; measures and records temperature, pulse rate and respiration rate exploring elements found in the medical-hospital environment.
16. Cosmetology Station - the student will perform tasks related to the care and styling of hair and beauty treatments, using a mannequin with hair and the professional tools of the trade, including blow dryer, scissors, shampoo, and combs.
17. Data Calculation and Recording - the student will use an Electronic Calculator, and with the use of charts and other aids learn to add, subtract, multiply, divide on the calculator.

In case remember this program is designed to provide your child with insights into various occupations and insights into his/her feelings about the occupation studies.

Please indicate the career choice below and also indicate the days and periods of your study halls:

Name and number of Work-Sample-Station _____

Please fill in your study hall periods on _____

Monday _____ Tuesday _____

Wednesday _____ Thursday _____

Please detach choice sheet and return to your principal by _____

STUDENT'S NAME _____ DATE _____

PARENT'S SIGNATURE _____ DATE _____

TO: Parents

FROM: Ronald J. Ponchione, Principal

DATE: January, 1975

SUBJECT: Singer Exploration Program - Volunteer Help

Some of our 6th grade students are taking part in the Singer Exploration Program in cooperation with the Career Education project sponsored by Admiral Peary Area Vocational-Technical School. The program will give these sixth graders an opportunity to explore a variety of occupational fields. The Singer Program is composed of a number of Singer work-sample stations. These stations contain all the tools required to accomplish specific tasks, an audio-projector filmstrip and tape cassettes to explain step by step procedures to the students. This program is under the direction of Mrs. Leona Sowers of the Career Education Research Team.

We are seeking volunteer help from parents of sixth, seventh and eighth grade students who would be able to give 1 day, 1 week to assist Mrs. Sowers in the operation of this program. If interested, please complete this form and return it to school with your child.

NAME _____

DATE _____

CHECK PREFERRED DAY

MON. TUES. WED. THURS. FRI.

A.M. P.M. ALL DAY

ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL

EDWARD H. LARSEN
 ATTACHED OFFICE FOR MESSAGE
 EBENSBURG, PENNSYLVANIA 15931
 PHONE (614) 472-6456

RESEARCH COORDINATING UNIT

PARENT-VOLUNTEERS FOR SINGER PROGRAM

Monday A.M.	Tuesday A.M.	Wednesday A.M.	Thursday A.M.
Peggy Pierchoski Kay McGregg	June Evans Ruth Stormer Janet Orange	Helen Trevorrow Carolyn Radatovich Rosemary Persio	Harilyn Ryan Pat Leonard
Jo Rager	June Evans Ruth Stormer Wilma Sickles Pat Troppoli	Marie Piastrelli Lois Mullen	Irene Howells Bonnie Bracken Betty Ellis

Margaret Pierchoski - 472-7956
 Mrs. James Mullen - 749-9340
 Mrs. Preston McGregor - 472-6954
 Marie Piastrelli - 472-9252
 Mrs. Ralph Rager - 322-4855
 Mrs. Ruth Stormer - 472-9630
 Mrs. Marilyn Ryan - 472-7789
 Irene Howells - 322-1378
 Wilma Sickles - 472-9653
 Janet Orange - 472-7954
 June Evans - 472-5661
 Rosemary Persio - 472-8692
 Helen Trevorrow - 472-6425
 Bonnie Bracken - 472-7295
 Carolyn Radatovich - 472-8692
 Betty Ellis - 472-7227
 Pat Leonard - 472-7416
 Pat Troppoli - 472-8913

TO: Parent Volunteers
 FROM: Leona Sowers
 DATE: May 1, 1975
 SUBJECT: Singer Exploration Program

Thank You! Your participation in the Singer Exploration Program at the Central-Cambria Middle School has helped make it a success.

Program activities for this school year will end during the second full week of May. As a concluding activity, we are in the process of planning a luncheon at the Admiral Peary Area Vocational Technical School for parent volunteers, school administration, and project personnel.

DATE: Friday, May 16, 1975
 TIME: 1:00 P.M.

PLACE: Quantity Foods restaurant area of
 The Admiral Peary AVTS

We are looking forward to seeing you there.

TEAR OFF AND RETURN BY MAY 9, 1975
 or call 472-6456

NAME _____

I WILL ATTEND _____

I WILL NOT ATTEND _____



Middle School and Vo-Tech cooperate in career program



Mrs. Somers, left, looks on as Tom Balguth, a sixth grader, works with metalworking career.

Data Calculation and Recording - the student will use an Electronic Calculator, and with the use of charts and other aids learn to add, subtract, multiply, divide on the calculator.

This program is under the direction of Mrs. Leona Somers, Mrs. Mary Francis Kasler, Mrs. Mary Jane Adams, Mrs. Adrienne P. Carter, Education Research Team.

Mrs. Somers, who maintains the program at the Middle School is assigned by several volunteer parents

per sewing and joinery, use a network utilizing five fittings and compression ring coupling.

Soldering and Welding Station - the student assembles, repairs, and sands copper tubing joints together using copper wire, flux, and torch.

Office and Sales Clerk Station - the student alphabetically and numerically files a series of cards using a charge card, a charge card imprinter and a number of charge card slips as though he were a sales clerk.

Needle Trades Station - the student stitches, operates a sewing machine, covers a patch and sets a piece of cloth and sews the pieces into a small bag.

Masonry Station - the student mixes mortar and lays bricks using straight edges and squares.

Sheet Metal Working Station - the student will be exposed to four major phases of sheet metal work. He will layout, cut, bend and assemble sheetmetal parts.

Cooking and Baking Station - the student will measure and mix ingredients, knead and shape dough, and operate an oven making a biscuit type short cake.

Small Engine Service Station - the student is required to disassemble, repair and adjust a small engine of the lawn mower type.

Medical Service Station - the student applies an elastic bandage to an artificial arm, measures and records temperature, pulse rate and respiration, raises exploring elements found in the medical-hospital environment.

Cannery Station - the student is required to prepare and style a pound of coffee and style of hair and beauty treatment, using a mannequin with hair and the professional tools of the trade, including blow dryer, scissors, shampoo, and comb.

-The Mountaineer-Herald, Elkhart, Pa., Thurs., Mar. 6, 1975

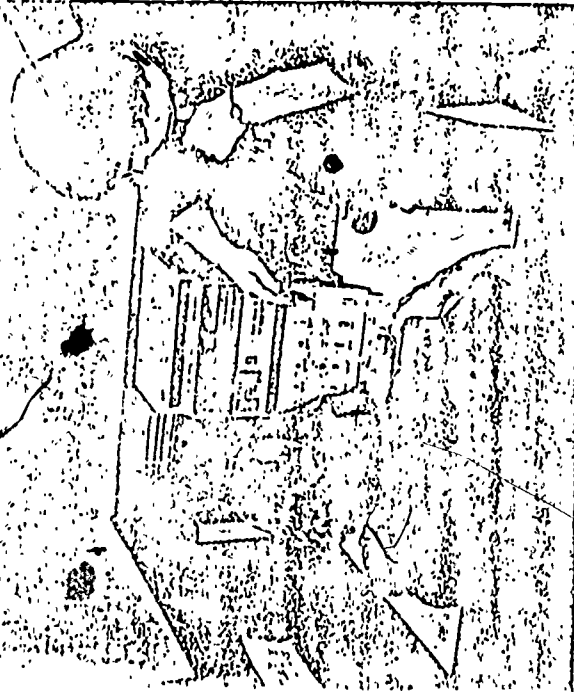
Parent volunteers assist

Volunteer parents have been an instrumental part of the Central Cambria Middle School's Suger Carrell Program. Working under the direction of Leona Somers, Adm. Feary's RUC Singer Carrell Evaluator, the following parents are responsible for making the program a success.

Irene Howells, Kay McGee, Mrs. Kaitlen, Janet Orsco, Mrs. Sastrelli, Jo Raper, Ruth Somers, June Evans, Margaret Pierchicki, Wilma Sickett, Rosemary Perillo, Carolyn Race, Edith Helen Trevorrow, Marilyn Raper.

A special thanks is due to these people for their time and their interest devoted to this program.

The Postage Dispenser, Wednesday, October 23, 1974



Students evaluate Ethel Gizard of Masses the progress of Postage Area ninth grader Ryan Sumner as he works with one of the 35 boxes set up to provide a glimpse of various job areas. This equipment is on loan to the school district from Admiral Peary Vocational School.

New Equipment Provides Students Career Insight

Try it. You may not like it. But you have 2,000 other choices. That's the number of careers represented by 15 pieces of equipment being used in Postage Area Schools to give students a taste of vocational life.

The equipment consists of booths having a sight-screen tape recorder and head-set for other machinery and tools device-particular too situations.

For instance, the cooking booth includes a micro-wave oven. The small engine service display has a 3 1/2 horsepower engine and all tools necessary for the engine's assembly and disassembly. The masonry cartrel is complete with bricks and cement.

Other displays include: medical service worker, bench assembly, drafting, electrical wiring, plumbing and pipe fitting, woodwork-ing and carpentry, refrigeration - air conditioning, and heating, welding and soldering, clerk, sales and office work, needle trade, sheet-metal work, and basic tool

The vocational stations can be used by the guidance department to evaluate student job choices and increase the predictability of job success. An evaluator, Ethel Gizard, need only brief the participant on the use of the projector. The filmstrip describes tools, potential job environments, and leads the participant step-by-step through the work task at a pace controlled by the student. In addition to evaluator ratings, the system allows students to assess themselves upon the completion of each sample. Another use of the vocational cartrel is to share curriculum. They are being used by instructors Cameron Benko, Paul Cassale, Mario Pieraccini, James Baldachino and John Havrilla in science classes; Irene Voysey in art; Grace Kealar in home economics and James Jentson in vocational arts. The instructors are using them as an instructional aid in connection with student material.

All the equipment was purchased by the Admiral Peary Vocational - Technical School, Ebensburg, and is on loan to the Postage school district through the research division of the vocational school.

74-755X Volunteer Parents for Singer Program

Mrs. James Mullen (Lois)
R.D. #1, Box 187A
Nanty Glo, Pa. 15943

Mrs. Preston McGregor (Kay)
R.D. #3 Laurel Road, Crestwood Est.
Ebensburg, Pa. 15931

Mrs. Marie Piastrelli
620 Highland Ave.
Revlac, Pa. 15948

Mrs. Ralph Rager
R.D. #1, Box 181
Conemaugh, Pa. 15909

Mrs. Ruth Stormer
125 Bulter St.
Ebensburg, Pa. 15931

Mrs. Irene Howells
R.D. #1, Box 154
Mineral Point, Pa. 15942

Mrs. Janet Orange
315 Tibbott St.
Ebensburg, Pa. 15931

Mrs. G. David Evans
Ebensburg Manor Apt.
Ebensburg, Pa. 15931

Mrs. Rosemary Persio
141 Elderwood Dr.
Ebensburg, Pa. 15931

Mrs. Helen Trevorrow
120 Elderwood Dr.
Ebensburg, Pa. 15931

Mrs. Pat Leonard
518 E. Horner St.
Ebensburg, Pa. 15931

Mrs. Pat Troppoli
403 Horner St.
Ebensburg, Pa. 15931

Mrs. Betty Ellis
743 N. Reech St.
Ebensburg, Pa. 15931

Mrs. Margaret Pierchowski
160 Hillcrest Dr.
Ebensburg, Pa. 15931

Mrs. Wilma Sickles
Rt. 22 W. Box 51A
Ebensburg, Pa. 15931

Mrs. Carolyn Radetovich
135 Elderwood Dr.
Ebensburg, Pa. 15931

Mrs. Marilyn Ryan
R.D. 1, Box 192A
Ebensburg, Pa. 15931

Mrs. Bonnie Bracken
112 E. Alton St.
Ebensburg, Pa. 15931

Quotes from
The engine

I liked taking apart the engine
the oil spilling all over my

I didn't like the third one and

THIS WAS MY COULD DO MORE!
It taught me to be patient and understanding
with a patient.

It was fun better than
sitting in study hall I liked
drilling and sawing I didn't
like sitting it took so long
and I like my ring
a lot

It's nice to sew, but I don't think I'd like
to do it for a living.

It wasn't hard or anything, but I don't
think I was cut out to work with tools.

and kind a mess around, in which we're (at
least me) not allowed to do at home. This
was the best station, I've been at (I've
been at two others) I also liked getting
out of Reading class! I hope that
next year you will have this program
for the seventh grade.

I really liked this station. It let you do things
and kind a mess around, in which we're (at
least me) not allowed to do at home. This
was the best station, I've been at (I've
been at two others) I also liked getting
out of Reading class! I hope that
next year you will have this program
for the seventh grade.

I liked using this because I was working with wood
and making things. I also liked figuring measure-
ments and how cutting them.

APPENDIX IV-5

NINTH GRADE CAREER EXPERIENCE PROGRAM PROCEDURES

THE NINTH GRADE CAREER EXPERIENCE

A Model for Secondary Counselors and Administrators

Implemented as a component of the Exemplary Project V361012.

Language Experience Based Awareness

+ Hands on Exploration

+ Competency Based Preparation

A School Based Total Career Education Model

Prepared By:

John J. Jahoda
Irene P. Van Tassel
Research Coordinating Unit
Admiral Peary Vo-Tech
P.O. Box 96
Ebensburg, Pa. 15931

June 28, 1974

Revised August 14, 1974

Working Paper

Phone: (814) 472-6456

One of the basic concepts of the Career Education movement involves establishing a system which enables a person to gain the necessary information, skill and self-understanding to successfully make decisions and cope with situations related to his/her career undertakings. It is with this concept in mind that the Ninth Grade Career Experience was developed.

This booklet (1) is presented as an explanation of a working Career Experience Model designed to provide 9th grade students hands on exploratory work experiences. It summarizes one school's approach to implementing Career Education concepts and is intended as a general guide which may be modified to meet the needs of your students rather than a lock-step program.

After reviewing this abstract, should you feel the need for additional information or decide to implement a similar program at your school, Career Education Personnel will be available to you on a free consultant basis.

Before any actual work with students began, it was necessary for counselors and/or administrators to fully explain the purpose of the project. The cooperation of teachers who will be affected is essential. Students participating missed approximately half of their classes for 5 consecutive days. Those who were involved in the

(1) A more detailed report on the first year pilot study will be available in the near future.

pilot study were held responsible for notifying their instructors and completing their home-school class assignments in addition to the work required at the Career Experience site.

The first student contact came through a general assembly of all Ninth Grade students early in the school year.

Assembly activities included:

1. A slide presentation of all available Career Experience sites.
2. A brief written explanation of the program for students and parent information (copy included in appendix).
3. A brief verbal explanation of the programs.
4. An application form indicating student interest and parental consent - return date and place for this form were also indicated to students at this time. (sample copy in appendix RCU #07)
5. After group dismissal, presentors remained to answer individual student inquiries.

Approximately one week after the initial student contact, coordinators of the program were available for an entire day to collect completed application forms and discuss items of concern to students considering the program. Study periods, time between classes, lunch periods and class release time were used as ways of freeing students to meet with project coordinators. Notification posters

and public address announcements stating the place and date where collection of forms would be made and home-school coordinators would be available, were found to be an effective means of getting general program information to students.

The next task was somewhat clerical in nature. If involved the sorting of applications and scheduling of students as deemed feasible by the Career Experience site and APAVTS liaison personnel. Obviously, prior contacts, consent and coordination with Career Experience site representatives was required.

A small group meeting involving all students who were to have Career Experiences during any given month were held to discuss:

1. Safety factors and precautions on the job site.
2. Special clothing required.
3. Procedures for gaining permission from appropriate school personnel were outlined - (see appendix for sample forms RCU#09 and #10.)
4. Directions and procedures to be observed at the job site.

Forms RCU #05 and #06 were used as follow-up instruments (see appendix). Although they served the evaluation purpose, it is felt that more meaningful personal interaction between school personnel and student participants (such as group counseling services) would be extremely beneficial in addition to the checklists.

INTRODUCTORY NINTH GRADE CAREER EDUCATION PROGRAM

To help you in the difficult task of planning career goals, and to make you aware of your future job options, each of you will be given the opportunity to spend 5 half-days during one school week working with a person at a Career Experience Site. This experience may be at the Admiral Peary Vo-Tech School, in your local community or within one of the schools in your district. During this time you will be observing and participating in some of the activities that a person employed in that field would have to accomplish.

APPENDIX

It is hoped that you will make some meaningful discoveries as a direct result of this experience. For instance, you may find that the career area you have selected has proved to be very interesting and something that you would like to pursue further. On the other hand, you may decide that this is a field in which you would not be particularly interested or happy. In either case, the discovery can be beneficial. Each of us needs to establish those career areas which are or are not suited to our aptitudes and interest.

During the latter half of this school year you may be given the opportunity to have a second career experience.

This second experience may be either a follow-up in the same field or it may be a second exploratory experience in a different area.

The purpose of our meeting with you today is to bring to you attention some of the career experiences available to you.

Ninth Grade Apprentic-Intern Program
Notification Form

Name JANE DOE
School THE HIGH SCHOOL Homeroom 702

This is to inform you that your application has been processed and the results are as follows:

You have been scheduled for your first choice area /subject/ interest.

You have been scheduled for your second choice area /subject/ interest.

You have not been scheduled at this time; however, every effort is being made to place you in your first choice selection. You will be contacted when information concerning your experience is definite.

You will be participating in an apprentice-intern experience the week of 1/20 - 2/25/74 in the P.M. You will be going to Quantity Foods where your instructor will be Mrs. Kengla

Career Education Research Project #V361012
Admiral Peary RCU #10

Issue Date 10/31/73

Ninth Grade
Career Education
Apprentice Program

JANE DOE
will be spending one week with a senior in Quantity Foods

The visit will take place during the week of 1/20 - 2/25/74

Please sign to indicate that you are aware of the fact that this student will not be in your class during that week.

- Teacher signature and subject —
- 1. [Signature] Quantity Foods
- 2. [Signature] Quantity Foods
- 3. [Signature] Quantity Foods
- 4. [Signature] Quantity Foods

STUDENT: You should have all teachers of classes or other activities you will miss sign this notification slip. Then return it to the attendance office by 1/15/74

Career Education Research Project #V361012
Admiral Peary RCU #10 Issue Date 10/31/73

APPRENTICE SELECTION FORM

Name _____ School _____
 Home Address _____ Home Phone _____
 (Circle One) _____

Apprentice Checklist
 (For Teacher or Journeyman Use)
 Name of Apprentice _____ Date of Apprenticeship _____
 Name of Evaluator _____ Today's Date _____

(did, did not) attend the summer vo-tech orientation program at Admiral Feltz Vo-Tech School.

Directions: List in order of interest the three areas you would like to visit for your one week apprentice program.

Example: If your first choice is Horticulture and Floriculture, second choice is Agricultural Technology, and third choice is Automotive Mechanical Repair your selection form would look like this:

- 2 _____ Agricultural Technology
- 1 _____ Horticulture and Floriculture
- 3 _____ Automotive Body Repair
- _____ Automotive Mechanical Repair

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- _____ Agricultural Technology
- _____ Horticulture and Floriculture
- _____ Auto Body Repair
- _____ Auto Mechanical Repair
- _____ Carpentry
- _____ Electricity
- _____ Masonry
- _____ Plumbing & Pipefitting
- _____ Machining
- _____ Modern Methods Mining
- _____ Welding
- _____ Car Technology
- _____ Health Services
- _____ Marketing Technology
- _____ Personal Services & Transportation
- _____ Quantity Food Services
- _____ Electronics Technology
- _____ Mechanical Drafting & Design
- _____ Scientific Data Processing
- _____ Environmental Control Technology
- _____ Professional - Teaching Area
- _____ Business - Clerk Typist
- _____ Business - Secretary (shop-hand)
- _____ Business - Bookkeeper (accounting)
- _____ Business - Office Manager

My special interest not covered here is _____
 None - I do not wish to participate in this program.

PARENTS SIGNATURE _____

Section Research Project #1161019

Issue Date 10/11/73

The instructor and/or journeyman may rate the ninth grade student by using the following weighting scale:

- 1 = Poor
- 2 = Fair
- 3 = Average
- 4 = Good
- 5 = Excellent

Evaluate the student apprentice you have worked with for the past week.

Instructor (Circle One)	Journeyman (Circle One)	
1 2 3 4 5	1 2 3 4 5	(1) Generally follows directions
1 2 3 4 5	1 2 3 4 5	(2) Is usually on time
1 2 3 4 5	1 2 3 4 5	(3) Takes good care of equipment
1 2 3 4 5	1 2 3 4 5	(4) Interest in subject area
1 2 3 4 5	1 2 3 4 5	(5) Potential to do more work
1 2 3 4 5	1 2 3 4 5	(6) Gets along well with other students
1 2 3 4 5	1 2 3 4 5	(7) Knows and follows Rules & Regulations of the subject area
1 2 3 4 5	1 2 3 4 5	(8) Interest in careers related to subject area
1 2 3 4 5	1 2 3 4 5	(9) Awareness of careers related to subject area

Additional Comments: (Use other side)

Section Research Project #1161019

Issue Date 10/12/73

Career Experience Checklist

(For 9th Grade Apprentice Use)

Name of Apprentice _____ Date of Apprenticeship _____

Name of Journeyman or Teacher _____ Today's Date _____

Area or Subject Being Evaluated _____

This is my (1st, 2nd, 3rd) apprenticeship (circle one).

Rank the following statements about Apprenticeship Program using the rating scale:

1 = Strongly disagree

4 = Approve

2 = Disagree

5 = Strongly approve

3 = No opinion

Since your apprenticeship you may have formulated some opinions about your future - please respond accordingly to the following statements:

1. My overall interest in this career area has increased 1 2 3 4 5
2. I have gained some job skills because of this experience 1 2 3 4 5
3. I know about more jobs related to this career area 1 2 3 4 5
4. I have definitely decided as to whether or not I will enter this career field 1 2 3 4 5
5. I would enjoy doing this type of work as a future career 1 2 3 4 5
6. I better understand my abilities to do this kind of work 1 2 3 4 5
7. This experience has helped me make some decisions about my future 1 2 3 4 5
8. I feel that the apprentice program was a valuable experience for me. 1 2 3 4 5

Additional Comments : (Use other side)

APPENDIX IV-6
SECOND SEMESTER REVISED
CAREER EXPERIENCE SCHEDULE

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6 February 1975

NINTH GRADE CAREER EXPERIENCE

Sending School Schedule, Second Semester, School Year 1974-75¹

TO: Admiral Peary Instructors
FROM: William S. Wiley, Jr. *W.S.W.*

SUBJECT: Ninth Grade Career Experience Program

DATE: 18 February 1975

Reference Director's memo, subject as above, 14 February 1975, sending schools have been assigned student quotas for your programs according to the attached schedule.

No change in program administrative procedures is anticipated. Evaluation sheets will be prepared and distributed by this office to instructors concerned in advance of student visits. Request these be completed and returned to RCU promptly at end of student tours.

TO: ALL INSTRUCTORS

FROM: DIRECTOR'S OFFICE *W.S.W.*

DATE: FEBRUARY 14, 1975

SUBJECT: NINTH GRADE CAREER EXPERIENCE PROGRAM

On 24 February, 1975 the first of a new series of cycles for the Career Experience Program will begin.

Each program will be prepared to accept two three-day students per week.

Mr. William Wiley, Research Associate will have each teacher's schedule in their mailbox by the early part of next week. Mr. Wiley will be contacted in the event that any problems might arise. You are requested to contact Mr. Wiley if his services are necessary to explain the program to you.

JB/lc

PROGRAM	One 3-week cycle ²			AM Third Week	PM Third Week	
	AM First Week	PM Second Week	AM Second Week			
A-1 Ag Tech	PC	BV	PA	CH	BC	CC
A-2 Horticulture	PC	BV	PA	CH	BC	CC
B-1 Auto Body	PC	BV	PA	CC	BC	CH
B-2 Auto Mech	PA	CH	BC	BV	PC	CC
C-1 Carpentry	PC	CH	BC	BV	PA	CC
C-3 Masonry	PC	CH	BC	BV	PA	CC
C-4 Plumbing	PA	CH	BC	CC	PC	BV
D-1 Machining	PA	CH	BC	CC	PC	BV
D-2 Mining	PA	CH	PC	CC	BC	BV
D-3 Welding	PA	CC	PC	CH	BC	BV
E-2 Health Svcs (SEE 1/8723)	PC	CC	PA	CH	BC	BV
E-3 Marketing	BC	CC	PA	CH	PC	BV
E-4 Personal Svcs	BC	CC	PA	CH	PC	CH
F-1 Electronics	PA	BV	PA	BV	CC	CH
F-2 Envir Ctl	BC	BV	PC	CC	BC	CH
F-3 Drafting	BC	CC	PC	CC	PA	CH
F-4 Data Proc	BC	CC	PC	CH	PA	BV

Notes: 1. Admiral Peary AVTS Safety Regulations and Home School Responsibilities, as published and distributed at the beginning of school year 1974-75, continue to apply.

2. Scheduling sequence will be followed for four 3-week cycles. Inclusive dates for weeks indicated are as follows:

- Cycle 1: 24-27 Feb.
- 2: 4-7 Mar.
- 3: 17-21 Mar.
- 4: 7-11 Apr.
- 28 Apr.-2 May
- 10-14 Mar.
- 1-4 Apr.
- 21-25 Apr.
- 12-16 May

24 February 1975 to 14 March 1975
CYCLE 1 TALLY

3. Sending School Quotas:

a. Each program indicated, except Health Svcs:

- One 4- or 5-day student per week; or
- Two 3-day students per 5-day week (Both attend Admiral Peary AVTS on Wednesdays); or
- Two 2-day students per 4-day week (One attends Admiral Peary AVTS first two days; one, last two).

b. Health Svcs will not be open for visiting students during cycles 3 and 4. Sending school quotas for this program, cycles 1 and 2 are:

- Three 4- or 5-day students per week; or
- Two 3-day students per 5-day week (Both attend Admiral Peary AVTS on Wednesdays); or
- Four 2-day students per week (Two attend Admiral Peary AVTS first two days; two, last two).

4. The Ninth Grade Career Experience was conceived as a Career Education activity to complement other school and community Career Exploration activities. The intent was to offer students an opportunity to explore the world of work as related to the Admiral Peary AVTS instructional programs which could be opened for them. At the outset of the first semester, it was recognized that the needs of all ninth graders at all sending schools might not be met, and, furthermore, that sending schools might wish to adapt this activity to meet other school requirements. Such conditions, which may prevail during the second semester despite increased quotas for all sending schools, may be ameliorated through full utilization of the present capabilities of Admiral Peary AVTS as set forth in the foregoing schedule. Toward this end, it is suggested that schools report student quotas excess to their needs to this office (RCU, Admiral Peary AVTS: Mr. Wiley or Karen Gordon, tel: 472-6456) not later than Tuesday of the week before the quotas would otherwise be used. This office will attempt to re-assign the extra spaces to schools desiring same.

	PC	BV	PA	CH	BC	CC
A-1 Agriculture Technology			2	1		
A-2 Hor. & Flor.	2	1	2	1		
B-1 Auto Body		2	2	1		
B-2 Auto Mechanics	1	2	2	1	1	2
C-1 Carpentry	2	2	2			2
C-3 Masonry	2	1	2	1	1	1
C-4 Plumbing	2	2	2	1	1	1
D-1 Machining	2	2	1	1		1
D-2 Mining	2	2	2	1	2	1
D-3 Welding	2	2	2			2
E-2 Health	4	2	2	1	3	2
E-3 Marketing			2	1		2
E-4 Personal Services		2	2			1
F-1 Electronics		1	2		1	
F-2 Environmental Control		1	2			1
F-3 Drafting	1	1	2			
F-4 Data Processing	2		2	1	1	
School Totals	22	25	33	11	10	16

TOTAL FOR CYCLE ONE - 117

4 APRIL 1975

17 March 1975 to 4 April 1975
CYCLE 2 TALLY

7 April 1975 to 25 April 1975

CYCLE 3 TALLY

11 June 1975

	PC	BV	PA	CH	BC	CC	FC	BV	PA	CH	BC	CC
A-1 Agriculture Technology												
A-2 Hor. & Flor.	2		1	1								
B-1 Auto Body			2	1		1				1		2
B-2 Auto Mechanics			2			2						
C-1 Carpentry						2						
C-3 Masonry	2		1			1				1		1
C-4 Plumbing			2							1		1
D-1 Machining			2							1		1
D-2 Mining			1			1						
D-3 Welding			2	1		1				1		2
E-2 Health	2		2		2	1						
E-3 Marketing			2	1		2						
E-4 Personal Services			2	1		2			2			
F-1 Electronics			2									
F-2 Environmental Control	1											
F-3 Drafting				1								
F-4 Data Processing												1
School Totals	8	0	22	7	3	11				2	8	7

TOTAL FOR CYCLE TWO - 51

TOTAL FOR CYCLE THREE - 17

Total Students participating in 9th grade Career Experience From 24 February 1975 to 4 April 1975.

168

These totals are based on the number of evaluation sheets returned.

NINTH GRADE CAREER EXPERIENCE

28 April 1975-- 16 May 1975
Cycle 4 Tally

Program Area	PC	BV	School PA	CH	BC	CC
A-1 Agriculture Technology						
A-2 Hort. & Flor.						
B-1 Auto Body						1
B-2 Auto Mechanics						
C-1 Carpentry						2
C-3 Masonry				1		2
C-4 Plumbing						
D-1 Machining						
D-2 Mining				1		
D-3 Welding				1		3
E-2 Health						
E-3 Marketing						
E-4 Personal Services						
F-1 Electronics						
F-2 Environmental Control						
F-3 Drafting						
F-4 Data Processing						1
				3		9

Total for cycle four - 12

These totals are based on the number of evaluation sheets returned.

Total Students participating in 9th grade
Career Experience from 24 February 1975 to
16 May 1975

197

159

165

APPENDIX IV.-7
CAREER EXPERIENCE RATINGS BY
AVTS INSTRUCTORS AND STUDENTS

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CAREER EXPERIENCE CHECKLIST SUMMARY

A compilation of student apprentice, student journeyman and Admiral Peary AVTS instructor ratings on RCU forms #05 and #06. The rating system employed is a 1 to 5 scale with 1 indicating a very negative response, 3 indicating a neutral response, and 5 indicating a very positive response.

Area	# completing Student Form	# Completing Instructor Form	# Completing Journeyman Form	Average Student Form	Average Instructor Form	Average Journeyman Form
Agriculture Tech. A-1	0	14	0		3.37	
Horticulture & Floriculture A-2	0	4	0		3.45	
Auto Body Repair B-1	20	6	20	3.87	4.37	4.00
Auto Mechanic Repair B-2	2	0	2	4.44		3.56
Carpentry C-1	19	19	5	4.38	4.13	4.29
Masonry C-3	18	0	19	4.10		3.57
Plumbing & Pipefitting C-4	17	18	18	3.96	3.57	3.73
Machining D-1	11	2	11	3.98	3.78	3.64
Modern Methods Mining D-2	18	18	18	3.93	1.44	3.64
Welding D-3	25	23	25	4.20	3.73	3.88
Health Services E-2	15	9	4	4.18	2.88	2.92
Marketing Tech. E-3	6	1	5	4.21	5.00	4.22
Personal Services & Trans. E-4	16	16	13	3.80	3.54	3.91
Electronics F-1	13	8	10	3.79	3.28	3.57
Environmental Control Tech. F-2	9	0	9	3.74		3.74
Mechanical Drawing & Draft. F-3	14	6	8	4.15	4.02	3.93
Scientific Data Processing F-4	12	3	11	3.95	3.29	3.75
Totals	215	130	178	4.05	3.56	3.76

Totals for all six sending schools.

CAREER EXPERIENCE CHECKLIST SUMMARY

A compilation of student apprentice, student journeyman and Admiral Peary AVTS instructor ratings on RCU forms #05 and #06. The rating system employed is a 1 to 5 scale with 1 indicating a very negative response, 3 indicating a neutral response, and 5 indicating a very positive response.

Penn Ca. bria 1974-75

	# completing Student Form	# Completing Instructor Form	# Completing Journeyman Form	Average Student Form	Average Instructor Form	Average Journeyman Form
Agriculture Tech. A-1	0	1	0		4.00	
Horticulture & Floriculture A-2	0	0	0			
Auto Body Repair B-1	2	0	2	4.00		4.00
Auto Mechanic Repair B-2	0	0	0			
Carpentry C-1	4	4	0	4.29	3.97	
Masonry C-3	6	0	6	3.96		3.41
Plumbing & Pipefitting C-4	2	2	2	4.34	3.29	3.74
Machining D-1	1	1	0	3.92	3.79	
Modern Methods Mining D-2	2	0	2	4.07		4.23
Welding D-3	2	2	2	4.15	3.7	3.7
Health Services E-2	5	3	0	4.53	2.15	
Marketing Tech. E-3	0	0	0			
Personal Services & Trans. E-4	1	1	1	4.63	4.33	4.89
Electronics F-1	5	4	3	3.93	3.03	3.70
Environmental Control Tech. F-2	1	0	1	3.63		3.56
Mechanical Drawing & Draft. F-3	3	1	2	4.04	4.56	3.23
Scientific Data Processing F-4	4	1	3	4.60	4.44	3.89
Totals	38	20	24	4.17	3.87	3.35

CAREER EXPERIENCE CHECKLIST SUMMARY

A compilation of student apprentice, student journeyman and Admiral Peary AVTS instructor ratings on RCU forms #05 and #06. The rating system employed is a 1 to 5 scale with 1 indicating a very negative response, 3 indicating a neutral response, and 5 indicating a very positive response.

Central Cambria 1974-75

	# completing student form	# completing instructor form	# completing journeyman form	Student form average	Instructor form average	Journeyman form average
Agriculture Tech. A-1	0	1	0		2.00	
Horticulture & Floriculture A-2	0	1	0		4.11	
Auto Body Repair B-1	4	1	4	4.22	4.56	4.11
Auto Mechanic Repair B-2	0	0	0			
Carpentry C-1	6	5	2	4.42	4.62	4.50
Masonry C-3	3	0	3	4.56		4.04
Plumbing & Pipefitting C-4	3	3	3	4.13	3.59	3.93
Machining D-1	0	0	1			3.22
Modern Methods Mining D-2	3	0	3	4.04		3.53
Welding D-3	8	6	8	4.38	3.62	4.07
Health Services E-2	1	1	0	5.00	2.92	
Marketing Tech. E-3	1	0	1	3.50		3.11
Personal Services & Trans. E-4	0	0	0			
Electronics F-1	4	2	4	3.75	3.17	3.61
Environmental Control Tech. F-2	0	0	0			
Mechanical Drawing & Draft. F-3	2	0	2	3.83		4.00
Scientific Data Processing F-4	2	1	2	4.50	2.11	3.11
Total	37	21	33	4.22	3.43	3.76

CAREER EXPERIENCE CHECKLIST SUMMARY

A compilation of student apprentice, student journeyman and Admiral Peary AVTS instructor ratings on RCU forms #05 and #06. The rating system employed is a 1 to 5 scale with 1 indicating a very negative response, 3 indicating a neutral response, and 5 indicating a very positive response.

Cambria Heights 1974-75

	# completing student form	# completing instructor form	# completing journeyman form	Student form average	Instructor form average	Journeyman form average
Agriculture Tech. A-1	0	3	0		3.74	
Horticulture & Floriculture A-2	0	1	0		4.56	
Auto Body Repair B-1	4	1	4	3.94	4.56	4.23
Auto Mechanic Repair B-2	0	0	0			
Carpentry C-1	1	2	0	4.75	4.44	
Masonry C-3	3	0	3	4.05		3.52
Plumbing & Pipefitting C-4	3	3	3	3.34	3.64	3.74
Machining D-1	3	0	3	4.17		3.52
Modern Methods Mining D-2	1	0	1	4.44		4.00
Welding D-3	4	4	4	4.16	3.54	4.03
Health Services E-2	2	1	1	3.13	2.33	2.73
Marketing Tech. E-3	2	0	2	4.13		4.56
Personal Services & Trans. E-4	3	3	2	3.42	3.11	4.06
Electronics F-1	1	1	1	4.88	4.67	4.57
Environmental Control Tech. F-2	1	0	1	4.25		3.11
Mechanical Drawing & Draft. F-3	2	0	2	4.25		4.33
Scientific Data Processing F-4	1	0	1	4.25		4.33
Total	34	19	31	4.38	3.83	3.91

CAREER EXPERIENCE CHECKLIST SUMMARY

A compilation of student apprentice, student journeyman and Admiral Peary AVIS instructor ratings on RCU forms #05 and #06. The rating system employed is a 1 to 5 scale with 1 indicating a very negative response, 3 indicating a neutral response, and 5 indicating a very positive response.

Blacklick Valley 1974-75

	# completing student form	# completing instructor form	# completing journeyman form	Student Average	Instructor Average	Journeyman Average
Agriculture Tech.	A-1 0	4	0		3.14	
Horticulture & Floriculture	A-2 0	0	0			
Auto Body Repair	B-1 4	3	4	3.91	4.67	4.47
Auto Mechanic Repair	B-2 0	0	0			
Carpentry	C-1 4	3	1	4.66	4.00	3.67
Masonry	C-3 2	0	2	4.19		4.17
Plumbing & Pipefitting	C-4 3	3	3	4.09	3.37	3.48
Machining	D-1 3	1	2	4.00	3.63	3.73
Modern Methods Mining	D-2 3	0	3	3.82		4.04
Welding	D-3 4	4	4	4.03	3.34	4.08
Health Services	E-2 3	1	2	4.04	2.59	2.73
Marketing Tech.	E-3 1	0	1	4.63		5.56
Personal Services & Trans.	E-4 4	4	3	4.00	3.75	4.33
Electronics	F-1 1	0	0	3.50		
Environmental Control Tech.	F-2 3	0	3	3.13		3.59
Mechanical Drawing & Draft.	F-3 3	3	0	4.34	3.67	
Scientific Data Processing	F-4 2	0	2	1.38		3.17
Total	40	26	30	3.63	3.67	3.84

CAREER EXPERIENCE CHECKLIST SUMMARY

A compilation of student apprentice, student journeyman and Admiral Peary AVIS instructor ratings on RCU forms #05 and #06. The rating system employed is a 1 to 5 scale with 1 indicating a very negative response, 3 indicating a neutral response, and 5 indicating a very positive response.

Portage Area 1974-75

	# completing student form	# completing instructor form	# completing journeyman form	Student Average	Instructor Average	Journeyman Average
Agriculture Tech.	A-1 0	5	0		3.49	
Horticulture & Floriculture	A-2 0	2	0		2.56	
Auto Body Repair	B-1 5	1	5	3.45	3.11	3.51
Auto Mechanic Repair	B-2 2	0	2	4.44		3.56
Carpentry	C-1 2	4	1	4.13	3.58	5.00
Masonry	C-3 3	0	4	3.88		3.25
Plumbing & Pipefitting	C-4 4	5	5	3.82	3.69	3.84
Machining	D-1 4	0	5	3.85		3.76
Modern Methods Mining	D-2 4	1	4	3.66	1.44	2.78
Welding	D-3 6	6	6	4.11	3.63	3.52
Health Services	E-2 1	1	0	5.00	3.11	
Marketing Tech.	E-3 2	1	1	4.44	5.00	4.33
Personal Services & Trans.	E-4 8	8	7	3.74	3.50	3.55
Electronics	F-1 1	0	1	2.75		2.22
Environmental Control Tech.	F-2 4	0	4	4.17		4.06
Mechanical Drawing & Draft.	F-3 4	2	2	4.31	4.28	4.33
Scientific Data Processing	F-4 2	0	2	4.19		4.22
Total	52	36	49	3.93	3.40	3.71

CAREER EXPERIENCE CHECKLIST SUMMARY

A compilation of student apprentice, student journeyman and Admiral Peary AVTS instructor ratings on RCU forms #05 and #06. The rating system employed is a 1 to 5 scale with 1 indicating a very negative response, 3 indicating a neutral response, and 5 indicating a very positive response.

Bishop Carroll 1974-75

		# completing student form	# completing instructor form	# completing journeyman form	Student form average	Instructor form average	Journeyman form average
Agriculture Tech.	A-1	0	0	0			
Horticulture & Floriculture	A-2	0	0	0			
Auto Body Repair	B-1	1	0	1	3.88		3.00
Auto Mechanic Repair	B-2	0	0	0			
Carpentry	C-1	2	1	1	4.00	4.22	3.78
Masonry	C-3	1	0	1	4.13		3.33
Plumbing & Pipefitting	C-4	2	2	2	4.38	3.45	3.39
Machining	D-1	0	0	0			
Modern Methods Mining	D-2	2	0	2	3.25		3.44
Welding	D-3	1	1	1	4.13	3.56	3.22
Health Services	E-2	3	2	1	3.80	3.06	3.33
Marketing Tech.	E-3	0	0	0			
Personal Services & Trans.	E-4	0	0	0			
Electronics	F-1	1	1	1	3.25	3.11	3.22
Environmental Control Tech.	F-2	0	0	0			
Mechanical Drawing & Draft.	F-3	0	0	0			
Scientific Data Processing	F-4	1	1	1	4.63	3.33	4.22
Total		14	8	11	3.94	3.46	3.44

APPENDIX IV-8

CAREER EXPERIENCE PROGRAM SURVEY FORMS FOR
AVTS INSTRUCTORS AND HOME SCHOOL COUNSELORS

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22 April 1975

NINTH GRADE CAREER EXPERIENCE (NGCE)

APAVTS INSTRUCTOR QUESTIONNAIRE

ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL

MARIO J. CECILIO
CHIEF OF SCHOOL AND DISTRICT
EDUCATIONAL SERVICES
ROUTE 422 W. R. D. 2
EBENSBURG, PENNSYLVANIA 15931
PHONE (814) 472-6456

EDWARD H. LAREAU
ADMINISTRATIVE ASSISTANT/PERSONNEL SERVICES

RESEARCH COORDINATING UNIT

TO: AVIS Instructors

FROM: Admiral Peary RCU. *sh*

SUBJECT: Ninth Grade Career Experience (NGCE)

DATE: 16 May 1975

This office is attempting to assess the effectiveness of the NGCE (Apprentice) program at the conclusion of the first year of its operation in all sending schools. It is our purpose to determine what modifications might be made to enhance the utility of the program and to facilitate its administration should the NGCE program be offered again in school year 1975-76.

Your cooperation in completing the attached questionnaire and in providing any other suggestions, comments, or constructive criticisms you believe to be pertinent - will be appreciated.

Request your completed questionnaire be placed in the Research Coordinating Unit mail compartment by 30 May 1975. A self-addressed envelope is enclosed for your use.

Name: _____

Date: _____

Instructional Program: _____

1. In your opinion, did apprentices gain useful insight into the tasks performed by persons employed in jobs related to your instructional area?

NEGATIVE - 1 - - - - 2 - - - - 3 - - - - 4 - - - - 5 -
- - - - - POSITIVE

COMMENT: _____

2. In your opinion, did apprentices learn more about their own abilities to perform tasks related to your instructional area?

NEGATIVE - 1 - - - - 2 - - - - 3 - - - - 4 - - - - 5 -
- - - - - POSITIVE

COMMENT: _____

3. What are your overall feelings about the NGCE program in terms of its helping apprentices move toward setting and reaching career goals?

NEGATIVE - 1 - - - - 2 - - - - 3 - - - - 4 - - - - 5 -
- - - - - POSITIVE

COMMENT: _____

4. In your opinion, did journeymen you assigned to supervise apprentices gain beneficial educational experience?

NEGATIVE - 1 - - - - 2 - - - - 3 - - - - 4 - - - - 5 -
- - - - - POSITIVE

COMMENT: _____

5. How many apprentices can you accommodate concurrently in your class without adversely affecting instruction of regularly enrolled students?

AM SESSION _____ PM SESSION _____

COMMENT:

6. Are there periods during the school year when it is impractical for you to have apprentices present in your classroom? (e.g., Easter week for Horticulture; during clinical experiences for Health Services)

YES _____ NO _____ If Yes, cite period(s) _____

COMMENT:

7. Did you observe any evidence among apprentices of pre- or post-visit activities (the latter for second visit students) at home schools that would serve to correlate their APAVTS experience with home school instructional programs?

YES _____ NO _____

COMMENT:

8. Did you have any disciplinary problems with apprentices?

YES _____ NO _____ If Yes, state nature: _____

COMMENT:

9. Is the Apprentice Checklist (RCU-Form #05) satisfactory for evaluating the performance of visiting students?

YES _____ NO _____

SUGGESTED CHANGES:

10. Should the NGCE program be changed to include:

a. Eighth grade students? YES NO _____
b. Eighth grade students exclusively? YES _____ NO _____

COMMENT:

11. For your instructional program, over what minimum period should an apprenticeship extend?

a. Three days _____
b. One week _____
c. Other _____

COMMENT:

12. For School Year 1975-76, should the NGCE program be offered?

a. During the first half of the year only? YES _____ NO _____

Suggested starting date of first apprenticeship? _____

Suggested termination date of final apprenticeship? _____

b. Throughout the school year? YES _____ NO _____

Suggested starting date of first apprenticeship? _____

Suggested termination date of final apprenticeship? _____

COMMENT:

13. Did you encounter any administrative difficulties with the NGCE program? YES _____ NO _____ If Yes, state nature: _____

14. What changes would you recommend that would make the NGCE program more meaningful for the apprentice?

ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL

MARIO J. CREAMY
CHIEF SCHOOL ADMINISTRATOR
BOYAN V. PLUCK
MANAGER & DIRECTOR OF CO. 10
JOHN BUBAK
DIRECTOR OF VOCATIONAL EDUCATION

ROUTE 422 W. R. D. 2
EBENSBURG, PENNSYLVANIA 15931
PHONE (614) 472-6456

EDWARD H. LARLEY
1014 W. BIRCHWOOD ROAD
EBENSBURG, PA. 15931

RESEARCH COORDINATING UNIT

22 April 1975.
NINTH GRADE CAREER EXPERIENCE (NGCE)
SENDING SCHOOL QUESTIONNAIRE

Date: _____

1. In your opinion, did apprentices gain career information about jobs related to the APAVTS instructional program they visited?

NEGATIVE 1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - POSITIVE

COMMENT: _____

SUBJECT: Ninth Grade Career Experience (NGCE)

DATE: 16 May 1975

TO: Home School Counselors

FROM: William S. Wiley, Jr. *John*

SUBJECT: Ninth Grade Career Experience (NGCE)

DATE: 16 May 1975

This office is attempting to assess the effectiveness of the NGCE program at the conclusion of its first year of operation in all sending schools. It is our purpose, if there appears to be a favorable consensus as to its worth, to determine what modifications might be made to enhance the utility of the program and to facilitate administration should it be offered again in school year 1975-76.

Your cooperation in completing the attached questionnaire and providing any other suggestions, comments, or constructive criticisms you believe to be pertinent will be appreciated. Anonymity of sending schools and confidentiality of responses will be respected.

Request completed questionnaires be returned to the Research Coordinating Unit, Admiral Peary AVTS, Attention: Mr. Wiley, so as to arrive by 2 June 1975. A stamped self-addressed envelope is enclosed.

2. In your opinion, did apprentices learn more about their own, abilities to perform tasks related to a particular group of jobs?

NEGATIVE 1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - POSITIVE

COMMENT: _____

3. In your opinion, did apprentices have an opportunity to explore some of their career interests?

NEGATIVE 1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - POSITIVE

COMMENT: _____

4. What are your overall feelings about the NGCE program in terms of its helping students move toward setting and reaching career goals?

NEGATIVE 1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - POSITIVE

COMMENT: _____

5. Did the NGCE program help students achieve any of the guidance objectives established at your school? YES _____ NO _____

If yes, list objectives: _____

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5/21 1975

6. Were any pre-NGCE visit activities conducted with individuals or small groups of students? YES _____ NO _____
If yes, describe:

COMMENT:

7. Were any post-NGCE visit activities conducted with individuals or small groups of students? YES _____ NO _____
If yes, describe:

COMMENT:

8. Are any career exploration activities other than the NGCE program in being or planned? (If yes, describe.)

a. At your school? YES _____ NO _____

b. In conjunction with other schools of your district? YES _____ NO _____

c. In conjunction with local business, industry, or services? YES _____ NO _____

COMMENT:

9. Should the NGCE program be changed to include:

a. Eighth grade students? YES _____ NO _____

b. Eighth grade students exclusively? YES _____ NO _____

COMMENT:

10. Did you send any tenth or eleventh grade students to APAVTS under the NGCE program? YES _____ NO _____

COMMENT:

11. Should a career exploration program such as the NGCE be a continuing part of the curriculum offerings at your secondary school? YES _____ NO _____

COMMENT:

12. Briefly describe your orientation procedures for the NGCE program.

a. For students.

b. For teachers.

13. Were students given a choice of:

a. One/instructional program only? YES _____ NO _____

b. Two or more programs in order of preference? YES _____ NO _____

COMMENT:

14. List APAVTS instructional programs chosen by students:

MOST FREQUENTLY NUMBER LEAST FREQUENTLY NUMBER

a. _____ e. _____

b. _____ f. _____

c. _____ g. _____

d. _____ h. _____

COMMENT:

15. Over what minimum period should an apprenticeship extend?

- a. Three days _____
- b. One week _____
- c. Other _____

COMMENT:

16. Did you encounter any scheduling difficulties, e. g., teacher clearance, parent approval, etc.? YES _____ NO _____

COMMENT:

17. Did the designation of students as guides:

- a. Create any difficulties? YES _____ NO _____
- b. Provide beneficial experiences for those students so designated? YES _____ NO _____

COMMENT:

18. Did you encounter any transportation difficulties? YES _____ NO _____

COMMENT:

19. What use did you make of completed student evaluation forms (Forms #05 and #06)?

COMMENT:

20. NCCE forms: (If inadequate, attach suggested form).

FORM NO.	ADAPTURE	INADEQUATE	ELIMINATE
#05	_____	_____	_____
#06	_____	_____	_____
#07	_____	_____	_____

#09 _____

#10 _____

#37 _____

COMMENT:

21. Is the 3-week NCCE cycle satisfactory for your purposes? YES _____ NO _____

COMMENT:

22. For School Year 1975-76, should the NCCE program be offered:

- a. During the first half of the year only? YES _____ NO _____

If yes:

Suggested starting date of initial apprenticeships: _____

Suggested termination date of final apprenticeships: _____

- b. Throughout the year? YES _____ NO _____

If yes:

Suggested starting date of initial apprenticeships: _____

Suggested termination date of final apprenticeships: _____

COMMENT:

23. For School Year 1975-76:

- a. Estimated total students for whom the NCCE program would

be available: _____

- b. Estimated total students who would choose to participate

in the program: _____

COMMENT:

24. What is the average number of hours per week you spent in administering the NCCE program during School Year 1974-75? _____

COMMENT:

170
176

57
101
500
1000

✓

APPENDIX IV-9

FORMAL TRANSMITTAL OF CAREER EXPERIENCE PROGRAM
FROM RESEARCH STATUS TO OPERATIONAL STATUS

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ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL

MARK A. GREEN
SCHOOL BOARD, ADMINISTRATOR
BRYAN V. FLUCK
DIRECTOR OF OPERATIONS
ROUTE 432 W. R. D. 2
EBENSBURG, PENNSYLVANIA 15921
PHONE (412) 472-6488

RESEARCH COORDINATING UNIT

TO: Messrs: J. Buriak
M. Creany
B. V. Fluck
FROM: E. H. Lareau 582 4/7

SUBJECT: Transmittal of Ninth Grade Career Experience Program from Research to Operations.
DATE: 17 June 1975

Enclosed with this memorandum is a manual of proposed procedures for implementing the Ninth Grade Experience Program, as stated in Mr. Wiley's memorandum of 12 June 1975 (attached herewith).

This program was developed during the first two years of the Exemplary Career Education Project and can be implemented with essentially no additional cost per student. The first year of development consisted of a pilot study at Central Cambria High School, the outline of which is contained in Appendix A of the attached manual. During the second year, the program was expanded to all six sending high schools as documented in Appendices B through G. Appendices H and I are the direct outcomes of the final model developed and implemented during the spring term of 1975 and can be utilized as a guide in making the Ninth Grade Career Experience program completely operational for the 1975-76 school year. The majority of the work is of a clerical nature involving "getting" ninth graders to the AVTS. Once there, the AVTS instructors have established programs and procedures for the visiting students. Although the program has been piloted for two years with ninth grade students, procedures have been designed to be sufficiently flexible to meet the need of individual students in grades 8 through 12.

The Ninth Grade Career Experience program has been the most successful component of the Exemplary Career Education project to date and copies of the program have been requested by the National Clearing House for Education (ERIC) for national distribution.

If the program is to be successfully implemented during the 1975-76 school year, all administrative details including student selection and scheduling must be finished prior to the opening of school in September.

EWL/lis
cc: C.A. Baylis
J.J. Jahoda
M.F. Kantor
W.S. Wiley
enclosures



ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL

ROUTE 422 W. R. O. 2
EBENSBURG, PENNSYLVANIA 15931
PHONE (814) 472-6456

RESEARCH COORDINATING UNIT

TO: Dr. Edward H. Lareau
FROM: William Wiley *12 June 1975*
SUBJECT: Ninth Grade Career Experience
DATE: 12 June 1975

In accordance with your instructions this date, herewith recommended plan for updating and administering the Ninth Grade Career Experience (NGCE) program in school year 1975-76. The essence of this recommendation, which is based on the experience of the past year, is contained in the basic document and Appendices H and I.
It should be noted that the attachment is not intended for distribution to school districts and that action under the proposed plan should be initiated by AFAVTS this month.

attachment: a/s

NINTH GRADE CAREER EXPERIENCE
PROPOSED PROCEDURES, SY 1975-76

8 April 1975

1. REFERENCES

- a. Interim Report, Project No. V361012, 1973-74, RCU, APAVTS, April 1975.
- b. Booklet, THE NINTH GRADE CAREER EXPERIENCE, RCU, APAVTS, 28 June 1974, and documents associated with initiation of this program, first semester, SY 1974-75. (Appendices A-D)
- c. Sending School Schedule, Second Semester, SY 1974-75, 6 February 1975, and explanatory notes for APAVTS instructors and sending school coordinators. (Appendices E-G)

2. PURPOSE

The purpose of this document is to describe the procedures recommended for conduct of the Ninth Grade Career Experience (NGCE) at APAVTS, and for coordination of this program with participating sending schools beginning in SY 1975-76.

DEFINITION OF TERMS

- a. APAVTS Coordinator (APCO): The APAVTS staff member responsible for overall coordination of the NGCE.
- b. Apprentice: A student from a sending school who participates in the NGCE.

c. Guide: A student who is enrolled in a program at APAVTS, and who is designated by a sending school coordinator to escort that school's apprentices to the appropriate APAVTS instructors.

d. Journeyman: A senior student who is enrolled in a program at APAVTS, and who is paired by the vo-tech instructor with an apprentice during the latter's attendance at APAVTS.

e. Ninth Grade Career Experience (NGCE): As used herein, the program designed to provide world-of-work experiences at APAVTS for ninth grade students as part of the exploration component of the career education concept. The NGCE complements, but does not include, career exploration activities conducted within the individual sending schools and their local communities.

f. NGCE Cycle: A 3-week period required to provide apprenticeships for students from a sending school in all available APAVTS instructional programs.

g. Sending School Coordinator (SSCO): The sending school staff member responsible for coordination of the NGCE at that particular school.

4. PROCEDURES

A detailed description of procedures recommended for planning and implementing the NGCE for SY 1975-76 and a time-flow schematic are at Appendices H and I, respectively. It should be noted that, while the NGCE is based on one-week apprenticeships for ninth grade students, the proposed procedures provide latitude for SSCOs, in coordination with the APCO, to adjust grade level and duration of attendance to best meet the needs of students from their schools.

APPENDICES

Appendices:

- A NGCE Booklet (ACU Forms #05, #06, #07, #09 and #10).
- B Sending School Schedule, SY 1974-75.
- C Home School Responsibilities.
- D APAVTS Safety Regulations
- E Sending School Schedules, Second Semester, SY 1974-75.
- F NGCE Memo to APAVTS Instructors
- G Student Schedule, RCU Form #37
- H NGCE Procedures, SY 1975-76
- I NGCE Time-Flow Schematic

THE NINTH GRADE CAREER EXPERIENCE

The material presented 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 judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Project No. V361012
Grant No. OEG-0-73-5272
1 July 1973 through 30 June 1976

For further information contact:

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The Local Educational Agency (LEA) for this project is the Admiral Peary Area Vocational-Technical School.

Mr. Mario Creamy, Chief School Administrator
Dr. Bryan Fluck, Executive Director of Vocational Education
Mr. John Burisk, Director of Vocational Education



Prepared By: John J. Jahoda

Career Education Consultants:

John J. Jahoda
Mary F. Kantor
William S. Wiley

One of the basic concepts of the Career Education movement involves establishing a system which enables a person to gain the necessary information, skill and self-understanding to successfully make decisions and cope with situations related to his/her career undertakings. It is with this concept in mind that the Ninth Grade Career Experience was developed.

This booklet(1) is presented as an explanation of a working Career Experience Model designed to provide 9th grade students hands on exploratory work experiences. It summarizes one school's approach to implementing Career Education concepts and is intended as a general guide which may be modified to meet the needs of your students rather than a lock-step program.

After reviewing this abstract, should you feel the need for additional information or decide to implement a similar program at your school, Career Education Personnel will be available to you on a free consultant basis.

Before any actual work with students began, it was necessary for counselors and/or administrators to fully explain the purpose of the project. The cooperation of teachers who will be affected is essential. Students participating missed approximately half of their classes for 5 consecutive days. Those who were involved in the (1) A more detailed report on the first year pilot study will be available in the near future.

THE NINTH GRADE CAREER EXPERIENCE

A Model for Secondary Counselors and Administrators

Implemented as a Component of the Exemplary Project V361012

Language, Experience Based Awareness

+
Hands on Exploration
+

Competency Based Preparation

A School Based Total Career Education Model

June 28, 1974

Revised January 20, 1975

Research Coordinating Unit
Admiral Peary Vo-Tech,
P.O. Box 96
Ebensburg, Pa. 15931

pilot study were held responsible for notifying their instructors and completing their home-school class assignments in addition to the work required at the Career Experience site.

The first student contact came through a general assembly of all Ninth Grade students early in the school year.

Assembly activities included;

1. A slide presentation of all available Career Experience sites.
2. A brief written explanation of the program for students and parent information (copy included in appendix).
3. A brief verbal explanation of the programs.
4. An application form indicating student interest and parental consent - return date and place for this form were also indicated to students at this time. (sample copy in appendix RCU #07)
5. After group dismissal, presentors remained to answer individual student inquires.

Approximately one week after the initial student contact, coordinators of the program were available for an entire day to collect completed application forms and discuss items of concern to students considering the program.

Study periods, time between classes, lunch periods and class release time were used as ways of freeing students to meet with project coordinators. Notification posters

and public address announcements stating the place and date where collection of forms would be made and home-school coordinators would be available, were found to be an effective means of getting general program information to students.

The next task was somewhat clerical in nature. It involved the sorting of applications and scheduling of students as deemed feasible by the Career Experience site and APAVTS liaison personnel. Obviously, prior contacts, consent and coordination with Career Experience site representatives was required.

A small group meeting involving all students who were to have Career Experiences during any given month were held to discuss:

1. Safety factors and precautions on the job site.
2. Special clothing required.
3. Procedures for gaining permission from appropriate school personnel were outlined - (see appendix for sample forms RCU#09 and #10.)
4. Directions and procedures to be observed at the job site.

Forms RCU #05 and #06 were used as follow-up instruments (see appendix). Although they served the evaluation

purpose, it is felt that more meaningful personal interaction between school personnel and student participants (such as group counseling services) would be extremely beneficial in addition to the checklists.

INTRODUCTORY NINTH GRADE CAREER EDUCATION PROGRAM.

To help you in the difficult task of planning career goals, and to make you aware of your future job options, each of you will be given the opportunity to spend 5 half-days during one school week working with a person at a Career Experience Site. This experience may be at the Admiral Peary Vo-Tech School, in your local community or within one of the schools in your district. During this time you will be observing and participating in some of the activities that a person employed in that field would have to accomplish.

It is hoped that you will make some meaningful discoveries as a direct result of this experience. For instance, you may find that the career area you have selected has proved to be very interesting and something that you would like to pursue further. On the other hand, you may decide that this is a field in which you would not be particularly interested or happy. In either case, the discovery can be beneficial. Each of us needs to establish those career areas which are or are not suited to our aptitudes and interest.

During the latter half of this school year you may be given the opportunity to have a second career experience.

This second experience may be either a follow-up in the same field or it may be a second exploratory experience in a different area.

The purpose of our meeting with you today is to bring to you attention some of the career experiences available to you.

APPENDIX

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2 [Handwritten notes]	3 [Handwritten notes: (F-1), (F-2), (F-3), (F-4), (F-5), (F-6), (F-7), (F-8), (F-9), (F-10), (F-11), (F-12), (F-13), (F-14), (F-15), (F-16), (F-17), (F-18), (F-19), (F-20), (F-21), (F-22), (F-23), (F-24), (F-25), (F-26), (F-27), (F-28), (F-29), (F-30), (F-31)]	4 ⑥	5	6
11 [Handwritten notes]	12 ⑦	13	14	15
16 [Handwritten notes]	17 ⑧	18	19	20
22	23	24	25	26
29	30	31		

MONTH April YEAR 1971

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
4 [Handwritten notes]	5 ③	6 [Handwritten notes]	7	8
11 [Handwritten notes]	12 ④	13	14	15
18 [Handwritten notes]	19 ⑤	20	21	22
25	26	27	28	29
31				



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A.M. VICTIMS... (C-3), (C-1), (F-1) P.M. CHIEF... (A-2), (E-3), (F-4)	6	7	8	9
	(9)			
A.M. PCHS... (B-1), A-3, (A-1) (F-1), (F-2), (F-3)	13	14	15	16
	(10)			
A.M. PCHS... (A-1), (A-2), (A-3)	20	21	22	23
	(11)			
A.M. PCHS... (A-1), (A-2), (A-3)	27	28	29	30
	(12)			

MONTH NOVEMBER YEAR 1925

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	3	4	5	6
	(1)	(2)		
	10	11	12	13
	(3)			
	17	18	19	20
	(4)			
	24	25	26	27
	(5)			

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MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(A) BCWS THIS DAY (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	1	2	3	4
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	5	6	7	8
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	9	10	11	12
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	13	14	15	16
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	17	18	19	20
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	21	22	23	24
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	25	26	27	28
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	29	30	31	

MONTH 196 YEAR 1115

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	1	2	3	4
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	5	6	7	8
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	9	10	11	12
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	13	14	15	16
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	17	18	19	20
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	21	22	23	24
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	25	26	27	28
(A) BCWS (F-1), (F-3), (F-4) (A-1), (A-2), (A-4)	29	30	31	

FIRST ROUND

SECOND ROUND

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NINTY GRADE CAREER EXPERIENCE (Sept. 1974)

Safety Regulations

- A-1 Ag. Tech. - Mr. Clendeneh
Safety glasses or splash goggles must be worn by all going through the shop.
Students should wear old clothing and proper outer wear on certain days.
- A-2 Hor. & Flor. - Mr. Scanlon
Winter apparel to go outside - coat, boots, gloves, hat-etc.
- B-1 Auto Body - Mr. Byck
Safety goggles.
Student should "Act and Think Safety" at all times.
Students should wear old clothes on the day they visit this area.
- B-2 Auto Mechanics - Mr. Burket
Safety goggles.
Hard hat (if looking under a car on a lift.)
- C-1 Carpentry - Mr. Kelly
No clothing restrictions imposed.
Don't touch any machines.
Work with only tools assigned to them.
- C-3 Masonry J. Mr. Vescovi
Safety goggles.
Hard hats.
- C-4 Plum. & Pipe Fitting - Mr. Moore
Safety goggles.
Hard hats.
- D-1 Machining - Mr. Hescow
Must wear goggles.
Short sleeves must be worn.
No loose clothing.
No watches or jewelry, including necklaces.
Hard sturdy sole shoes are to be worn.
Hair must be pulled back.
Instructed no horseplay will be tolerated in machine shop at anytime.
- D-2 Mining - Mr. Berdomas
Safety glasses, hard toe shoes, long hair pulled back, old clothes.
- D-3 Welding - Mr. Michael Pinos
Safety goggles.
Must wear a simple cap to cover hair (to protect from sparks.)
- E-2 Health - Mrs. Mary Kay Datko
Do not push any buttons.
Do not touch anything mechanical.
- E-3 Marketing - Miss Rosemary Williamson
Beware of paper cutter.
- E-4 Personal Services - Miss Gertrude Miller
none
- F-1 Electronics - Mr. Hammond
none

12 February 19

NINTH GRADE CAREER EXPERIENCE

Sending School Schedule, Second Semester, School Year 1974-75

One 3-week cycle

PROGRAM	AM	PM	AM	PM	AM
	First Week	Second Week	Third Week	Fourth Week	AM
A-1 Ag Tech					BC
A-2 Horticulture					BC
B-1 Auto Body					BC
B-2 Auto Mech					BC
C-1 Carpentry					BC
C-3 Masonry					BC
C-4 Plumbing					BC
D-1 Machining					BC
D-2 Mining					BC
D-3 Welding					BC
E-2 Health Svcs (See Note B)					BC
E-3 Marketing					BC
E-4 Personal Svcs					BC
F-1 Electronics					BC
F-2 Envir Ctl					BC
F-3 Drafting					BC
F-4 Data Proc					BC

F-2 Env. Control - Mr. Conroy
 Lab coats and goggles must be worn at all times when working with chemicals.
 The use of any chemicals must be approved by the instructor.
 Work area and all supplies and materials must be cleaned and put away before leaving for that day.
 Report all injuries, cuts or burns to the instructor immediately.
 If a chemical is spilled on you or your clothing, rinse immediately with water, then report to the instructor.
 If a chemical is splashed into your eyes, flush immediately with water using the eye wash located in the wet area - report to your instructor.
 If your clothing catches on fire, use the emergency shower located in the wet area - report to your instructor. All chemical fires should be smothered with a towel.
 No horseplay in the lab at any time. Broken glass or spilled chemicals could cause you or others serious injury.
 If the instructor is not in the area when an accident occurs (no matter how small), report to the school nurse, Mrs. Bowen, immediately.
 Pouring noxious chemicals should be done at the fume hood with it turned on.

F-3 Mec. Drafting & Design - Mr. Wilk
none

F-4 Scientific Data Processing - Mr. Urbain
No open toe shoes.

Notes: 1. Adminal Peary AVTS Safety Regulations and Home School Responsibilities, as published and distributed at the beginning of school year 1974-75, continue to apply. Copies attached.
 2. Scheduling sequence will be followed for four 3-week cycles. Inclusive dates for weeks indicated are as follows:

Cycle 1:	24-27 Feb.	4-7 Mar.	10-14 Mar.
2:	17-21 Mar.	24-27 Mar.	1-4 Apr.
3:	7-11 Apr.	14-18 Apr.	21-25 Apr.
4:	28 Apr. - 2 May	5-9 May	12-16 May

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NINTH GRADE CAREER EXPERIENCE

Sending School Schedule, Second Semester, School Year 1974-75¹

One 3-week cycle²

PROGRAM	AM		PM		AM	PM
	First Week	Second Week	First Week	Second Week		
A-1 Ag Tech						CC
A-2 Horticulture						CC
B-1 Auto Body				CC		
B-2 Auto Mech						CC
C-1 Carpentry						CC
C-3 Masonry						CC
C-4 Plumbing				CC		
D-1 Machining				CC		
D-2 Mining				CC		
D-3 Welding				CC		
E-2. Health Svs				CC		
E-3. Marketing				CC		
E-4 Personal Svs				CC		
F-1. Electronics						CC
F-2 Envir Ctl						CC
F-3 Drafting						CC
F-4 Data Proc						CC

3. Sending School Quotas:

a. Each program indicated, except Health Svcs:

- One 4-or 5-day student per week; or
- Two 3-day students per 5-day week (Both attend Admiral Peary AVTS on Wednesdays); or
- Two 2-day students per 4-day week (One attends Admiral Peary AVTS first two days; one, last two).

b. Health Svcs will not be open for visiting students during cycles 3 and 4. Sending school quotas for this program, cycles 1 and 2 are:

- Three 4-or 5-day students per week; or
- Two 3-day students per 5-day week (Both attend Admiral Peary AVTS on Wednesdays); or
- Four 2-day students per week (Two attend Admiral Peary AVTS first two days; two, last two).

4. The Ninth Grade Career Experience was conceived as a Career Education activity to complement other school and community Career Exploration activities. The intent was to offer students an opportunity to explore the world of work as related to the Admiral Peary AVTS instructional programs which could be opened for them. At the outset of the first semester, it was recognized that the needs of all ninth graders at all sending schools might not be met, and, furthermore, that sending schools might wish to adapt this activity to meet other school requirements. Such conditions, which may prevail during the second semester despite increased quotas for all sending schools, may be ameliorated through full utilization of the present capabilities of Admiral Peary AVTS as set forth in the foregoing schedule. Toward this end, it is suggested that schools report student quotas excess to their needs to this office (RCU, Admiral Peary AVTS: Mr. Wiley or Karen Gordon, tel: 472-6456) not later than Tuesday of the week before the quotas would otherwise be used. This office will attempt to re-assign the extra spaces to schools desiring same.

Notes: 1. Admiral Peary AVTS Safety Regulations and Home School Responsibilities, as published and distributed at the beginning of school year 1974-75, continue to apply. Copies attached.

2. Scheduling sequence will be followed for four 3-week cycles. Inclusive dates for weeks indicated are as follows:

Cycle 1:	24-27 Feb.	4-7 Mar.	10-14 Mar.
2:	17-21 Mar.	24-27 Mar.	1-4 Apr.
3:	7-11 Apr.	14-18 Apr.	21-25 Apr.
4:	28 Apr. - 2 May	5-9 May	12-16 May

12 February 1975

NINTH GRADE CAREER EXPERIENCE

Sending School Schedule, Second Semester, School Year 1974-75¹

One 3-week cycle²

PROGRAM	AM First Week	PM Second Week	AM Third Week
A-1 Ag Tech	BV		
A-2 Horticulture	BV		
B-1 Auto Body	BV		
B-2 Auto Mech	BV		
C-1 Carpentry		BV	
C-3 Masonry		BV	
C-4 Plumbing		BV	
D-1 Machining		BV	
D-2 Mining		BV	
D-3 Welding		BV	
E-2 Health Svcs (See Note 3)		BV	
E-3 Marketing		BV	
E-4 Personal Svcs		BV	
F-1 Electronics		BV	
F-2 Envir Ctl		BV	
F-3 Drafting		BV	
F-4 Data Proc		BV	

Notes: 1. Admiral Peary AVIS Safety Regulations and Home School Responsibilities, as published and distributed at the beginning of school year 1974-75, continue to apply. Copies attached.

2. Scheduling sequence will be followed for four 3-week cycles. Inclusive dates for weeks indicated are as follows:

Cycle 1:	24-27 Feb.	4-7 Mar.	10-14 Mar.
2:	17-21 Mar.	24-27 Mar.	1-4 Apr.
3:	7-11 Apr.	14-18 Apr.	21-25 Apr.
4:	28 Apr. - 2 May	5-9 May	12-16 May

12 February 1975

NINTH GRADE CAREER EXPERIENCE

Sending School Schedule, Second Semester, School Year 1974-75¹

One 3-week cycle²

PROGRAM	AM First Week	PM Second Week	AM Third Week
A-1 Ag Tech		CH	
A-2 Horticulture		CH	
B-1 Auto Body	CH		
B-2 Auto Mech	CH		
C-1 Carpentry		CH	
C-3 Masonry		CH	
C-4 Plumbing		CH	
D-1 Machining		CH	
D-2 Mining		CH	
D-3 Welding		CH	
E-2 Health Svcs (See Note 3)		CH	
E-3 Marketing		CH	
E-4 Personal Svcs		CH	
F-1 Electronics		CH	
F-2 Envir Ctl		CH	
F-3 Drafting		CH	
F-4 Data Proc		CH	

Notes: 1. Admiral Peary AVIS Safety Regulations and Home School Responsibilities, as published and distributed at the beginning of school year 1974-75, continue to apply. Copies attached.

2. Scheduling sequence will be followed for four 3-week cycles. Inclusive dates for weeks indicated are as follows:

Cycle 1:	24-27 Feb.	4-7 Mar.	10-14 Mar.
2:	17-21 Mar.	24-27 Mar.	1-4 Apr.
3:	7-11 Apr.	14-18 Apr.	21-25 Apr.
4:	28 Apr. - 2 May	5-9 May	12-16 May

12 February 1975

NINTH GRADE CAREER EXPERIENCE

Sending School Schedule, Second Semester, School Year 1974-75¹

One 3-week cycle²

PROGRAM	AM First Week	PM Second Week	AM Third Week
A-1 Ag Tech	PC		
A-2 Horticulture	PC		
B-1 Auto Body	PC		
B-2 Auto Mech			PC
C-1 Carpentry	PC		
C-3 Masonry	PC		
C-4 Plumbing			PC
D-1 Machining			PC
D-2 Mining		PC	
D-3 Welding		PC	
E-2 Health Svcs. (See Note 3)			PC
E-3 Marketing			PC
E-4 Personal Svcs			PC
F-1 Electronics		PC	
F-2 Envir Ctl		PC	
F-3 Drafting		PC	
F-4 Data Proc		PC	

Notes: 1. Admiral Peary AVTS Safety Regulations and Home School Responsibilities, as published and distributed at the beginning of school year 1974-75, continue to apply. Copies attached.

2. Scheduling sequence will be followed for four 3-week cycles. Inclusive dates for weeks indicated are as follows:

Cycle	1:	2:	3:	4:
	24-27 Feb.	4-7 Mar.	10-14 Mar.	
	17-21 Mar.	24-27 Mar.	1-4 Apr.	
	7-11 Apr.	14-18 Apr.	21-25 Apr.	
	28 Apr.-2 May	5-9 May	12-16 May	

NINTH GRADE CAREER EXPERIENCE

Sending School Schedule, Second Semester, School Year 1974-75¹

12 February 1975

One 3-week cycle²

PROGRAM	AM First Week	PM Second Week	AM Third Week
A-1 Ag Tech	PA		
A-2 Horticulture	PA		
B-1 Auto Body	PA		
B-2 Auto Mech			PA
C-1 Carpentry	PA		
C-3 Masonry	PA		
C-4 Plumbing			PA
D-1 Machining			PA
D-2 Mining		PA	
D-3 Welding		PA	
E-2 Health Svcs. (See Note 3)			PA
E-3 Marketing			PA
E-4 Personal Svcs			PA
F-1 Electronics		PA	
F-2 Envir Ctl		PA	
F-3 Drafting		PA	
F-4 Data Proc		PA	

Notes: 1. Admiral Peary AVTS Safety Regulations and Home School Responsibilities, as published and distributed at the beginning of school year 1974-75, continue to apply. Copies attached.

2. Scheduling sequence will be followed for four 3-week cycles. Inclusive dates for weeks indicated are as follows:

Cycle	1:	2:	3:	4:
	24-27 Feb.	4-7 Mar.	10-14 Mar.	
	17-21 Mar.	24-27 Mar.	1-4 Apr.	
	7-11 Apr.	14-18 Apr.	21-25 Apr.	
	28 Apr.-2 May	5-9 May	12-16 May	

6 February 1975

NINTH GRADE CAREER EXPERIENCE

Sending School: Schedule, Second Semester, School Year 1974-75

TO: Admiral Peary Instructors
 FROM: William S. Wiley, Jr.
 SUBJECT: Ninth Grade Career Experience Program
 DATE: 18 February 1975

Referencé Director's memo, subject as above, 14 February 1975, sending schools have been assigned student quotas for your programs according to the attached schedule.
 No change in program administrative procedures is anticipated. Evaluation sheets will be prepared and distributed by this office to instructors concerned in advance of student visits. Request these be completed and returned to RCU promptly at end of student tours.

TO: ALL INSTRUCTORS
 FROM: DIRECTOR'S OFFICE
 DATE: FEBRUARY 14, 1975
 SUBJECT: NINTH GRADE CAREER EXPERIENCE PROGRAM

On 24 February, 1975 the first of a new series of cycles for the Career Experience Program will begin.
 Each program will be prepared to accept two three-day students per week.

Mr. William Wiley, Research Associate will have each teacher's schedule in their mailbox by the early part of next week. Mr. Wiley will be contacted in the event that any problems might arise. You are requested to contact Mr. Wiley if his services are necessary to explain the program to you.

JB/lc

PROGRAM	One 3-week cycle ²			
	AM First Week	PM First Week	AM Second Week	PM Second Week
A-1 Ag Tech	PC	BV	PA	CH
A-2 Horticulture	PC	BV	PA	CH
B-1 Auto Body	PC	BV	PA	CC
B-2 Auto Mech	PA	CH	BC	BV
C-1 Carpentry	PC	CH	BC	BV
C-3 Masonry	PC	CH	BC	BV
C-4 Plumbing	PA	CH	BC	CC
D-1 Machining	PA	CH	BC	CC
D-2 Mining	PA	CH	PC	CC
D-3 Welding	PA	CC	PC	CH
E-2 Health Svcs (See Note 3)	PC	CC	PA	BC
E-3 Marketing	BC	CC	PA	CH
E-4 Personal Svcs	BC	CC	PA	BV
F-1 Electronics	PA	BV	PC	CC
F-2 Envir Ctl	BC	BV	PC	CC
F-3 Drafting	BC	CC	PC	BV
F-4 Data Proc	BC	CC	PC	CH

Notes: 1. Admiral Peary AVTS Safety Regulations and Home School Responsibilities, as published and distributed at the beginning of school year 1974-75, continue to apply.

2. Scheduling sequence will be followed for four 3-week cycles. Inclusive dates for weeks indicated are as follows:

- Cycle 1: 24-27 Feb, 4-7 Mar, 10-14 Mar
- 2: 17-21 Mar, 24-27 Mar, 1-4 Apr
- 3: 7-11 Apr, 14-18 Apr, 21-25 Apr
- 4: 28 Apr-2 May, 5-9 May, 12-16 May

3. Sending School Quotas:

- a. Each program indicated, except Health Svcs:
 - One 4-or 5-day student per week; or
 - Two 3-day students per 5-day week (both attend Admiral Peary AVTS on Wednesdays); or
 - Two 2-day students per 4-day week (One attends Admiral Peary AVTS first two days; One, last two).

Ninth Grade Career Experience

Student Schedule

SCHOOL: Cambria Heights High School

DATE: March 27, 1975

Students to attend APAVTS during the week of: April 1 - 4

PROGRAM	DATE	STUDENT	GUIDE
Auto Body	April 1 - 4	William Fox	John Cavallo
Personal Services	April 1 - 4	Korva Sobetsky	Kathy Yeckley
Electronics		None	
Envir. Control		None	
Drafting & Design		Roger Rearick	Ken Bouds

b. Health Svcs will not be open for visiting students during cycles 3 and 4. Sending school quotas for this program, cycles 1 and 2 are:

- Three 4- or 5-day students per week; or
- Two 3-day students per 5-day week (Both attend Admiral Peary AVTS on Wednesdays); or
- Four 2-day students per week (Two attend Admiral Peary AVTS first two days; two, last two).

4. The Ninth Grade Career Experience was conceived as a Career Education activity to complement other school and community Career Exploration activities. The intent was to offer students an opportunity to explore the world of work as related to the Admiral Peary AVTS instructional programs which could be opened for them. At the outset of the first semester, it was recognized that the needs of all ninth graders at all sending schools might not be met, and, furthermore, that sending schools might wish to adapt this activity to meet other school requirements. Such conditions, which may prevail during the second semester despite increased quotas for all sending schools, may be ameliorated through full utilization of the present capabilities of Admiral Peary AVTS as set forth in the foregoing schedule. Toward this end, it is suggested that schools report student quotas excess to their needs to this office (RCU, Admiral Peary AVTS; Mr. Wiley or Karen Gordon, tel. 472-6436) not later than Tuesday of the week before the quotas would otherwise be used. This office will attempt to re-assign the extra spaces to schools desiring same.

Please send this form to the Admiral Peary Research Coordinating Unit, Rt. 472 W., R. 3, #2, Ebensburg, Pa. 15931, the week before students are to visit Admiral Peary AVTS, in order that Evaluation Forms can be prepared and delivered to individual instructors prior to students' attendance.

Career Education Research Project #VJ61012
Admiral Peary RCU #37

2/75

NINTH GRADE CAREER EXPERIENCE 8 April 1975
PROPOSED PROCEDURES, SY 1975-76

1. INTRODUCTION

The procedures described herein are appropriate for planning and initiating the NGCE during the first semester, SY 1975-76, and for its implementation through the first week of a 3-week cycle. A suggested beginning date for the first apprenticeships is 6 October 1975. It will be noted that, prior to this date and depending upon the method of administering the NGCE at each sending school, SSCOs must repeat certain action sequences in order to insure continuity of the program for the remaining two weeks of the first cycle and for following NGCE cycles.

2. PROCEDURES

a... Key:



- Orientations, briefings, conferences.

- All other actions of events.

- Decision points.

Numbered items - Occur at or are responsibility of APAVTS.

Lettered items - Occur at or are responsibility of districts or sending schools.

b. Description:



RCU representative briefs Director, Supervisor, and selected staff members, APAVTS, re NGCE program to date.



APAVTS decision-offer NGCE to sending schools in SY 1975-76.



Supervisor, APAVTS, appoints NGCE coordinator (APCO).



APCO, in coordination with appropriate staff and faculty, reviews NGCE; considers instructional areas to be involved, starting and ending dates of program, frequency of cycles, maximum number of apprentices who can be accommodated concurrently by each instructor, periods closed to apprentices, and other APAVTS limiting factors.



APCO briefs district superintendents, sending school principals re NGCE program.



School District decision-Incorporate NGCE in sending school programs.

B

Sending schools appoint SSCOs, inform APAVTS.

10

APCO briefs APAVTS administrators, faculty, and clerical personnel re overall NGCE and internal administrative and record keeping procedures, as appropriate.

6

APCO prepares draft of updated NGCE documents, including program description and purpose, safety regulations, sending school responsibilities, attendance schedules, NGCE forms and checklists; determines APAVTS requirements for record keeping, for program status and evaluation; develops internal administrative and clerical procedures.

11

APCO receives student attendance forms (Form #37 or equivalent) from SSCOs; supervises preparation of checklists (Forms #05 and #06) for each apprentice; distributes checklists to appropriate instructors in advance of apprentice reporting dates; maintains active liaison with instructors during apprenticeship periods; supervises record keeping procedures.

7

APCO confers with SSCOs re NGCE procedures and associated documents and forms; clarifies and adjusts same, where feasible, to accommodate sending school requirements.

12

Instructor orients apprentice, assigns journeyman to supervise activities and progress and to act as peer tutor for duration of apprenticeship.

8

APCO prepares and distributes final NGCE documents and forms to SSCOs.

13

Instructor and Journeyman conduct exit interview with apprentice; apprentice completes checklist (Form #06 or equivalent).

9

APCO advises and assists SSCOs in preparation and implementation of sending school NGCE plans; coordinates reallocation of student quotas among sending schools; maintains active liaison with SSCOs throughout operation of NGCE program.

14

Instructor or Journeyman completes checklist (Form #05 or equivalent); instructor returns all completed checklists to APCO.

15

APCO supervises collection of record data from previous week's completed checklists; forwards checklists to appropriate SSCOs.

-- Sending School NGCE Planning and Implementing Procedures --

C

SSCO prepares NGCE plan to include student orientation, parent approval, student selection, teacher clearance, scheduling per student quotas, guides, school attendance and transportation considerations; coordinates with APCO and requests assistance of APCO as necessary.

H

SSCO confirms student attendance dates (Form #10 or equivalent), designates guide(s).

D

SSCO orients students re-NGCE; distributes apprentice selection forms (#07 or equivalent); orients faculty re purposes of NGCE and correlation with classroom activities.

I

SSCO completes student schedule (Form #37 or equivalent); forwards schedule to APCO by Wednesday of week preceding period of apprenticeships.

E

Student decision - Participate in NGCE.

J

Sending school guide(s) escorts apprentice(s) to appropriate APAVTS instructor.

F

Student obtains parent approval; elects APAVTS instructional area; completes Form #07, or equivalent, and returns it to SSCO.

K

SSCO repeats such preceding actions as are necessary to insure continuity of program for each successive week of NGCE cycles.

G

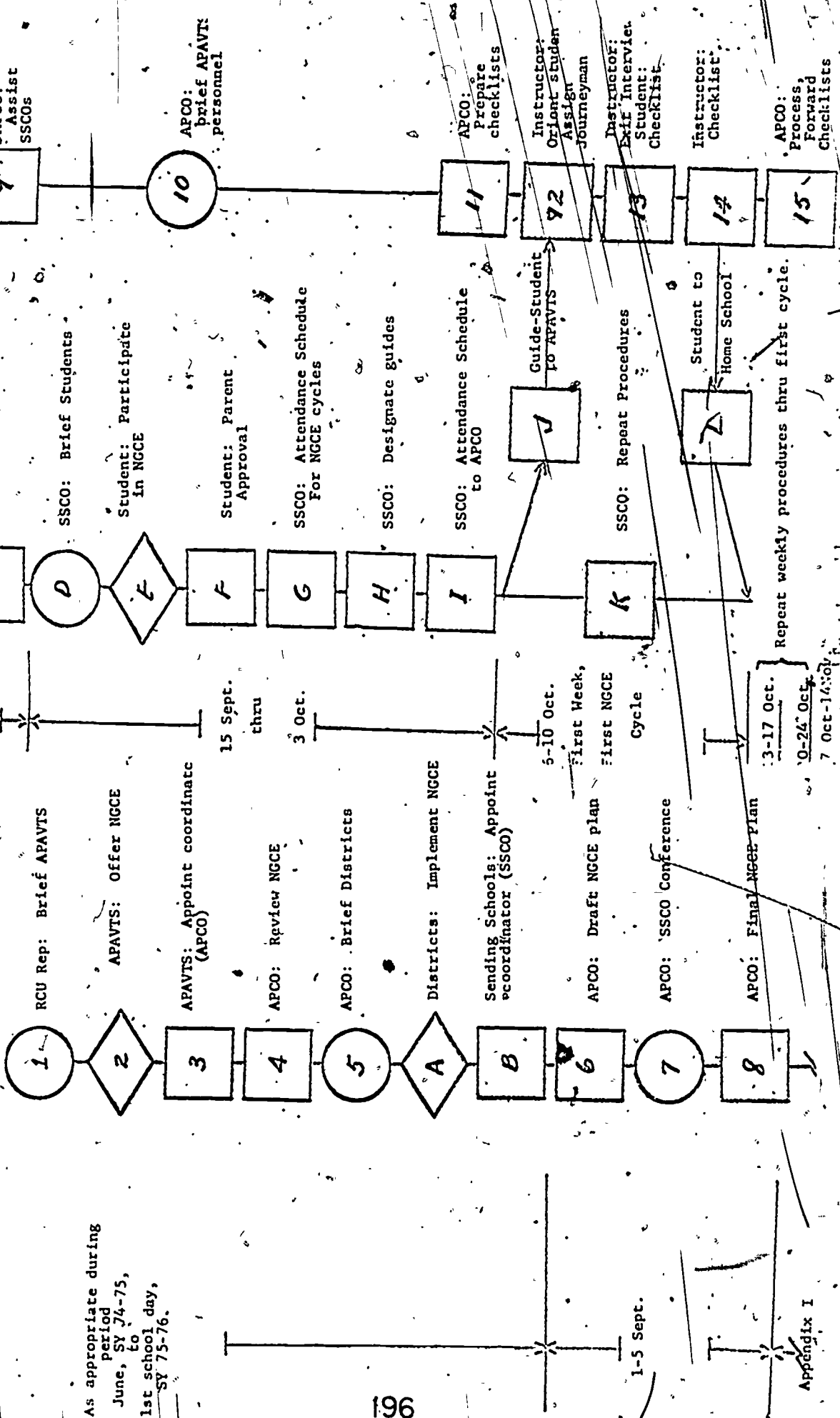
SSCO prepares student attendance schedule for NGCE cycles per assigned quotas; student obtains teacher clearance, Form #09 or equivalent, and returns completed form to SSCO.

L

Student returns to home school.

U

**NINTH GRADE CAREER EXPERIENCE
PROPOSED PROCEDURES: TIME-FLOW**



APPENDIX IV-10

SUPPLEMENTAL CURRICULUM INFUSION UNITS
DEVELOPED BY UNDERGRADUATE EDUCATION MAJORS

Title: Police Departments
Text: Investigating Man's World: Metropolitan Studies
Page: 144-152

Concepts to be developed:

1. A government has different departments which provide different services.
2. Every department has divisions in itself.
3. Different communities are in need of different services and departments.
4. There are about five similar departments in each city.

Performance Objective:

Every governmental body has numerous departments and carries out various duties and functions within each department. With this information each student will make a poster covering the functions of the Police Department of Cambria County.

Classroom Activity:

Each city and town has a police force. The police protect people's lives and property and keep order. People turn to police in time of trouble. They are trained to handle many problems.

Police departments are organized into several divisions, each having a special duty. The uniform division, backbone of the department, patrols the area, capturing those who break the law. He also prevents people from committing crimes damage. Traffic division officer enforces motor vehicle laws. A finds out who is responsible in traffic accidents. In some cities or towns they also teach a traffic safety course for the citizens.

POLICE DEPARTMENTS

by

John Lomika

(A Supplemental Textbook Activity
St. Francis College Education Department)

Textbook: Investigating Man's World
Metropolitan Studies

pp. 144-152

Career Education Consultants

John J. Jahoda
Mary F. Kantor

Ebensburg, Pennsylvania
ECU Project #V361012
12/74

The detective division makes the criminal investigations. Through the use of special techniques and scientific aids detectives try to solve crimes. The communications division is in charge of the radio system that sends patrol cars to trouble scenes and it also operates the radio and teletype system which keeps the department in touch with other police departments. The juvenile division handles all law enforcement for young people and children. It also watches and solves problems of the community so that they may reduce the delinquency of minors.

These are the main units within a police force. Depending upon its size, there may be other divisions to handle special problems.

For a day the students will participate in a group activity involving the whole school as a setting. The students involved will be divided into five groups representing each type of police division. A few moderations of the departmental processes will have to be made to coincide with the functions and the limitations of the school. The students will be identified as to what division they belong to by the color of the badge worn (to be worked out by the students themselves). The remaining student body of the school will act as the citizens of the community and will be subject to arrest for violations charged by the arresting officer. The result of this activity is to show the class the responsibilities of the police and troubles encountered while on the job as a law enforcer.

Materials Needed:

Construction paper, scissors, paints, chalk, or marking pens, wire, and string

Supplemental Information

1. Contact the Cambria County Police for a tour of the station or have an officer come and talk to the students about law enforcement
2. Put the following books on reserve in the library for the students to use as references to the classroom activity

A. Let's Visit the Policeman by Billy N. Pope.

Dallas Taylor Publishing Co., 1967

B. Let's Go to a Police Station by Laura Sootin. Putnam, 1957

C. Police by George J. Zaffo. Garden City Books, 1966

D. Policemen Around the World by Richard Erdos. McGraw-Hill, 1967

E. Police Beat by Jack Kestner. Funk and Wagnalls Co., 1959.

TITLE: "Sell" a Country

Textbook name and page number: REGIONS AND SOCIAL NEEDS - CONCEPTS
IN SOCIAL SCIENCE. PP. 101-112

Concepts to be developed:

1. People take trips for different reasons, such as, business, pleasure, to see where forefathers came from, education, or adventure.
2. Knowledge of the country beforehand is an asset when planning a trip.
3. A happy, safe trip takes planning.
4. People's ways of life, traditions, and day to day experiences differ from one country to another.

Performance objective:

The student will be able to demonstrate his new knowledge of northwest Europe and his own research into different aspects of travel by acting as a travel agent and helping a client select a country to visit.

Classroom activity:

After a unit discussion on northwestern Europe the class will take on the role of a travel agency. They will select a name for the agency. This agency covers trips to every continent, but is especially promoting trips to northwestern Europe for a sales contest. Every student will be employed by the agency in some way. The students will pick from a list of specialties which they wish to pursue. Specialties include:

1. Individual expertise on the countries of Norway, Sweden, Denmark, Great Britain, Ireland, Netherlands, Belgium, Germany, France, Spain, and Portugal. These individuals will be able to tell the customer different landmarks and good places to visit.
2. After the customer has selected a country to visit, there will be an employee who can explain the different types of transportation for traveling. For example, the student can suggest a boat cruise if the customer has a longer amount of time and it is a pleasure trip or, if the time for travel is shorter, the student can suggest air service.
3. The agency will also employ people who are aware of different festivals and occasions in other countries. They will also be familiar with the weather conditions at different times and can suggest the type of clothing for the season.
4. Another student can acquaint the customer with the currency used in a particular country.

"Sell" A Country

by

Karen McCloskey
(A Supplemental Textbook Activity
St. Francis College, Education Department)

Textbook: Regions and Social
Needs - Concepts
in Social Science
pp. 101-112

200

206

Ebensburg, Pennsylvania

RCU Project #V361012

-11/74

Career Education Consultants:

John J. Jahoda

Mary F. Kantor

5. A student will familiarize the customer with the cultural etiquette of a particular country.
6. The artistically inclined student can create a travel agency front from cardboard.

This project will involve individual research on the student's part. Hopefully all students will benefit from everyone's knowledge of the different areas. Other social study classes and teachers can use this student agency to give them practical experience in dealing with a customer on a one-to-one basis.

Student Questions:

After their experience, their factual knowledge of travel to the countries should be obvious. Thus it would be beneficial to stress the conceptual and theoretical questions.

- A. Conceptual - Compare the cultural traditions and customs of one country with that of the U.S.
Give an example of how familiarity with cultural etiquette could help in getting along in a different country.
Compare the different modes of transportation as far as time for trip, cost, conveniences, etc.
- B. Theoretical - Do you feel some knowledge of the country you are going to visit would make for a better trip?
What do you think you could conclude from the type of transportation a person picks for his trip?
Can you predict what could happen if a person knew nothing about the currency in a city and had to deal in it?

Materials needed:

Cardboard and tempera paint for construction of an Agency front, study prints of areas, materials to draw different landmarks etc., posters from a travel agency, brochures if possible

Supplemental information:

- A. Business-Industry contacts - Johnstown Motor Club, 433 Vine Street, Johnstown, PA, 535-858
Rothrouff World Travel Service,
Logan Valley Mall, Altoona,
PA, 943-5295
Holiday Travel Agency, 140 Park
Place, Johnstown, PA, 535-3911

APPENDIX IV-11

COPIES OF NEWSPAPER ARTICLES COVERING
CAREER EDUCATION RESEARCH PROJECT ACTIVITIES

202

208

Holy Name School Plans Career Education Program

Mrs. Linda McCosque credited Our Friend the Postman to be used with her second grade class. Other objectives of this lesson were to show that all jobs are important and to help students understand the responsibilities and qualifications necessary for various community jobs and their relationship to school subjects.

Mrs. Toni Clarke wrote and implemented a curriculum unit called Coal Mining — Its Role in Developing Communities. Science students learned in this learning situation will study coal mining as an industry and discuss its impact on the community/local miners will set up exhibits, and a field trip to Selkirk Sea Mine is planned.

Seventh graders in Miss Joan Michalski's classes are using the skills and concepts studies in Math class to build a year's worth of math. The students will see a practical application of their math skills, understand the building terminology involved, the interaction of community members and the actual steps and plans one must undertake to build a house.

Sister Norma, principal of Holy Name School, announced that teachers and administration of Holy Name School have become involved in a cooperative Career Education Program with the Research Coordinating Unit at the Admiral Peary Vocational Tech School.

Mrs. F. Kasper and John J. Kasper, members of the Research Coordinating Unit staff are conducting workshops with curriculum workers with Holy Name teachers resulting in the development of curriculum units which help students see procedures and careers taught in school as they relate to real life situations. Units are made aware of careers and their relationship with economic balance, personal fulfillment and appreciation for the study of math.

Seventh and eighth grade students at Holy Name School are studying the careers of the men who built the Great Wall of China. The students are studying the careers of the men who built the Great Wall of China. The students are studying the careers of the men who built the Great Wall of China.

Students taking camera course Friday May 16, 1975



The seniors are (left to right) Karen Mullen, Jeff Omer and Jill Kajtany.

Low-Priced Camera Takes Fine Photos

There was the cost of film and developing and enlarging good picture-taking and processing. won prizes in photo contests and passed on their knowledge to a dozen fifth-graders — all with a camera that cost only \$1.25.

The elementary students went back to their own school and enthusiastically taught their classmates. The youngsters even did a tape on the subject for a local radio station.

They learned the basics of good picture-taking and processing. won prizes in photo contests and passed on their knowledge to a dozen fifth-graders — all with a camera that cost only \$1.25.

The seniors who made up the camera club are Karen Mullen, Jeff Omer and Jill Kajtany. They were the first to take a camera course at Holy Name School.

The course was the idea of Donald Smith, school art supervisor, made possible through Admiral Peary Vocational Tech School's career education program.

As for that \$1.25 camera, Mr. Smith has no plans for replacing it with something more sophisticated. "We haven't exhausted its potential yet," he said.

The seniors who made up the camera club are Karen Mullen, Jeff Omer and Jill Kajtany. They were the first to take a camera course at Holy Name School.

Third Graders at work



Overhead grade class at Central Cambria Elementary School is involved in a month of ecology projects. On Friday, April 11, Mrs. James' class tried an experiment in making recycled paper. A pulp mixture was made from an old iron wash spool, water and starch (top photo). The pulp was placed in a screen (middle photo), and placed in the water tray over the weekend (bottom photo). How did the project turn out? Ask one of the boys.

Mrs. Kantor speaker

Mrs. Mary Kantor of Downingburg, spoke on career education at a meeting of the Cambria Parents Council of the Title I program of the Federal Seminary and Secondary Education Act.

Mrs. Kantor is a research associate for career education in the Admiral Peary Area Vocational-Technical School Resolving Scheduling Unit.

According to Mrs. Kantor, the idea of career development is to make the student aware that school is relevant to children. The student is made aware of the labor force of every job and each individual's place in today's society, she said. Mrs. Kantor brought slides dealing with

Mrs. Jeanette Scheidt, council chairman, presented an evaluation of the Penn State Title I program for an ESEA evaluation team earlier this month. She said that five of the recommendations of the evaluators were that a field specialist be hired.

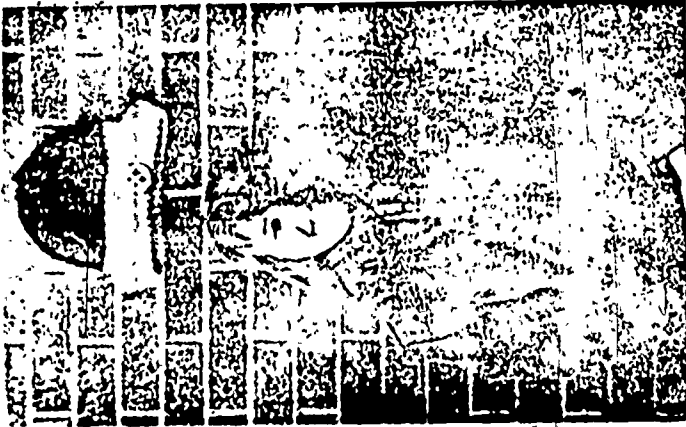
Program suggested. During a discussion on summer activities, it was recommended that a summer Title I program be held this year. It was pointed out that students who enjoy the programs in the fall and that there had been progress noted among students taking part in the programs.

The proposed program would be for pupils in Grades 1-4. Mathematics teachers in the Title I program will attend a workshop from 9:30 a.m. to 5 p.m. on April 24 at the St. Alphas School. The council will meet at 8 p.m. April 28 in the school library.



16-The Mountaineer Herald, Ebensburg, Pa., Thurs., Mar. 20, 1975

To discuss photography



Dane Benko, a fifth grade student at the Central Cambria Elementary School, poses for a friend during an Art class. Dane, Marie Dean, Larry Evans and Gretchen Emerick will talk about this new photography class on the CCEA radio program, "Education Today" on Wednesday, March 28 at 4:05 P.M. on WEND, 1580, Ebensburg.

17-The Mountaineer Herald, Ebensburg, Pa., Thurs., Mar. 20, 1975

CC Middle School operates store



Louis P. Bancieri, CC School District, Cambria, Pa., is shown at center looking at one of the many pieces of hardware on sale. The school store in the CC Middle School. The clerks are at left: Cindy Pugh, store manager, and Jackie Warming (right) one of the salesclerks.

18-The Mountaineer Herald, Ebensburg, Pa., Thurs., Mar. 6, 1975

Parent volunteers assist

Volunteer parents have been an instrumental part of the Cambria Middle School's Summer program. Working under the direction of Leona Sowers, Admiral Peary's RUC Sings Carrell Evaluator, the following parents are responsible for making the program a success: Irene Howells, Jay McGregor, Lois Mullin, Janet Orange, Marie Plastrelli, Jo Peger, Ruth Stormer, Jo Ewins, Margaret Pierchost, Wilma Schiefel, Rosemary Perrino, Carolyn Radeworth, Helen Zverrow, Marilyn Ryan.

Special thanks is due to these parents for their time and their interest devoted to this program.

19-The Mountaineer Herald, Ebensburg, Pa., Thursday, March 27, 1975

Penn Cambria Unit Told Of Career Education

CRESSION - Mrs. Mary Kantor of Ebensburg spoke on career education at a meeting of the Penn Cambria Parents Council of the Title I program of the federal Elementary and Secondary Education Act earlier this month. She said that two of the recommendations of the evaluators were that a reading coordinator and a reading specialist be hired.

Program Suggested
During a discussion on summer activities it was recommended that a summer Title I program be held this year. It was pointed out that the students had enjoyed such programs in the past and that there had been progress noted among students taking part in the programs.

The proposed program would be for pupils in Grades 1-4. Mathematics teachers under the Title I program will attend a metric-system workshop from 7 to 9 p.m. April 14 at the St. Aloysius School.

The council will meet at 7 p.m. April 28 in the high school library.

State Bill Encouraging Career Plans in Schools

BY TED ZELEN
Local representatives of the bill are encouraged to offer the concept of career education into curriculums under a bill introduced Feb. 10 in the state House.

"We need to prepare students for the world of work and not just to graduate and get a degree," said state Rep. Holland Greenfield, of Philadelphia, chairman of the House subcommittee on basic education.

Hearing at Ve-Tech Rep. Greenfield, a sponsor of the bill and other members of the committee conducted a public hearing on the proposed "Career Education Act" at the Greater Johnston Area Vocational-Technical School.

Testimony was received from representatives of area school districts, vocational-technical schools, the state Rehabilitation Center and industry.

The legislative panel and those who testified generally agreed that students in kindergarten through Grade 12 should be career-oriented rather than be subjected to a traditionally rigid course structure.

"We're interested in a greater educational accountability in the preparation of young people for entering the world of work," said Rep. Samuel E. Hayes of Tyone.

The proposed legislation calls for the appointment of a 21-member career education advisory board and for the state Board of Education to adopt a career education plan for the school district to implement.

New Education Program Set At Elementary School

Classroom instruction is taking a new approach in letting this group of students "teaching children how to learn" at the sixth grade level in the Eastport Area Elementary School. The approach is a cooperative effort between the newspaper field, sixth grade teachers and the Portage editor, will be visiting grade teachers and the Career Education Project sponsored by Admiral Perry Ve-Tech School Research Center.

The following instructors have been working in cooperation with Mary F. Kuntor and John J. Jaboda, Research Associates for Career Education, and Guidance Counselor John Doolittle. David Bryant, Michael Mayers and Thomas Ciwacchik, are investigating a curriculum with Career Education titles related to the communication and newspaper field.

As part of this curriculum exercise, a group of sixth grade students will participate in activities related to developing an awareness of the various sections of a newspaper, understanding corporate structure, developing awareness of a news organization and jobs related to this area, and, as an end result, the development of their own newspaper. These students will also be encouraged to explore their own talents and interests which relate to future occupational choices.

Dr. Donato Zucco, superintendent of the Greater Johnston School District, stated that "Career education is not a program, a course, a method, or a specific activity, but a reform that will save education or solve its problems."

He explained that it is a concept, or an approach to teaching that involves the school and the community. "We also need to utilize guidance counselors and teachers to the world of work," suggested John Beckovich, a Portage High School guidance counselor.

Success at Perry School representatives of the Admiral Perry Area Vocational-Technical School, Esplanade, reported that an experiment in a career functioning successfully in the ve-tech school and that the program has continued to be successful in schools nationally.

Problems with state and federal funding for vocational programs were expressed by James Devorick, training director of the state Vocational Rehabilitation Center, Robert Wilfong, administrative director of Greater Johnston Area Vocational-Technical School, and Dr. Zucco.

Dr. Zucco told the legislators the funding students were geared to helping ve-tech schools rather than high schools that have vocational programs. He asserted that funds were available for the construction of ve-tech schools, but not for individual school districts to update facilities and programs.

Mr. Kifer said some ve-tech schools could be operated on a 12-month basis. It is to accommodate all students interested in vocational-technical training. He said his complaint involved federal and state program funding. He explained that some programs were funded only in a few years, then the financial burden is placed on the school districts.

Mr. Devorick said the state Rehabilitation Center should receive state funds for its special education program. He said the only state funds available are for the adult transfer program, and the transfer have to be obtained through the Appalachia Regional Office.

Among others who testified on aspects related to career education were John Buriak, Dr. Edward K. Lareau, John J. Hood, and Mrs. Mary Kantor, all of Admiral Perry Ve-Tech; Miss Joan Meintel, Holy Name Parochial School teacher; with students Debbie Schuler, and Patrick Frank; Mark Puchrha and Kurt Simak, Portage High School students; and Samuel Romano of United Metal Fabricators, Johnston.

PORTAGE DISPATCH, WEDNESDAY, OCT. 24, 1974 10

Students To Get Taste Of Vo-Tech Training

Portage Area High School freshmen are going to receive a first-hand look at vocational-technical training in a cooperative program being initiated between the district and Admiral Peary Vo-Tech school, Eberstadt.

Beginning Oct. 2, a day-tending through-out the school year, groups of five students will participate in five days of vo-tech classes at Admiral Peary.

The purpose of the project, according to John Bucher, senior guidance counselor, is to give freshmen a chance to get a taste of vo-tech courses to which they might wish to enroll on a full-time basis when they become eligible their sophomore year.

About 30 students have queried participating in the program, and about 100 sophomores who are interested in two-year courses which would combine with their first year are also welcome in the program.

The project is being supervised by Bucher, who is also coordinating the program.

By The Mountaineer Herald, Ebersburg Pa., Thurs. Feb 20 1975

Middle School and Vo-Tech cooperate in career program



Left to right: Jim Krasem and Tim Kullig with metalworking carrel.

dent will draw simple straight lines, concentric circles, and other two-dimensional view of a grooved block using ribness and accuracy.

Electrical Wiring Station - the student measures insulation wire, cuts strips and joins pieces together in permanent splice using a soldering iron and gun.

Pipe Fitting and Pipe Fitting Station - the student measures threads, the end of the pipe, and assembles a pipe frame, work using various sizes of plumbing nipples, tee joints, elbows and union joints.

Carpentry and Woodworking Station - the student measures, tags-out, cuts, drills, sands, files, and gives pieces of wood into a napkin holder.

Refrigerator, Heating and Air Conditioning Station - the student measures and cuts copper tubing and joins into a network utilizing flare fittings and compression ring couplings.

Soldering and Welding Station - the student measures, cuts reams, and hands copper tubing, joins together using copper sleeves with heat shield and solder.

Office Clerk Station - the student alphabetically files a series of charge cards, a charge card imprinter and a number of charge card slips as though he were a sales clerk.

Needle Trades Station - the student learns to operate a sewing machine, then measures and cuts a piece of cloth and sews the piece into a small bag.

Masonry Station - the student mixes mortar and lays bricks using straight edges and squares.

Sheet Metal Working Station - the student will be exposed to four major types of sheetmetal industry. He will learn to cut, bend, and assemble sheetmetal parts.

Cooking and Baking Station - the student will measure and mix ingredients, knead and shape dough, and operate an oven making a biscuit-type short cake.

Shoe Repairing Station - the student will be required to disassemble a shoe and adjust a small engine of the lawn mower type.

Medical Service Station - the student applies an elastic bandage to an artificial arm, measures and records temperature, pulse rate and respiration rate exploring instruments found in the neighborhood environment.

Construction Station - the student will be required to related to the fire and safety of hair and beauty treatment, using a mannequin with hair and the professional tools of the trade, including blow dryer, scissors, shampoo, and combs.

Data Calculation and Recording - the student will use an Electronic Calculator with the use of cards and code, learn to add, subtract, multiply, divide on the calculator.

This program is under the direction of Mrs. Leona Sowter, Mrs. Mary Francis Kaylor, and Mr. Jack Jaboda of the Admiral Peary Career Education Research Team. Mrs. Kaylor is the coordinator of the program at the school. The program is assumed by volunteer parents.

The Central Cambria Middle School is cooperating in the Career Education Project sponsored by the Admiral Peary Area Vocational Technical school has implemented its curriculum the Singer Exploration Program Selected sixth and seventh graders will receive the opportunity to explore a variety of occupational fields. Further plans that sixth graders in the program will participate in the Video Station, the student determines the act size of his ring finger and fabricates a ring to fit by using basic tools to measure, scribe and cut a 1/8" aluminum bar then drilling, filing and polishing to the finished product.

Bench Assembly Station - the student is instructed to insert nuts and bolts of various sizes into a metal test block. The student is instructed to lead the participants through the station work task at a pace controlled by the participant.

The program is designed to provide the students with various occupations and insights into his or her feelings about occupation studies.

There are seventeen work sample stations available to the students. Over 2000 careers are represented from their seventeen stations. Below is a listing and brief description of the stations.

Basic Tool Station - the student determines the act size of his ring finger and fabricates a ring to fit by using basic tools to measure, scribe and cut a 1/8" aluminum bar then drilling, filing and polishing to the finished product.

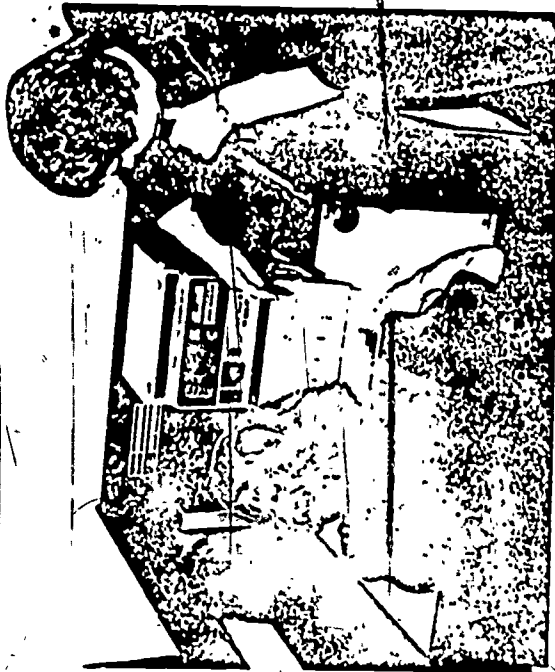
Bench Assembly Station - the student is instructed to insert nuts and bolts of various sizes into a metal test block. The student is instructed to lead the participants through the station work task at a pace



describes tools, potential job environments, and leads the participant step-by-step through the work task at a pace controlled by the student. In addition to student ratings, the system allows students to assess themselves upon the completion of work samples.

Another use of the vocational careers is to enhance curriculum. They are being used by instructors Cameron-Benson, Paul Cassale, Mario Pierzichini, James Guidachino and John Itavally in science classes; Jane Voysey in arts; Rose Kessler in home economics; and James Johnson in industrial arts. The instructors are using them as an instructional aid in content areas.

The program was purchased by the Admiral Peary School. Technical assistance is provided by the school district through the research division of the vocational school.



Student evaluator Ethel Girard oversees the progress of Portage Area ninth grader Ryan Auer as he works with one of the 15 booths set up to provide a glimpse of various job types. The equipment is on loan to the school district from Admiral Peary V-Tech.

New Equipment Provides Students Career Insight

Try it. You may not like it. But you have 2,000 other choices. That's the number of careers represented by 15 pieces of equipment brought in Portage Area Schools to give students a taste of various job types.

The equipment consists of booths having a sight-stand type recorder and head-set plus other machinery and tools depicting particular job situations.

For instance, the cooking booth includes a micro-wave oven. The small engine testing center has a 3-1/2 horse-power engine and all tools necessary for the engine's assembly and disassembly. The masonry career is complete with bricks and cement.

Other displays include: a service locker, bench assembly, drafting, electrical wiring, plumbing and pipe fitting, woodwork and carpentry, refri-

gation, air conditioning and heating, welding and soldering, Peter sales and office work, needle trade, sheet metal work, and basic tool use.

The vocational station can be used by the guidance department to evaluate student job choices and increase the productivity of job assessments. Ethel Girard, an estimator, Eshel Gurak, needs only a few of the participants on the use of the vocator. The filmstrip

Local educators participate in Career Education seminars

New ideas tried out on a pilot basis by the research staff that proves successful about career education referred to the participating schools and demonstration programs for the past three years under a combination of federal state and local funds. Cooperation by Admiral Peary and the vocational school, under the direction of Mr. John Burick, director of vocational education, and by personnel in each supporting school district has been a major factor in the success of the projects to date. Not all teachers, administrators or counselors agree with all the ideas, however, each individual is allowed to utilize those portions of the activities that best suit his needs.

The basic idea behind the local career education seminars in Washington, D.C. is to provide students with opportunities to gain vicent information to make an honest choice of a career and keep rigidly to that goal. It is to turn out students who know everything about every job but to make school meaningful in terms of their futures. Also career education is not a new program or new track but rather a shift in emphasis in materials normally presented in the classroom to make those materials more meaningful in terms of every day living. The major goals of the project are:

- To increase the self-awareness of each student to help him develop favorable attitudes toward work and aid in choosing careers.
- To make the elementary student aware of the broad range of jobs in the world of work.
- To provide the middle

grade students a career orientation and further exploration of what jobs actually involve on a daily basis.

To give secondary level students job preparation by placing emphasis on work experience. The results of the placement of all graduating students in a job post-secondary or college program or college.

As a result of these activities, both Dr. Fluck and Dr. Laureau were invited by Dr. Kenneth B. Hoyt, associate commissioner for career education in the U.S. Office of Education, to attend a series of national career education seminars in Washington, D.C. In addition, Dr. Laureau was invited by Dr. Hoyt to utilize his experience and training in areas of research, testing and statistics, in a special career education evaluation project under the direction of Dr. Hoyt.

The National Association for Development Associates, charged with the responsibility of refining all available testing instruments in the area of career-education. Dr. William E. Coffman, linguist professor of education and director of Iowa Testing Program at the university of Iowa; Dr. Donald Super, professor of education, Columbia Teachers College, and a pioneer in the development of the concept of vocational maturity; Dr. Nancy Burton, coordinator, Department of Research and Analysis, National Assessment of Education Progress; Educational Commissioner of the State of the States; Dr. Dale

APPENDIX IV-12

FINAL REPORT OF CAREER MILITIA PROJECT
AND RELATED CORRESPONDENCE

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ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL

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PHONE (014) 472-6456

RESEARCH COORDINATING UNIT

TO: Dr. Edward H. Larcau, Associate Director for Research
FROM: Mr. William S. Wiley, Research Associate
SUBJECT: Militia Careers Project
DATE: 12 June 1975

Experience with the subject project at Altoona and Greater Johnstown area vo-tech schools during the past school year indicates the desirability of initiating pilot programs at these two schools beginning this fall. Colonel Robert H. Miller, Project Advisor, is presently incorporating such a proposal in a final project report for Department of the Army approval. An information copy of the report will be forwarded to APAVTS shortly.

In view of this development, as well as the reduction of RCU staff, Dr. Fluck has approved the recommendation that RCU withdraw from its position as project coordinating agency among the four cooperating vo-tech schools. Although there is no current plan for participation in the pilot programs by the Somerset and Admiral Peary vo-tech schools, there is still a requirement for these two schools to maintain liaison with the Project Advisor, and to keep abreast of the project status in the event of future involvement. Accordingly, Dr. Fluck has named Mr. Robert V. Cassidy as contact individual for any Militia Careers Project matters concerning APAVTS that may arise.

It is recommended that RCU files be forwarded under separate cover to Mr. Cassidy for background information. Colonel Miller has been apprised of the aforementioned administrative changes.

ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL

NAME J. CREAMY
EMP. NO. 10000
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PHONE (014) 472-6456

RESEARCH COORDINATING UNIT

TO: Mr. John Buriak, Director
FROM: Dr. Edward H. Larcau, Associate Director for Research
SUBJECT: Militia Careers Project
DATE: 12 June 1975

Please advise me as to any special procedure that you would like to have followed for transmittal of the information described in Mr. Wiley's memorandum of 12 June 1975 to me.

cc: Mr. Cassidy
Dr. Fluck
Mr. Green
Col. Miller
enclosures

ADMIRAL PEARY AREA VOCATIONAL-TECHNICAL SCHOOL

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PHONE (814) 472-6456

JOHN BURIK
DIRECTOR OF VOCATIONAL EDUCATION

RESEARCH COORDINATING UNIT

TO: Mr. John Buriak
FROM: Edward H. Lareau *EH 6/17*
SUBJECT: Militia Project Materials
DATE: 17 June 1975

Enclosed are Mr. Wiley's files containing materials for the Career Militia Project, as we had discussed pursuant to my memorandum dated 12 June 1975.

Additional information, with special emphasis on the objectives of the Exemplary Career Education Project (Part D funding), is contained in the Part D project files in my office and is available for inspection at anytime. Said information is more relevant to the Part D project than to the transmittal to operations of the Career Militia project, as described in detail in Mr. Wiley's files.

Please contact me if you need further information or have any questions.

EHL/lis

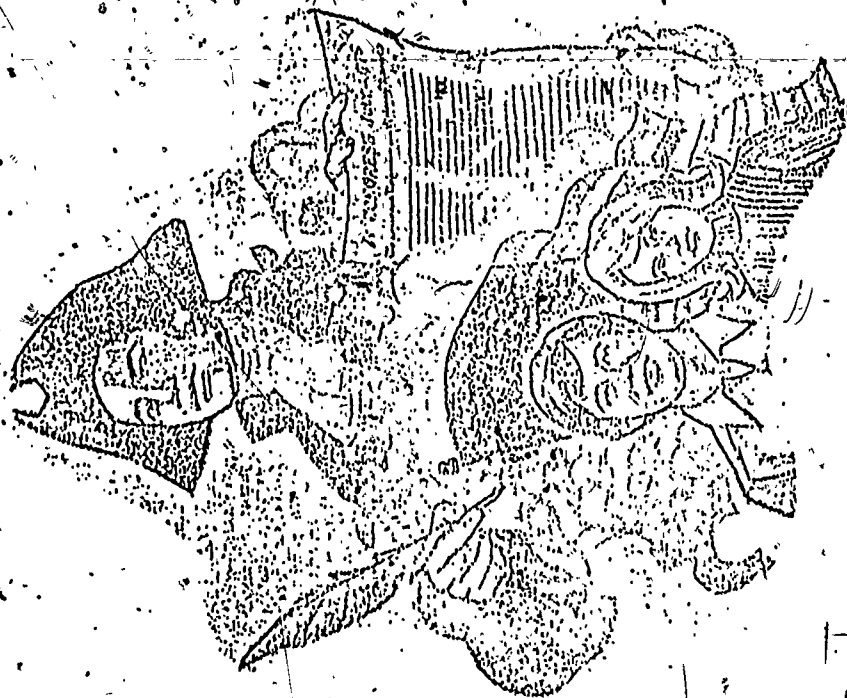
cc: Dr. Baylis
Dr. Fluck
Mr. Jahoda
Mrs. Kantor
Mr. Wiley

enclosures

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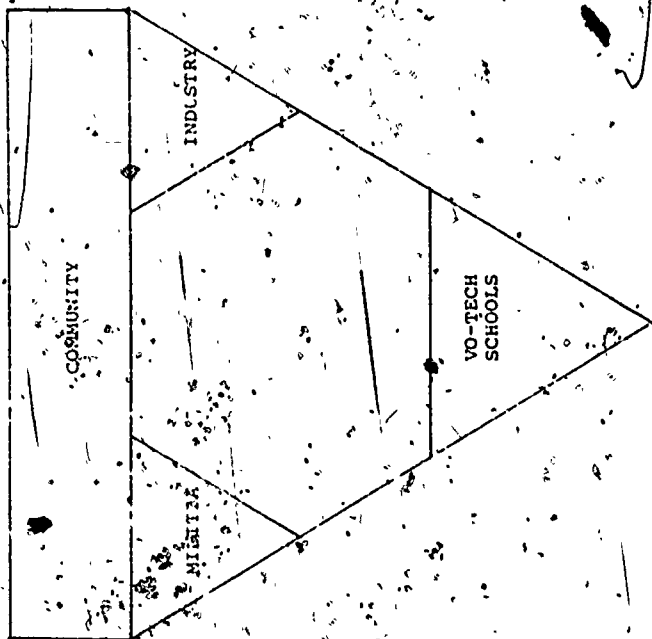
MILITIA CAREERS PROJECT
FINAL REPORT



A JOINT PROJECT SPONSORED BY:
MILITIA CAREERS COMMITTEE
PENNSYLVANIA DEPARTMENT
RESERVE OFFICERS ASSOCIATION
P. O. BOX 11445
ALTOONA, PA 16603

RESEARCH COORDINATING UNIT
ADMIRAL PERRY AREA VO-TECH SCHOOL
EBENSBURG, PA 15931

MILITIA CAREERS PROJECT
FINAL REPORT
LOGO EXPLANATION



Logo - Represents the increasingly important role of Vocational-Technical Schools in providing basic skills for communities served.

The evaluation of Vp-Tech curriculums will provide a coherent interface between vocational-technical education and the

"world of work" in this case the skill needs of militia units.

A plan similar to the one contained in this report is needed.

MILITIA CAREERS PROJECT
FINAL REPORT
SYNOPSIS, MILITIA CAREERS PROGRAM

MILITIA CAREERS PROJECT
FINAL REPORT
SYNOPSIS, MILITIA CAREERS PROGRAM (Continued)

Program wherein:

Vo-Tech curriculums are evaluated in terms of related military occupational specialties (MOS).

Senior (11th Grade) students, in each MOS receive a curriculum, res. familiarization instruction concerning the occupational specialties and responsibilities of militia persons in local militia units.

Senior (12th Grade) students are given the opportunity to enlist in local militia units of their choice.

Senior students enlist to fill MOS positions for which their Vo-Tech curriculums are preparing them, they are assigned on-the-job studies in their MOS fields they attend all required training formations.

Upon graduation those students, who qualify for the MOS in which enrollment will be awarded that MOS. Those students whose curriculums do not fully qualify them for the MOS in which enrollment is required, in a supplementary curriculum in a continuing education program until fully qualified.

When MOS qualified the militia-person may be ordered to active duty. Basic Training: Upon completion of basic training, the militia person will be promoted to the pay grade for which MOS qualified.

Advanced Individual Training will be served in the MOS for which the militia-person is qualified and needed, or re-training for a higher skill level, if neither requirement exists the militia-person would be returned to his assigned militia unit.

Militia Career Liaison Officers are officers or NCO's who have a specific MOS expertise; these persons become resource counselors in a related Vo-Tech curriculum, as such they are responsible for the militia careers familiarization course.

A council composed of a senior Army Reserve commander and a National Guard Commander coordinate the Militia Careers Program with the Director(s) of Vo-Tech School(s) serving the geographic area from which militia units draw their personnel.



MILITIA CAREERS PROJECT
FINAL REPORT
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DEFINITIONS

Militia Careers Project: Genesis to Final Report

Militia-Careers Program: A cooperative education program in which Vo-Tech Schools provide MOS qualified personnel to local Militia units.

Militia Careers Orientation Course: A unit of study, included in Vo-Tech curriculums, wherein students become familiar with the roles of local militia units and the responsibilities and opportunities of a militia person.

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FINAL REPORT
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MILITIA CAREERS PROJECT
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COL Robert H. Miller, USAR(Ret)
LTC Frank A. Densевич, USAR(Ret)
MAJ Gordon D. Brigham, USAF(Ret)

Chairman
Secretary

The members of the Militia Careers Committee desire to express their appreciation to the persons principally concerned in the development of the Militia Careers Project:

PLANNERS:

Richard N. Lommock, Research Associate, Curriculum
Robert H. Miller, Militia Careers Committee
William S. Wiley, Jr., Research Associate, Career Education

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MILITIA CAREERS PROJECT
MILITIA CAREERS COMMITTEE
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Pennsylvania Army National Guard
MAJ Miles J. Shaffer, Jr., PAANG.

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CO., 341st Medical Co., USAR.
CO., 298th Light Equipment Maintenance Co., USAR.
CO., NAVRESCEN, Altoona, Johnstown.
Johnstown Area:
CO., 876th Engineer Bn., PAANG.
CO., 1st Bn., 103rd Armor, PAANG.
CO., 458th Engineer Bn., USAR.
CO., 485th Chemical Bn., USAR.

We wish, particularly to express our appreciation to those who provided the support required to produce this final report:

Redevelopment Authority of the City of Johnstown
for typing, collation, and reproduction;

Research and Coordinating Unit, Admiral Peary Area Vocational
Technical School for binding and distribution.

MILITIA CAREERS PROJECT
FINAL REPORT
INDORSEMENT. MILITIA CAREERS COMMITTEE

The Militia Careers Committee, Pennsylvania Department, Reserve Officers Association presents the inclosed FINAL REPORT, MILITIA CAREERS PROJECT.

We believe that the Militia Careers Program, as outlined, is eminently worthy of operational test, in a pilot program, over a period of three (3) School Years.

S/ *W. A. Morgan*
BG. W. A. Morgan, USAR(Ret)

Occupation

Advertising

S/ *Lloyd M. Morris*
COL. Lloyd M. Morris, USAR(Ret)

Civil Defense

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S/ *Gordon D. Blydenham*
MAJ. Gordon D. Blydenham, USAF(Ret)

Education

MILITIA CAREERS PROJECT
FINAL REPORT, MILITIA CAREERS COMMITTEE

MILITIA CAREERS PROJECT
FINAL REPORT
SECTION I, OBSERVATIONS

This Final Report is contained in Sections I thru V, and TABS A thru F. The sequence of Sections I thru V provides a chronological development summary of the Militia Careers Project.

Report Content:

Section I, Observations,

Section II, Proposition

Section III, Response

Section IV, Recommendations

Section V, Evaluation

TAB A, Faculty Response

TAB B, Curriculum-MOS/POI Evaluation

TAB C, The Militia Careers Liaison Officer

TAB D, Militia Careers Day

TAB E, Management Structure

TAB F, Resources Required

REQUIRE DEPARTMENT OF ARMY APPROVAL

A. 528 or 22 Vo-Tech curriculums are closely related to the Military Occupation Specialties (MOS) required in Militia units stationed in the Altoona and Johnstown areas. (TAB B-I)

B. MOS related curriculums are in two categories:

1. Curriculums which fully meet, or may be modified to meet, the Programs of Instruction (POI) in Related MOSS.

2. Curriculums which require supplementary subject material, in a Post graduate or continuing education program, to fully meet the POI requirements of Related MOSS.

C. Vo-Tech Schools in their continuing education programs can tailor a supplementary curriculum which, when added to the curriculum in which the student graduated, will fully meet the POI requirements of a related MOS.

D. Vo-Tech Schools, participating in the Militia Careers Program, serve the same geographic area from which local militia units draw their personnel.

E. The total production of all 4 Vo-Tech Schools in 1975 was 1774 graduates. Of those graduates 992 possessed MOS related vocations. The Table of Organization (T/O) strength of militia units in the same geographic area is approximately 2100.



MILITIA CAREERS PROJECT
FINAL REPORT
SECTION II, PROPOSITION

From: Militia Careers Committee

To: Directors, Vo-Tech Schools

A. Will the Directors authorize the introduction of a unit of study in each MOS related curriculum, which will familiarize students with the role of the Citizen-Soldier. The unit of study will include:

1. A study of each local militia unit, including:

- a. Organization
- b. Missions
- c. Major items of equipment
- d. Community related values
- e. MOS/Grade structure related to each curriculum

2. A comparison of the students curriculum to its related MOS/POI requirement

3. The opportunities, benefits and responsibilities of the citizen-soldier-student in the Senior Year (12th Grade)

MILITIA CAREERS PROJECT
FINAL REPORT
SECTION III, RESPONSE OF VO-TECH SCHOOL DIRECTORS

A. The response of each Director to the foregoing, SECTION II, PROPOSITION was favorable.

B. The Directors agreed to implement the Militia Careers Program, as outlined below, if approved by the Department of Army:

1. Include in each MOS related curriculum a unit of study as outlined in Section II.

2. In each curriculum, which does not fully meet the requirements of a related MOS, develop a supplementary curriculum in a continuing education program which will fully meet the MOS/POI requirement for that MOS.

3. Cooperate with the Militia Careers Liaison Officer in the conduct of performance oriented MOS qualification tests conducted in the Vo-Tech School.

C. The Directors request that those students who enroll in a continuing education program, to become fully MOS qualified, be authorized to postpone their Basic Training (Active Duty) until MOS training and qualification is completed, or for a maximum period of one year.

D. The Directors suggested that local militia commanders explain to each Vo-Tech faculty the Militia Careers Program. (See

TAB A, FACULTY RESPONSE)

MILITIA CAREERS PROJECT
FINAL REPORT
SECTION IV, RECOMMENDATIONS, MILITIA CAREERS COMMITTEE

- A. That the Department of Army approve and authorize a pilot Militia Careers Program, to begin in School Year 1975-76, and to extend over a period of 3 years, in accord with the plans contained in this report:

SECTION III, RESPONSE OF VO-TECH SCHOOL DIRECTORS

TAB B, CURRICULUM - MOS/POI EVALUATION

TAB C, THE MILITIA CAREERS LIAISON OFFICER

TAB E, MANAGEMENT STRUCTURE

TAB F, RESOURCES REQUIRED

- B. In filling unit vacancies give priority to non prior service Vo-Tech seniors enrolled in MOS related curriculums.
- C. Authorize an overstrength to absorb surplus Vo-Tech seniors who desire to enlist.
- D. Award MOS upon successful completion of MOS Qualification tests.
Award pay grade for MOS upon the completion of Basic Training.
- E. Assure on-the-job training in militia unit is compatible with Vo-Tech curriculum in which the student is enrolled.

MILITIA CAREERS PROJECT
FINAL REPORT
SECTION V, EVALUATION

- A. Vo-Tech Schools have recently evolved from a "brick and mortar stage" to a "curriculum development stage". Interest is now focused on curriculum and their relationship to the "world of work". This new stage is an ideal time to focus concern on the technical needs of local militia units.
- B. The single best source from which militia units may select MOS qualified, non-prior service, young people is the Vo-Tech School. Simultaneously the Vo-Tech School and local militia units together are contributing to the quality, quantity and stability of the local labor force, thereby enhancing the community's basis and quest for new industry.
- C. The development of MOS/POIs within related Vo-Tech curriculums throughout the CONUS will enhance:
1. Cost effectiveness of military training by the elimination of other costs for the same training on active duty such as room, board and salary.
 2. Mobilization readiness by providing an operational infra-structure for mobilization training.
 3. Mobilization readiness by providing a dispersed, relatively invulnerable training base.
 4. Operational readiness of local militia units by providing MOS qualified persons to fill MOS vacancies.
- D. A reinforcing factor moves militia persons rapidly up their career ladders when they are involved in a civilian job, a

MILITIA CAREERS PROJECT
FINAL REPORT
SECTION V, EVALUATION (Continued)

militia assignment and a continuing education program, all in the same vocation.

E. One of the major motivational factors in Vo-Tech education is a cooperating program in which the student is provided on-the-job experience and a financial return for work done, the Militia Careers Program admirably provides this desired motivation factor.

F. It is believed that the enrollment of militia persons in a Vo-Tech Schools' continuing education program will interest fellow students in militia careers. Many students in continuing education curriculums are not Vo-Tech graduates and have little knowledge of the relationship of their skills to the needs of local militia units.

G. Approximately 30% of the cost of continuing education curriculums is borne by the students. How the militia student and/or school will be compensated is not dealt with in this report, several options are open.

H. An explanation must be given for focusing the Militia Careers Program at the curriculum level:

The Vo-Tech students most substantial link with the adult world is often with their Vo-Tech instructor, a firm bond forged over 3 years of classroom/laboratory training. Nowhere in secondary education do we generally find this exemplary, desirable, student-teacher (craftsman-apprentice) relationship.

MILITIA CAREERS PROJECT
FINAL REPORT
SECTION V, EVALUATION (Continued)

Because Vo-Tech students repose great confidence in the counsel of their instructors, then this becomes the level at which the Militia Careers Liaison Officer must work.

I. If successful and standardized the Militia Careers Program may be recorded in a central depository, where it will be available for electronic retrieval, by other school districts and militia units elsewhere in Pennsylvania.

J. The Militia Careers Program developed from concept to Final Report over a period of 21 months. In the cause of brevity much background data has been excluded from this report. It is suggested that those responsible for the operational phase of the Militia Careers Program depend upon the Militia Careers Committee for counsel.

MILITIA CAREERS PROJECT
FINAL REPORT
TAB A, FACULTY RESPONSE

Content: TAB A Summary

TAB A-1, Lesson Plan, Faculty Briefing

TAB A-2, Option No. 1, Militia Careers Orientation Course For Vo-Tech Instructors

TAB A-3, Summary, Militia Careers Program

TAB A-4, Option No. 2, Militia Careers Orientation Course, Presented by Resource Counselors

TAB A-5, Questionnaire

TAB A, Summary.

Altoona Area Vo-Tech School

1. As suggested (See Item D, Section II, Response Of Vo-Tech School Directors) a militia team was organized and a lesson plan developed to brief each Vo-Tech faculty (See TAB A-1).

2. The Militia Careers Program was presented to the faculty, 6 Feb 75. In this briefing the 17 Hour, Militia Careers Course For Vo-Tech Instructors (See TAB A-2) was explained. It was planned to have the Vo-Tech Instructors develop and integrate into their respective curriculums a Militia Careers unit of study, they would do this from the information provided them in the 17 Hour orientation course.

3. Eighteen instructors in 15 MOS related curriculums attended the conference, 9 instructors stated that they would enroll in the 17 Hour Course, 9 stated that they did not have 17 Hours of off-the-job time to allocate.

MILITIA CAREERS PROJECT
FINAL REPORT

TAB A, FACULTY RESPONSE, SUMMARY (Continued)

4. In the discussion which followed the briefing 2 other circumstances became evident:

a. Questions posed by the instructors indicated that they did not fully understand the Militia Careers Program.

b. The instructors suggested that a militia person in the capacity of a "resource counselor" present the unit of study, Militia Careers Orientation Course, to students in each curriculum. All instructors appeared to favor this approach.

Greeter Johnstown Area Vo-Tech School

1. The Militia Careers Program was presented to the faculty in 2-30 minute conferences, 26 Mar, and 2 Apr 75. The lesson plan used in the previous conference, Altoona Area Vo-Tech School was revised:

a. A summary of the Militia Careers Program (See TAB A-3) was provided each instructor teaching in a MOS related curriculum. The Vo-Tech Coordinator participated in pre-conference discussions with instructors.

b. A second option (See TAB A-4) in the manner of presenting the Militia Careers Orientation Course was offered. This option involved the Militia Careers Liaison Officer in the role of resource counselor.

2. Sixteen instructors, representing 12 MOS related curriculums attended the conference. All were in favor of a unit of study, the Militia Careers Orientation Course, and its presentation by a Militia Careers Liaison Officer.

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MILITIA CAREERS PROJECT
FINAL REPORT
TAB A, FACULTY RESPONSE, SUMMARY (Continued)

TAB A-1

3. TAB A-5 contains the questionnaire used to obtain the response of the faculty. The number in each answer block indicates the cumulative response received.

Conclusion: Applying the response data collected at the Altoona AVTS. and the Greater Johnstown AVTS., the 2 larger of the 4 participating schools, it is concluded that there are:

- 22 MOS related curriculums (See TAB B-1)
- 63 Instructors who will participate
- 31 Militia Careers Liaison Officers required
 - 15 from militia units in the Altoona area
 - 16 from militia units in the Johnstown area

Note: As the end of the school year approached it became increasingly difficult to coordinate the available resources of the Vo-Tech Schools and militia units to schedule conferences in all four participating schools, therefore, the application of data from 2 schools to all 4.

LESSON PLAN

FAMILIARIZATION CONFERENCE

MILITIA CAREERS ORIENTATION COURSE FOR VO-TECH INSTRUCTORS

CONFEREES: VO-TECH INSTRUCTORS WHO TEACH MOS RELATED VOCATION

TIME: 50 MINUTES, AN IN-SERVICE CONFERENCE

DIRECTOR, Opens conference, Opening Remarks (See TAB A)

MILITIA COORDINATOR, USAR.

Outlines organization and missions, USAR. Units (See TAB B)

MILITIA COORDINATOR, PAANG

Outlines organization and missions, PAANG Units (See TAB C)

Graphic Aid: A organization chart, each militia unit 1 per conferee

VO-TECH COORDINATOR

Outlines the objectives and content of the proposed 17 hour mini-course: MILITIA CAREERS-ORIENTATION COURSE FOR VO-TECH INSTRUCTORS. (See TAB D)

Graphic Aid: Subject schedule for 7 lesson course 1 per conferee

Needs Assessment Questionnaire 1 per conferee

VO-TECH COORDINATOR

Supervises distribution, explanation and collection of Needs Assessment Questionnaire

Note: Preceding presentations will provide information needed by conferees to answer all questions in the Needs Assessment Questionnaire

Encl-1

LESSON PLAN
 FAMILIARIZATION CONFERENCE
 MILITIA CAREERS ORIENTATION COURSE FOR VO-TECH INSTRUCTORS
 CONFEREES, VO-TECH INSTRUCTORS WHO TEACH MOS RELATED VOCATIONS
 DIRECTOR, Opens conference

Outline, Director's opening remarks

1. Purpose, to familiarize vo-tech instructors with the objectives and content of the MILITIA CAREERS ORIENTATION COURSE FOR VO-TECH INSTRUCTORS
2. A pilot project and other participating schools
3. Value to participating school:
 - a. Provides part-time work in chosen vocation
 - b. Encourages enrollment in continuing education program
 - c. Provides opportunity to earn while learning
4. An in-depth look at the MILITIA CAREERS ORIENTATION COURSE
5. CAREER-COUNSEL EFFECTIVENESS of Vo-Tech Instructor

Verbatim Comments, Director's opening remarks (Suggested)

This in-service conference is convened to tell you about the MILITIA CAREERS PROJECT.

The MILITIA CAREERS PROJECT is a pilot project in which 3 other Vo-Tech Schools are also participating: Admiral Peary, Greater Johnstown and Somerset County.

The MILITIA CAREERS PROJECT is designed to provide a flow of Vo-Tech graduates into our local militia units where vacancies exist for their/vocational skills.

We are constantly searching to obtain for all our graduates, the advantages which are contained in the MILITIA CAREERS PROJECT for those who chose to enlist in local militia units of the National Guard and Army Reserve:

1. It provides our graduates with a part-time job, at good pay which will: 1) keep his skill alive,

- 2) up-grade that skill, and 3) encourage the graduate to prospect longer in his home area for that first permanent job.
2. It permits selected students to earn-while-learning in their Senior Year, a cooperative education program.

Verbatim Comments, Director's opening remarks (Suggested)

This conference will enable you to take an in-depth look at the MILITIA CAREERS PROJECT. If it looks good to you, as it does to me, we will schedule a 17 hour MILITIA CAREERS ORIENTATION COURSE. Completion of this in-service, mini-course will enable you, next year, to include in your curriculum a militia careers unit of study. You will find that the inclusion of this unit falls into the areas of both career development and curriculum development.

One of the strong points of Vo-Tech Education is the master craftsman-apprentice-bond which develops over 3 years. This bond bridges the generation gap and permits the teacher to career-counsel at a more effective level than elsewhere in secondary education.

LESSON PLAN GUIDE, Militia Careers Orientation Course for Vo-Tech Instructors

OPTION No. 1 To be presented by Militia Officers to Vo-Tech Instructors who in turn will develop a unit of study for inclusion in their respective Vo-Tech curriculums.

Lesson No. 1 (2 Hours)

Militia Units, History, Constitutional Authority

Purpose, Outline and Relationship Between:

Militia Careers Orientation Course for Vo-Tech Instructors

Militia Careers Orientation Course for Vo-Tech Students

Militia Training Value To: Militia Person

School and Community
Nation

Organization and Mission of each JSAR Unit in turn:

Organization including major items of equipment

Missions: Mobilization, Natural Disaster, Civil Strife

Lesson No. 2 (2 Hours)

Brief History, Pennsylvania National Guard

Organization and Mission of each PANG Unit in turn:

Organization including major items of equipment

Missions: Mobilization, Natural Disaster, Civil Strife

Notes for the presentation of Lesson No. 1 and No. 2

1. Unit organization and missions to be presented by each unit commander or his representative.
2. Graphic aids and other instructional material will be provided to each Vo-Tech School for classroom use.
3. Subject material will be presented in a manner which may be used by the Vo-Tech Instructor in presenting the same material to students.

Lesson No. 3 (2 Hours)

MOSE structure of each USAR unit as it relates to the vo-tech department which teaches a military related vocation.

Lesson No. 4 (2 Hours)

MOSE structure of each PANG unit as it is related to the vo-tech department which teaches a military related vocation.

Lesson No. 5 (3 Hours)

Evaluate Parallel Vo-Tech occupation training and MOS training curricula:

Determine those identical.

Determine those MOS for which 12th grade curriculum augmentation is feasible, so that the 12th grade student may graduate fully qualified.

Determine those MOS for which vo-tech continuing education curricula may be developed to fully meet MOS criteria.

Determine those MOS for which there exists no parallel civilian demands and for which training may be obtained in military schools.

Determine those MOS which are related to occupational curricula in two or more vo-tech departments, e.g., Operations and Maintenance of: Farm Equipment, Construction Equipment, Mining Equipment.

Note: Comparison of Vo-tech occupations and MOS criteria is a continuing project of the Research Coordinating Unit, ARRTVS. Comparative studies have been completed in several occupational areas.

Lesson No. 6 (3 Hours)

Field visit to USAR Unit in training.

Attention of the visiting vo-tech instructors will be directed to the MOS structure, items of equipment and training schedules related to the occupations taught by those instructors.

TAB A-2

Lesson No. 7 (3 Hours)

Field visit to PANG Unit in training. (3 hours)

Attention of the visiting Vo-tech instructor will be directed to the MOS structure, items of equipment and training schedules related to the occupations taught by those instructors.

Note: Project Advisors will coordinate issuance of certificates for In-Service credit for these individuals who complete the "Militia Careers Orientation Course for Vo-tech Instructors".

Notes concerned in the presentation of Lessons No. 3 thru Lesson No. 7

1. These lessons to be presented to instructors of a single vo-tech department, e.g., Food Service, Automotive, Mining-Tech.
2. Lesson 5 will be a seminar lesson presented by a team of 2 militia representatives, one familiar with the needs of USAR Units, one familiar with those same needs in PANG Units.
3. Instructional aids used will be those available for later classroom instruction of students.
4. Militia Instructors will become liaison officers between the militia units which each represents and the vo-tech departments concerned. Liaison will serve the following purposes:
 - a. To learn the number of graduates expected in each occupation group including skill levels.
 - b. Advise the vo-tech department chairman of the projected militia needs in the year following graduation.
 - c. Schedule annual familiarization visits to local militia units for interested vo-tech instructors.
 - d. Counsel prospective recruits in coordination and cooperation with the vo-tech instructor.
 - e. Provide data and counsel which will enable the department chairman to modify both secondary and continuing education curricula to fully meet MOS criteria.
 - f. Schedule a non-school day visit for each interested student to one or more selected militia units.
 - g. Determine minimum essential equipment needed for classroom instruction in both secondary and continuing vo-tech curricula.
5. Determine for SY 1975-76, a schedule of liaison visits so that both USAR and PANG representatives will meet with the vo-tech department chairman at the same time.

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TAB A-2

TAB A-3

Memorandum: Militia Careers Project

To: Vo-Tech Instructors

This memorandum is addressed to Instructors teaching in curriculums related to Military Occupational Specialties (MOS).

Militia Careers is a pilot, cooperative, education project containing strong career and curriculum development factors in the area of citizenship.

The dividends described below are expected:

1. Provides for a flow of Vo-Tech Graduates into local militia units (Guard & Reserve) wherein their vocational skills are needed. It will provide for increased readiness in those units and correct an endemic problem of MOS unqualified militia persons.
 2. Graduates possessing vocational skills, the equivalent of MOS criteria, may enlist in that MOS and receive the pay grade authorized.
 3. Graduates possessing vocational skills not equivalent to MOS criteria will be enrolled in a continuing education program, wherein added equivalent training will be obtained.
 4. Vo-Tech students, throughout their senior year, fixed in their militia assignments, will have a part-time job, a supplemental income, without the loss of a single school day.
 5. In the "World of Work" it will provide the Vo-Tech School with a major step toward fuller recognition of the skills of a Vo-Tech Graduate.
 6. Post graduate career development is accelerated when there exists a compatibility between a militia assignment, a civilian job and enrollment in a continuing education program. There appears to be a synergistic factor in this combination.
- Other dividends will be apparent to you as you listen to the Guard and Reserve Commanders outline the missions and organization of their respective units.
- Militia Careers is a pilot project sponsored jointly by the Reserve Officers Association, Local Guard and Reserve Commanders and four Vo-Tech Schools -- Altopda AVTS, Admiral Peary AVTS, Greater Johnstown AVTS, and Somerset AVTS.
- Department of Army approval must be obtained before this project may be implemented. This project and a request for its approval will be presented to DOA in April, 1975.
- We look forward to our conferences with you.

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TAB A-3

LESSON PLAN GUIDE, Militia Careers Orientation Course for Vo-Tech Students

OPTION NO. 2 To be presented by a Militia Officer in the role of a Resource Counselor.

Lesson No. 1 (4 Hours) (A one time lesson)

Militia officer with special expertise and Vo-Tech instructor together make a comparative study of MOS training requirement and the related Vo-Tech Curriculum.

This study will be as detailed as available publications will permit (Task Title Glossary, Army Regulations, Curriculum PQI).

The comparative study will be processed for final approval through APAVTS, Hq. First US Army, Military Service School and a return through the same channel. Preliminary studies have been processed through this channel.

Lesson No. 2, 3, 4 (20-25 Minutes, each lesson)

Emphasis will be placed on needed skills. In no case will a student be encouraged or permitted to enlist in a MOS not related to the Vo-Tech curriculum in which enrolled.

These lessons to be presented in the last half of the Junior Year.

Lesson No. 2

Constitutional Authority for Militia Units

Local Guard Units

Missions and Organization

TO&E as it pertains to a Vo-Tech Curriculum

Lesson No. 3

Local Reserve Units

Mission and Organization

TO&E as it pertains to a Vo-Tech Curriculum

Lesson No. 4

Obligations and regards of militia service

Career development opportunities

Lesson No. 5 (3 Hours)

Field trip to militia unit of choice during scheduled training (Non school day)

Lesson No. 6

Scheduled in first month of Senior Year.

Field trip to unit in which student desires to enlist.



DRAFT

NEEDS ASSESSMENT QUESTIONNAIRE, MILITIA CAREERS ORIENTATION COURSE

This questionnaire is intended as a means for conducting a needs assessment survey for the 17-hour instructor course among the educational staffs of the four cooperating vo-tech schools. A briefing on the overall Militia Careers Project and the scope and specific objectives of the proposed course should be presented by respective vo-tech coordinators to be selected faculty and staff members prior to the administration of this instrument.

Date: 26 March 1975

1. Name of school: Greater Johnstown Area Vo-Tech School

2. Title of position: (Include instructional program, if a faculty member).

3. Have you ever served in an active military component (Army, Navy, Marines, Air Force) of the United States? Yes 11 No 3

4. Will this project increase the students' interest in their occupations: Before graduation? After graduation?

Yes 14 No 2
Yes 16 No

5. Will this project increase the students' knowledge concerning the tools of their occupations?

Yes 16 No

6. Will this project increase the students' knowledge concerning Other jobs in the student's occupation of choice?

Yes 16 No

TAB A-5

7. Is "Early Enlistment" a productive "Cooperative Education" plan? Yes 15 No 1

8. Will enrollment in a continuing education program to meet Military Occupational Specialty (MOS) requirements effectively improve potential earning power in a civilian occupation? Yes 16 No

9. Will a militia assignment encourage a vo-tech graduate to prospect longer in his/her home area for a permanent job? Yes 16 No

10. Will social contacts derived from militia duty increase the vo-tech graduate's knowledge of job openings in the geographic area from which the militia unit draws its members? Yes 16 No

11. By providing a part-time job and a supplemental income immediately after graduation, will a militia assignment effectively increase the number of students who continue to follow their vo-tech occupations? Yes 15 No 1

12. Will a vo-tech graduate derive three-way mutual support in a career development plan when simultaneously participating in a) a continuing education curriculum, b) a militia assignment, and c) a permanent job, assuming that all three are related to the same occupation? Yes 16 No

13. Do you believe that the vo-tech school has a responsibility to integrate this unit of study into curricula related to the MOS structure of local militia units? Yes 15 No 1



MILITIA CAREERS PROJECT
FINAL REPORT
TAB 3, CURRICULUM - MOS/POI EVALUATION

TAB A-5

14. Would you enroll in the Militia Careers Orientation Course if the following compensations were offered? (List them 1 and 2 in order of importance to you)

- () In-Service Credit
- () Financial Return

Yes 9 No 7

15. If your reply to question 14 is No, would you participate in Lesson #5 only and later cooperate with a militia person, skilled in your vocation, who will be your students' militia counselor? (Financial compensation for Lesson #5 time would be provided.)

Yes 16 No

The most convenient times for me to attend the proposed 17-hour orientation course would be:

- a) From about 3:00 P.M. to 5:00 P.M. during the week, and two weekend visits (about three hours per visit) to militia units.
- b) Course meetings only on weekends.
- c) Other: _____

* Note: We assumed that all affirmative answers to No. 14 would be affirmative to No. 15 if the option described in No. 14 was not available. For this reason, the affirmative replies in No. 14 were added to the affirmative replies in No. 15 to obtain the total of 16.

Content: TAB B, Evaluation Program
TAB B-1. Chart, MOS related Curriculums
TAB B-2, Chart, Management.

TAB 3, Evaluation Program:
General: Evaluation will concern the MOS related curriculums in 2 of the 4 participating Vo-Tech Schools, Altoona Area Vo-Tech School and Greater Johnstown Area Vo-Tech School. The evaluations will later be made available to the other 2 schools for their own in-house evaluation. (See Note No. 1)

A visit is recommended to the Admiral Peary Area Vo-Tech School to observe the operation of a computerized curriculum, July-August 1975

- 1. Department of Army (TRADOC) Service Schools appoint Vo-Tech Curriculum Evaluators. (See Tab B-1)
- 2. 99th ARCOM and PAANG appoint an Evaluation Coordinator.

It is suggested that this person be the Recruiting Specialist CPT. Thomas A. Bigley, USAR Recruiting Specialist.

295 Goucher St., Johnstown, PA 15905, Tel. (814) 288 1912, 3812 (See Note No. 2)

- 3. 99th ARCOM and PAANG direct local commanders to appoint Militia-Careers Liaison Officers, one group in the Altoona Area, one in the Johnstown area.



MILITIA CAREERS PROJECT
FINAL REPORT
TAB B, CURRICULUM - MOS/POI EVALUATION (Continued)

MILITIA CAREERS PROJECT
FINAL REPORT
TAB B, CURRICULUM - MOS/POI EVALUATION (Continued)

4. Service School Evaluators, working through the local Evaluation Coordinator:
a. Obtain curriculum data needed and available.
b. Schedule conferences with curriculum chairmen in each Vo-Tech School.
c. Schedules pre-evaluation conference with counterpart Militia Careers Liaison Officer.

curriculums and thereby qualify militia persons in a related MOS. Determine if the modification of an existing curriculum is desired.
(4) Determine military equipment, if any, needed to augment existing classroom/laboratory equipment. As an example it is believed that the Food Service Curriculum will require a Field Range and a Master Menu File.
(5) Determine performance test required for MOS Qualification. Brief Liaison Officer and Curriculum Chairmap concerning the administration of a performance oriented test.
(6) Confer with Vo-Tech School Coordinator after conference with Curriculum Chairman.

September-December 1975

1. Each Service School Evaluator visits in turn the Greater Johnstown Area Vo-Tech School and Altoona Area Vo-Tech School. The following sequence of events is suggested:
a. Confer with local Evaluation Coordinator and Militia Careers Liaison Officer to plan conference with Curriculum Chairmen concerned.
b. Confer with Vo-Tech School Coordinator.
c. Confer with Curriculum Chairman:

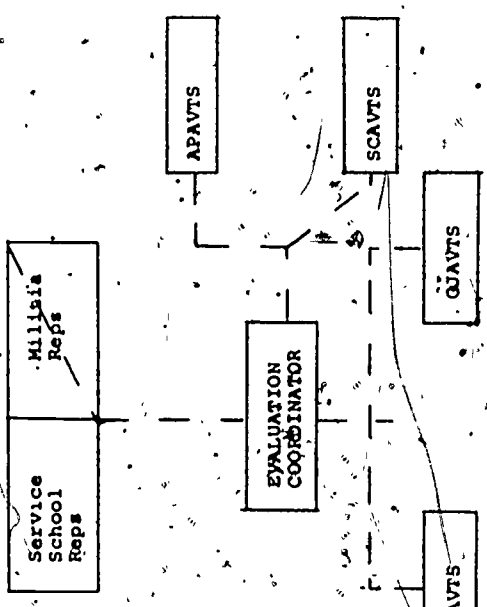
(7) Return Evaluation Report to the Vo-Tech School with copies to the Evaluation Coordinator and to the local unit to which the Militia Careers Liaison Officer is assigned.
(8) Provide copies of Evaluation Report to the Evaluation Coordinator for Admiral Peary Area Vo-Tech School and Somerset County Area Vo-Tech School.
(9) Advise the Evaluation Coordinator concerning the acquisition of military equipment for laboratory training.

(1) Compare curriculum content with related MOS/POI.
(2) Determine if curriculum fully meets MOS/POI requirements. Determine if chairman desires to modify curriculum to meet MOS/POI requirements. Determine additional subject material required.
(3) Determine the subject content of post-graduate continuing education curriculums required to supplement under graduate.

Notes: 1. The published content and the actual more definitive content of a single curriculum varies between schools. A comparison of a curriculum related to the same MOS, must include a conference with the instructor to derive a true comparative evaluation.
2. The recent inactivation of the Research Coordinating Unit, Admiral Peary Area Vo-Tech School required that another



MILITIA CAREERS PROJECT
FINAL REPORT
TAB B-7, MOS/POI - CURRICULUM COMPARATIVE EVALUATION



Service School Reps - Representatives from Dept. of Army Service Schools responsible for MOS training

Militia Reps - A counterpart militia person for each Service School representative.

Militia representatives are in two (2) groups, one (1) in the Altoona area, one (1) in the Johnstown area.

AAVTS programs listed above are those related to militia units in the Altoona area. GAVTS, APAVTS and SCAVTS programs are those related to militia units in the Johnstown area.

- Notes: AAVTS, Altoona Area Vo-Tech School
 GAVTS, Greater Johnstown Area Vo-Tech School
 APAVTS, Admiral Peary Area Vo-Tech School
 SCAVTS, Somerset County Area Vo-Tech School

PROGRAMS	AAVTS	GAVTS	AAVTS	SCAVTS	Related MOS's	Army Service Sch.
Instructors						
Textile Prod.	1				433	Quartermaster Sch. Ft. Lee, VA.
Trains & Traffic	1				Block Contr. Spec.	Quartermaster Sch. Ft. Lee, VA.
Nursing	5				91C20	Medical Svc. Sch. Ft. Sam Houston, TX.



MILITIA CAREERS PROJECT
FINAL REPORT
TAB-C, THE MILITIA CAREERS LIAISON OFFICER (Continued)

MILITIA CAREERS PROJECT
FINAL REPORT
TAB C, THE MILITIA CAREERS LIAISON OFFICER (Continued)

Notes:

1. Review lesson plans and schedule lessons with the Curriculum Chairman
2. Keep Curriculum Chairman advised of projected needs of all local militia units.
3. Extend an invitation to the Curriculum Chairman to visit all militia units, accompany the Chairman on each visit.
4. Remember that you are supplementing a public school, secondary curriculum. You are defining the role of the Citizen-Soldier. You are offering Vo-Tech students an opportunity to qualify for an MOS in their related, chosen vocations. Do not encourage, even by inference the departure of a student from a previously selected vocation.

Schedule and coordinate visits to local militia units in which students desire to enlist.

2nd Lesson - Field Trip to Local Militia Unit

This visit is designed to obtain the enlistment of

Senior Vo-Tech students. Enlistment must be for an existing or projected MOS vacancy which the student is in training to fill.

Student should be met and guided through the enlistment procedure by a person known to the student and/or assigned the same MOS.

Student, after enlisting, fulfills all training requirements of the unit to which assigned, scheduled outside the regular school day.

Senior Year (12th Grade)

Month: September-May

Lesson: 1 plus

Field trip to militia unit
Militia Careers Day
Graduation-MOS Award

1st Lesson

If applicable, review the continuing education curriculum required for full MOS qualification. Information presented will be a repeat of that presented to the same students in their Junior Year.

Study the distribution of existing and projected MOS vacancies in each militia unit.

Again explain the active duty requirement for Basic Training.

MILITIA CAREERS PROJECT
FINAL REPORT
TAB D, MILITIA CAREERS DAY

MILITIA CAREERS PROJECT
FINAL REPORT
TAB E-1, MANAGEMENT STRUCTURE, ALTOONA AREA

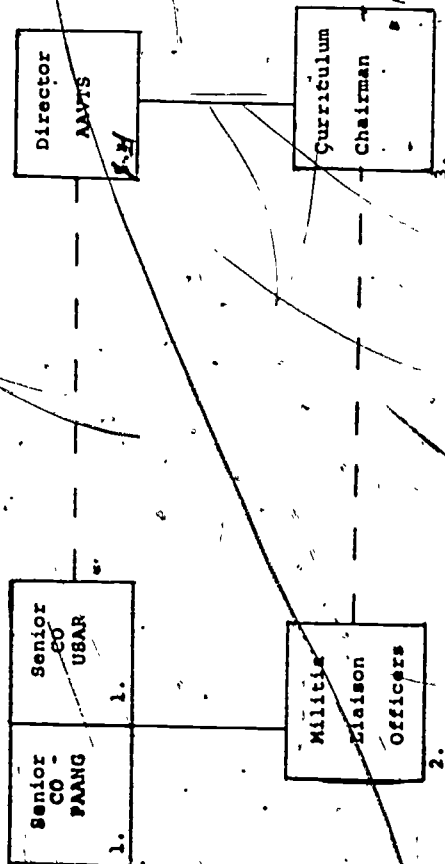


CHART EXPLANATION

1. Represents all PAANG and USAR Units, Altoona Area
2. Militia Careers Liaison Officers (MCLO) are selected on basis of technical expertise. One per VO-Tech curriculum. MCLOs need not be equally divided between PAANG and USAR Units if such a division lowers the expertise of the liaison group.
3. Curriculum chairpersons, many instructors in Food Service and Health Service curriculums are women.
4. Director, Altoona Area Vocational-Technical School
5. Coordinate with Johnstown Panel in assignment of surplus MOSs

DUTIES OF SENIOR CO PANEL

1. Meet and confer, at end of school year with MCLOs concerning:
 - a. Student-Militia persons successfully completing MOS training in past year.

Militia Careers Day
Admiral Peary Area Vo-Tech School
19 April 1974

The Project Report for the above event is too large to include in this TAB D.

The Project Report was distributed to all Vo-Tech Schools and to local militia units. A copy is on file in the Evaluation Coordinators' office.

The Militia Careers Council, in cooperation with the Director of each Vo-Tech School, may schedule a Militia Careers Day. The Militia Careers Day event is a demonstration vehicle designed to introduce the Militia Careers Orientation Course for Junior Vo-Tech students.

MILITIA CAREERS PROJECT
FINAL REPORT
TABLE E-1, MANAGEMENT STRUCTURE, ALTOONA AREA (Continued)

- b. Student-militia persons in continuing education curriculums with projected completion dates.
 - c. Effectiveness of militia on-the-job training in supplementing or complementing Vo-Tech Curriculums.
 - d. Review projected need for MOS qualified militia persons against projected availability of Vo-Tech graduates.
 - e. Review recommended curriculum changes.
 - f. Review logistic support requirements.
 - g. Review training man-day requirements.
 - h. Set date for next "Militia Careers Day" and units to participate.
 - i. Project and fill MCLO vacancies.
1. Prepare agenda for conference with Director, MAVTS.
 2. Meet and confer with Director, MAVTS., follow agenda previously prepared, provide advanced copy to Director prior to conference.
- Refine Militia Careers Program for year ahead based on past year experience.

MILITIA CAREERS PROJECT
FINAL REPORT
TABLE E-2, MANAGEMENT STRUCTURE, JOHNSTOWN AREA

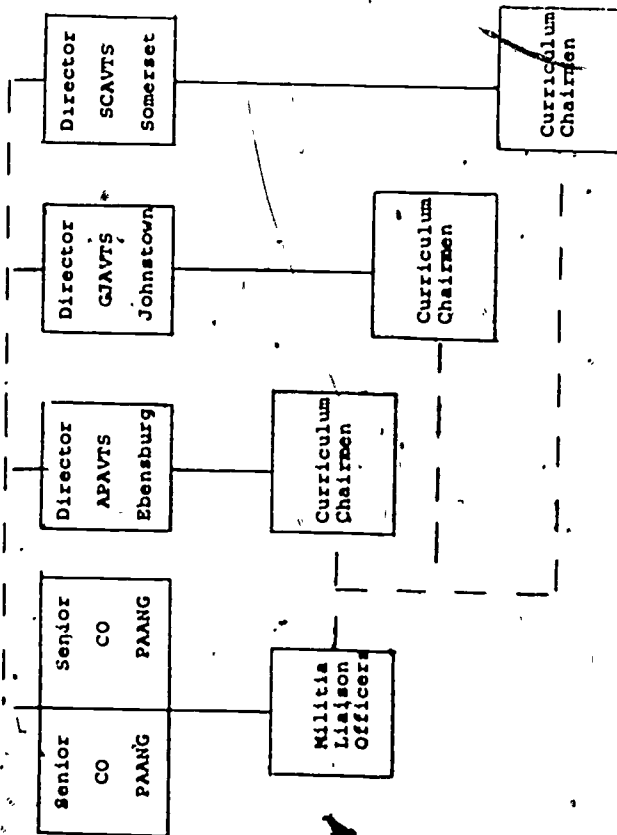


CHART EXPLANATION

1. Same as Chart, TAB E-1, Altoona Area
2. APAVTS - Admiral Peary Area Vo-Tech School, Ebensburg, PA.
GJAVTS - Greater Johnstown Area Vo-Tech School, Johnstown, PA.
SCAVTS - Somerset County Area Vo-Tech School, Somerset, PA.

DUTIES OF SENIOR CO PANEL

1. Same as Chart, TAB E-1, Altoona Area.
2. Each Militia Liaison Officer will cover the same curriculum in each of the 3 Vo-Tech schools.
3. Coordinate with Altoona Panel to assign surplus MOSs. The Altoona and Johnstown areas are sufficiently close together geographically to share MOSs without working and undue travel hardship on the part of the personnel.

MILITIA CAREERS PROJECT
FINAL REPORT
TAB F, RESOURCES NEEDED

ONE TIME NEED (Estimated)

DA Service Schools:
1-Day to evaluate each of 15 curriculums in
each of 2 schools
Conference, Admiral Peary AVTS (Computerized Curr.)
Travel from home stations and return
Per diem for 48 M/Ds

Vo-Tech Schools

1-Day for each of 15 Instructors at each of
2 schools for curriculum-MOS evaluation.
Note: Each curriculum chairman must have one
full day for evaluation of each MOS related
curriculum. School must provide replacement
instructor.

\$ 2,400.00

Militia Units

15 MCLOS at each of 2 schools for 1 full day
30 M/Ds
Total 78 M/Ds

ANNUAL NEED (Estimated)

Junior Year

15 MCLOS, 5-4 Hour periods, Altoona
15 MCLOS, 5-4 Hour periods at each of 3 schools
(Ebensburg, Johnstown, Somerset)
38 M/Ds
113 M/Ds

MILITIA CAREERS PROJECT
FINAL REPORT
TAB F, RESOURCES NEEDED (Continued)

Senior Year

15 MCLOS, 1-4 Hour period, Altoona 8 M/Ds
15 MCLOS, 3-4 Hour periods, at each of 3 schools 23 M/Ds
Note: Above 4 hour periods include: travel,
lesson, discussion, liaison with curriculum
chairman.

Militia Careers Day

Note: See TAB D, MILITIA CAREERS DAY, MCLOS 31 M/Ds
will present Junior Year, 1st Lesson on this
day

Altoona 15 M/Ds over 2 and 15 M/Ds over 2

Total 213 M/Ds

APPENDIX VI-1
STATEMENT ON CAREER EDUCATION EVOLVING FROM
PROJECT STATUS TO EDUCATIONAL PROGRAM STATUS

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STRATEGIES FOR MOVING CAREER EDUCATION
FROM A PROJECT STATUS

TO
AN EDUCATIONAL PROGRAM STATUS
A Committee Minority Report

National Career Education Conference
Dallas, Texas
27-30 January 1975

14 February 1975

COMMENT: The committee as a whole discussed Career Education at the local and state level and how the concept may be moved from project status to an educational program status. This report deals with the more generic concept of Career Education, as it encompasses human resources.

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A. The Issue:
How can Career Education evolve from project status to educational program status?

B. Resolution:
Career Education moves from project status to program status when the necessary community resources are coordinated to meet total human resource developmental needs. (Note: Community Resources is a broader concept which includes human resources.)

C. Improving the Current Situation:

Assuming that Career Education, in a generic sense, is a concept involving coordination of resources and not an end unto itself, local and state educational agencies must view themselves as just one of many community institutions involved in Career Education. Career Education involves the development of human resources. Other agencies, institutions, and organizations, such as churches, parent groups, labor unions, business organizations, chambers of commerce, governmental agencies, Jaycees, and public and private education at all levels must become involved cooperatively in the Career Education concept if it is to succeed. Certain elements of Career Education are already operational in our instructional institutions under the terms cooperative education, hands on work study, internships, and clinical experience. However, there exists very little coordination of these efforts, in general. The premise that Career Education involves the development of human resources is consistent with the U.S. Office of Education's decision to incorporate the Bureau of Career Education with the Commissioner's office and not to append it as an additional program bureau. In such a position, Career Education can and should coordinate the charge of those sections related to human resources that now exist in the constitutions, charters, by-laws, etc., of the myriad organizations in our society. Someone must take the initiative to insure that all our resources are involved to the limit of their capacities.

D. Responsibility For Action:

Because Career Education currently is funded through the U.S. Office of Education, it would seem reasonable, to assume that in at least the initial stages, action to move out into the community be initiated by the local Career Education director. Eventually the term Career Education probably will be phased out, as total coordination across all community resources is accomplished. Depending on local geography, business climate, and population, the ultimate responsibility for community human resource development, perhaps on the planning unit concept basis, should fall into other jurisdictions or perhaps be shared jointly by various organizations. For example, the mayor's office may be responsible in one locale; in another region the local superintendent of schools may be responsible; or perhaps the director of the local area vocational school may take that responsibility. In other locales various combinations may be arranged, to serve jointly, such as a labor union representative, a chamber of commerce representative and an educational representative. Whatever the case, the objective is a total coordination of the necessary community resources to make the best effort towards development of our human resources.

Dr. Lewis-M. Abernathy
North Texas State University
Denton, Texas

Dr. Edward H. Lareau
Admiral Peary Area
Vocational Technical School
Ebensburg, Pennsylvania

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