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ABSTRACT

The report documents the activities of the second year of a K-14 career education project in Greenville (Tennessee) city and county schools. The primary goal was to build upon the activities of the first year through the use of workshops and inservice programs to assist in the development of specific activities for the students. Project activities included preparing and placing experience carts (which contain career education tools and equipment) in elementary schools, compiling and distributing a community resource guide, and establishing and continuing a community learning center program for high school juniors and seniors which provides observation experiences in the community to aid in career decision-making. Also, the project contributed to greater interest in career education at the state level. Included in the document is a 67-page third-party evaluation report (by a team from the Bureau of Educational Research and Services, University of Tennessee). Nine different tests were administered as part of the evaluation design, and test findings comprise the major portion of the evaluation report. Success of the project was attributed to positive attitudes of teachers and school personnel and community support. Appendixes (70 pages) include test results, materials on the community learning center program, and results of a teacher survey. (RG)

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Conducted Under
Part D of Public Law 90-576

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September, 1975

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INTERIM REPORT
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SUMMARY OF REPORT

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(a) Time period covered by the report.

The interim report of the Tennessee Exemplary Project in Career Education for the Greeneville-Greene County Schools covers the period of July 1, 1974 through June 30, 1975.

(b) Goals and objectives of the project.

The chief goal of the Tennessee Exemplary Project in Career Education for the Greeneville City Schools and a selected area of the Greene County Schools is the development of a comprehensive career education program touching K-post-secondary. This program has been closely tied to the needs of students as well as the needs of the community. The career education staff, in cooperation with school personnel, has established sub-goals and has geared activities toward achieving these sub-goals.

1. To make all educational subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme;

2. To provide all persons the guidance, counseling, and instruction needed to develop self-awareness and self-direction; to expand their occupational awareness and aspirations; and to develop appropriate attitudes about personal and social significance of work;

3. To assure the opportunity for all persons to gain an entry-level marketable skill prior to or after leaving school;

4. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed;

5. To provide services for placing every person in the next step in his development whether it be employment or further education;

6. To build into the educational system greater utilization and coordination of all community resources;

7. To increase the educational and occupational options available to all persons through a flexible educational system which facilitates entry and re-entry either into the world of work or the educational system.

Specific objectives for each level in the educational program have been established for the awareness, exploration, and preparation phases of the program.

Grade Levels K-5: Career Awareness

Objectives:

1. To know and understand the economics, social, and personal importance of work;
2. To understand the range, nature, and relatedness of many types of occupations;
3. To demonstrate an awareness of the need for basic skills in the world of work;
4. To know and practice desirable work habits and attitudes;
5. To practice decision making;
6. To demonstrate a positive self-concept and an awareness of interests.

Grade Levels 6-8: Career Exploration

Objectives:

1. To know and understand the economics, social, and personal importance of work;
2. To understand the range, nature, and relatedness of several career clusters;
3. To understand the need for basic skills in the world of work;
4. To know and practice desirable work habits and attitudes;
5. To practice decision making in narrowing career choices;
6. To demonstrate a positive self-concept and a knowledge and understanding of interests, abilities, and values;
7. To demonstrate the ability to relate areas of career interests to interests, abilities, and values;
8. To demonstrate an awareness of the consequences of choosing a particular career area.

Grade Levels 9-12: Career Preparation

Objectives:

1. To know and understand the economic, social, and personal importance of work;
2. To understand the range, nature, and relatedness of all work;
3. To understand the need for basic skills in the world of work;
4. To know and practice desirable work habits and attitudes;
5. To use his educational experiences to further his understanding of and preparation for a chosen career area;
6. To demonstrate a positive self-concept and a knowledge and understanding of interests, abilities, and values;
7. To base career choices on knowledge and understanding of interests, abilities, and values;
8. To understand the consequences of career choices;
9. To plan an education program appropriate to career choices;
10. To be placed in a job or further educational program related to career choice.

Secondary/Post-Secondary: Placement

Objectives:

1. To assure the opportunity for all persons to gain an entry-level marketable skill/skills;
2. To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed;
3. To provide services for placing every person in the next step in career development;

4. To build into the educational system greater utilization and coordination of all community resources;

5. To increase the educational and occupational options available through a flexible educational system which facilitates entry and re-entry into world of work or educational system;

6. To provide career information services to all students and educators;

7. To unify all placement efforts around a career development theme based on each individual's life goals.

Because the phases do not have distinct beginnings and endings, the objectives purposely overlap one another. For the majority of students awareness and exploration has been just as much a part of the high school program as preparation. However, once the program has been operational for several years the proper phase relationship can be attained.

(c) Procedures followed.

The basic administrative structure set up in the original project proposal has been utilized during this reporting period. The general administrative structure for the project is an Executive Committee, Implementation Committee, Project Director, Elementary Coordinator, Secondary Coordinator and Placement Coordinator.

During the first year of the project's operation much groundwork was laid in terms of the administrative procedure and local support for the project. Few changes were made during the second year's operation.

Throughout the first year of operation, 77% of the city students and 28.5% of the county students were involved in the project. During this reporting period 100% of the city students and 28.5% of the county students were involved.

Generally speaking the project's primary goal during the period covered by this report was to build upon the activities of the first year. Putting theory into practice has been our real objective. To accomplish this, the project staff has conducted numerous workshops and inservice programs to assist administrators, counselors, and teachers in developing specific activities for the students with which they work.

Experience carts have been completed and placed in each elementary school. All teachers have received training in the use of the tools and equipment found on these carts.

A Community Resource Guide has been compiled and distributed to the schools. The project's emphasis on the use of field trips and resource persons has been greatly enhanced by the guide.

Much has been accomplished in terms of involving the guidance counselors in the program. Workshops and planning sessions have been conducted by the Placement Coordinator with the goal of making each guidance office a placement office. Not strictly in terms of occupational placement, but in school placement and in further educational placement. Counselors have developed and implimented group guidance sessions designed to foster decision making and self concept. Plans are currently under way to enlarge upon this effort for the coming year.

The Community Learning Center Program (formerly the Downtown Learning Center) at Greeneville High and South Greene High School has proved to be a valuable and unique educational experience for the students involved. Working in (77) seventy-seven Learning Centers in the community, high school juniors and seniors are gaining valuable experiences which will aid them in making decisions concerning their careers.

The placement team has continued in its efforts to provide all students with guidance, placement and follow-up services. The Placement Coordinator has established effective lines of communication between employers and school personnel.

Follow up activities have been conducted to identify those persons in need of assistance and to help in the planning of future activities of the project.

(d) Results and Accomplishments of the Project.

To summarize the results and accomplishments of the second year of the Tennessee Exemplary Project in Career Education, the support of the community and the support of the local school systems must be recognized. Industry, business, professionals, and the service agencies have all contributed to the success of the project. Building principals, guidance counselors, and teachers have in reality come a long way in implementing the concept of career education in Greeneville and Greene County.

Community involvement has been a crucial element in the success of the project. The number of field trips utilized and the resource persons called upon to enhance classroom activities has increased during the second year. Those sites utilized in the Community Learning Center Program have been extremely valuable. Credit for successful utilization of the community rests with the project staff and their relationship and knowledge of the community.

Activities developed by the classroom teachers during workshops have increased over the first year and are currently being compiled for dissemination.

In the area of dissemination the project is beginning to effect the state policy relative to career education. Staff members have had several meetings with state department officials and had a great deal of input

into the state plan. Several groups of educators have contacted and/or visited the Greeneville-Greene County Program as they attempt to implement their own programs. The project hosted a two-day conference in May involving over (200) two hundred persons from all over the state. This conference was designed to foster the Career Education Concept over the state.

(e) Evaluation of Project

The primary responsibility for evaluation of the Tennessee Exemplary Project in Career Education rests with the Bureau of Educational Research of the University of Tennessee. As the contracted Third Party Evaluator, the "Bureau" has spent numerous man hours in monitoring and testing both the programatic and product aspects of the program. A detailed evaluation is included in another portion of this report. Based on this evaluation it can be said that the Tennessee Exemplary Project in Career Education has had a positive effect on the students involved in its program.

During the initial year of the project the primary focus of data collection and evaluation was obtaining base line data. This year's focus was on sampling throughout the district.

(f) Conclusions, Implications, and Recommendations for the Future.

While much progress has been made during the period covered in this report, there remains much to be done. Coordination of such things as field trips and work observation sites is needed to avoid duplication and over taxing of our community supporters. More work in the area of publicity is needed to generate and maintain a high level of interest in the community. More assistance for teachers, particularly at the secondary level in developing and carring out activities and implementing our objectives is needed. Continued efforts in working with the Vocational Orientation classes at Greeneville High School are also of high priority.

The foundation has been laid and the implementation process is moving along smoothly. Refinement of activities and methods to secure the progress made thus far is of high priority for the coming year.

BODY OF REPORT

BODY OF THE REPORT:

a. Problem area toward which the project was directed, including references to the original proposal, previous studies and experiments, and related literature.

A great need for change in our educational process has been prevalent for many years. This need for change has been compounded by great technological change. Much of the force for educational change has been a response to changing social conditions, the need for man power to fuel the industrial giant of the United States, of the labor movement and professional groups. In most cases, this change process was internally motivated by individuals who recognized a problem area, thought up a solution, and implemented a program that dealt with symptoms rather than causes.

The elemenatry phase of the Greeneville-Greene County Exemplary Project in Career Education is centered around "the need for planned comprehensive change built around a central concept involving more than just students and educators."[1] An Educational Development Study by the First Tennessee-Virginia Development District in 1971, found that there was "an urgent need for educational change directed toward better preparation of students for entering the world of work."[2] "School must serve the needs of all students for more adequate career preparation." It is our conviction that the implementation of a clearly defined career education program (K-post-secondary) cutting across the educational experiences of all students will insure the adequate preparation of each young person for a productive life. This leads to a need for community involvement and a curriculum relevant to the career development needs of the students. One of the problems, which affects all students in Greene County, is the widening gap that exists between the school experience and the needs of the community. One of the major thrusts creating career education is the striking need for relevance based on the reality of the present labor market. Career education is more than economically motivated, but it must recognize the potent implications of earning a livelihood in this county as a measure of the total development as a human being. A closer relationship between the schools and the business community is a necessity. There is a consensus among employers which supoprts one of Dr. Kenneth Hoyt's definitions of career education: "The total effort of public education and the community to help all individuals become familiar with the values of work oriented society, to integrate those values into their lives in such a way that it becomes possible, meaningful, and satisfying to each individual."[3]

On the secondary level the problem area toward which the career education project is locally directed is somewhat synonymous with that of educational concerns nationally.[4]

1. "The schools have long faced the dilemma which results from the disparities between the basic objectives and programs of the schools and the concerns, problems, needs, and aspirations of the youth who are in attendance."

2. "Although presumably dedicated to the education of all children and youth, the instructional programs within the system are related specifically to the needs of the academically able students, and little deviation is provided for the needs of the non-academic students."

3. "Since the basic instructional program is unrelated to the developmental needs of the children who are subjected to it, expectations for accomplishments are extremely low, and children are permitted to more through the system without showing any substantial gains in knowledge or skill from academic subject matter to which they are subjected."

4. "The compartmentalized curriculum legitimates the acquisition of knowledge within the framework of the course but does not necessitate the student's application of knowledge outside of the subject matter and particularly not to the behavorial problems which confront him outside the classroom."

5. "In spite of the philosophical goal of relating educational needs to all children and youth, educators have never succeeded in adapting curriculum and instruction to the socio-economic, cultural, and ethnic differences of children."

6. "Although statements of educational objectives have for most of this century concentrated attention upon concern for individual growth and development, educators have failed to develop truly viable individualized programs and instructional strategies."

7. "As has been noted by some observers of contemporary schools, as a result of mass education, emphasis is placed upon the custodial functions of the school at the expense of the educational functions."

8. "Finally, because of the rigidity of the paradigm within which educational programs are established, true legitimation has never been given to any educational programs other than college preparatory."

Most educators agree that a new theme is needed and must be tested to determine whether or not such deficiencies of the educational system in America can be removed. The Staff of the Tennessee Exemplary Project in Career Education believes that sufficient evidence exists for the acceptance of a new concept which can renew and refurbish the education system. The new concept is Career Education. According to the Tennessee

Exemplary Project in Career Education, an individuals' career is composed of all his activities which cause some change in his life and in some area of civilization.

Career, then, becomes broader than vocation or occupation. Although occupations are generally a major component of one's career, career may include such activities as schooling, volunteer efforts, family-related work, or involvement in social or political movements.

Career is life-long. Youngsters in school are engaged in a career as are many "retired" people. We do not at a given time choose a career--we have only one career extending throughout our life. This career is shaped by a series of decisions, whether to stay in school, what courses to take, what to do after school, which job to take, etc. We make these decisions on the basis of the perceptions we have of ourselves and our environment.

Career Education, then, is concerned with how every student sees himself, how he perceives his environment, and how he integrates self and environment. Career Education is an attempt to expose all students to those knowledges, attitudes, and experiences that will encourage them to mature to their fullest potential - to become the best possible persons they are capable of becoming.

A comprehensive career education program providing career guidance counseling, placement and follow-up services for all students is a must in meeting the urgent career development needs of youth.

The placement team approach is based on the philosophy that the educational system has not completed its task until each student is assisted in taking that "next step" in his career development, whether it is placement in a suitable job or placement in a program of further education. The placement team approach is designed to unify the efforts of counselors, teachers, vocational personnel and placement coordinator with the Department of Employment Security, Vocational Rehabilitation, businesses and industries, post-secondary institutions, and other community agencies in order to fulfill the goal of 100% placement of all young people exiting our schools.

According to Dr. Kenneth Hoyt, "Education has assumed too long that the best way to prepare students for the real world is to keep them apart from that world."[5] One of the primary goals of the Greeneville-Greene County Project in Career Education is to open the doors to the real world for all the students of Greeneville and Greene County.

b. GOALS AND OBJECTIVES OF THE PROJECT:

The overall goal of the Tennessee Exemplary Project in Career Education is the development of a comprehensive (K-post-secondary) career education program for all students in the Greeneville-Greene County Schools. In attaining this goal, objectives have been established for the awareness, exploration, and preparation phases of the program. Because these phases do not have distinct beginnings and endings, objectives purposely overlap one another. For the majority of students, awareness and exploration will be just as much of the high school program as preparation. Once the program has been operative for several years the proper phase relationship can be attained.

According to the original project proposal the elementary phase (K-6) of the project centers around the concept of awareness. This awareness component focuses on the student's self-awareness, personality, and interests. It is a major premise of the staff that one's own happiness and concept of himself is directly related to a person's satisfaction in his career.

The elementary phase also attempts to create an awareness of the world of work. The following objectives serve as the goals of the elementary phase of the project. Each student will

1. know and understand the economic, social, and personal importance of work.

2. understand the range, nature, and relatedness of many types of occupations.

3. demonstrate an awareness of the need for basic skills in the world of work.

4. know and practice desirable work habits and attitudes.

5. practice decision making.

6. demonstrate a positive self-concept and awareness of his own interests.

The junior high phase of the program focuses around the concept of exploration. During this phase students explore in more detail some of the careers that specifically appeal to them. Students are urged to take a closer look at their interests, abilities, and attitudes.

The following objectives are set for the junior high level of the program. Each student will

1. know and understand the economic, social, and personal importance of work.

2. understand the range, nature, and relatedness of several occupations in each of several career clusters.

3. understand the need for basic skills in the world of work.

4. know and practice desirable work habits and attitudes.

5. practice decision making in narrowing down his career choices

6. demonstrate a positive self-concept and a knowledge and understanding of his own interests, abilities, and values.

7. demonstrate the ability to relate his areas of career interests to his own interests, abilities, and values.

8. demonstrate an awareness of the consequences of choosing a particular career area.

The basic objectives on the secondary level are as follows:

1. know and understand the economic, social, and personal importance of work.

2. understand the range, nature, and relatedness of all work.

3. understand the need for basic skills in the world of work.

4. know and practice desirable work habits and attitudes.

5. use his educational experiences to further his understanding of and preparation for a chosen career area.

6. demonstrate a positive self-concept and a knowledge and understanding of his own interests, abilities, and values.

7. base his career choices on his knowledge and understanding of his own interests, abilities, and values.

8. understand the consequences of his career choices.

9. plan an educational program appropriate to his career choices.

10. be placed in a job or further education program related to his career choice.

The objectives of the Placement phase of the Career Education Project are:

1. to assure the opportunity for all persons to gain an entry-level, marketable skill prior to leaving school.

2. to prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.

3. to provide services for placing every person in the next step in his career development whether it be employment or further education.

4. to build into the educational system greater utilization and coordination of all community resources.

5. to increase the educational and occupational options available to all persons through a flexible educational system which facilitates entrance and re-entry either into the world of work or the educational system.

6. to provide a career information service to all students and educators.

7. to unify all placement efforts around a career development theme based on each individual's life goals.

c. DESCRIPTION.

During this reporting period a total of fourteen schools were involved directly with the Tennessee Exemplary Project in Career Education. All of the city schools and approximately one-third of the county schools participate in the project. However this summer's workshop schedule was primarily made up of workshops to serve the so called "non-project" schools in the county. This was done because of an interest expressed through surveys conducted during this reporting period.

All schools, faculties, and students in the South Greene and Greeneville High Schools' feeder systems are involved in the project. Approximately twenty-five per cent of the students come from homes classified as disadvantaged. Greeneville has a population of 13,722 which is about one-third of the population of Greene County. The ethnic composition of the city is 8% black and 92% white as compared to 12% black and 88% white for the county. Other information relative to the school population of the two feeder systems is included. (Appendix A).

Eleven elementary schools were involved in the project during this year. The sizes of the schools range from a five teacher school to a twenty-three teacher school. Most of the schools are organized around self-contained classrooms with the exception of Tusculum View which is organized around the concept of "open space". Varying formes of team teaching are utilized in many of the schools.

As in the first year's operation, inservice and workshops provided the primary vehicle for training teachers. A summary of the workshop schedule follows:

July, 1974	Placement Workshop
August, 1974	Two days of inservice activities. Dr. Kenneth Hoyt served as key note speaker.
October, 1974	Conducted two days of laboratory workshops to aquaint teachers with the experience carts.
Dec., 1974	Science workshop conducted by instructors at Greeneville-Greene County Vocational Technical School. Small engine assembly.
Jan. - April, 1975	A series of eighteen three-hour workshops were held designed to help teachers develop activities for use in the classrooms.
April-May, 1975	Spring Conference - Involved teachers, counselors, administrators serving as hosts to over 200 educators from East Tennessee.

In addition to the scheduled workshops both the Elementary Coordinator and the Secondary Coordinator are scheduled into each of the project schools on a regular basis. This time is usually spent working with individual or groups of teachers in planning and/or implementing various activities.

The project adopted a new process for developing classroom activities. A copy of the format used may be found in Appendix B . This approach is much more simple than the previously utilized unit approach. All the activities written by the teachers are currently being edited and printed for dissemination. This format is utilized at all teaching levels.

The elementary phase of the project has, as is the case in most projects, developed into a fully implemented program. Elementary teachers have developed activities, produced plays, set up mass production in the classroom, utilized numerous resource persons and have been on a multitude of field trips.

Utilization of the Experience Carts in the classroom has done much to reinforce the teaching of math, reading, science, and interpersonal development. A subjective evaluation of career education at the elementary school will yield a noticeable increase in group and individual activity. Teachers who have been reluctant to provide these kinds of learning experiences in the past are very much involved. Small elementary schools with no shop equipment have utilized the basic hand tools and materials available on the experience cart to mass produce products. In some cases they have begun purchase of shop machinery with the proceeds from mass production.

It should be noted that the experience carts and their equipment are not an end in themselves but rather a means of developing and emphasizing many of the goals and concepts of the project. The introduction of and training of classroom teachers to use this equipment has proved to be a valuable asset in the implementation process.

As noted in the objectives of the Tennessee Exemplary Project in Career Education "Self-Awareness" is one of the primary goals of the project. To assist teachers at all levels to deal with this crucial phase of career education the project staff has conducted several workshops designed to introduce the "Values Clarification" process. It has been found that many teachers are now using "values clarification" in their classrooms with success. Special values workshops were set up for the summer of 1975 and much of the material requests from teachers focus on the awareness phase of the project.

The middle or junior high school exploratory phase centers around the Related Arts Program at Greeneville Middle School. This is the first year of operation for the middle school program (grades 6-8) formerly operated as a junior high (grades 7-9). All sixth graders rotate through Industrial Arts, Home Economics, Art, Typing, Music and a foreign language. Six weeks is spent in each of these areas. Seventh graders may elect any of the related arts programs for a nine week period. Eigth graders may take electives for a period of twelve weeks. All classes are co-educational and provide students with "hands-on" experiences and career information.

In addition to the Related Arts program individual classroom teachers have developed classroom activities designed to infuse career education concepts into the regular program. Also an "Interest Group" meets weekly exploring careers of interest to the participants.

During the summer of 1975 an experimental program was conducted at the Greeneville -Greene County Vocational School to provide junior high age students with exploratory experiences in several areas. The four week program allowed students to spend one week in four different areas offered at the vocational school. The program was opened to all students

in Greeneville and Greene County. Plans are currently underway to make further use of the vocational school as a site for exploratory experiences for seventh and eighth grade students.

The guidance component at the Middle School has developed and is in the process of refining a group guidance program. The program is designed to work with students in values and interpersonal relationships.

There are no formal junior high schools serving the six Greene County elementary schools. The seventh and eighth grades are a part of the elementary program. In these situations the regular classroom teacher becomes the focal point of the program. Utilization of the Experience Cart is a major factor in their programs. Hands-On activities in individual classrooms are common along with emphasis on self awareness. The use of field trips and resource persons is stressed in these situations.

The two project high schools have made significant gains in their involvement in career education. A paper prepared by Mr. James Parham Principal of South Greene High School, summarizes the effort at that school. (Appendix C)

At Greeneville High School teachers have training in the practical application of career education. Work experience, group counseling, field trips, resource speakers and classroom activities are all utilized in the high school phase of the project.

Perhaps the most significant component of the high school program are the Community Learning Centers. Presently the project has (77) seventy-seven learning center sites. Students, primarily 11th and 12th year, are provided the opportunity to observe and participate for periods ranging from 12 weeks to one year. Most of the students spend from one to two hours a day at their centers. A handbook has been developed for teachers, students, and interested school systems and is included in this report. The community response has been extremely positive to this program and continued growth is expected during the coming year. The two Learning Center Coordinators hold regular seminars with students participating in this program. These sessions are designed to help the students relate their experiences to their interests and plans. Copies of student evaluations of the Community Leraning Center Program may be found in Appendix D .

As a part of the middle and high school components Career Information Centers have been placed in each school. A variety of materials relating to specific careers and job getting skills are found in each of these centers. Materials dealing with values and interpersonal relationships are also available through these centers. All materials are readily available to students as well as teachers.

As a part of the secondary preparation phase of the project a four week Intensive Training Program was activated during June. The Placement

Coordinator surveyed the graduating seniors from both "project" and "non-project" schools relative to their current career status as well as their plans. A survey of the past two graduating classes was also made to determine their status and needs. As a final means of determining local needs, announcements were run in the local media relative to general community needs. As a result a four week class in Office Occupations was set up. The class was designed for skill development and on the job experience. The students were in class during the morning and placed in various offices throughout the community in the afternoons. The approach seemed to work most satisfactorly in that it provided both skill development and employment opportunities for the participants. (Appendix E)

An area in which the Tennessee Exemplary Project in Career Education has had significant success is in articulating its goals throughout the state. This year has seen a significant increase in state interest in Career Education. Members of the project staff have spend a great deal of time in working with other school systems and with the State Department of Education. A state plan for Pre-Vocational Education has been developed and approved by the State Board of Education with input from the project staff. (Appendix F) Meetings with the Tennessee Personnel and Guidance Association have led to general support from this organization.

The Spring Conference held in April attracted well over two hundred educators from all over the state. The conference sponsored by the Tennessee Exemplary Project was designed to inform Tennessee educators of what career education is and how it can be implemented. (Appendix G)

In addition to the above mentioned meetings the project staff has worked with individual school systems in assessing needs and formulating plans for their own career education efforts. Working relationships with local school systems are continuing and are already an established function for the third year of the project.

In addition to working with other school systems across the state a growing interest within the so called "non-project schools" in Greene County has lead to a need to provide services and materials for these students. Workshops currently being conducted are aimed at these schools with positive results. (These will be examined in subsequent reports)

(d) RESULTS AND ACCOMPLISHMENTS

According to a survey conducted by the project staff during December of 1974, ninety-four percent of the teachers in the project schools have a basic understanding of the goals and objectives of career education. Ninety-two percent of the teachers surveyed indicated they had a basic understanding of how the goals and objectives can be implemented in their classroom. Seventy-seven percent indicated that they had done "their share" in career education in their school. A summary of the complete survey may be found in Appendix H .

The credit for the positive attitudes of teachers toward career education rests with the project staff. A summary of the activities and accomplishments of the elementary, secondary, and placement coordinators follow on the next few pages.

The Tennessee Exemplary Project in Career Education feels that their main accomplishment has been in the area of teacher attitudes toward the concept of career education. Also, the tremendous support of the community has done much to enhance and provide meaningful experiences for the students in Greeneville and Greene County.

ELEMENTARY COORDINATOR

Major Activities and Accomplishments

1. Met with each school faculty early in the year in September and explained and discussed the following:

   A. Requisition forms
   B. Field trip forms and guidelines for taking field trips
   C. Career Education Inventory forms
   D. Bus driver forms
   E. Submitted a survey form to faculty members concerning workshops
   F. Distributed a list of activity units available through the career education office
   G. Secured a career education contact person in each school

2. Had three one-day workshops for new teachers in the system and the two new schools to the project. These workshops consisted of orientation to the project, its concepts, objectives, and goals. Also one-half-day in a shop situation working with hand tools and portable electric tools.

3. Provided experience carts to each of the eleven elementary schools. These carts are approximately 6 feet long 5 feet tall, and 3 feet wide. Each cart has doors which drop down on both sides to serve as work benches. Each cart is stocked with a vice, hand tools, portable electric tools, clamps, etc. The carts are housed in the school libraries or some central location and are checked out by teachers just as they check out a book. These carts have brought numerous activities into the classrooms. Teachers are using these for a motivational device with some subjects such as math, social studies, and science. Also, these carts give children hands-on experiences relating to various topics of interest and school projects.

4. Career information centers have been established in each of the eleven elementary schools. These centers are housed in libraries, classrooms and hallways. In these centers such materials as filmstrips, slides, magazines, brochures, pamphlets, books and posters can be found.

5. A copy of a schedule is included in this outline. The elementary coordinator was in each of the eleven project schools for a full day a minimum of once a month. The coordinator was in schools with specific problems or student workshops on the unscheduled days.

6. Career education related activities within the elementary school classrooms varies. Selected teachers have made the study of careers the central focus of their teaching problem. Other teachers bring career education concepts into their teaching as they feel it applies

to what they usually teach. A number of elementary classrooms have gone to the learning center approach in dealing with the career information aspects of the project. Some social studies and science teachers have set up mass production within their classes. A radio station was organized and aired the last 10 minutes of each school day. Many group activities and role playing situations are used to emphasize decision making skills and the development of self-concept. Several plays have been presented by the lower elementary students depicting jobs and careers and people at work.

The use of field trips and resource people at the elementary level provide a follow-up of motivational experiences. The use of these two have more than doubled over the last year.

7. Provided each school with the following materials:

   A. Career Education A-V Quick List
   B. Career Education Objectives (all teachers)
   C. Community Resource Guide
   D. Career Education Materials List
   E. Bulletin Board Ideas Books
   F. Mafax Catalog (All teachers)
   G. Free Materials Lists Books
   H. Typewriters (all kindergartens)

8. Helped host the Pre-Vocational Career Development Spring Conference. Much enthusiasm was expressed during this conference with more than 200 in attendance.

9. Nine days of Value Clarification workshops were held during the months of January and February. Classroom activity units were also developed in these workshops.

10. Plans for the future includes a one-week workshop the third week of July. This workshop will be for project and non-project teachers. It will include values clarification, shadowing experience, field trips, developing classroom activity units and exposing teachers to their community.

SECOND YEAR INTERIM REPORT (1974-1975)
PLACEMENT TEAM PROGRAM

MAJOR ACCOMPLISHMENTS:

During the second year the primary focus of the placement team program was to make every high school guidance office a placement center. Perceptible changes have been observed with regard to the general direction of guidance activities. Particularly, in the two project high schools, efforts have been made to identify the individual needs of every student with regard to placement. Activities have been directed toward the accomplishment of the original project goal of providing placement opportunities for 100% of the student body in accordance with each individual's career development needs. Placement services are provided through a team approach to assist all students as they move through their own career development process. The purpose of the placement team approach is not "to lock students into a narrow occupational choice" but rather to help them explore options available to them in the world of work. Specific placement team activities included:

1. Coordination with the new Career Planning and Placement Office at the University of Tennessee in Knoxville. Counselors and other placement team members visited this program which helps students explore their own values related to career development in small group sessions. A wide range of relevant career information is available to students. Ms. Mary Ellen Mitchell, who directs this new project, was very receptive toward working with the Tennessee Exemplary Project in Career Education in the areas of values clarification and career exploration. We anticipate much greater involvement with the University during the third year of our project.

2. Exploration of innovative programs in other regions such as, "An Innovative Approach to Job Placement in Dayton Schools." (AppendixI) Computer centers located at high schools enable young people to hook into the Guidance Information System produced by the Time Share Corporation. During the past year the Placement Coordinator has conversed with the Research Coordinating Unit and the Upper East Tennessee Educational Cooperative about the possibilities of providing computerized occupational information to students in our high schools. Recently Dr. Walter A. Cameron, Assistant Director, Research Coordinating Unit, University of Tennessee, was notified of the funding of a grant entitled: "Implementation of a State Wide Computer-Based Occupational Information System with Multi-Facet Delivery Systems." In Upper East Tennessee the RCU plans a pilot demonstration in UETEC schools during 1975-1976. (Appendix J)

3. Group guidance activities in project high schools have utilized the self-directed career information centers as counselors, teachers and students have focused on the ramifications of career development. Decision-making skills and the ability to follow through on choices

are ingredients of a well balanced career guidance approach. However, in the initial stages of the career development process time should be given for the exploration of personal values related to "Who am I?", What do I expect out of life?", "What are the most important things in my life?", and "How do I see myself in terms of the world of work?". It is expected that during the third year staff members will share their expertise with guidance personnel in addressing these areas of self-awareness and careers.

4. During the year the placement services have been infused into the overall guidance program. Counselors generally agree that their roles and functions should include:

   (1) Group guidance activities related to the individual's personal needs and career development.

   (2) Developing and maintaining self-directed career information centers accessible to 100% of students.

   (3) Assisting students in utilizing career clusters and career ladders.

   (4) Developing job descriptions from job analyses.

   (5) Visiting employers to gather relevant occupational information.

   (6) Compiling and disseminating inforamtion on employment opportunities, job requirements, public and private vocational-technical, apprenticeship, academic training programs and other options which may aid in the career development of students.

   (7) Access of students to computer terminals which can yield a wide range of inforamtion including occupational opportunities.

Certainly, there has been progress during the year toward the accomplishment of the original goals and objectives of the project related to the placement program. However, with the advent of computer services and an increased awareness among educators for meeting the personal needs of students, it appears that prospects for the third year of the program are brilliant, indeed.

PROJECTED FUTURE ACTIVITIES:

1. The expansion of group guidance activities relating to self-awareness, career planning, career exploration, and placement services through each high school's guidance department will be priorities of the placement team in 1975-1976. The Placement Coordinator plans to keep on interviewing students interested in job placement immediately upon graduation on a one-to-one basis.

2. The Placement Coordinator plans to continue to visit businesses and industries to keep abreast of local job opportunities as well as those in neighboring towns.

3. The Placement Coordinator will serve on an advisory committee for, "Implementation of a State Wide Computer-Based Occupational Information System with Multi-Facet Delivery Systems."

4. The Career Planning and Placement Team will be involved in a summer workshop designed to help students identify their values and to explore all of the community resources available including exposure to how the business/industry community operates.

5. The thrust of placement team efforts will be toward incorporating adequate career guidance, counseling, placement and follow-up services into the total guidance program of our schools.

MAJOR ACTIVITIES AND ACCOMPLISHMENTS OF THE SECONDARY COORDINATOR

The 1974-1975 School year saw involvement in the following areas by the Secondary Coordinator:

1. Orientation of students, faculties, and the community to the career education philosophy.

2. Secured additional materials for the career information centers in each of the Project Secondary schools. Also worked with Librarians and Guidance Personnel to relocate career information centers for better use by students and staff.

3. Almost daily individual and/or group contacts with principals teachers, career education staff members, community participants, students, and counselors.

4. Spoke at the following: Greeneville Middle School Faculty Meeting, South Greene High School faculty meeting, Greeneville High School faculty meeting, T.B.G. A., Nashville Meeting, and Chuckey-Doak P.T.S.A. Fall meeting.

5. Involvement in the East View Kindergarten Workshop and the City Kindergarten workshop with the Project Director and the Elementary Coordinator.

6. Involved in planning and was a participant in the Pre-Vocational Career Development Spring Conference on April 30 and May 1, 1975.

7. Continued involvement in materials and supplies ordering for secondary schools.

8. Continued involvement of advice in field trips for secondary schools.

9. Was involved as a participant in the "15 Job Cluster Interest Group" at Greeneville Middle School.

10. Continued research for additional information and ideas for implementing career education.

11. Involved with securing materials and field trips for Special Education class at Greeneville Middle School.

12. Secured materials for and had involvement with the Resource Speakers at South Greene High School.

13. Helped establish and had involvement with the group guidance at Greeneville High School and Greeneville Middle School.

14. Involved in City and County Guidance monthly meeting - February 4, 1975

15. Traveled to Industrial Arts Fair - Walters State Community College March 7, 1975

16. Involved in coordination of the "Community Learning Center Project" The supervising teacher at South Greene High School was used by the school's staff as a resource person and a contact person for the Career Education Project. She had a career center in which she worked and met with her students. The supervising teacher at Greeneville HIgh School also had a career center from which to work and served as contact person for career education with school's staff. The Community Learning Center saw placement of 76 students and used 65 different observation sites in the 1974-1975 school year. (attached to the report is an article on the Community Learning Center and a list of Community Learning Center sites used in the 1974-1975 school year.)

17. Involvement in the following: Combined Greeneville City and Greene County Pre-School In-Service Training, Greeneville City Pre-School In-Service Training, Greene County Pre-School In-Service Training.

18. Met Dr. Kenneth Hoyt, August 18, 19, 1974.

19. Involved in planning and participated in New Teachers' Workshops, September, 1974.

20. Attended the Atlanta, Georgia Career Education Part D Conference, August 6-7, 1974.

21. Formulated plans with the principal at South Greene High School concerning additional activities in career education for the school. (Copy of Mr. Parham's Career Education Resume included with this report) This paper gives an overview of the school involvement in Career Education.

22. Attended the NED workshop in Orlando,Fl. with the Career Education Project Staff. We collected ideas for our values workshop there. Nov. 12-15, 1974.

23. Conducted with Project Director, Middle School Small Engines workshop for Science Team. This workshop was to orient and acquaint the Middle School Science Team with small engines, their parts and their functions. The teachers took down and reassembled a small engine. December 11, 1974.

24. Conducted with project Director, workshops for Math, Social Studies, and Language Arts teams of the Greeneville Middle School. These workshops were to aquaint workshop participants with a Values Clarification process. They also provided workshop pariticipants with the opportunity to develop classroom activities designed to infuse the concepts and objectives of career education education into their regular program. February 11- Social Studies, March 19-Language Arts and Math.

25. Conducted with project director workshops for Greeneville High School and South Greene High School:

March 3, 1975	Language Arts and Language Teachers
March 11, 1975	Social Studies Teachers
March 18, 1975	Science Teachers
April 1, 1975	Math and Industrial Arts
April 7, 1975	Business and Industrial Arts, Art, Music, and Home Economics Teachers

These workshops were to aquaint workshop participants with a Value Clarification process. They also provided workshop participants with the opportunity to develop classroom activities designed to infuse the concepts and objectives of career education into their regular program.

26. Involved with project evaluation testing. Tests to measure career information, self concept, etc. were given at the following schools:

January 29	Doak Elementary School
January 28	Greeneville High School
January 28	South Greene High School
January 23	Chuckey Elementary School
January 21	Glenwood Elementary School
January 22	Chuckey-Doak High School
January 27	Middle School

FUTURE PLANS

1. The Secondary Coordinator will be involved along with the Placement Coordinator in a summer workshop with the Placement Team. This workshop is scheduled for July 7-11.

2. The Secondary Coordinator will be involved along with the Project Director in a Career Education Workshop for non-project teachers to aquaint them with career education objectives; July 21-25, 1975

3. The Secondary Coordinator will be involved along with the Project Director in a Values Workshop for Project teachers; July 22, 1975.

(e) EVALUATION OF THE PROJECT

*See Evaluation Section of report following Body of Report.

(F) CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS FOR THE FUTURE

The Tennessee Exemplary Project in Career Education is having a positive impact on students. Material covered in the evaluation section of this report delineates some of the positive aspects of the project. Perhaps the most significant is the opening of options to students. Through the awareness and exploration components of the project students are beginning to see the world and their role as a working member.

The general awareness activities provided through the elementary school experience are providing students a base upon which to explore specific careers relevant to their own goals and interests. This awareness and exploration culminates with the high school program during which specific skills may be developed and opportunities for work observation and/or experience are available to students.

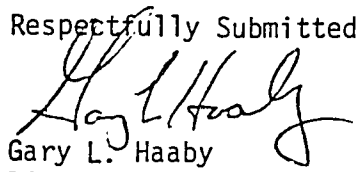
One of the primary goals of the Tennessee Exemplary Project in Career Education is to give young people enough information and experience to help them to see their options and provide a means of achieving or moving toward realization of their goals.

According to the data currently available it is readily apparent that those students actively involved in "acting out" their career interests i.e. the Community Learning Center participatants, are becoming equipped to deal with the challenges of society. During the coming school year emphasis will be given to providing more experiences for more students.

Taken as a whole the Tennessee Exemplary Project in Career Education is evolving into a comprehensive K-14 program. Its present state does indicate a need for more coordination between the various components. This is a need that will be addressed during the third year of the project.

The staff is confident that with the continued support of the community and the local school systems, career education will continue to provide students with meaningful and valuable information and experiences.

Respectfully Submitted,



Gary L. Haaby
Director

FINAL EVALUATION REPORT

1974-1975

Project No. V361184

Grant No. OEG-0-73-5274

TENNESSEE EXEMPLARY PROJECT IN CAREER EDUCATION

Exemplary Project in Vocational Education

Conducted Under

Part D of Public Law 90-576

Evaluation Team Members:

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Bureau of Educational Research and Services

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The University of Tennessee, Knoxville

October 1975

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Introduction

The Tennessee Exemplary Project in Career Education (TEPCE) and the Bureau of Educational Research and Service (BERS), University of Tennessee, Knoxville, entered into a contractual agreement for Third-Party Evaluation on September 1, 1974, in accordance with requirements of the federal funding agency for TEPCE. Evaluation design and activities of year one of TEPCE may be found in the final evaluation report of 1973-74.(1)

Participating Schools and Student Population

Three schools new to the project have been added during the year to serve as control schools, bringing to 17 the total number of schools involved. Student population has been increased by addition of these schools from a total of 5,218 in 1974 to 6,180 in 1975, an increase of 962 students.

Chuckey-Doak High School, Chuckey Elementary School, and Glenwood Elementary School are the schools added as project schools for control purposes. Student population by schools and grade levels may be seen in Table I. All students of Greeneville City Schools participated in the project as did approximately 45% of all students in Greene County Schools.

Data Collection Schedule

During the 1974-75 school year, tests were administered and data collected in accordance with the following schedule, shown in Figure 1.

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(1) Tennessee Exemplary Project in Career Education, Final Evaluation Report 1973-74, Bureau of Educational Research and Service, University of Tennessee, Knoxville, August, 1974.

	Test	To Whom Administered	Date Administered
1.	Tennessee Self-Concept Scale (TSCS)	All 11th grades of project schools	January 75
2.	Self Observation Scale (SOS)	All 3rd grs. of 4 project schools, one 3rd gr. class in 2 control schools, one 6th gr. class in all control schools	January 75
3.	Revised Westbrook Occupational Maturity Scale	One 4th gr. class and one 5th gr. class at 2 control schools, one 6th gr. class and one 7th gr. class at 2 control schools	January 75
4.	Career Maturity Inventory (CMI)	One 7th gr. class and one 8th gr. class at 2 control schools, to 9th, 10th, and 12th grs. at one control school	January 75
5.	Gordon Occupational Check List	One 7th gr. class and one 8th gr. class at 2 control schools	January 75
6.	Career Maturity (CMI)	Forty students randomly selected from each gr. 7-12.	May 75
7.	Gordon Occupational Check List	Forty students randomly selected from each gr. 7-12	May 75
8.	Revised Westbrook Occupational Maturity Scale	Thirty students randomly selected from each gr. 4-7	May 75
9.	Competence Career Maturity Inventory (CCMI)	Selected students in grs. 10-12 and the Community Learning Center	May 75

Figure 1. Schedule of 1974-1975 TEPCE Data Collection Showing Project and Control Groups.

Start-Up Difficulties

The Tennessee Exemplary Project in Career Education (TEPCE) started a year before the Guidelines[2] were developed. In accordance with normal evaluation procedures for Exemplary (Part D) projects, an external evaluation was already underway; an evaluation design had been accepted for the project. The initial proposal suggested a multi-year design for the evaluation. Thus all baseline data (under the prior design) had been collected prior to development of the Guidelines. The baseline data and their uses had some effect on the new design.

Secondly, to plan and conduct an evaluation that is harmonious with the previous design and will accommodate factors from the new design, some compromises with the new design are necessary for maximum evaluation effect of projects that have been operating.

Several constraints inherent in the TEPCE Project forced some adjustments within the current guidelines. For example, all teachers in Greeneville City and Greene County have received some inservice education relative to career education, although no monies were available for participation in the project by non-TEPCE schools. Additionally, teachers adopted and adapted good ideas from project teachers, thereby contaminating pure control groups. All pupils in the city system participate in TEPCE, making it impossible to identify (in the city) any control group not in some way "contaminated;" all city pupils qualify as treatment groups.

One County high school and the feeder system for that high school comprise the County population in TEPCE. Characteristics of this high school suggest that no other County high school and no other set of feeder schools

(2) Draft Guidelines for the Evaluation of Career Education Programs, Submitted to U.S.O.E., Dept. of H.E.W., by Development Associates, Inc., Washington, D.C., Contract No. OEC-0-73-6663, August 15, 1974.

will provide a control group in the usual sense of the word; various characteristics within geographic areas in the County suggest that no comparison group can legitimately be used. In other words, any comparison group so developed from the County would not provide a "random" situation.

Advantages of TEPCE Evaluation Strategies

Some things in the Guidelines complement TEPCE Evaluation strategies from the prior year. First, the Crites Maturity Inventory (CMI) instrument was used for baseline testing--one of the instruments identified in the Guidelines. Secondly, the Guidelines do not prohibit the use of two other instruments used to obtain baseline data: The Gordon Occupational Checklist and an adaptation of Westbrook's Vocational Maturity Inventory. Both instruments have provided valuable baseline data; it is presumed that their use during the current year assisted the evaluation strategy. The use of the Westbrook has provided the evaluators an opportunity to employ a multiple-matrix sampling and testing process--one way parsimoniously to obtain valid results. Recognizing that a true control group would not be feasible, the initial evaluation design makes use of progressive testing and a step/time analysis strategy.* Through this process it will be possible to infer the impact of the career education treatment based upon the number of years that a student is involved in the treatment.

During TEPCE's first year, extensive testing generated general baseline measures. However, due to the lateness of contracting with a third-party evaluator, baseline testing was done after the project had been underway for several months. Although a problem, this is not as serious as it might be. There was

* A failing of this procedure is that it does not provide any true control on maturity as a factor. However, through careful analysis and comparisons, strong indicators and trends should be evident and the data should be able to provide some inferences.

a late project funding date and start-up, and teachers had not received their prescribed inservice training during the summer prior to actual treatment with pupils. Thus, while there was obviously some contamination in the baseline, it probably was less than if the teachers had received their prior training.

Figure 2, page 6, portrays the original evaluation design plan for TEPCE. Instruments included Crities CMI, Westbrook (adapted), Gordon Occupational Checklist, participant questionaires developed by staff, and on-site monitoring to gather process data.

Figure 3, page 7 provides more detail of the population/sample, the actual grades tested, and the comparisons/analyses as determined for the initial evaluation design. Elements of this initial design are applicable for the new plan and are incorporated as feasible.

As a basic framework for the project evaluation, a modification of the CIPP model developed by Daniel Stufflebeam will be followed. This model provides a process to evaluate a program in terms of context, input, process and product.

1. Context. Evaluation will assess the framework in which the program will become operational.

2. Input. Evaluation will provide the information needed for possible alteration or revision of the program.

3. Process. Evaluation will provide a mechanism to operationalize needed program adjustments.

4. Product. Evaluation will assess the effectiveness of procedures and resultant outcomes.

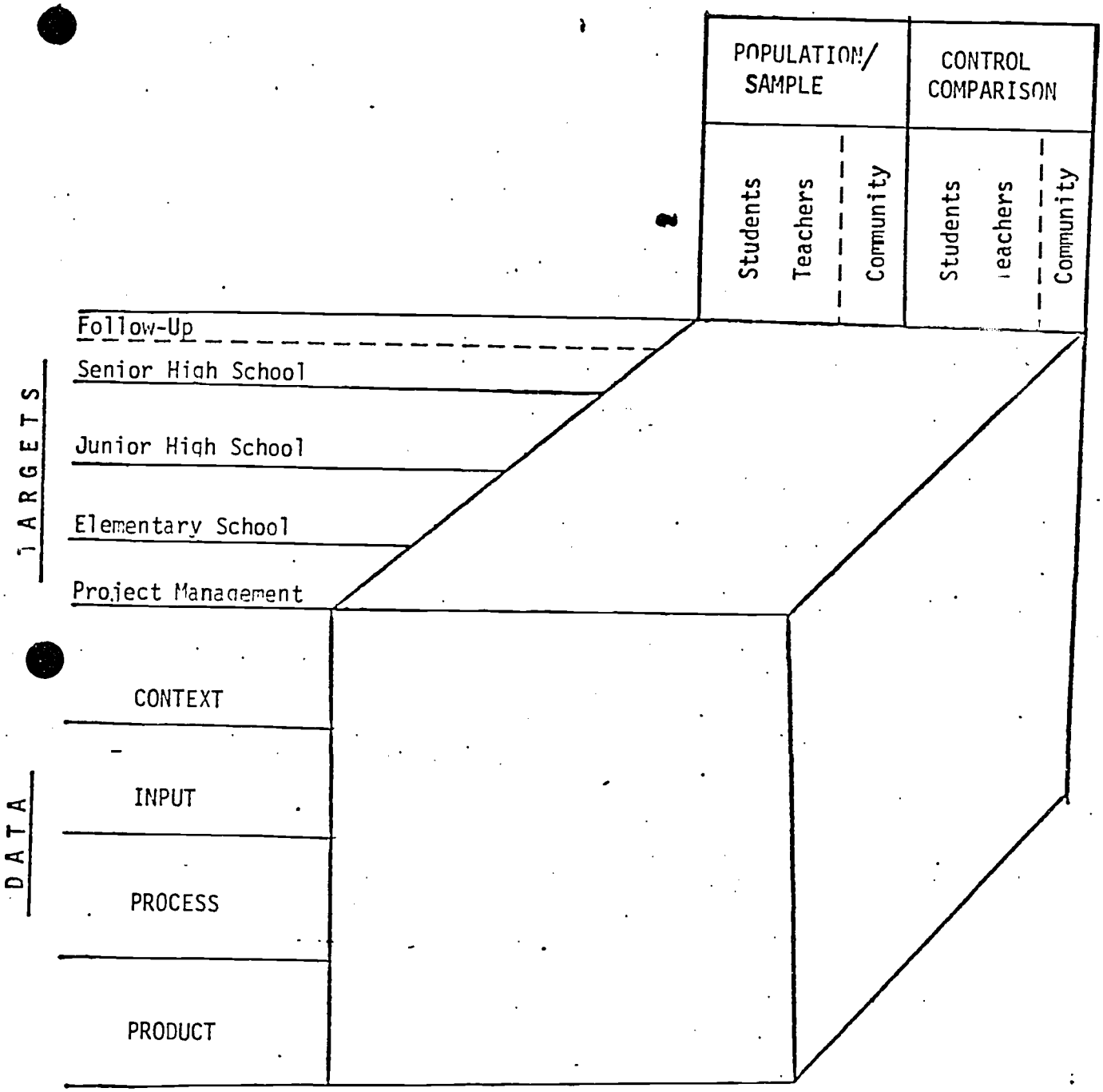

Figure 2. Basic Evaluation Design for Greene County-Greeneville Exemplary Career Education Project.

YEAR	POPULATION/SAMPLE	GRADES TESTED Elem. JHS H. S.	COMPARISONS/ANALYSES
1 Pre Post	ALL pupils Random Selection	4 5 6 7 8 : 9 12	Baseline Presumed growth from program with treatments to try to regulate for growth/motivation/maturation
2 Pre Post	Random (but stratified by number of years in program) Random (but stratified by number of years in program)	3 4 5 6 7 8 : 9 10 12	Comparisons of group mean ($\bar{X}$) scores with prior years, with groups with less time in program, and with equivale grade norms from other Tennessee projects. (Some attemp at control--see below)*
3 Pre Post	Random (but stratified by number of years in program) Random (but stratified by number of years in program)	3 4 5 6 7 8 : 9 10 11 12	Comparisons of group mean ($\bar{X}$) scores with prior years, with groups with less time in program, and with equivale grade norms from other Tennessee projects. (Some attemp at control--see below)*

*A comparison sample of Greene County youngsters will be used as feasible. It can't be strictly "control" since all teachers have had some career education exposure. Implied growth can be estimated from differences shown by students who have been in the program longer or more intensively (Guidelines, item 3, pages 53 and 54).

Figure 3. A Basic Design for Evaluation of TEPCE, Showing the Projected Plan and that Actually Used During the First and Second Years.

Project Goals and Objectives

The following goals and objectives are taken from the proposal as originally funded and are objects of evaluation strategies. They are applicable to all grade-levels, kindergarten through post-secondary, with a thread of continuity throughout; e.g., knowing the importance of work, understanding the range of occupational selection, demonstrating a positive self-concept.

Each participating student will:

1. know and understand the economic, social, and personal importance of work.
2. understand the range, nature, and relatedness of many types of occupations.
3. demonstrate an awareness of the need for basic skills in the world of work.
4. know and practice desirable work habits and attitudes
5. practice decision-making.
6. demonstrate a positive self-concept and awareness of his own interests.
7. demonstrate the ability to relate his areas of career interests to his own interests, abilities, and values.
8. demonstrate an awareness of the consequences of choosing a particular career area.
9. use his educational experiences to further his understanding of and preparation for a chosen career area.
10. base his career choices on his knowledge and understanding of his own interests, abilities, and values.
11. understand the consequences of his career choices.
12. plan an educational program appropriate to his career choices.
13. be placed in a job or further education program related to his career choice.

II. Data Presentation and Analysis

During year one of the project (school year 1973-74) various designated tests were administered to students in the project schools to generate baseline data. Scheduled testing was continued during year two (school year 1974-75) to conclude baseline testing and to provide post-test data. Tests were administered in accordance with the schedule shown on page 2.

Data Presentation

Standardized test scores provide the data for the evaluation report. Project and control schools were administered the following tests during year two of the project; Tennessee Self-Concept Scale (TSCS), the Self-Observation Scale (SOS), the Revised Westbrook Occupational Maturity Scale, Crites' Career Maturity Inventory (CMI), Crities' Competence Career Maturity Inventory (CCMI), and the Gordon Occupational Check List (GOCL).

Career Maturity Inventory (CMI)

The concept of career maturity is more comprehensive than career choice, including not only the selection of an occupation but also attitudes toward decision-making, comprehension and understanding of job requirements, planning activity and ability, and development of vocational capabilities. The CMI is an attitude scale that was designed to elicit the attitudinal or dispositional response tendencies in career maturity which are nonintellectual in nature, but which mediate both choice behaviors and choice aptitudes.

The test is a fifty-item scale consisting of statements about an adolescent's (a) involvement in the process of career choice, (b) orientation toward the vocational choice problem, (c) independence

in decision-making, (d) preferences for factors in career choice, and (e) conception of the choice process. The CMI yeilds a raw score ranging from zero to fifty. The higher the raw score, the greater the career maturity level. It has been normalized using a sample of 15,298 students in grades seven through thirteen from eight states --- including Tennessee.

Table II-1 presents 1973 baseline data from student scores on the CMI for grades 7-12 for the total population of project school students (N = 785).

Included is 1975 post-test data for randomly selected classes of the same students and grades, excluding grade 11.

The total mean of the post-test was 1.05 higher than the total mean of the pre-test, representing a substantial increase, and reflecting an increase in the career maturity level of project participants, even though students in grade 11 were not included in the post-test.

Also included in Table II-1 for comparative purposes is the total mean of a group of control school students from grades 7-12, excluding grade 11. The mean of this group, when compared to the pre-test mean of the project students (32.24 v. 32.36), indicates that the control group fits well the criteria for such a group, in that its pre-test mean is virtually the same as the pre-test mean of the project students on the C.M.I. T-test scores of project and control students on the pre-test were not significant as seen in Table II-2, a further indication that both groups are approximately the same.

The increase in career maturity level of students during the first two years of operation of TEPCE may be observed more dramatically in Table III-1. Here results of administering the C.M.I. to project students, who have participated for two years in the project, may be compared with the pre-test of control school students in grades 7-10. Table III-2 reflects growth of project students after one year in TEPCE, and Table III-3 reflects growth of project students after two years of project participation.

Competence Career Maturity Inventory (CCMI)

During the time in which baseline data was collected, in November of 1973, a selected sample of 10th grade students was administered the CCMI. The CCMI provides a more thorough assessment of the goals and objectives of TEPCE than measures resulting from the abbreviated CMI Attitude Scale. A similar sample of 11th grade students completed the CCMI at the end of year two of the project. Another similar sample of 12th grade students will complete the CCMI at the conclusion of the project's third year of operation. A measure of overall student gains resulting from project activities throughout the operational period of the project will be provided.

Table IV permits comparison of baseline data from administering the CCMI to students in grade 10 with a similar group of students having participated in project activities for two years.

A substantial increase is noted by comparing the total means of the grade 10 students (baseline) with the total means of the grade 11 students who have participated in the project for two years. Total mean score differences in the two groups range from 1.27 (Planning) to 2.37 (Self-Appraisal). The increases are substantial, even allowing for natural maturation of students over the time.

The CCMI was also used during school year 74-75 to evaluate students participating in the Community Learning Center (CLC) portion of the TEPCE. The CLC is designed to permit a limited number of 12th grade project students to observe in 1-4 career fields of the student's choosing. The student, educator, parent, and employer cooperate to provide the opportunity for students to experience first-hand the actual type of tasks performed by employees in these careers.

Table V compares the results of the CCMI which was administered to 21 students of the Community Learning Center (CLC) in grade 12 and 55 non-CLC students at the 12th grade level. As might be anticipated, those students who volunteer to leave school and devote the 2 hours daily required to observe and participate in selected careers should score higher on a career-oriented test. This supposition is borne out by the results displayed in Table V, which reflect a higher total mean by CLC students for every variable than for students not participating in the Community Learning Center.

T-tests conducted on the results shown in Table V are significant at the 0.05 level for the variables Occupational Information ($t = -2.31$) and Planning ($t = -2.61$). This would indicate that the probability of these results occurring by chance is less than 5 in 100.

Regional norms are unavailable for the CCMI. Therefore, meaningful comparisons must be made from post-test scores such as those presented in Tables IV & V and the ones to be completed at the conclusion of the project's 3rd year of operation (school year 75-76).

Gordon Occupational Check List (GOCL)

The Gordon Occupational Check List consists of 240 activities that are performed in many different kinds of jobs. These 240 activities are organized into five general interest categories and are further grouped into thirty internally-related clusters. Table VI presents the areas, number of items and item clusters.

The Check List was developed for use in survey research and in individual and group counseling. Activity items were written for the selected occupations, using the Dictionary of Occupational Titles and Occupational

Outlook Handbook as guides. Results of test-retest reliability studies are shown in Table VII.

The Check List was specifically developed to be relevant to the non-college-bound student who will leave high school to enter the working force. It has been used successfully as low as the eighth grade level.

The GOCL was administereed to students in grades 7, 8, 9, and 12 in the TEPCE target schools in November, 1973. Tables VIII-1, 2, 3, and 4 display data from these tests (pre-test), from the GOCL administered to randomly selected classes of the same grade levels at the end of year two of the project (column 2), and from the GOCL administered to randomly selected classes of the next higher grade levels after two years in TEPCE (post-test).

The total score on the Check List is indicative of the breadth and supposedly the depth of interest a student has in various fields of work. If a student was extremely interested in only one field of work and had narrowed his choice to only one major task in that field, his score on the Check List might be as low as two. On the other hand, if a student had a wide variety of interests, none of which he had narrowed to a decisive point, his score could be well over one hundred--perhaps even higher. If a student were interested in no work at all, his score would be zero. Because the motivation for student's reponses is largely unmeasured, the results must be used carefully.

For instance, students in grade seven may be reluctant to indicate their interest in a wide variety of occupations. It is one of the goals of the project to encourage exploration by students at the junior high school level. It was anticipated that post-tests administered at the end of year two of the project would reveal an increase at this grade level, thus lending positive support to project activities to expand student awareness.

Comparison of post-test mean scores with pre-test mean (baseline) scores in Tables VIII-1, 2, 3, and 4 shows an increase at every grade level (7, 8, 9, and 12) after students have participated in TEPCE activities for two years. This is an indication that the project goal of encouraging exploration of careers by students at the junior high school level is being achieved. Comparing total mean scores of students at the same grade level, but who have spent two years participating in project activities of TEPCE, shows an increase at every level, with the exception of grade 9, over the pre-test total mean. This can be seen as evidence that project activities have broadened the areas of student interest by encouraging their exploration in a wide variety of careers, a goal of TEPCE.

Control School Testing With the GOCL

The Gordon Occupational Check List (GOCL) was also administered to randomly selected classes of students in the control school in Grades 7, 8, 9, and 12 during year two of TEPCE in order to gather baseline data from this group. Table IX-1 permits comparison of baseline scores from the control schools with those of project schools at the same grade levels.

The higher mean scores for students in control schools than those in project schools, with the exception of Grade 9, may be interpreted as several factors at work. The significant T-test scores at three grade levels also need amplification. Baseline data for controls was drawn a year later than that for project schools, due to the late date in identifying and getting approval of control schools. As previously mentioned, the control was contaminated in that good non-project teachers adopt many usable ideas from project teachers. Voluntary participation of non-project teachers in in-service education programs for project teachers added to the contamination. It also may be that rather than to cause students to narrow their occupational interests as they approach

graduation, a goal of the project, student occupational interests continue to broaden as they gain insight into the various available careers. Although running counter to project aims, one could hypothesize that when students finally do make a career selection they will be more satisfied with it, having been exposed to and interested in a wide variety of careers. Project administrators may desire to consider this fact when goal modification is contemplated.

Table IX-2 provides a comparison by sex of GOCL total mean scores for TEPCE students in grades 7, 8, 9, and 12 (baseline) and following two years of project activities. The decrease in male total mean scores after two years of project participation may be seen as an indication that the project goal of assisting students to narrow their interests to a decisive point is being reached. Total mean scores for females having increased, one conclusion is that they have become aware of the variety of vocations available for females outside the home, thus expanding their awareness, and are not as near, as are their male counterparts, to making a definite career decision. Results of testing at the end of year three of TEPCE will ascertain the correctness of this assumption.

Student Projective Activities

One section of the Check List provides a measure of student projective activities after completion of high school. The statement is:

> After leaving high school, do you plan to obtain additional training or education in any of the following? (For each, check the choice that applies.)
>
> Technical, vocational or trade school. Yes__ No__ Undecided__
> Junior College. Yes__ No__ Undecided__
> Four-year college or university. Yes__ No__ Undecided__

Table X-1 presents response by grade level for students in grades 7, 8, 9, and 12 of the TEPCE Project (baseline). Table X-2 presents response percentages by sex for the same group of students (baseline) and following two years of TEPCE activities. Table X-3 provides percentages of student responses by sex

and grade level to the question on projected future activities in grades 7, 8, 9, 10, 11, and 12 for target students, following two years of project participation. Table X-4 gives student response percentages by sex and grade level in grades 7, 8, 9, 10, and 12 of the control schools.

Table X-3 reveals that a larger percentage of project students (47.1) reject technical, vocational, or trade school as an alternative following high school graduation than did at the project outset, Table X-2 (27.1). This may be interpreted to mean that having learned more about such schools, students do not see them as meeting their future occupational or educational needs. Control school students in Table X-4 reject attendance at technical, vocational, or trade school by a larger percentage (30.7) than did target students initially, Table X-1. (27.1). It may be that control group contamination is a factor in students beginning to understand the range, nature, and relatedness of many types of occupations, a TEPCE goal, and beginning to make decisions based on this information, another goal of TEPCE.

The percentage of students undecided about attendance at a technical, vocational, or trade school and at a junior college increased following two years of TEPCE activities. (Table X-2). This may be an indication that students have had their horizons broadened through project activities and are not ready to reject these two alternatives out-of-hand without further information and consideration, thus providing positive support that the goal of students using their educational experiences to further their understanding of and preparation for a chosen career area is being reached. In other words, following two years of TEPCE activities, students conceivably may have learned enough relative to technical, vocational or trade schools, and junior colleges to be interested in them as future educational alternatives but are not ready to commit themselves to either of them until additional information is obtained or until a career decision is demanded. It is noteworthy that a sizeable number (22.9%) of "no response"

answers were recorded baseline vs. none post-test. One interpretation is that students have learned enough, following two years of project activities, to attempt to answer such career-oriented questions, whereas previously they would not do so. Year three testing will reveal whether this supposition is correct.

College as an Alternative

An increase in the percentage of students who reject junior college as an alternative after graduation from high school, as recorded following two years of participation in the project (Table X-3, 54.0) is noted when compared to baseline results (Table X-1, 39.2). It is supported by the data in Table X-2, which shows on even larger rejection (72.5%). This may be viewed as evidence that students are attaining the project goal of demonstrating the ability to relate their areas of career interest to their own interests, abilities, and values.

After two years of participation in the activities of TEPCE, a greater percentage of students favor a 4-year college or university as a post-graduation alternative (Table X-3, 52.5) than they did previously (Table X-1, 37.7) thus lending additional support to the project goal stated in the previous paragraph.

However, these results are not borne out by Table X-2, which shows a drop to 27.4 from the baseline percentage of 37.7, after two years of project activities. Caution should be used in relying too heavily upon this information, since all students responded to the question post-test, whereas a sizeable number (14.9%) of "no response" was recorded in the baseline data. Considering that the number "undecided" remained approximately the same on both tests, one could argue for the validity of the results. The response of students in control schools to the same question, Table X-4, shows the rejection of college or university as a likely future activity, even though there was stronger interest exhibited in the four-year college or university than in the junior college or in the technical, vocational, or trade school.

Post test data at the conclusion of year three of TEPCE will determine which supposition is valid and whether a trend has been established.

Male-Female Response

Viewing the breakdown by sex reveals female student responses in the baseline data (Table X-2) to the probability of pursuing technological training to be lower than responses of males, as might be suspected, due to differing cultural expectations of males and females. However, Table X-3 shows mixed responses, with female interest at the 9th and 11th grade in technological training higher than that of males, after two years of project activities. Having been exposed to women performing various jobs outside the home, as a result of TEPCE activities, would account in part for the increased interest by females in such training. Examination of test results at the end of year three of TEPCE will determine whether a trend has developed.

Revised Westbrook Occupational Maturity Scale

Students in elementary schools included in the TEPCE at grade levels four, five, and six were administered the Revised Westbrook Occupational Maturity Scale (Westbrook) in November, 1973. The instrument was originally developed to include 120 items. However, the revisions included random assignment of the 120 items into six subjects of twenty items each. Also, the reading level was revised to the fourth grade level. Students in grades four, five, and six of TEPCE target schools completed one of the six subtests following a random distribution technique. At the end of year two of TEPCE, students who had participated in project activities for two years and were now in grades 5, 6, and 7 were randomly selected by class and re-administered the Westbrook. Comparison of these pre and post tests may be seen in Table XI-1.

The mean Westbrook scores for grades 4, 5, and 6 (pre-test) increase correspondingly, as do those for grades 5, 6, and 7 (post-test) in Table XI-1.

This might simply indicate an increase in reading level of students in grades 4-7. However, allowing for increased reading level due to maturation, when comparing pre and post-tests, total mean scores increased at every grade level following participation in project activities for two years. T-tests give scores significant beyond the 0.01 level for all 3 grade levels, an indication that the probability of such results occurring by chance is less than one per hundred.

In the elementary grades, the goals and objectives of TEPCE are directed toward increased awareness of the general topic of careers. The increase in mean scores on the Westbrook, as indicated in Table XI-1, gives positive support that target students are becoming more aware of careers and that these project goals are being achieved.

Table XI-2 provides a comparison between mean scores (baseline) on the Westbrook for target and control students (pre-test) at grade levels 4, 5, and 6.

The total mean scores at grade levels 4, 5, and 6 are higher for the control schools. However, there is no statistical difference at either grade level, as reflected by t scores in Table XI-2. Examined together, a statistically significant difference between treatment and control group students is found at the 0.05 level. This may be interpreted to mean that the probability of these two groups occurring by chance is less than 5 in 100. However, one should note that previously mentioned contamination of control is summed in the total and could account for the statistically significant difference, whereas it fails to cause significance at individual grade levels.

Table XI-3 provides a comparison by sex and grade level of mean scores on the Westbrook by TEPCE project schools after two years of project activities and control schools in grades 4-7.

Contrary to the treatment schools, mean scores for females in the control schools are higher than those for males. This runs counter to the cultural phenomenon; e.g., it is not as important for females to prepare for a place in the job market as it is for males, since females often marry and "stay home." It is not a stated objective of TEPCE to encourage females to prepare for employment outside of the home. Post-test data at the end of year three of TEPCE will show whether higher mean scores for females is consistent.

Self Observation Scale

The Self Observation Scale (SOS) was administered in January, 1975 to randomly selected classes of 3rd and 6th grade pupils in project and control schools to collect pre-test data. One of the objectives of TEPCE is that students demonstrate a positive self-concept. Results of post-test SOS data, collected at the end of year three of the project, will reveal whether project students are, in fact, developing their self-concept as a result of participation in TEPC activities.

Tables XII-1 and XII-2 display results of administering the SOS to 3rd and 6th grade project and control students.

SELF OBSERVATION SCALES - PRIMARY LEVEL

The SOS is a nationally normed, empirically validated, multidimensional instrument for measuring the way children perceive themselves (self-concept).

The primary level of the SOS measures five dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The scales are as follows:

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

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", "perserverance", "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 III. School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

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.

Scale V. Achievement Motivation

This is a special scale, relating achievement and ability to self concept. High scores indicate increased probability that the child will achieve well with relation to ability; low scores indicate increased probability that the child will not achieve as well as might be expected on the basis of his ability. This scale is considered to be experimental; we recommend that its use for individual assessment be deferred pending the results of our current program of confirmatory analyses.

SELF OBSERVATION SCALES - INTERMEDIATE LEVEL

The SOS is a nationally normed, empirically validated, multidimensional instrument for measuring the way children perceive themselves (self-concept).

The intermediate level of the SOS measures eight dimensions of children's self concept. Each scale is labeled in a positive manner with high scores being most characteristic of the scale name.

The scales are as follows:

Scale I. Self Acceptance

Children with high scores view themselves positively and attribute to themselves qualities of happiness, importance and general competence. They see themselves as being valued by peers, family, and teachers. Children with low scores see themselves as unhappy, lacking in general competence and of little importance to others.

Scale II. 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.

Scale III. 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", "perserverance", "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. Social Confidence

Children with high scores on this scale feel confident of their ability to relate successfully in social situations. They feel confident that they can make friends easily, and that they are valued and enjoyed by their friends. Children with low scores have difficulty making friends, do not feel valued by others and see other people as being more socially adept than themselves.

Scale V. School Affiliation

Children with high scores view school as a positive influence in their lives. They enjoy going to school, and they enjoy the activities associated with school. Children with low scores view school as an unhappy place to be. They do not enjoy most school related activities and are negative about the importance of school in their lives.

Scale VI. Teacher Affiliation

Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding and generous. Children with low scores see the teacher as arbitrary, inconsiderate of children, and/or as a source of emotional pain.

Scale VII. Peer Affiliation

Children with high scores on this scale consider their relationships with other children to be both of high quality and of considerable importance to them. They see themselves as approved and valued by their peers. They like to be with other children. Children with low scores do not see their peer relationships as an asset. They see other children as unfriendly, they have few friends, and do not accept the responsibilities of friendship easily.

Scale VIII. Achievement Motivation

This is a special scale, relating achievement and ability to self concept. High scores indicate increased probability that the child will achieve well with relation to ability; low scores indicate increased probability that the child will not achieve as well as might be expected on the basis of his ability. This scale is considered to be experimental, we recommend that its use for individual assessment be deferred pending the results of our current program of confirmatory analyses.

The SOS Interpreted

Results of primary level testing with the SOS (Table XII-1) reveal that project schools had the highest average percentages in the areas of school affiliation, self-security, and achievement motivation. Control schools had the highest average percentages in the areas of self-acceptance and social maturity. Such results might perhaps have been anticipated due to the somewhat more urban environment of project schools when compared with control schools.

Table XII-2 shows results of intermediate level testing with the SOS. Social maturity, social confidence, teacher affiliation, and achievement motivation are the areas where the average percentages of project school students exceeded those of the controls. The average percentages of control school students were higher than those of project school students in the areas of self-acceptance, self-security, school affiliation, and peer affiliation.

Dissemination Activities

Proper dissemination of the exemplary ideas generated by an exemplary project in career education is an important function during years two and three of operation. During the second year, such efforts are a "hit and miss" activity, and by the third year they should be carefully programmed and planned. Dissemination, for the purposes of this project, is considered as providing information through largely impersonal channels about new practices, and diffusion is considered more aligned to personal assistance given by knowledgeable field workers to teachers wishing to adopt new practices, with communication on an interpersonal level. Dissemination is closely related to the awareness and interest stages of the change process, and diffusion is related to trial, evaluation and adoption.[3]

Evaluation of the project will be responsible for analyzing and documenting the project's progress through a change model. Change will be effected, not just in the target schools, but within the local district and, to varying degrees, the state and region.

During the second year of TEPCE, there have been a variety of dissemination activities undertaken. Brochures discussing the project were sent to all superintendents in the state of Tennessee, and to others as requested. Channel 2, television, the Public Service Broadcasting station, has developed a tape for presentation. A staff member made a presentation at the Annual Guidance Counselors Clinic of the East Tennessee Personnel and Guidance Association Meeting in 1974 to approximately 25 participants. Other dissemination activities are described in the Project Director's 74-75 quarterly report.

[3]This distinction follows C.M. Achilles and D. Norman, "Communications and Change Education." Planning and Changing, V. 3 (Fall, 1974), pp. 138-142 and a change model discussed by L.W. Hughes and C.M. Achilles, "The Supervisor as Change Agent," Educational Leadership, 28, 8 (May, 1971), pp. 840-845.

Within the school districts where TEPCE is being conducted, there have been continuous inservice projects for all teachers, and the school public relations person served as an intermediary to provide information to the various media for broadcast in the immediate area.

ON-SITE MONITORING

Visits to the TEPCE office and target schools by evaluation team members have been viewed as beneficial not only in terms of specific evaluation needs, but also as a means of maintaining a communications network. By sharing successes and problems (potential and real) as an on-going interaction, TEPCE and BERS staff members are better able to gain insight and understanding of the project and the benefits to be derived from the evaluation function. In this sense, evaluation becomes an aid to project staff in accomplishing the objectives and goals of the project.

Specically, on-site monitoring activities have been as follows:

1. Observation of Value Clarification workshops conducted by the project staff at Greenville Jr. High School and at Cedar Creek Elementary School for the faculties of St. James and Cedar Creek Schools. These were two of a series of such meetings conducted for teachers in project schools. Each workshop was evaluated at its culmination by participants. Combined results follow in figure 1.

FIGURE 4

COLLECTIVE DATA ON
WORKSHOP EVALUATIONS BY TEACHERS
K - 12

	Completely Agree		Agree for Most Part		Somewhat Disagree		Completely Disagree	
	#	%	#	%	#	%	#	%
ctives of the workshop were consistent with the needs of shop participants.	78	48	77	47	5	3	3	2
ctives of the workshop were met satisfactorily	92	56	64	39	7	4	1	1
shop staff was adequately prepared	133	81	30	18	1	1	0	0

	Profitable		Slightly Profitable		Of Little Use		Waste of Time	
	#	%	#	%	#	%	#	%
ll evaluation of the workshop	122	74	33	20	6	4	3	2

Number of evaluations received 164
Number of schools involved in workshops. 14

Ninety-five percent of the participants replied that workshop objectives for the most part, were consistent with needs of workshop participants. A like percentage of participants felt that objectives of the workshop were met satisfactorily. Ninety-nine percent of participants saw the workshop staff as adequately prepared, and the overall evaluation of the workshop participants was 94% positive.

One-hundred-sixty-four evaluations were received from teachers in the fourteen schools of TEPCE. A listing of the workshops conducted during year two of TEPCE by the project staff may be seen in Appendix A.

As a preliminary to the workshops, a survey was conducted by the project staff in December, 1974, in all 14 project schools. Purpose of the survey was to obtain input from the certificated staff relative to its attitudes toward career education, in general, and particularly with respect to TEPCE. Appendix B presents a summary of the findings of the survey. Results show a strongly positive teacher attitude toward career education and toward the project staff in its working relationships with teachers. Seventy percent of the teachers feel that career education is a viable program which should be a major priority of the Greeneville and Greene County School Systems.

2. Observation of a Career Development Conference on April 30 and May 1, 1975, sponsored jointly by the project staff and the Tennessee State Department of Education. Program participants included project staff, State Department of Education personnel, representatives of Greeneville City Schools and Greene County Schools, and a speaker of nation-wide note in career education. Invitees were superintendents and instructional supervisors of all upper East Tennessee school districts and selected area business and/or industrial leaders. One-hundred-fifty participants were anticipated; approximately 210 were in attendance.

The larger-than-anticipated attendance is viewed as evidence of continued and growing interest in the career education concept by area educators and of interest in the career education model utilized by T.E.P.C.E. Comments from

participants to staff members were positive regarding the conference. However, the project staff will work at resolving minor scheduling problems prior to the planned conduction of a similar workshop in 1976.

3. Observation of and small participation in the student pretest in control schools, and in post-test of students in project schools during year two of project operation.

III. Conclusions and Projections

TEPCE was conceived and implemented to accomplish specific educational functions, geared to the unique needs of the student population and region. The situation in Greeneville City and Greene County is similar to that in other Appalachian regions; e.g., the need to attract more industry; the infusion of a rural population into a small town area; the need for expansion of educational programs to include emphasis on the acquisition of employable or saleable skills following high school graduation.

The school calendar presented anticipated organizational resistance to the project staff during year one of operation. Schedules were planned well in advance, and little flexibility, necessary to accomplish in-service and work-shop activities, was afforded. School personnel had only limited opportunity to acquire the necessary knowledge and skills necessary to infuse career education into the learning experiences of their classrooms, even though they perceived that they were expected to do so. A germination period is required of new ideas before their transplantation into educational programs, according to Rogers and others (4).

During year one, evaluational efforts were directed toward the gathering of baseline data from the student population. Operations during year two saw the collection of some post-test data, the selection and approval of control schools, and gathering of baseline data from them. The baseline data provides a basis from which comparisons are to be made throughout the life of the project. Population stability is seemingly being maintained, since regional out-migration is not in evidence to any large degree. At the conclusion of year three of

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(4) Rogers, Everett M., "Discussion of the Change Process in Education: Some Functional and Structural Implications." A Paper Presented at Symposium 26.3 at the American Educational Research Association Annual Meeting, Chicago, April 7, 1972.

TEPCE, assuming that such population stability is maintained, the same basic student population will provide final post-test data.

The project staff has been encouraged to document the process used to implement all phases of the program. They have done this to a creditable degree, reporting in specific detail activities, resources, and internal evaluation, where appropriate, in the quarterly and interim reports. Opportunities for interaction between project staff, school personnel, and evaluators has resulted in a continued dialogue of benefit to each group. Several informal on-site visits at unspecified intervals throughout the calendar year, as amplified in other sections of this report, provide a network for exchange of ideas, assessments, and possible alternative strategies that accomplish very real "teamwork". Evaluation must be more than "show what has been done." It must include "how may we assist you?" The project staff has worked to establish a helping relationship with classroom teachers and school administrators. In this way, career education is becoming an intergral part of the educational programs of the Greeneville and Greene County School Systems, rather than a "new concept" to be added to existing programs.

The TEPCE Project has initiated activities which are supported by classroom teachers and school personnel. The community has shown a willingness to function as a resource to the schools, through encouraging student visits to business/ industry (field trips) and visiting classrooms, and through enthusiastic endorsement and support of the placement of students by the Community Learning Center in more than 70 organizations throughout the city and county.

IV. Recommendations

1. Activities of the CLC (Community Learning Center) should be continued and extended if possible. Data is supportive of student interest and enthusiasm in this aspect of TEPCE. Teacher interest is growing, and survey results show that directors of placement sites are strongly for continuation of CLC activities which place students in their organizations for 2 hours or so daily. A bonus is that these lay leaders indicate growing support of other facets of the educational programs in Greeneville City and Greene County Schools than career education.

2. Consideration should be given to expanded activities such as field trips to area business and industrial sites for students in grades 6-8 in an effort to increase student awareness of the world of work and in order to ease the transition into CLC activities at a later date.

3. Emphasis on employable or saleable skills should be continued at all levels, and an attempt should be made at a follow-up study of high school graduates to determine what happens to them relative to post-secondary activities and whether such is consistent with current career goals.

4. Dissemination activities might give consideration to a conference or workshop on career education designed for area junior and senior college and private school personnel.

APPENDIX A

WORKSHOPS HELD DURING DECEMBER, 1974 - MARCH, 1975

December 11	Jr. High Science
January 9	Elementary
January 13	Elementary
January 22	Elementary
February 3	Elementary
February 10	Elementary
February 18	Junior High
February 25	Elementary
February 26	Elementary
March 3	High School
March 4	Elementary
March 6	Elementary
March 11	High School
March 13	Elementary
March 18	High School

APPENDIX B

DATA SHEET
TEACHER SURVEY ON CAREER EDUCATION
December, 1974

QUESTIONS	Agree Completely		Agree For Most Part		Somewhat Disagree		Completely Disagree		No Co
	#	%	#	%	#	%	#	%	#
I have a basic understanding of the goals and objectives of career education.	60	28	143	66	9	4	0	0	0
I have a basic understanding of how the goals and objectives of career education can be implemented in my classroom.	36	17	164	75	16	7	1	4	0
I have utilized the resources of the career education staff in evaluating and planning my program.	17	8	125	57	53	24	16	7	6
The career education staff has provided the kinds of information and input required to implement career education.	56	26	123	56	32	15	5	23	1
Career education is a viable program and should be a major priority of the Greeneville and Greene County School Systems.	59	27	94	43	53	24	10	5	3
I have done my share of the total job of career education in our school.	16	7	152	70	38	17	6	3	3
Career education is another educational frill doomed to failure.	4	1	23	11	74	34	109	50	6

	Total		Some		Great Deal		A Little		Non
	#	%	#	%	#	%	#	%	#
Rate your school's involvement in career education.	15	7	68	31	112	57	14	6	2
What would you like to see as your school's involvement in career education?	55	25	47	22	105	48	2	.09	3

218 teachers
14 schools

APPENDIX C

TEPCE Test Data Schedule

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification: Project	Control	Pre	Post	Only
1	11-73	CMI	8	29.1	146	6.1	x		x		
2	11-73	CMI	9	31.4	374	5.8	x		x		
3	11-73	CMI	12	33.4	93	6.2	x		x		
4	11-73	CMI	12	36.6	172	4.7	x		x		
5	11-73	CCMI	10		58		x		x		
				Self Act.	13.6	30	2.6				
					11.0	28	4.0				
				Occ. Diff.	16.9	30	2.8				
					12.6	28	4.3				
				Goal Sel.	14.4	30	2.2				
					10.9	28	3.3				
				Plng.	14.7	30	3.2				
					11.2	28	4.4				
				Prob. Solv.	10.5	30	2.9				
					8.6	28	3.4				
6	11-73	GOCL	7	22.02	134	20.66	x		x		
7	11-73	GOCL	8	19.19	16	39.45	x		x		
8	11-73	GOCL	9	36.83	375	30.65	x		x		
9	11-73	GOCL	12	32.42	265	22.50	x		x		
10	11-73	Westbrook (by male/female)	4	6.03	223	3.67	x		x		
11	11-73	Westbrook	5	7.77	227	3.96	x		x		
12	11-73	Westbrook	6	10.92	206	4.82	x		x		

5 — 30 Greenville + 28 S. Greene — 58 Total of Test No. 5

Total figures listed under Test No. 5

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TEPCE Test Data Schedule

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification Project	Control	Pre	Post	Only
13	5-74	CMI	10	36.7	9	6.4	x			x	
14	5-74	CMI	11	41.6	3	1.5	x				
15	5-74	CMI	12	37.4	11	3.9	x			x	
				38.2	5	5.4	x			x	
*	*	*	*	*	*	*	*	*	*	*	*
16	1-75	SOS (Self Act. & 4 others)	3	58.52	25	8.22	x		x		
17	1-75	SOS	3	62.63	32	7.29		x	x		
18	1-75	SOS	3	69.40	25	5.87		x	x		
19	1-75	SOS	3	50.80	30	7.62		x	x		
20	1-75	SOS	3	48.13	30	9.36	x		x		
21	1-75	SOS	3	59.45	11	6.44	x		x		
22	1-75	SOS	3	63.41	17	8.92	x		x		
23	1-75	SOS (Self Act. & 7 others)	6	54.93	57	9.25	x		x		
24	1-75	SOS	6	58.35	55	8.79		x	x		
25	1-75	SOS	6	60.83	30	7.94		x	x		
26	1-75	TSCS (S. Greene and Greeneville High School)	11				x		x		
27	1-75	TSCS (Chucky Doak)	11					x	x		
28	1-75	CMI	7	29.19	26	5.41		x	x		
29	1-75	CMI	8	29.38	32	5.17		x	x		
30	1-75	CMI	9	31.86	58	5.49		x	x		
31	1-75	CMI	10	33.20	55	5.62		x	x		
32	1-75	CMI	12	35.72	40	5.23		x	x		
*	*	*	*	*	*	*	*	*	*	*	*

TEPCE Test Data Schedule

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification Project	Control	Pre	Post	Only
33	1-75	GOCL	7	49.87	30	47.42		x	x		
34	1-75	GOCL	8	39.45	31	28.94		x	x		
35	1-75	GOCL	9	24.65	43	20.11		x	x		
36	1-75	GOCL	10	33.26	54	27.42		x	x		
37	1-75	GOCL	12	35.59	37	23.42		x	x		
38	1-75	Westbrook (by male/female	4	7.04	24	4.47		x	x		
39	1-75	Westbrook	5	8.88	17	4.23		x	x		
40	1-75	Westbrook	6	11.00	26	5.53		x	x		
41	1-75	Westbrook	7	10.31	26	3.81		x	x		
*	*	*	*	*	*	*	*	*	*	*	*
42	5-75	CMI	7	31.90	20	4.28	x		x		
43	5-75	CMI	8	31.08	37	4.88	x				x
44	5-75	CMI	9	33.87	23	4.18	x			x	
45	5-75	CMI	10	35.21	19	3.95	x			x	
46	5-75	CMI	11	35.10	20	4.29	x			x	
47	5-75	CMI	12	35.04	23	4.63	x			x	
48	5-75	CCMI (Self Act. & 4 others	10	13.43	42	2.54	x			x	
49	5-75	CCMI	11	14.75	72	3.02	x			x	
50	5-75	CCMI	12	14.62	55	3.55	x			x	
51	5-75	GOCL	7	29.74	35	23.71	x			x	
52	5-75	GOCL	8	23.83	23	16.70	x			x	
53	5-75	GOCL	9	33.22	18	23.03	x			x	
54	5-75	GOCL	10	37.66	18	26.58	x			x	

Test No.	Date	Test	Grade	Mean	N	St. Dev.	Classification				
							Project	Control	Pre	Post	Only
55	5-75	GOCL	12	48.90	21	31.47	x			x	
56	5-75	Westbrook (by male/female)	4	8.58	19	3.06	x			x	
57	5-75	Westbrook	5	10.23	22	4.69	x			x	
58	5-75	Westbrook	6	10.78	51	4.17	x			x	
59	5-75	Westbrook	7	16.75	20	20.00	x			x	

TABLE I

TEPCE PROJECT AND CONTROL SCHOOLS
Number of Students by Grade Level

C I T Y

Greeneville Middle School

6	240
7	239
8	233
Total:	712

Greeneville High School

9	236
10	224
11	219
12	199
Total:	878

Camp Creek

K	21
1	50
2	35
3	38
4	43
5	39
6	37
7	31
8	42
Total:	336

DeBusk School

K	20
1	34
2	31
3	40
4	32
5	43
6	34
7	35
8	27
Total:	296

Eastview School

K	43
1	52
2	71
3	65
4	63
5	74
Total:	368

Highland

1	47
2	44
3	49
4	68
5	48
Total:	256

Tusculum View

K	44
1	40
2	49
3	55
4	45
5	40
Total:	267

C O U N T Y

*Chuckey Elementary

K	50
1	60
2	74
3	52
4	68
5	64
6	61
7	59
8	69
Total:	557

South Greene High

9	192
10	153
11	175
12	135
Total:	655

Cedar Creek

K	25
1	28
2	30
3	23
4	23
5	30
6	25
7	24
8	29
Total:	237

St. James

1	14
2	13
3	13
4	13
5	26
6	19
7	11
8	22
Total:	119

*Chuckey-Doak High School

9	112
10	121
11	109
12	92
Total:	434

Andrew Johnson

SMR	7
3	81
4	55
5	88
Total:	231

Cresent

K	91
1	71
2	57
Total:	219

Greystone

K	13
1	10
2	14
3	10
4	15
5	18
6	23
7	15
8	15
Total:	133

Sunnyside

K	25
1	33
2	22
3	30
4	22
5	30
6	35
7	26
8	24
Total:	247

*Glenwood School

1	25
2	26
3	36
4	33
5	22
6	30
7	33
8	30
Total:	235

* = Control Schools

Table II-1

Pre-test and Post-test Results of administering the Career Maturity Inventory (CMI) Attitude Scale to Junior and Senior High School Students

N		Mean	Standard Deviation
785 (Pre-Test)		32.36	6.23
142 (Post Test)		33.41	4.71
	Gain	+ 1.05	
211 (Pre-Test Control Schools)		32.24	5.81

Table II-2

T-test Values of Administering the Career Maturity Inventory (CMI)

ude Scale to Project and Control Students

Grade (1)	Grade (2)	N (1)	N (2)	Mean (1)	Mean (2)	St. Dev. (1)	St. Dev. (2)	t-Test Value
8	8	146	32	29.1	29.38	6.1	5.17	.31
9	9	374	58	31.4	31.86	5.8	5.49	.57
12	12	93	40	33.4	35.72	6.2	5.23	1.95
12	12	172	40	36.6	35.72	4.7	5.23	-1.06

project students

control students

Table III-1

Results of Administering the C.M.I. Attitude Scale to Project Students (2 years in the project) and Control Group Students in Grades 7-10.

	Project (Post-Test)	Control (Pre-Test)	
Grade 7			
Mean	31.90	29.19	
S.D.	4.28	5.41	
N	20	26	(t = 1.25)
Grade 8			
Mean	31.08	29.38	
S.D.	4.88	5.17	
N	37	32	(t = 0.17)
Grade 9			
Mean	33.87	31.86	
S.D.	4.18	5.49	
N	23	58	(t = 1.23)
Grade 10			
Mean	35.21	33.20	
S.D.	3.95	5.62	
N	19	55	(t = 1.44)

Table III-2

T-test Values of Adminstering the Crites Maturity Inventory (CMI) Attitude Scale to Project Students Pre-Test and Following One Year of TEPCE Activities

Grade		N		Mean		St. Dev.		t-Test Value
(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	
9	10	374	9	31.4	36.7	5.8	6.4	2.75**
12	12	93	11	33.4	37.4	6.2	3.9	1.62
12	12	172	5	36.6	38.2	4.7	5.4	.86

(1) project pre-test

(2) project post-test after one year participation in TEPCE

** significant at the .05 and .01 level

Table III-3

T-test Values of Administering the CMI to Project Students Pre-test and Following Two Years of TEPCE Activities

Grade		N		Mean		St. Dev.		t-Test Value
(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	
8	9	146	23	29.1	33.87	6.1	4.18	3.62**
9	10	374	19	31.4	35.21	5.8	3.95	2.72**

(1) project pre-test

(2) project post-test after two years of participation in TEPCE

** significant at the .05 and .01 level

Table IV

Competence Career Maturity Inventory (CCMI) Baseline Data (Mean and Standard Deviation) by Variable for Grade 10 and Grade 11 (project participants for 2 years)

Variable	N		Mean		Standard Deviation	
	Grade 10	Grade 11	Grade 10	Grade 11	Grade 10	Grade 11
Self-Appraisal	58	72	12.38	14.75	3.57	3.02
Occupational Informtion	58	72	14.86	16.60	4.18	3.29
l Selection	58	72	12.79	14.29	3.27	3.16
Planning	58	72	13.09	14.36	4.17	3.14
Problem Solving	58	72	9.62	11.25	3.28	2.93

Table V

Results of the Competence Career Maturity Inventory (CCMI) Administered to 12th Grade Community Learning Center (CLC) and Non-CLC Students at End of Year Two of TEPCE

Variable	N		Mean		Standard Deviation	
	Non-CLC Students	CLC Students	Non-CLC Students	CLC Students	Non-CLC Students	CLC Students
Self-Appraisal	55	21	14.62	15.48	3.55	2.36
* Occupational Information	55	21	15.26	17.43	4.06	2.20
Goal Selection	55	21	12.67	15.43	3.82	2.23
** Planning	55	21	12.11	15.24	5.04	3.45
Problem Solving	55	21	10.07	12.00	4.38	2.76

* $t = 2.31$ Significant at .05 level

** $t = 2.61$ Significant at .01 level

TABLE VI

ITEM CLUSTERS IN EACH GENERAL OCCUPATIONAL AR
OF THE GORDON OCCUPATIONAL CHECK LIST

Check List Area	No. of Items	I Clusters
Business	48	1-8, 41-48, 81-88, 121-128, 161, 168, 201-208
Outdoor	24	9-16, 49-56, 89-96
Arts	24	129-136, 169-176, 209-216
Technology	96	17-32, 57-72, 97-112, 137-152, 177-192, 217-232
Service	48	33-40, 73-80, 113-120, 153-160, 193-200, 233-240

TABLE VII

RELIABILITY COEFFICIENTS OF
GORDON OCCUPATIONAL CHECK LIST,
TWO ADMINISTRATIONS, ONE MONTH APART*

Check List Area	I	II	III	IV
Business				
Boys	.97	.79	.98	.68
Girls	.92	.85	.96	.91
Outdoor				
Boys	.89	.84	.94	.90
Girls	.83	.87	.99	.96
Arts				
Boys	.83	.77	.97	.91
Girls	.88	.81	.96	.96
Technology				
Boys	.90	.79	.97	.91
Girls	.75	.72	.99	.70
Service				
Boys	.76	.82	.97	.88
Girls	.85	.82	.96	.88
TOTAL				
Boys	.94	.81	.97	.89
Girls	.82	.82	.97	.89

*All reliability coefficients were estimated by the formula for overlapping elements.

I Number of items underlined in the two administrations.
II Identical items underlined in the two administrations.
III Identical responses--underlined, circled, or unmarked.
IV Items circled in the first administration that were underlined in the second administration.

TABLE VIII-1

(1) Mean Scores on the Gordon Occupational Check List for Grade 7 Students of the TEPCE Project (Pre-Test), (2) for Grade 7 Students of the TEPCE Project after 2 Years of Project Participation, and (3) for Grade 8 Students of the TEPCE Project after 2 Years of Project Participation, (Post-Test).

Variable	Mean			Standard Deviation			N		
	Pre Test (1)	(2)	Post Test (3)	Pre-Test (1)	(2)	Post-Test (3)	Pre Test (1)	(2)	Post Test (3
Business	3.55	7.67	6.61	5.11	6.78	6.13	134	21	18
Outdoor	3.93	5.60	4.32	5.20	3.97	3.91	134	30	12
Arts	3.22	5.97	4.19	3.66	4.63	4.09	134	29	16
Technology	5.32	8.73	6.70	7.30	8.90	5.93	134	26	20
Service	5.97	9.53	6.95	5.70	8.18	6.18	134	34	21
TOTAL	22.02	29.74	23.83	20.66	23.71	16.70	134	35	23

t-Test of (1) vs (3) = .40

TABLE VIII-2

(1) Mean Scores on the Gordon Occupational Check List for Grade 8 Students of the TEPCE Project (Pre-Test), (2) for Grade 8 Students of the TEPCE Project after 2 Years of Project Participation, and (3) for Grade 9 students of the Project after 2 Years of Project Participation (Post-Test)

Variable	Mean			Standard Deviation			N		
	Pre-(1) Test	2	Post-Test (3)	Pre-(1)Test	2	Post-Test (3)	Pre-Test (1)	2	Post-Test (3
Business	4.56	6.61	6.79	8.88	6.13	6.74	16	18	14
Outdoor	2.62	4.32	6.19	3.36	3.91	16.96	16	12	16
Arts	2.12	4.19	4.33	5.21	4.09	4.19	16	16	15
Technology	4.44	6.70	11.13	4.10	5.93	7.82	16	20	15
Service	5.44	6.95	9.83	9.63	6.18	8.80	16	21	18
TOTAL	19.19	23.83	33.22	25.07	16.70	23.03	16	23	18

t-Test of (1) vs (3) = 1.28

TABLE VIII-3

(1) MEAN SCORES ON THE GORDON OCCUPATIONAL CHECK LIST FOR GRADE 9 STUDENTS OF THE TEPCE PROJECT (PRE-TEST), (2) FOR GRADE 9 STUDENTS OF THE TEPCE PROJECT AFTER 2 YEARS OF PROJECT PARTICIPATION, AND (3) FOR GRADE 10 STUDENTS OF THE TEPCE PROJECT AFTER 2 YEARS OF PARTICIPATION (POST-TEST)

Variable	Mean			Standard Deviation			N		
	(1) Pre-Test	2	(3) Post-Test	(1) Pre Test	2	(3) Post-Test	Pre-Test(1)	2	(3) Post-Test
Business	7.68	6.79	8.21	8.33	6.74	7.80	375	14	14
Outdoor	4.78	6.19	6.61	4.90	16.96	4.80	375	16	18
Arts	4.86	4.33	6.88	5.98	4.19	8.25	375	15	17
Technology	9.08	11.13	9.93	12.14	7.82	9.32	375	15	14
Service	9.54	9.83	9.11	8.12	8.80	6.26	375	18	18
TOTAL	36.83	33.22	37.06	30.65	23.03	26.58	375	18	18

t-Test of (1) vs (3) = -.11

TABLE VIII-4

(1) MEAN SCORES ON THE GORDON OCCUPATIONAL CHECK LIST FOR GRADE 12 STUDENTS OF THE TEPCE PROJECT (PRE-TEST), AND (2) FOR GRADE 12 STUDENTS OF THE TEPCE PROJECT AFTER 2 YEARS OF PARTICIPATION (POST-TEST)

Variable	Mean		Standard Deviation		N	
	Pre- (1) Test	Post- (2) Test	Pre- (1) Test	Post- (2) Test	Pre- (1) Test	Post- (2) Test
Business	8.05	9.78	8.36	8.15	265	18
Outdoor	3.92	7.10	4.09	3.81	265	20
Arts	4.71	7.65	5.37	7.18	265	17
Technology	7.16	16.55	8.27	15.04	265	20
Service	8.51	12.05	6.98	5.49	265	19
TOTAL	32.42	44.90	22.50	31.47	265	21

t- test of (1) vs (2) = 2.99**

** significant at the .05 and .01 level

TABLE IX-1

MEAN SCORES ON THE GOCL FOR STUDENTS IN GRADES 7, 8, 9, and 12 OF TEPCE PROJECT SCHOOLS AND FOR NON-PROJECT (CONTROL) SCHOOLS

* = significant at the .05 level
** = significant at the .05 and .01 level.

Variable	Mean		Standard Deviation		N	
	Project Schools	Control Schools	Project Schools	Control Schools	Project Schools	Control Schools
Grade 7						t = 5.07 **
Business	3.55	10.67	5.11	11.13	134	24
Outdoor	3.93	8.86	5.20	5.42	134	29
Arts	3.22	7.04	3.66	6.09	134	23
Technology	5.32	15.36	7.30	19.97	134	28
Service	5.97	13.96	5.70	11.22	134	28
TOTAL	22.02	49.87	20.66	47.42	134	30
Grade 8						t = 2.70 **
Business	4.56	8.38	8.88	9.00	16	24
Outdoor	2.42	7.39	3.36	6.14	16	28
Arts	2.12	6.67	5.21	6.97	16	27
Technology	4.44	10.82	4.10	10.27	16	28
Service	5.44	10.68	9.63	7.78	16	31
TOTAL	19.19	39.45	25.07	28.94	16	31
Grade 9						t = 1.98 *
Business	7.68	5.68	8.33	4.06	375	34
Outdoor	4.78	5.00	4.90	4.22	375	31
Arts	4.86	4.89	5.98	4.03	375	28
Technology	9.08	8.29	12.14	8.88	375	35
Service	9.54	6.95	8.12	4.58	375	41
TOTAL	36.83	24.65	30.65	20.11	375	43
Grade 12						t = -.80
Business	8.05	11.37	8.36	10.35	265	27
Outdoor	3.92	5.53	4.09	4.96	265	32
Arts	4.71	6.18	5.37	7.23	265	28
Technology	7.16	9.76	8.27	10.65	265	34
Service	8.51	9.03	6.98	6.59	265	33
TOTAL	32.42	35.59	22.50	23.42	265	37

TABLE IX-2

(1) Total Mean Scores on the Gordon Occupational Check List of Male Students in Grades 7, 8, 9, & 12 of the TEPCE Project
(2) Total Mean Scores on the GOCL for Male Students in Grades 8, 9, 10 & 12 After Two Years of Project Participation

	Mean		Standard Deviation		N	
Variable	(1)	(2)	(1)	(2)	(1)	(2)
Business	9.77	5.28	8.33	6.19	378	57
Outdoor	2.03	6.99	3.20	4.40	378	77
Arts	5.94	4.03	6.26	3.97	378	66
Technology	5.32	11.21	7.32	11.18	378	72
Service	10.68	7.13	7.40	5.87	378	79
TOTAL	34.26	29.27	24.60	23.21	378	85

(1) Total Mean Scores on the Gordon Occupational Check List for Female Students in Grades 7, 8, 9, & 12 of the TEPCE Project
(2) Total Mean Scores on the GOCL for Female Students in Grades 8, 9, 10 & 12 After Two Years of Project Participation

	Mean		Standard Deviation		N	
Variable	(1)	(2)	(1)	(2)	(1)	(2)
Business	4.53	12.08	6.98	8.08	411	51
Outdoor	5.86	4.70	5.28	2.92	411	46
Arts	3.14	8.48	4.20	7.04	411	52
Technology	10.46	9.13	11.84	8.02	411	46
Service	6.52	13.33	7.09	7.49	411	57
TOTAL	30.87	42.91	29.04	26.67	411	57

TABLE X-1

Percentages of Response to Gordon Occupational Check List
Future Activities Projected by Students in Grades 7, 8, 9, and 12
of the TEPCE Project (Baseline)

Response Item	Category of Response	GRADE 7 N	GRADE 7 Percentage of Response	GRADE 8 N	GRADE 8 Percentage of Response	GRADE 9 N	GRADE 9 Percentage of Response	GRADE 12 N	GRADE 12 Percentage of Response	TOTAL N	TOTAL Percentage of Response
Technical, Vocational or Trade School	No Response	31	23.1	5	31.3	79	21.1	66	24.9	181	22.9
	Yes	26	19.4	2	12.5	84	22.4	4	17.7	159	20.1
	No	39	29.1	4	25.0	99	30.1	80	30.2	214	27.1
	Undecided	38	28.4	5	31.3	113	30.1	80	30.2	236	29.9
	TOTAL	134	17.0	16	2.0	375	47.5	265	33.5		
Junior College	No Response	38	28.4	6	37.5	101	26.9	91	34.3	236	29.9
	Yes	15	11.2	0	0.0	22	5.9	10	3.8	47	5.9
	No	41	30.6	5	31.3	135	36.0	129	48.7	310	39.2
	Undecided	40	29.9	5	31.3	117	31.2	35	13.2	197	24.9
	TOTAL	134	17.0	16	2.0	375	47.5	265	33.5		
Four-year College or University	No Response	25	18.7	1	6.3	47	12.5	45	17.0	118	14.9
	Yes	46	34.3	3	18.8	140	37.3	109	41.1	298	37.7
	No	29	21.6	7	43.8	78	20.8	67	25.3	181	22.9
	Undecided	34	25.4	5	31.3	110	29.3	44	16.6	193	24.4
	TOTAL	134	17.0	16	2.0	375	47.5	265	33.5		

TABLE X-2

Percentages of Response to Gordon Occupational Check List Future Activities by (1) Male & Female Students, Grades 7, 8, 9, & 12 of the TEPCE (Baseline, and by (2) Male & Female Students, Grades 8, 9, 10 & 12 of the TEPCE, After Two Years of Project Participation

Response Item	Category of Response	Male N		Male Percentage of Response		Female N		Female Percentage of Response		Total N		Total Percentage of Response	
		(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)	(1)	(2)
Technical, Vocational, or Trade School	No Response	84	-	22.2	-	97	-	23.6	-	181	-	22.9	-
	Yes	84	7	22.2	24.2	74	4	18.0	21.0	159	11	20.1	22.9
	No	87	11	23.0	37.9	127	5	30.9	26.4	214	16	27.1	33.3
	Undecided	123	11	32.5	37.9	113	10	27.5	52.6	236	21	29.9	43.8
	TOTAL	378	29	47.8	60.4	411	19	52.0	39.6	-	48	-	100.0
Junior College	No Response	114	-	30.2	-	121	-	29.4	-	236	-	29.9	-
	Yes	24	0	6.3	0.0	23	1	5.6	6.2	47	1	5.9	2.5
	No	131	20	34.7	83.3	179	9	43.6	56.3	310	29	39.2	72.5
	Undecided	109	4	28.8	16.7	88	6	21.4	37.5	197	10	24.9	25.0
	TOTAL	378	24	47.8	60.0	411	16	52.0	40.0	-	48	-	100.0
Four-Year College or University	No Response	63	-	16.7	-	54	-	13.1	-	118	-	14.9	-
	Yes	130	10	34.4	31.2	168	4	40.9	21.0	298	14	37.7	27.4
	No	89	15	23.5	46.9	92	10	22.4	52.6	181	25	22.9	49.0
	Undecided	96	7	25.4	21.9	97	5	23.6	26.4	193	12	24.4	23.6
	TOTAL	378	32	47.8	62.8	411	19	52.0	37.2	-	51	-	100.0

TABLE X-3

Percentages of Response to GOCL - Future Activities Projected by Students in Grades 7, 8, 9, 10, 11, 12 of the TEPCE Project after 2 Years of Project Participation

Response Item	Category of Response	Grade 7 M N	Grade 7 M % of Resp.	Grade 7 F N	Grade 7 F % of Resp.	Grade 8 M N	Grade 8 M % of Resp.	Grade 8 F N	Grade 8 F % of Resp.	Grade 9 M N	Grade 9 M % of Resp.	Grade 9 F N	Grade 9 F % of Resp.	Grade 10 M N	Grade 10 M % of Resp.	Grade 10 F N	Grade 10 F % of Resp.	Grade 11 M N	Grade 11 M % of Resp.	Grade 11 F N	Grade 11 F % of Resp.	Grade 12 M N	Grade 12 M % of Resp.	Grade 12 F N	Grade 12 F % of Resp.	TOTAL N	TOTAL % of Resp.
Technical Vocational or Trade School	Yes	0	0.0	0	0.0	3	30.0	1	14.3	2	20.0	2	50.0	0	0.0	0	0.0	1	16.7	3	37.5	2	22.2	1	12.5	15	17.2
	No	5	71.4	4	100.0	4	40.0	2	28.5	4	40.0	0	0.0	6	85.7	5	71.4	3	50.0	2	25.0	3	33.3	3	37.5	41	47.1
	Undecided	2	28.6	0	0.0	3	30.0	4	57.1	4	40.0	2	50.0	1	14.3	2	28.6	2	33.3	3	37.5	4	44.4	4	50.0	31	35.6
	TOTAL	7	14.3	4	10.5	10	20.4	7	18.4	10	20.4	4	10.5	7	14.3	7	18.4	6	12.2	8	21.1	9	18.4	8	21.1	87	100.0
Junior College	Yes	3	25.0	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0	0	0.0	1	14.3	0	0.0	2	28.6	0	0.0	0	0.0	7	8.0
	No	5	41.7	2	33.3	8	100.0	1	1..7	7	87.5	2	66.7	3	33.3	2	28.6	2	22.2	4	57.1	5	62.5	6	85.7	47	54.0
	Und.	4	33.3	4	66.7	0	0.0	4	66.7	1	12.5	1	33.3	6	66.7	4	57.1	4	66.7	1	14.3	3	37.5	1	14.3	33	37.9
	TOTAL	12	23.5	6	16.7	8	15.7	6	16.7	8	15.7	3	8.3	9	17.6	7	19.4	6	11.8	7	..4	8	15.7	.	9.4	87	100.0
Four-year College or University	Yes	14	77.8	8	80.0	5	41.7	1	16.7	4	33.3	0	0.0	6	66.7	8	88.9	8	66.7	5	45.5	1	12.5		50.0	63	52.5
	No	1	5.6	0	0.0	5	41.7	2	33.3	6	50.0	2	66.7	2	22.2	1	11.1	2	16.7	3	27.3	4	50.0	,	60.0	34	28.3
	Undecided	3	16.7	2	20.0	2	16.7	3	50.0	2	16.7	1	33.3	1	11.1	0	0.0	2	16.7	3	27.3	3	37.5	1	10.0	23	19.2
	TOTAL	18	25.4	10	20.4	12	16.9	6	12.2	12	16.9	3	6.1	9	12.7	9	18.4	12	16.9	11	22.4	8	11.3	10	20.4	120	100.0

TABLE X-4

Percentages of Response to GOCL - Future Activities Projected by Students in Grades 7, 8, 9, 10, 12 (Control Schools)

Response Item	Category of Response	Grade 7 M N	Grade 7 M % of Resp.	Grade 7 F N	Grade 7 F % of Resp.	Grade 8 M N	Grade 8 M % of Resp.	Grade 8 F N	Grade 8 F % of Resp.	Grade 9 M N	Grade 9 M % of Resp.	Grade 9 F N	Grade 9 F % of Resp.	Grade 10 M N	Grade 10 M % of Resp.	Grade 10 F N	Grade 10 F % of Resp.	Grade 12 M N	Grade 12 M % of Resp.	Grade 12 F N	Grade 12 F % of Resp.	TOTAL N	TOTAL % of Resp.
Technical, Vocational or Trade School	Yes	3	27.3	2	16.7	2	20.0	1	7.7	4	28.6	3	12.5	6	23.1	6	27.3	5	27.8	5	41.7	38	22.7
	No	3	27.3	5	41.7	4	40.0	6	46.2	7	50.0	2	8.3	8	30.8	7	31.8	6	33.3	2	16.7	50	30.7
	Undecided	5	45.5	5	41.7	4	40.0	6	46.2	3	21.4	19	79.2	12	46.2	9	40.9	7	38.9	5	41.7	75	46.6
	TOTAL	11	13.9	12	14.5	10	12.7	13	15.7	14	17.7	24	28.9	26	32.9	22	26.5	18	22.8	12	14.5	163	100.0
Junior College	Yes	1	9.1	2	14.3	3	30.0	2	14.3	1	6.7	1	4.3	0	0.0	3	14.3	1	6.7	2	20.0	16	10.3
	No	6	54.5	5	35.7	5	50.0	7	50.0	10	66.7	13	56.5	14	66.8	11	52.4	12	80.0	4	40.0	87	56.1
	Undecided	4	36.4	7	50.0	2	20.0	5	35.7	4	26.7	9	39.1	7	33.3	7	33.3	2	13.3	4	40.0	52	33.5
	TOTAL	11	15.3	14	17.1	10	13.9	14	17.1	15	20.8	23	28.0	21	29.2	21	25.6	15	20.8	10	12.2	155	100.0
Four-year College or University	Yes	6	40.0	2	15.4	4	30.8	4	25.0	6	40.0	2	8.0	3	13.6	8	32.0	7	35.0	3	25.0	45	25.4
	No	5	33.3	6	46.2	5	38.5	6	37.5	7	46.7	8	32.0	9	40.9	7	28.0	11	55.0	3	25.0	67	37.9
	Undecoded	4	26.7	5	38.5	4	30.8	6	37.5	2	13.2	15	60.0	10	45.5	10	40.0	2	10.0	6	50.0	65	36.7
	TOTAL	15	17.6	13	14.3	13	15.3	16	17.6	15	17.6	25	27.5	22	25.9	25	27.5	20	23.5	12	13.2	177	100.0

TABLE XI-1

(1) Mean Scores for the Revised Westbrook Occupational Maturity Scale by Students in Grades 4, 5, and 6 of the TEPCE Project and by (2) Students in Grades 5, 6, and 7 of the TEPCE Project, Following Two Years of Participation in TEPCE Activities

(1) Pre-Test		(2) Post-Test	
1973 - Grade 4		1975 - Grade 5	
Mean	6.03		10.23
Standard Deviation	3.67		4.69
N	223		
(t = 5.83 **)			
1973 - Grade 5		1975 - Grade 6	
Mean	7.77		10.78
Standard Deviation	3.96		4.17
N	227		51
(t = 4.53 **)			
1973 - Grade 6		1975 - Grade 7	
Mean	10.96		16.75
Standard Deviation	4.82		20.00
N	206		20
(t = 3.51 **)			

TABLE XI-2

(1) Mean Scores for the Revised Westbrook Occupational Maturity Scale by Students in Grades 4, 5, and 6 of the TEPCE Project and by (2) Students in Grades 4, 5, and 6 of the Control School

	(1) Project Students	(2) Control Students
	1973 - Grade 4	1975 - Grade 4
Mean	6.03	7.07
Standard Deviation	3.67	4.47
N	223	24
	(t = -1.25)	
	1973 - Grade 5	1975 - Grade 5
Mean	7.77	8.88
Standard Deviation	3.96	4.23
N	227	17
	(t = -1.11)	
	1973 - Grade 6	1975 - Grade 6
Mean	10.92	11.00
Standard Deviation	4.82	5.53
N	206	26
	(t = -0.82)	
	1973 - Total	1975 - Total
Mean	8.08	9.28
Standard Deviation	4.41	4.79
N	656	95
	(t = -2.45*)	

Note: While the total mean scores are statistically significant, they are artifact to the evaluation. Comparisons of project and control group students across grade levels support the null hypothesis that there are no statistically significant difference project and control students.

TABLE XI-3

(1) Means, Standard Deviation, and Number of Observations for the Revised Westbrook Occupational Maturity Scale for Students in Grades 4-7 by Sex and Grade for TEPCE Schools after 2 Years of Project Activities and (2) Control Schools (pre-test)

Group/Sex	Mean		Standard Deviation		N	
	(1) Project	(2) Control	(1) Project	(2) Control	(1) Project	(2) Control
Total Sample						
Female	10.74	9.75	4.66	4.56	57	51
Male	12.02	8.73	12.63	5.14	55	44
Total	11.37	9.28	9.43	4.79	112	95
Grade 4						
Female	8.12	7.77	3.72	4.02	8	13
Male	8.19	6.18	2.63	5.00	11	11
Total	8.58	7.04	3.06	4.47	19	24
Grade 5						
Female	9.91	8.38	5.75	4.00	11	8
Male	10.55	9.33	3.59	4.61	11	9
Total	10.23	8.88	4.69	4.23	22	7
Grade 6						
Female	10.89	11.29	4.22	5.38	28	14
Male	10.65	10.67	4.21	5.91	23	12
Total	10.78	11.00	4.17	5.53	51	26
Grade 7						
Female	13.30	10.75	4.45	3.61	10	16
Male	20.20	9.60	28.25	4.22	10	10
Total	16.75	10.31	20.00	3.81	20	26

TABLE XII-1
AVERAGE T SCORES AND AVERAGE PERCENTAGE OF THE SELF OBSERVATION SCALE OF ELEMENTARY SCHOOL PROJECT AND CONTROL STUDENTS
(SOS ELEMENTARY)

SCALES/SCHOOL		AVERAGE T SCORE	STANDARD DEVIATION	NUMBER	AVERAGE PERCENTAGE
I. SELF ACCEPTANCE					
1 Highland School *	1	51.80	8.22	25	58.52
2 Glenwood School	2	53.72	7.29	32	62.63
3 Chuckey School (14)	3	55.52	5.87	25	69.40
4 Chuckey School (17)	4	49.97	7.62	30	50.80
5 Sunnyside School *	5	48.97	9.36	30	48.13
6 St. James School *	6	52.91	6.44	11	59.45
7 Andrew Johnson School *	7	54.18	8.92	17	63.41
Total		52.19	8.03	170	58.25
II. SOCIAL MATURITY					
1	1	57.60	4.06	25	69.28
2	2	53.47	8.35	32	55.84
3	3	56.28	6.93	25	64.60
4	4	54.80	6.27	30	58.20
5	5	49.37	12.28	30	45.10
6	6	53.45	10.81	11	56.09
7	7	53.82	6.78	17	54.76
Total		54.04	8.52	170	57.54
III. SCHOOL AFFILIATION					
1	1	54.44	6.99	25	66.36
2	2	52.25	9.09	32	59.47
3	3	55.20	6.83	25	68.32
4	4	40.27	11.55	30	26.53
5	5	52.50	9.78	30	62.20
6	6	45.45	12.68	11	41.64
7	7	53.06	10.03	17	63.82
Total		50.58	10.72	170	55.74
IV. SELF SECURITY					
1	1	50.60	8.59	25	52.60
2	2	50.91	9.07	32	52.97
3	3	51.80	7.29	25	56.20
4	4	52.43	6.88	30	58.37
5	5	47.73	10.72	30	45.33
6	6	55.27	6.65	11	67.82
7	7	58.71	4.31	17	78.88
Total		51.76	8.62	170	56.55
V. ACHIEVEMENT MOTIVATION					
1	1	45.72	8.47	25	48.40
2	2	48.22	10.59	32	47.13
3	3	52.60	8.65	25	59.28
4	4	46.23	11.66	30	40.27
5	5	51.70	7.42	30	55.80
6	6	55.55	8.30	11	65.18
7	7	52.76	8.00	17	59.12
Total		50.28	9.57	170	51.79

* = Project Schools

TABLE XII-2
AVERAGE T SCORES AND AVERAGE PERCENTAGE OF THE SELF OBSERVATION SCALE OF INTERMEDIATE SCHOOL PROJECT AND CONTROL STUDENTS

(SOS INTERMEDIATE)

SCALES/SCHOOL		AVERAGE T SCORE	STANDARD DEVIATION	NUMBER	AVERAGE PERCENTAGE
I. SELF ACCEPTANCE					
1 Greenville Middle *	1	50.95	9.25	57	54.93
2 Chuckey (14)	2	51.76	8.79	55	58.35
3 Glenwood	3	53.23	7.94	30	60.83
Total		51.75	8.79	142	57.50
II. SELF SECURITY					
1	1	49.28	7.35	57	47.75
2	2	51.87	10.54	55	56.87
3	3	49.67	10.40	30	50.43
Total		50.37	9.37	142	51.85
III. SOCIAL MATURITY					
1	1	52.79	7.32	57	60.33
2	2	50.22	9.05	55	53.55
3	3	50.73	11.20	30	55.43
Total		51.36	8.94	142	56.67
IV. SOCIAL CONFIDENCE					
1	1	53.51	9.21	57	62.54
2	2	48.62	9.44	55	46.58
3	3	53.17	8.20	30	60.10
Total		51.54	9.33	142	55.85
V. SCHOOL AFFILIATION					
1	1	47.28	11.13	57	43.05
2	2	46.78	11.42	55	41.91
3	3	49.10	9.79	30	46.73
Total		47.47	10.94	142	43.39
VI. TEACHER AFFILIATION					
1	1	49.79	10.53	57	54.46
2	2	47.07	11.17	55	46.31
3	3	52.80	8.23	30	62.07
Total		49.37	10.51	142	52.91
VII. PEER AFFILIATION					
1	1	50.61	8.12	57	53.89
2	2	52.85	8.93	55	61.62
3	3	53.30	8.12	30	61.57
Total		52.05	8.47	142	58.51
VIII. ACHIEVEMENT MOTIVATION					
1	1	49.44	5.48	57	48.14
2	2	49.45	7.67	55	49.22
3	3	49.13	3.47	30	46.73
Total		49.38	6.08	142	48.26

* = Project Schools

APPENDIX A

GREENEVILLE CITY SCHOOL SYSTEM
GREENEVILLE, TENNESSEE

SCHOOLS	GRADES	TEACHERS	COUNSE-LORS	PARA-PROFESS-IONAL	TOTAL STUDENTS	STUDENTS BY GRADE	BLACK	WHITE	OTHER	SOCIO-ECONOMIC LEVEL-ESEA TITLE I	PERCENT STUDENTS SERVED BY PROJ.
Crescent	K-2	14	0	7	286	K-100 1-93 2-93	35	251	0	33.72%	100%
Andrew Johnson	3-6	23	0	2	349	3-95 5-84 4-83 6-87	57	292	0	31.46%	100%
Tusculum View	K-6	22	0	5	373	K-25 3-50 6-66 1-50 4-67 2-49 5-66	7	366	0	7.88%	100%
East View	K-6	22	0	0	398	K-25 3-60 6-72 1-61 4-64 2-59 5-57	0	398	0	5.12%	100% By 9/74
Highland	1-6	19	0	0	330	1-54 3-53 5-52 2-74 4-46 6-51	28	302	0	51.30%	100% By 9/74
Greeneville Jr. High	7-9	40	1	2	734	7-229 9-254 8-251	48	684	2	22.34%	100%
Greeneville Sr. High	10-12	42	2	1	702	10-258 12-197 11-247	66	636	0	13.06%	100%
TOTALS	K-12	182	3	17	3172		241	2929	2		100%

TOTAL CITY ENROLLMENT 3172
PERCENT OF STUDENTS INVOLVED IN PROJECT 100%

PERCENT OF STUDENTS INVOLVED IN PROJECT BY YEAR
1973-74 77.05%
1974-75 100%
1975-76 100%

GREENE COUNTY SCHOOLS
SOUTH GREENE FEEDER SYSTEM

SCHOOLS	GRADES	TEACHERS	COUNSE-LORS	PARA-PROFESS-IONAL	TOTAL STUDENTS	STUDENTS BY GRADE	BLACK	WHITE	OTHER	SOCIO-ECONOMIC LEVEL-ESEA TITLE I	PERCENT OF STUDENTS SER VED BY PROJ.
DeBusk	K-8	16	0	0	364	K-23 3-53 6-29 1-54 4-30 7-42 2-42 5-43 8-47	7	357	0	34.20%	100%
Sunnyside	K-8	9	0	2	200	K-23 3-28 6-21 1-21 4-30 7-19 2-21 5-21 8-16	1	199	0	34.20%	100%
Camp Creek	K-8	15	0	1	329	K-18 3-34 6-51 1-42 4-34 7-47 2-32 5-34 8-37	0	329	0	43.40%	100%
St. James	K-8	9	0	1	182	K-21 3-25 6-22 1-20 4-22 7-28 2-14 5-11 8-19	0	182	0	34.40%	100%
Greystone	1-8	6	0	0	137	1-16 4-22 7-19 2-16 5-20 8-14 3-19 6-11	0	137	0	35.40%	100%
Cedar Creek	1-8	5	0	0	161	1-18 4-22 7-15 2-18 5-22 8-17 3-27 6-22	3	158	0	35.70%	100%
South Greene High School	9-12	33	1	2	674	9-191 11-147 10-189 12-147	3	671	0	34.20%	100%
TOTALS	K-12	93	1	6	2046		14	2032	0		100%

TOTAL COUNTY ENROLLMENT 7170
PERCENT OF STUDENTS INVOLVED IN THE PROJECT 28.53

APPENDIX B

CLASSROOM CAREER ACTIVITY

ctivity - Area -

escription -

oncepts -

erformance
bjectives -

tep-by-Step Process:

luation (continued) -

Materials Needed: Resource Persons: Related Information:

APPENDIX C

CAREER EDUCATION

H E R E A N D N O W

1974-1975

Career Education Resume

South Greene High School

Route 7

Greeneville, Tennessee 37743

615-639-2700

Central Project Staff

Gary L. Haaby, Director
Tony O'Dell, Secondary Coordinator
Roger Brown, Elementary Coordinator
Willian Calkin, Placement Coordinator

James Farham, Principal

September, 1974

INTRODUCTION

South Greene High School and Greeneville High School, along with their feeder schools, are the participants in the TENNESSEE EXEMPLARY PROJECT IN CAREER EDUCATION. The Tennessee project is one of approximately 50 such projects in the nation funded through federal funds. The project dates are July1, 1973 - June 30, 1976.

Following is a brief statement of the general objectives of the Tennessee project as taken from the abstract of the original proposal. . .

The development of a comprehensive (K-12) career education program in the City of Greeneville and a selected area of Greene County is the goal of the proposed Tennessee Exemplary Project in Career Education. Objectives, both process and product, have been established for each phase of the program. In general, these objectives relate to the students' need for: an understanding of the economic, social, and personal importance of work; an understanding of the range, nature, and relatedness of work; an awareness of the need for basic skills in the world of work; a knowledge of desirable work habits and attitudes; a positive self-concept and a knowledge of their own interests, abilities and values; an understanding of the consequences of their career choice; a planned and appropriate educational program; preparation in their chosen field; and finally, placement in a program of further education or employment related to their career choice.

The vehicle for accomplishing these objectives is a career education program which refocuses the organization of the two school systems in an effort to: promote student, community, and parent involvement; provide relevant and interesting educational experiences that meet the present and future needs of students; facilitate, for all students, the process of awareness, exploration, preparation, and placement.

Features of the existing program in each school system will be reoriented and new concepts will be instituted in an effort to develop a comprehensive approach to career education. An extensive orientation program will be prepared to acquaint interested community people, educators, and students with the overall scope of the Tennessee Exemplary Project in Career Education. Teachers, counselors, and administrators will also be involved in specific pre- and in-service training sessions aimed at the development of certain aspects of the program such as: the subject-linked career education units; the Downtown Learning Centers; the intensive training program; the career information centers; the junior high exploratory experiences; and the placement team.

In the final analysis, the project will serve to unify the educational programs in the two districts and will produce methods and materials which can be readily adapted for use by other school systems.

PRIOR TO HERE AND NOW

Under the able direction of Dr. Brown Griffin and his central project staff, South Greene was able to make progress toward the stated goals and objectives during the initial year of the project . . . especially during the last semester of the year (1973-74).

Experiences were gained, materials added, projects initiated and evaluated, and general procedures established that have enabled the project to arrive HERE AND NOW.

Following is a brief statement of activities and accomplishments of last year that have contributed to the South Greene present program. . .

1. A comprehensive in-service program was begun in January of 1974 that brought all teachers of the project schools to actual awareness of the goals, objectives, philosophy, and procedures. This began with a total group meeting of the teachers of the combined systems under direction of the local superintendants, the Central Project Staff, and the Visiting Central Project Staff of South Carolina. . prior to the above, only selected teachers fully comprehended the goals, etc. of the project.

   After the above, Central Project Staff began work with principals in a program to involve all teachers in a series of individual and/or departmental in-service sessions to bring the project goals and objectives in to every area of the school program.

   All South Greene teachers were involved in this.

2. A special night class with college credit was taught in Greeneville by The University of Tennessee in the area of Career Education. Several South Greene teachers participated in the class.

3. The vocational orientation with Community Learning Centers classes served approximately 40 South Greene Juniors and Seniors last year. This program, conducted by three teachers, proved beneficial and will be further described later as it works HERE AND NOW.

4. Most South Greene teachers developed formal units in their subject areas with accent on Career Education. Some of these units were used last year. Some were printed for Central Project Staff dessimination to other schools.

5. Procedures were established to enable teachers to use project funds for materials to be used in their areas and to use project funds to finance career education centered field trips.

6. The Language Arts Department enlarged a program developed three years ago to include specific instruction in career education for 90% of the student body. The program as originally initiated included in each student's English class several days of career awareness opportunities.

   As enlarged last year, the 9th grader received at least 30 days of such opportunity, while upper classmen received from 10 to 20 days of such opportunity.

   The school counselor assisted the Language Arts instructor in development and presentation of this phase of the program. Further description of this program will be made as it works HERE AND NOW.

7. Career Education Centers were established in the Library and Guidance Suite with materials purchased through project funds.

8. The Placement Coordinator and School Counselor, in a joint effort provided many actual job opportunities for students and graduates.

9. The Vocational-Technical School, operated jointly by the two systems, opened for the first year with over 50 South Greene students receiving ½ day's instruction there in the various career preparation courses offered.

10. Distributive Education classes, Vocational Home Economics and Agriculture classes, Mechanical Drawing classes, and Business Education classes continued, as in previous years, to provide actual instruction of career attitudes and skills--but with added emphasis on career development and the many facets that the individual classes encompassed in the job spectrum.

It was the feeling of the South Greene Staff that much had been accomplished by the end of the 1973-74 school year. It was further felt that Mrs. Elizabeth Duggins, Secondary Coordinator last year, was to be highly commended for her work and patience with individual South Greene teachers as she brought all areas of the instructional program into the project.

HERE AND NOW

The 1974-75 school year began with a new Central Project Director and new Secondary and Elementary Coordinators. With no change in basic philosophy, goals, or objectives, South Greene was able to begin the year under direction of the new staff according to plans made during the spring and summer by the school staff.

Excellent direction, modified procedural methods, and wholesome enthusiasm on the part of the Central Project staff have brought South Greene to the HERE AND NOW . . .

The following resume denotes the plan of action for this year in accordance with the introductory statement of objectives. . .

1. The Language Arts Department continues to be the primary introductory point for career education at South Greene.

   Students change teachers and areas of study each quarter. One quarter is used for primary instruction in literature, one quarter in grammar, one quarter in writing skills, and one quarter for a variety of language arts related activities, including specific career orientation units.

   Mrs. Vera Isbill conducts the quarter of work that includes Career Education. Her first quarter's work is with in-coming 9th graders. This enables them, very early in the high school stay, to discover the total career education opportunities available in high school.

   Twenty days of the quarter are spent in direct career education experiences that includes units dealing with job clusters, job titles, salaries, career choice, and other basics essential to wise career planning. Through personal interviews with workers, study of current literature, class presentations, and family counseling, each student is encouraged to select three job clusters for further investigation and study through the high school years.

   Mrs. Isbill works with 10th graders the second quarter as 9th graders move on to other phases of the language arts programs.

   Again, four weeks of the quarter are used for Career Education with units dealing with self-awareness, attitudes, abilities, and choice. The Kuder Ability Test is administered during this time. Also, all 10th graders make a study and tour of the Vocational-Technical School.

   Eleventh grade students come in to this program for the third quarter and experience Career Education for 20 days of the quarter. In their experience they learn of post high school opportunities for further career development. Extensive use is made of resource and enlistment personnel of the Armed Services, Colleges, Business Schools, and the various post high school vocational-technical schools.

   The fourth and final quarter of the year finds Seniors moving into this phase of Language Arts. They experience units dealing with business, industrial, and public service job opportunities in the immediate area. Field trips are made to many of the businesses, factories, and public service facilities. Experiences in job interviews, role playing, and filling of job applications are provided in the classroom. Personnel directors of local plants and businesses are used as resource people in the classroom.

The School Counselor, Mr. Everette Chandler, works with Mrs. Isbill from two to five days each quarter during the 20 day Career Education time. Testing, interpreting tests, college formalities, permanent records, and follow-up studies constitute most of his responsibilities in this part of the program.

Mr. William Calkin, Placement Coordinator, works closely with Mrs. Isbill and Mr. Chandler in the Senior quarter.

The other 25 days of each quarter with Mrs. Isbill are spent in related Language Arts areas of music, art, speech, and interpretation of printed and electronic media. In this and all areas of our Language Arts Program, stress is on basic skills of reading, writing, spelling, and appreciation as basic to any career development.

Over 90% of the South Greene student body move through this program yearly as a part of their "traditional English requirement". Besides being a means to improve student interest in English, the program has become an excellent vehicle to carry important new concepts and ideas to a majority of the student body.

2. The Vocational Orientation Program with Community Learning Centers is conducted by one teacher, Mrs. Ann McCamey. This program is open to any Junior or Senior who desires to enroll for the purpose of fully exploring one or more specific careers. Opportunity is given for in-depth study of all aspects of the career through the printed media of the 3 Career Education Centers of the school, and through any other media as directed by the teacher.

   In all cases possible the student is afforded opportunity to explore the career directly through observation and participation in the Community Learning Centers as arranged by Mrs. McCamey. Business, professional, and industrial sites have been most cooperative in this phase of the program.

   Students receive ¼ unit credit per quarter in this program and exit and entry is permitted quarterly.

   Maximum enrollment at any one time is 40 and a present enrollment of 31 is in the program.

   Salary for this position is funded by the Central Project.

   Mrs. McCamey also serves as Laison between other teachers and the Central Project Staff when the staff are at other schools.

   She also works closely with the Secondary Coordinator and Placement Coordinator in securing Community Learning Centers for the student observation.

- "PROJECT SATURATION" is a new phase of the Career Education Program aimed at complete saturation of the total student body with one particular presentation on a specific career topic. Mr. Andrew Renner, Industrial Arts Department, and Mr. Leroy Hendrix, Vocational Agriculture Department, make the presentations.

  Mr. Hendrix prepares a presentation from the Agri-Business Cluster through film, lecture, panel, or other method to be presented to all individual classes during the third period as scheduled. The groups are kept to a maximum number of 30 students in order that a "rap session" may be experienced after the presentation.

When Mr. Hendrix is ready to begin a presentation series, the Principal schedules each class meeting period 3 to go to the site of the presentation on the date scheduled for the particular class. From 16 to 20 days are required to reach all classes, but the time is justified through having small enough groups to permit "rap sessions". After the series, Mr. Hendrix begins preparation for a new series.

Mr. Renner follows the same procedure as noted for Mr. Hendrix, except his presentations are during period 5 and center around the Industrial Arts field with some special presentations to be made on various uncontrollable factors affecting career choice.

As these two teachers are experienced and knowledgeable in their respective fields and as both have a deep interest in career development for all students, it is felt that this "hit and run" project can get their experience, knowledge, and interest to all South Greene students as they carry on four classes each in their respective fields for students registering in the Mechanical Drawing and Vo-Ag classes. It is further felt that this project will keep Career Education awareness active as announcement is made daily to all students as to the day's schedule for the special presentations.

Their first series began Monday, September 23, with favorable response registered by the first groups to participate. Mr. Hendrix's first presentation concerned forestry related careers, while Mr. Renner's first presentation was a film and "rap session" dealing with the factors affecting ones career choice.

4. Over 100 students are formally enrolled in the new Vocational-Technical School in classes of actual career preparation.

5. Three Career Education Centers are established and being further furnished with materials in the Library, Guidance Office, and Vocational Orientation Center. Two of these Centers, Library and Guidance, are open to all students on a full-day basis.

6. Through a Remedial Reading Program funded by the Title I program and a Learning Disabilities Program funded through Vocational Rehabilitation, the Career Education Project is reaching the educational, physical, and cultural disadvantaged students at South Greene. Teachers of both programs have been able to bring their programs into the total career oriented philosophy of the school. Students missed in the Language Arts Program described in item 1 are reached here. Students for whom no other program is available for their career awareness, choice, and preparation find their place here. An attempt is made to place, even the low I.Q. student into a preparation program for a gainful career.

7. Distributive Education, Vocational Agriculture and Home Economics, Industrial Arts, and Business Education classes continue to give actual career preparation instruction.

8. All academic classes, Math-Science-Language-the Arts-Social Studies, strive to relate their subject areas to career and to help in the development of proper attitudes toward work and career. Most teachers of such courses continue to show interest in leaning how to do a better job in this area.

The Secondary Coordinator continues to work with teachers who have apparent weakness in relating their subject matter to career development and achievement. He has had very little negative reaction to the project and has been able to help many of the teachers begin relating subject matter to career.

9. The general school office is in the process of becoming career oriented. The Assistant Principal has responsibilities for discipline and extra-curricular activities.

   Such disciplinary matters as truancy, punctuality, anti-social behavior, and inadequate dress are dealt with in a manner that points toward affect on career.

   Many new extra-curricular activities--clubs, interest groups, etc.--have been initiated through the Assistant Principal's office with accent on career and worthy use of leisure time.

   The Principal, through daily devotion and announcement time via intercom to all students; strives to accent the spiritual, moral, and religious impact in career development.

10. Other night classes offering college credit for teachers in Career Education are planned and several teachers are anticipating enrollment.

11. More in-service and individual help is being given to all teachers in all areas by the Secondary Coordinator who is in the school regularly twice a week, and more often if needed.

    His first priority, thus far, has been to the 6 new staff additions in getting them properly oriented for the total Career Education Program.

CONCLUSION

All in all, South Greene High School is striving to use this project as the vehicle to arrive at a program that helps fulfill the philosophy and objectives of the school as stated nine years ago when applying for membership in the Southern Association of Secondary Schools and Colleges.

That statement, encompassing two printed pages of philosophy and specific objectives, is briefly summarized in the following.

> There is dignity and worth in the life of each individual who comes to South Greene. (Basic Philosophy) Specific objectives of the school program states that all curricular departments and extra-curricular activities be directed toward bringing out, developing, shaping, and channeling that dignity and worth into such a state as to enable the individual to successfully find a productive role in the society where his high school stay terminates, or be able to go on to successfully pursue post high school career preparation opportunities . . .

It is further felt that a project of this nature can enable a school such as South Greene High School, not only to discover the best ways to fulfill its own stated objectives, but to make some contribution to the educational process beyond its own campus.

This project has enabled us to evaluate some incidental things we have always done that might be properly called Career Education, to develop formal programs of experimental nature, and to coordinate and concentrate all curricular and extra-curricular activities of the school toward producing a "finished product". Namely, an individual ready for career or further career preparation.

We hope that this year and next school year, we can develop and operate a comprehensive Career Education program that permeates the life of every South Greene High School student to such an extent that the "finished product" can be evaluated as to degree of adequacy of awareness, preparation, and readiness. We feel that already we see some measurable results of our efforts through

1. increased student interest in school and career
2. increased teacher enthusiasm and cooperation as each, regardless of subject matter taught, see themselves and their area of instruction as a vital "part" of a "whole".
3. a better relationship between the school and the area business and industrial employers as we work together to solve some of today's unique labor problems.

We further hope that some of the things described in this paper may be of benefit to other schools as they strive to fulfill their role in our changing society.

We welcome any visitors to our school and its Career Education Program at any time. For further information or arrangements for visit, call the school office at 615-639-2700.

James Parham

APPENDIX D

COMMUNITY LEARNING CENTER PROGRAM
GREENEVILLE-GREENE COUNTY

Nationally, there is an educational concern for meeting needs related to the career development of students. The relationship of career choice to future success and happiness must be considered before a student graduates from high school. A recent nationwide survey has shown that of the men and women who have distinguished themselves in their fields, over 94 percent were doing the type of work they like best.

Therefore, a student needs a chance to find a vocation which will bring him the greatest sense of fulfillment using his abilities, interests, and values. This opportunity should be offered to the student as a part of the curriculum.

A specific example of such a method is the Community Learning Center Program at South Greene and Greeneville High Schools. It has become a successful example of ideal cooperation among school, community, and parents for the benefit of the student.

Through the tremendous cooperation with business, industry, and public institutions of the community, students have the opportunity to participate in careers of their choosing.

The individual placements are made after extensive counseling activities (included in packet) which assist the student in matching particular interests and abilities against potential careers.

The Community Learning Center Program is open to juniors and seniors. Each student may elect to observe in either one, two, three or four career areas. The student receives one vocational credit for his observation. There is no pay involved for the student.

Parents must give their permission before a student may participate in the program. The students and parents are also responsible for providing transportation to and from observation point and for student's safety to, from, and during observation.

The Community Learning Center Program experience is not confined to the job information and skill development the student acquires while he is observing. Each student has a supervising teacher who helps him or her develop desirable attitudes about the personal, psychological, social, and economic significance of work, as well as assisting him in developing self-awareness and matching his interests and abilities against a possible or a potential career.

The implementation and development of the Community Learning Center can be viewed in two phases. These two phases are the orientation phase and the counseling stage, and the placement and consulting stage.

The orientation phase lasts for approximately two weeks and consumes about twelve hours in total time. It starts when the student contacts the supervising teacher and lasts until the student is ready for placement. The placement stage starts after the orientation stage and lasts from seven or nine weeks to eight or nine months, depending upon the interest of the student and the satisfaction of the teacher with the placement.

The orientation phase of the Community Learning Center is developed in the following way. The student is encouraged to see himself in a positive self concept role. This enhances his whole world, making his life happier and more fruitful and more contributing to others.

After the self concept discussions, an attempt is made to determine the student's interests. The student is made aware of the importance of his interests in his life. Interests are divided into the following classifications: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. The student is encouraged to choose four of these interests that appeal to him most. He is then encouraged to pick three that appeal to him least. He is encouraged to keep a list of these interest choices.

The next step deals with values. Values are divided into: adventure, wealth, power, security, solitude, cooperation, leadership, dependence, knowledge, helping others, fame, change, and religion. The student is asked to choose four values that have the greatest appeal and three values that have the least appeal to him.

The conference then turns to abilities. Abilities are divided into: scholastic, verbal, and quantative. In the discussion of abilities the question is asked: "What is the value of knowing about abilities in predicting success in careers?" This question is designed to help the student decide upon a career that fits his abilities. After the abilities conference, the student completes the Personal Data Sheet and the Basic Information Career Sheet. (Included in Packet) These sheets are designed to help the student select a career area that matches his abilities, interests, and values. When his career is tentatively chosen, he determines the proper occupational level (professional, managerial, semi-professional, skilled, semi-skilled, or unskilled). With his career classified as to occupational level and general career cluster, this discussion turns to motivation. The question is asked, "What part does motivation play in a person's climbing the occupational ladder?" This question is designed to emphasize the importance of motivation upon the chosen career. The student is then taken through the Community Learning Center Project Guidelines, Desirable Personality Characteristics of a Community Learning Center Student, the "Agreement Form" used between parent and school, the "Agreement Form" involving employer, parent, and student, and the evaluative tool used as a student progress report. (Included in Packet) After these phases and stages the student is ready for placement and observation.

The placement stage involves the securing of a site for observing in the chosen career. If the career is law, then the office of a lawyer is

contacted, and the program explained and placement for the student sought. If the lawyer is obliging, then the forms mentioned above would be signed and the student placed there for five or six hours a week, according to the guidelines given in the introduction of this chapter. The student during this observation period, visits with the supervising teacher for counseling at least once a week. The supervising teacher should check with the placement area often enough to determine progress of the student. This placement could be changed at the end of nine weeks, or if success were being experienced this placement might continue.

The community Learning Center is a program designed to fit the Greeneville-Greene County area. It is felt that this approach could be readily adopted to fit the needs of other communities.

COMMUNITY LEARNING CENTER PROGRAM GUIDELINES

Each instructor will build to a maximum enrollment of eight students per class period.

Each student will be permitted to observe from one to four careers during the school year. Time alloted to each career will be determined by the number of careers each student elects to observe.

Each student is responsible for his own transportation to and from observation point.

Each student must meet the "Orientation Requirements" before observing a career of interest.

The contact of the employer - whether by student or staff member or both - is left to the discretion of the staff member. However, before a student is placed, the staff member must meet with the employer and discuss Community Learning Center Program guidelines, etc.

Parents are responsible for the student's physical welfare while the student is away from school. School insurance is available.

Students receive no pay.

Each student must review his own career information brochure with his employer prior to the student's observing on the job.

Dear Student:

What are the factors which determine how successful you are going to be in your post secondary life? How important is it for you to make definite plans for success? How can you increase your chances for success? Just how important is your career choice to your future success and happiness? Is it important to your future that you prepare for a vocation or vocations in which you will be engaging in the type of work you most enjoy doing; a vocation that brings you the greatest sense of fulfillment; and one which provides for an integration of your abilities, interests, and values?

A recent nationwide survey has shown that of the men and women who have distinguished themselves in their fields, over 94 percent were doing the type of work they liked best. On the other hand, studies show that men and women who don't particularly enjoy their work seldom excel in it, no matter how hard they try. A mass of evidence indicates that most failures are simply misfits.

A class in career education - referred to as The Community Learning Center Project - is being offered this year at South Greene High School and Greeneville High School. The course deals with you career future. The student, employer, parent, and teacher are joining hands in an effort to help each of you to find those career areas which will lead to your success on the job and hopefully reduce your career misfit ratio to zero.

In the course you will learn how to make wise decisions -- not decisions in which you go entirely by someone else's advice -- but decisions based on facts and information. You will need three kinds of facts: facts about yourself; facts about courses and options open to you; and facts about educational and occupational opportunities. Throughout the course as you become aware of these facts, you will learn how to integrate them wisely.

You will be given an opportunity to observe in one, two, three, or four career fields. You will have an opportunity to see, feel, and experience first hand the actual type of tasks performed by the employees in these careers. Hopefully, as you observe you will notice that successful workers have a special trait called persistence. The quality which shows a worker's willingness to spend extra time in accomplishing a task, the ability to persevere motivational factor that determines to what degree the employee will develop his potential.

The Community Learning Center Project was developed for you. If you recognize that you are important, it will be a wonderful experience for you. We recognize your worth and want you to make the most of the course. Learn everything you can while you have a concerned supervising teacher to guide you as you learn "by doing."

Remember, this is a pilot program and this is it's third year. Just as the project is important to you, so are you to the project. We want your suggestions for improvement as well as your willingness to make the Community Learning experience one of the finest of your educational career.

The choice is yours!

Mr. Tony O'Dell
Secondary Coordinator

EXPECTATIONS OF YOUR SUPERVISING TEACHER

The following are general characteristics that your supervising teacher will be expecting you to develop as you grow into an outstanding Community Learning Center Student. Your supervising teacher will go over these general characteristics with you, adding others that he or she feels are important to your having a most satisfactory career education experience. Also, if you feel there are other pertinent characteristics not included, please have them added to the list. Always remember this is your program.

Please notice the similarity between these characteristics expected by your supervising teacher and those expected by the employer.

Desirable Characteristics of a Community Learning Center Project Student

I. Ability for career

- A. Good knowledge of work area
- B. Creativity
- C. Willingness to learn
- D. Willingness to follow directions
- E. Good Workmanship
- F. Initiative

II. Personality and character

- A. Honesty
- B. Cooperation
- C. Dependability
- D. Punctuality
- E. Courtesy
- F. Loyalty
- G. Ambition
- H. Enthusiasm

III. Emotional adjustment

- A. Ability to cope
- B. Ability to make sound judgments
- C. Conscientious attitude toward work
- D. Control of temper
- E. Acceptance of criticism
- F. Ability to accept change

PARENTS PERMISSION AND WAIVER FORM
GREENEVILLE CITY AND GREENE COUNTY SCHOOLS-COMMUNITY LEARNING CENTER

Dear Parent or Guardian,

This is the third year for a federally funded program at Greeneville High School and South Greene High School. The name of this program is the Community Learning Center and it permits students to obtain high school credit for valuable observations gained from watching particular workers in career orientation so that graduation requirements will be met. Approximately five hours to seven and one-half hours per week will be spent on the observation site.

We hope that the students who are presently in this program will benefit from it as they explore and learn where their interests and abilities lie.

_____has my permission to participate in the Community Learning Center Program as administered by Greeneville and Greene County Departments of Public Instruction. I thereby release the school and the Boards of Education from any responsibility involved in the above named students traveling to and from the observation site and while at the observation site.

_____ _____

Date Parent/Guardian Signature

Greeneville High School
Greeneville, Tennessee

South Greene High School
Greeneville, Tennessee

COMMUNITY LEARNING CENTER OBSERVATION AGREEMENT
OBSERVATION SITE_____

PLACEMENT INFORMATION

Student-Learner's home address_____Phone No._____

Male____Female____Grade____Date of Birth_____

Age last birthday_____Family doctor_____

In case of emergency contact_____Phone No._____

Date entered vocational orientation program_____

Date student started at observation site_____

Supervising teacher_____Address_____Phone No._____

Contact person_____Address_____Phone No._____

Time for student-vocation orientational guidance_____

OBSERVATION SCHEDULE

DAY	OBSERVATION TIME	TRAVEL TIME	TOTAL TIME (HOURS)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

TOTAL_____

We the undersigned, understand and agree that Community Learning Center is a program that offers high school credit for which certain requirements must be met. The student must be exposed to the world of work by observation. This observation time should be approximately 5 - 7½ hours per week. The student is not in this program for pay, but for the opportunity of learning. The student is to furnish his own transportation to and from the observation site. At the observation site he is to obey the rules and regulations of that firm or business. This program is in no way to interfere with the other courses of study undertaken by the undersigned student. This agreement is for a semester's duration, but may be changed or terminated by the undersigned in agreement. If there is a change, then a new contract can be drawn up.

Parent or Guardian_____ Student-Learner_____
School Principal_____ Teacher-Coordinator_____
Business or firm_____ Date of Approval_____

Check One:
New:_____
Change:_____

BASIC INFORMATION

A. Title of the career that I have chosen to observe

   1. Place (name of industry, etc.)
   2. Name of person or persons I am observing

B. Level of education necessary for entry into this career

C. Types of experience required for entry into this career

D. Duties involved in working in this career field

E. Necessary qualifications

   1. Physical
   2. Mental
   3. Emotional
   4. Interests
   5. Other

F. Physical environment encountered in the career

G. Desirable code of ethics in this field

H. Benefits associated with this career

   1. Privileges, status, etc.
   2. Fringe benefits

I. Promotions associated with the career

J. Some or all of the related occupations

K. Factors I like best in this career

L. Things about the career I enjoy least

PERSONAL DATA SHEET

A. An evaluation of my personal qualities:	Good	Average	Poor
1. Cooperate with others	____	_____	____
2. Am prompt and punctual	____	_____	____
3. Have ideas and imagination	____	_____	____
4. Work by myself	____	_____	____
5. Make decisions by myself	____	_____	____
6. Assume responsibility for others	____	_____	____
7. Have artistic ability	____	_____	____
8. Follow suggestions cheerfully and willingly	____	_____	____
9. Am willing to try new methods	____	_____	____
10. Can meet people	____	_____	____
11. Can take orders from others	____	_____	____
12. Can plan and organize activities	____	_____	____
13. Have leadership ability	____	_____	____
14. Display poise and self-control	____	_____	____

B. Strengths and weaknesses in my scholastic record:

Mathematics_____	English_____	Sciences_____
For. Lang._____	Ind. Arts_____	Business_____
Social Studies_____	Voc. Ind._____	Music_____
Home Econ._____	Phy. Ed._____	Speech_____

C. VOCATIONAL interest:

Outdoor_____	Artistic_____
Mechanical_____	Literary_____
Computational_____	Musical_____
Scientific_____	Social Service_____
Persuasive_____	Clerical_____

D. Community activities and school organizations in which I participate:

_____ _____

_____ _____

_____ _____

E. My feelings and personal behavior:	Good	Average	Poor
1. Display good sportsmanship	____	_____	____
2. Respect the property of others	____	_____	____
3. Am safety-minded	____	_____	____
4. Regard the feelings of others	____	_____	____
5. Dress appropriately for the occasion	____	_____	____
6. Have good grooming habits	____	_____	____

F. Favorite recreations and hobbies:

_____ _____

_____ _____

_____ _____

G. Health:

1. My present health is (A) excellent (B) fair or (C) poor.
2. I have been sick (A) none (B) seldom or (C) much during the past y
3. I wear glasses. Yes_____ No_____
4. I have difficulty with my hearing. Yes_____ No_____
5. I (A) do (B) do not have another physical handicap.

H. My future plans:

1. I plan to (A) go to college (B) work (C) trade school (D) service or (E) undecided.

GENERAL EXPECTATIONS OF EMPLOYERS

The following general expectations of employers were secured by polling personnel directors, employers, owners, and managers of various industries, schools, and businesses. It would be impossible to spell out exact expectations suitable to all careers because of the diverse nature of vocations and the multiple differences between employers.

We suggest therefore that you take the following list to your employer and, at his convenience, let him explain specifically what he expects of you in the area of your observation, encouraging him to add other characteristics, not listed, if he feels that they are important to your having a more satisfactory vocational experience.

Employer Expectations of Community Learning Center Project Students

I. Honesty

   A. Being dishonest on the job can take many forms
      1. Stealing time - stealing other people's time
      2. Stealing company property
      3. Wasting property

II. Cooperation

III. Attire

IV. Initiative

V. Willingness to learn

VI. Willingness to follow directions

VII. Dependability

VIII. Enthusiasm

IX. Acceptance of criticism

X. Loyalty

Note: Except for special rules for special situations such as using special equipment, most employers agree that the rules of common courtesy and respect for everyone with whom you come in contact are an absolute must in any vocational experience.

STUDENT_____

DATE_____

EVALUATIVE STUDENT-OBSERVER SHEET

The following is a suggested tool to help evaluate the student in the Community Learning Center Program. This evaluative form may be used after the series of observations. This could also be used only once, given at the end of the observations This sheet is developed from Desirable Characteristics of a Community Learning Center Project Student.

	Superior	Good	Average	Below Average
I. Ability for Career				
A. Knowledge of career field	____	____	____	____
B. Creativity	____	____	____	____
C. Willingness	____	____	____	____
D. Ability to follow directions	____	____	____	____
E. Workmanship (if permitted to work)	____	____	____	____
F. Initiative	____	____	____	____
II. Personality and Character				
A. Honesty (with employer)	____	____	____	____
B. Punctuality	____	____	____	____
C. Loyalty	____	____	____	____
D. Cooperation	____	____	____	____
E. Dependability	____	____	____	____
F. Courtesy	____	____	____	____
G. Ambition	____	____	____	____
H. Enthusiasm	____	____	____	____
III. Emotional Adjustment				
A. Ability to cope	____	____	____	____
B. Ability to make sound judgments	____	____	____	____
C. Conscientious attitude toward project	____	____	____	____
D. Control of temper	____	____	____	____
E. Acceptance of criticism	____	____	____	____
F. Ability to accept change	____	____	____	____

EVALUATOR_____

OBSERVATION SITE_____

_____

COMMENTS:

SUGGESTED GRADE:

Greeneville High School

Statement of Permission and Insurance Information

We, the undersigned parents or guardians of _____
Student's Name

do hereby give permission for him/her to participate in the Community Learning Center Program.

Parents' or Guardians' Signature _____

_____

Date _____

Insurance or Financial Responsibility Information: Please check one and sign.

( ) The above named student HAS 24 HOUR SCHOOL INSURANCE for coverage in case of injury or accident in relation to travel or observation.

Parents' or Guardians' Signature_____

( ) The above named student DOES NOT have School Insurance, but we assume the financial responsibility for any injury or accident incurred during travel or at_____.
Observation Site

Our family policy is _____.

Parents' or Guardians' Signature_____.

NOTE: Our teachers and those employers who allow students in their businesses strive in every way to prevent accident and injury to our students. However, the school and employers feel that parents and guardians must be aware that accidents or injuries are possible, and you are asked to pledge your support through assuming financial responsibility through the School Insurance or through your own plan which you have named.

Any questions about the School Insurance may be directed to our Bookkeeper, Ms. Carolyn Wills at 638-6221 or in person. All Academy Life claims are filed by her and she must be aware, as soon as possible, of any injuries to be paid by them.

Thank you for permitting your student to become a part of this very rewarding school program.

Mr. Hilton Seay, Principal

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Agri-Business and Natural Resources

Boyd & Arthur Architects
401 West Irish St.
Greeneville, TN 37743

D. C. Bowman County Surveyors
Courthouse Alley
Greeneville, TN 37743

Greeneville Recreation
Department II, W. Church St.
Greeneville, TN 37743

Tennessee Division of Forestry
206 Tusculum Boulevard
Greeneville, TN 37743

Greeneville Recreation
Bernard Avenue
Greeneville, TN 37743

Tennessee Farmers Mutual Insurance Co.
Spencer Square Shopping Center
Greeneville, TN 37743

Dowden and Powell Animal Hospital
Snapp Ferry Road
Greeneville, TN 37743

Farm Bureau Insurance Service
1523 West Main St.
Greeneville, TN 37743

West Main Florist
1013 West Main St.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Business and Office

Tennessee Farmers Mutual Insurance Co.
Spencer Square Shopping Center
Greeneville, TN 37743

Laughlin Hospital (Medical Records)
215 North College St.
Greeneville, TN 37743

Farm Bureau Insurance Service
1423 West Main St.
Greeneville, TN 37743

Greeneville Daily Sun
200 South Main St.
Greeneville, TN 37743

Greeneville Data Services, Inc.
1152 Temple Drive
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Communication and Media

Greeneville Daily Sun
200 South Main St.
Greeneville, TN 37743

W. G. R. V. Radio Broadcasting Station
Arnold Road
Greeneville, TN 37743

W. S. M. G. Radio Station
Kingsley Avenue
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Construction

Boyd & Arthur Architects
401 West Irish St.
Greeneville, TN 37743

Freeman Engineering Service (Surveyors
1123 Temple St.
Greeneville, TN 37743

Ricker Plumbing & Heating
206 East McKee St.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Consumer and Homemaking Education

Greeneville Middle School (Home Economic Dept.)
Vann Road
Greeneville, TN 37743

Nancy Lynn Fashions, Inc.
1016 Tusculum Blvd.
Greeneville, TN 37743

Parks-Belk Company
Towne Square Shopping Center
Greeneville, TN 37743

Welfare Department
Depot St.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Environment

Tennessee Division of Forestry
206 Tusculum Blvd.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Fine Arts - Humanities

Greeneville High School (Art Department)
Tusculum Blvd.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Health

Tennessee Welfare Department
Depot St.
Greeneville, TN 37743

Greeneville-Greene County Vocational Technical School (Nursing)
Route 3, Box 773
Greeneville, TN 37743

Laughlin Hospital
215 N. College St.
Greeneville, TN 37743

Greene Valley Developmental Center
11 E By-Pass
Greeneville, TN 37743

Greeneville Hospital
106 Irish Street
Greeneville, TN 37743

Village Greene Convalescent Center, Inc.
725 Crum St.
Greeneville, TN 37743

Dr. Dale Brown, Jr., Optometrist
Office 2, Spencer Square
Greeneville, TN 37743

Dr. Kelley, Optometrist
Tusculum Blvd. & Bernard Ave.
Greeneville, TN 37743

Dr. Lamons, D.D.S.
Towne Square
Greeneville, TN 37743

Dr. Joe Henley, Orthodontist
Towne Square
Greeneville, TN 37743

Dr. Keith Harrison, D.D.S.
1000 Tusculum Blvd.
Greeneville, TN 37743

Dr. Dowden & Powell Animal Clinic
Snapp Ferry Road
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Hospitality and Recreation

Greeneville Middle School (Band)
Vann Road
Greeneville, TN 37743

City Recreation Department
West Church St.
Greeneville, TN 37743

Holiday Inn
11 E By-Pass
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Manufacturing

Pet Ice Cream
305 Davis St.
Greeneville, TN 37743

Greeneville Tool & Die
11 E By-Pass
Greeneville, TN 37743

Greeneville Data Services
1152 Temple St.
Greeneville, TN 37743

T.R.W. Ross Gear
Snapp Ferry Rd.
Greeneville, TN 37743

Greeneville High School
Tusculum Blvd.
Greeneville, TN 37743

Greeneville Middle School
Vann Road
Greeneville, TN 37743

Quality Machine Products
Mimosa Dr.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Marketing and Distribution

Pet Ice Cream
Davis St.
Greeneville, TN 37743

Greeneville Daily Sun
200 South Main St.
Greeneville, TN 37743

Greeneville Data Services
1152 Temple St.
Greeneville, TN 37743

West Main Florist
West Main St.
Greeneville, TN 37743

Parks-Belk Company
Towne Square Shopping Center
Greeneville, TN 37743

Greeneville Chrysler-Plymouth-Datson
Tusculum Blvd.
Greeneville, TN 37743

Ross Gear (Accounting Dept.)
Snapp Ferry Road
Greeneville, TN 37743

W.G.R.V. Radio Station
Arnold Road
Greeneville, TN 37743

Nancy-Lynn Fashions, Inc.
1016 Tusculum Blvd.
Greeneville, TN 37743

Towne Gate Motors (Sales)
Tusculum Blvd.
Greeneville, TN 37743

Bob Shephard Trucks (Sales)
Mount Bethel Road
Greeneville, TN 37743

Gregg Grocery Store
329 Highland Avenue
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Personal Services

Tennessee Welfare Department
Depot St.
Greeneville, TN 37743

Greeneville-Greene County Vocational Technical School (Nursing)
Route 3, Box 773
Greeneville, TN 37743

Laughlin Hospital
215 N. College St.
Greeneville, TN 37743

Camp Creek School
Route 10
Greeneville, TN 37743

Dr. Dale Brown, Jr., Optometrist
Office 2, Spencer Square
Greeneville, TN 37743

Dr. Kelly, D.D.S.
Tusculum Blvd. & Bernard Ave.
Greeneville, TN 37743

Debusk School
Route 4
Greeneville, TN 37743

William Tweed, Attorney
109 S. Main St.
Greeneville, TN 37743

Central Baptist Church (Ministry)
Newport Highway
Greeneville, TN 37743

Village Greene Convalescent Center
725 Crum St.
Greeneville, TN 37743

St. James School
Route 2
Greeneville, TN 37743

Greene Valley Developmental Center
11 E By-Pass
Greeneville, TN 37743

Greeneville Hospital
106 Irish St.
Greeneville, TN 37743

Dr. Lamons, D.D.S.
Towne Square
Greeneville, TN 37743

Dr. Joe Henley, Orthodontist
Towne Square
Greeneville, TN 37743

Dr. Keith Harrison, D.D.S.
1000 Tusculum Blvd.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Personal Services (Cont.)

City Recreation Dept.
West Church St.
Greeneville, TN. 37743

Reading Therapist (Resource Teacher)
Greeneville City Schools
P.O. Box 30
Greeneville, TN 37743

Steve Long, Special Education
Greeneville City Schools
P.O. Box 30
Greeneville, TN 37743

Tusculum View School (Library)
Lafayette Road
Greeneville, TN 37743

Sally Bright, Reading Therapist
Greeneville City Schools
P.O. Box 30
Greeneville, TN 37743

Newmansville School
Route 2
Afton, TN

Jeffers Mortuary
208 N. College St.
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SITES
USED DURING THE
1974-1975 SCHOOL YEAR

Transportation

Tennessee Farmers' Mutual Insurance
Spencer Square Shopping Center
Greeneville, TN 37743

Pet Ice Cream
Davis Street
Greeneville, TN 37743

COMMUNITY LEARNING CENTER SUPERVISING TEACHERS
Daily Contacts for the School Year of 1974-1975

Mrs. Ann McCamey
Supervising Teacher
South Greene High School

Contacts With:

Students	3,445	
Employer	425	
[1]T.E.P.C.E.	111	
Parent	5	(95)[2]
Teacher	63	
Seminars	782	

Mr. J. D. Reynolds
Supervising Teacher
Greeneville High School

Contacts With:

Students	964	
Employer	1,132	
[1]T.E.P.C.E.	144	
Parent	67	(157)[2]
Teacher	404	
Seminars	210	

[1]Abbreviation for Tennessee Exemplary Project in Career Education

[2]Includes indirect contracts with parents having to do with contracts and subject change forms signed by parents.

APPENDIX E

DIRECTED CAREER TRAINING PROGRAM

June 2 - June 27, 1975

ONE HALF DAY ON-THE-JOB OBSERVATION

The students of the Directed Career Training Program attended class at the Greene County-Greeneville Vocational School. This class met 8:30 a.m. to 11:30 a.m. from June 2-June 27, 1975. From 12:30-3:30 p.m. the class was placed in the business community observing and participating in jobs involving office skills. It was believed that work experience could be gleaned from such placements.

PLACEMENTS FOR DIRECTED CAREER TRAINING PROGRAM

PLACEMENT SITE	STUDENT
Greeneville High School	Teresa Colyer
Greeneville High School	Nancy Sexton
Career Education	Frances Darnell
Greeneville Daily Sun	Rosalee Tarlton
Greeneville-Greene County Vocational School	Anna Maddox
Central Office	Ruth Self
McInturff Agency	Becky Bullington
Holston Home	Peggy Wilkerson
Greeneville Light and Power	Wanda Swatzell

APPENDIX F

SUGGESTED PROCEDURES FOR IMPLEMENTATION OF THE PRE-VOCATIONAL COMPONENT OF THE COMPREHENSIVE VOCATIONAL ACT

Introduction

House Bill 1203, Senate Bill 1091, states that appropriate counseling and pre-vocational education shall be made available by 1975 to students in grades seven and eight. Counseling shall be provided in grades 7 through 12 at the ratio of one counselor for two hundred (200) students, with special competence in vocational guidance including some practical experience. The basic philosophy is:

> Pre-vocational education is an aspect of the total educational process which deals primarily with awareness and exploration of occupational options available. Exploratory experiences are recommended for all seventh and eighth grade students. The process should include an exposure to knowledge of self, individual interests and aptitudes, decision-making skills, occupational information, and laboratory experiences. Students with total staff assistance will have maximum opportunity to acquire self understanding in relation to a large number of educational and occupational opportunities in high school and post high school, and will be more knowledgeable in the alternatives available which reflect their interests and abilities.

Policy Statement Guidelines

1. Program plans should be justified through identified student needs.
2. Exploratory activities should be incorporated into regular classes using an integrated approach throughout the total curriculum for all seventh and eighth grade students.
3. All seventh and eighth grade teachers should provide career exploration experiences. The career education concept should be infused into the total instructional program.
4. The career cluster concept including ladders and lattices should be adopted.

5. Instructional experiences should include various occupational levels.
6. Hands-on experiences should be utilized.
7. The following basic elements - appreciation and attitudes; self-awareness; decision making; educational awareness; career awareness; economic awareness; skill awareness and beginning competence; employability and employable skills - should be provided. Student outcomes should be identified as related to the basic elements.
8. A variety of methods should be utilized -- self-directed discovery; one-to-one with the counselor; one-to-one with peers; small groups and/or class size groups with peers, teachers, and/or counselors.
9. Representatives and resources of the school, business, industry, and community should be involved in pre-vocational activities.
10. Emphasis should be placed on employability skills as well as employable skills.
11. Evaluation should be "built-in" as a continuous process.
12. One particular individual within each local school should be responsible for coordinating the total program within the school community.

Plan Development

Each school system will be responsible for developing a plan for pre-vocational education for seventh and eighth grade students.

Programs should be designed to meet the needs of all students in grades seven and eight in the community served and the planning and delivery of such programs should involve representatives of the total community. Program plans should be justified through identified student needs. Programs are to provide exploratory experiences relative to occupational options.

A. State Level

Assistance in the development of the plan from the state level will be provided to local systems by representatives from the State Department of Education.

B. Local Level

At the local level, the school system should utilize the vocational director and/or supervisors, pupil personnel services supervisor and/or guidance supervisors, instructional supervisors, school counselors, representatives from the teaching staff (including teachers of vocational subjects), administrators, students, parents, representatives from business and industry, and the vocational advisory committee to plan, coordinate, and implement the total proposed program. State Department of Education personnel will be available to serve as consultants.

Each school principal must identify an individual within the school who will be given the responsibility for coordinating and implementing the program. Typically, where available, a school counselor will be the person most centrally involved. Those identified for this leadership role will participate in state-funded in-service education to assist them in achieving the program's goal.

Vehicles for implementation might incorporate existing areas of instruction such as industrial arts and home economics.

The program to be developed should involve total staff--teachers, administrators, and counselors.

APPENDIX G

CAREER DEVELOPMENT CONFERENCE
AGEN

Wednesday, April 30, 1975
Greeneville Middle School

:00 p.m. Conference Registration

:30 p.m. Dinner

Presiding . . . . . Dr. Robert McElrath
Superintendent
Greeneville City Schools

Welcome . . . . . Dr. Hal Henard
Chairman
Greeneville City Board of Education

Conference Overview . . . . Lorenzo Wyatt
State Department of Education

Introduction of Speaker . . . . Gary Haaby
Director
Tennessee Exemplary Project
in Career Education

Conference Address. . . . Dr. David Livers
Illinois State University

Adjournment

Thursday, May 1, 1975
Tusculum View Elementary

8:30 a.m. Conference Registration

9:00 a.m. General Session

Presiding . . . . . Lorenzo Wyatt
State Department of Education

Welcome . . . . . Howard McNeese
Superintendent
Greene County Schools

9:15 a.m. Status of Career Development
Programs in Tennessee. Harold C. Gregory
State Department of Education

9:30 a.m. The Tennessee Exemplary Project
in Career Education Program
Model . . . . . Gary Haaby
Tennessee Exemplary Project
in Career Education

9:50 a.m. Mini Session Assignments

10:00 a.m. Mini Session I

11:15 a.m. Mini Session II

12:30 p.m. Adjournment

CAREER DEVELOPMENT CONFERENCE AND BANQUET
PARTICIPANTS

NAME	CITY OR COUNTY
Debbie Russell	
Lana Goedert	
Dorretta Giglio	
Doris Johnson	
Fred Johnson	
Betty Lee	
Katharine S. Harmon	Greeneville
Don McCurrory	Johnson City
John Boronky	Johnson City
Melvile Kelley	Johnson City
Bill Justice	Hawkins Co.
Jerrell Ponder	Hawkins Co.
Winston Pickett	Sequatchie Co.
Johnny Brown	Sequatchie Co.
Mr. Carroll Raines	Hawkins Co.
Mrs. Carroll Raines	Hawkins Co.
James Reynolds	State Dept. of Education
Don Bible	Greeneville
Bob McElrath	Greeneville
Hal Henard	Greeneville Board of Ed.
Roy Adams	Greeneville Board of Ed.
Ken Hood	Greeneville Board of Ed.
Ernie Lewis	Chattanooga
Mike King	Chattanooga
Bob Dryman	Chattanooga
Terry Sams	Greeneville
John J. Jones	Greeneville
John Armes	State Dept. of Education
Lorenzo Wyatt	State Dept. of Education
Helen Morgan	Rhea Co.
Walter Jeffers	Rhea Co.
Eleanor Brown	Rhea Co.
Roy Reynolds	Greeneville
William Reynolds	Greene Co.
Gene Pierce	Greeneville
James Miller	Erwin
Roy Crabtree	Hamilton Co.
Clyde Peery	Maryville
Dalbert A. Landers	Blount Co.
Katherine King	Shelby Co., Memphis
Bob Sadowski	Shelby Co., Memphis
Dan Campbell	Shelby Co., Memphis
Clayton Haynes	Covington
Marshall Hadley	Covington
Eunice Reynolds	Campbell Co.
Floyd Sellers	Greene Co.
Frank Roberts	Sullivan Co.
Norman Tunnell	Sullivan Co.

CAREER DEVELOPMENT CONFERENCE AND BANQUET
PARTICIPANTS

NAME	CITY OR COUNTY
Cecil Boreing	State Dept. of Education
Bernice Cox	Tusculum College, Greene Co.
Earl Shults	Tusculum College, Greene Co.
Jimmy Stiper	Tusculum College, Greene Co.
Elizabeth Joseph	Tusculum College, Greene Co.
Rose Morton	Greene Co.
Mrs. Howard McNeese	Greene Co.
Blanche Sauls	Greene Co.
Wendy Tyrell	Tusculum College, Greene Co.
Betty Smith	Tusculum College, Greene Co.
Nancy Scott	Tusculum College, Greene Co.
Julie Barnett	Tusculum College, Greene Co.
Barbara Bryant	Tusculum College, Greene Co.
Georgia Hipps	Tusculum College, Greene Co.
Larry Lewis	Johnson City
Mark Sams	Tusculum College, Greene Co.
Bill Falls	Tusculum College, Greene Co.
Angie Botta	Tusculum College, Greene Co.
John Eiskamp	Tusculum College, Greene Co.
Steven King	Tusculum College, Greene Co.
Randy Hopson	Tusculum College, Greene Co.
Leora Bullen	Greeneville
Ben Hankins	Greeneville
Bob Keasling	Greeneville
Ralph Bohannon	Greeneville
Ken Grubb	Greeneville
Linda Sample	Greeneville
Vera Isbill	Greene Co.
Ann McCamey	Greene County
Wade McCamey	V.E.T.E.C.
Royce Parman	State Dept. of Education
Sidney Owen	State Dept. of Education
Bob Lamb	State Dept. of Education
Leonard Fryate	Sullivan Co.
Roe Jaynes	Sullivan Co.
Emerson Roller	Sullivan Co.
James Scott	Kingsport
Sam Hicks	Kingsport
Stuart McNick	Maryville
Joel Bible	Greene Co.
Charles Edwards	Greeneville
Harold Gregory	Nashville
Jim Counts	Johnson City, ETSU
Sally Wherry	Bristol, TN
Dorothy Knickly	Bristol, TN
Tom Black	Chattanooga
John Hooker	SVE

CAREER DEVELOPMENT CONFERENCE AND BANQUET
PARTICIPANTS

NAME	CITY OR COUNTY
Lawrence Garland	Sullivan Co.
Glenn Arwood	Sullivan Co.
Waynond Bigley	Sullivan Co.
Jerry Frady	Greene Co.
William Bowman	Sullivan Co.
Jeanne Jones	Sullivan Co.
Betty Simerly	Sullivan Co.
Virginia Lindsey	Greeneville
Anne Frazier	Sullivan Co.
Jerry M. Sarrell	Sullivan Co.
Tom Smithson	Sullivan Co.
James Curdy	Elizabethton
Paul McGwere	Elizabethton
Lloyd Boozer	Greeneville
Phillip Kindred	Jefferson Co.
E.G. Moyer	Greene Co.
Martin Dail	Jefferson Co.
John Stone	Bristol
Edmond Devitt	Johnson City
Ann Miles	Johnson City
Pat Korby	Johnson City
Helen Stafford	Johnson City
David Linderman	Johnson City
Elizabeth Tallent	Greeneville
Elizabeth Waddle	Greene Co.
Ronnie McGaha	Newport
George Nease	Cocke Co.
Jerry Hook	Cocke Co.
H. L. Gregory	Cocke Co.
Chris Saville	Greeneville Employment Security
Terry O'Donavan	Metal's Engineering, Greeneville
Lucille Lansinger	Johnson City
J. D. Reynolds	Greeneville
Martha Chambers	Elizabethton
Lila Ritchie	Elizabethton
L. Y. Chambers	Elizabethton
Paul Pless	Elizabethton
Estile Evans	Claiborne Co.
Norris Kech	Claiborne Co.
Eugene Treece	Claiborne Co.
Donald Bull	Washington Co.
Billy Lane	Washington Co.
Larry Levine	Johnson City
Dianne Goodgame	Johnson City
Paul McOven	Elizabethton Voc.
James Curde	Elizabethton Voc.
Helen Clayton	Greene Co.
Ted Beach	Knoxville, U.T.

CAREER DEVELOPMENT CONFERENCE AND BANQUET
PARTICIPANTS

NAME	CITY OR COUNTY
Larry Moore	Anderson County
Conly Shults	Greene Co.
Anderson Pate	Unicoi Co.
Winston Pickitt	Sequatchie Co.
Billy Hankins	State Dept. of Education
Jack Roberts	SDE
Mae Pierce	SDE
John Hankins	Greene Co.
Charles Graves	State Dept. of Ed.
Raymond McMullen	RNR
Billy Clark	RNR
Vaughn Chambers	Kingsport
Denver Ruth	Morristown
Garland ?	Morristown
Elizabeth McMullen	Johnson City
James Flannagan	Sullivan Co.
Jim Ward	Kingsport
Frances Hawthorne	Elizabethton
Bill Armstrong	Elizabethton
Frank Baker	Elizabethton
Patsy Crum	Greeneville
Susan Co ?	Knoxville
Juanita Alan	Knoxville
Christine Coatney	Knoxville
Thelma Raines	Surgainsville
Dr. John Johnson	Greeneville-Greene Co.
S. Cartwright	Sullivan Co.
Dana Norton	Greene Co.

Greeneville, Greene County Host Career Education Conference

National perspectives on career education and innovative projects in Tennessee were shared with Department staff and local school systems during a recent conference on career education hosted by Greeneville City and Greene County schools.

"Career education has attracted more attention than I have ever seen in my professional life," said keynote speaker Dr. David Livers with Illinois State University. "The fact that such a concept has survived for three years without a budget, a formal definition or a formal program speaks for itself.

"Career education has been given increased importance and autonomy within the U. S. Office of Education," Dr. Livers said. "Under Public Law 93-380, career education was established for the first time since its inception as a separate program area in the USOE. A $10 million federal grant has now been made available for development of exemplary career education models."

The Tennessee Department of Education has submitted a proposal under section five of the grant for communicating career education information to practitioners and the general public and to establish a career education coordinator in the pupil personnel services office. The grant also includes provisions for funding local pilot projects in career education for grades K-12, for special segments of the population and for demonstration of effective training techniques.

"Every state has some form of career education," Dr. Livers said. "Ten state legislatures have enacted career education legislation and at least eight more have bills under consideration. More than half of the states have adopted career education policies and most states have a career education coordinator. All have at least one contact person for career education."

"Although Tennessee does not yet have a statewide effort, we do have a number of exemplary projects, several of which have won national recognition and acclaim," said Harold Gregory, Department vocational education specialist. Career orientation materials developed under the SPAN project in Memphis are being requested by school systems across the country. The Covington City Schools' Title III project is one of the few projects the federal government has funded for a fourth year because of its exemplary nature. The Knoxville SPICE project has developed 45 teacher guides and units of instruction based on the 15 USOE job clusters and Johnson City has begun a pre-vocational career education model.

Greeneville City and Greene County have developed a comprehensive career education program for kindergarten through the post-secondary level featuring experience carts in the elementary classrooms, career information centers and resource rooms for grades 7-8 and high schools. One of the most significant parts of the program is the downtown learning center project which provides high school students with first-hand observational experiences in career fields of their choice.

The multi-system career education project, initiated in selected Tullahoma schools as a model for nine school systems in South Central Tennessee, is designed to restructure staffing patterns and realign the curriculum to provide basic career education information to all students.

Tennessee has indicated its concern for providing exploratory experiences at the middle school level by passing comprehensive vocational legislation requiring pre-vocational activities in grades 7-8. On February 7, 1975, the State Board of Education approved a plan for implementation of the pre-vocational program calling for career exploratory experiences to be incorporated into regular classes and for the career education concept to be infused into the total instructional program.

Local pre-vocational career education projects include the Murfreesboro model program at Central Middle School and the career education information program in Blount County for grades 7-9. Shelby County plans to introduce a career oriented program with hands-on experiences during 1975-76 and a pre-vocational program will be offered in Hamilton County this fall.

Over 200 people attended the Greeneville workshop where information on these and other career education efforts was exchanged during small group sessions. To facilitate the communication of career education information, the Department is compiling a bibliography of projects, resources and curriculum material developed at the local level and is planning a drive-in workshop on career education for later this summer.

APPENDIX H

DATA SHEET
TEACHER SURVEY ON CAREER EDUCATION
December, 1974

QUESTIONS:

	Agree Completely		Agree For Most Part		Somewhat Disagree		Completely Disagree		No Comment	
	#	%	#	%	#	%	#	%	#	%
1) I have a basic understanding of the goals and objectives of career education.	60	28	143	66	9	4	0	0	0	0
2) I have a basic understanding of how the goals and objectives of career education can be implemented in my classroom..	36	17	164	75	16	7	1	4	0	0
3) I have utilized the resources of the career education staff in evaluating and planning my program.	17	8	125	57	53	24	16	7	6	3
4) The career education staff has provided the kinds of information and input required to implement career education..	56	26	123	56	32	15	5	23	1	4
5) Career education is a viable program and should be a major priority of the Greeneville and Greene County School Systems.	59	27	94	43	53	24	10	5	3	1
6) I have done my share of the total job of career education in our school.	16	7	152	70	38	17	6	3	3	1
7) Career education is another educational frill doomed to failure.	4	1	23	11	74	34	109	50	6	3

	Total		Some		Great Deal		A Little		None	
8) Rate your school's involvement in career education..	15	7	68	31	112	57	14	6	2	.09
9) What would you like to see as your school's involvement in career education?	55	25	47	22	105	48	2	.09	3	1

218 Teachers
14 Schools

APPENDIX I

al: achievement marks or to raise the scores on standardized tests.

"The teachers should not have to be amateur psychologists. Often a teacher's involvement with a student becomes too 'heavy,' leading to an unhealthy relationship for student and teacher."

Moreover, the basic concept of the school without walls, using the entire community for learning, seems to be in serious difficulty at Metro. Participation by the outside community has diminished from 35% to 20%. Alo puts some of the blame on the public relations people: "They aren't contacting enough outside staff." But he realizes that the difficulty lies more with diminishing community interest than with public relations. "Not enough business and professional people want to be involved anymore. Everyone has a stake in education. Without the help of the community which provides us with meeting space, resources, instructors, even with whole programs, Metro cannot exist."

However, one can neither criticize nor praise without first asking some questions regarding Metro's concept of education. What kind of person is it we are educating, and for what kind of society? Because ultimately education is a social process. How can education help us to find "the good life"?

"Man is basically good," says Alo. "Therefore, education can never be reform, but rather direction or guidance. We can only alter behavior insofar as motivational attitudes are concerned. Education then becomes a problem of finding a starting point, of introducing the student to a community of learning, and letting him direct himself to a rich and satisfying life."

Metro's starting point for learning is "to teach the student that freedom, which allows choice, also entails responsibility." Alo points to the "credit" or "no-credit" evaluation as an example of this teaching.

"Education should enable man to work within his intellectual and social limits. But 'survival skills' are more important than intellectual ability for coping with our society with its complexities. Man has found 'the good life' when he has the knowledge and ability to perform efficiently, to make a constructive contribution to society, and to gain personal satisfaction from his efforts."

Chicago's Metro High: Its curriculum is the city; its learning laboratory is the community; and its lesson is freedom, choice, responsibility. □

An Innovate Approach to Job Placement in Dayton Schools

Young men and women at six Dayton, Ohio, high schools can check out job requirements, find a job, screen a college, or seek financial aid with lightning speed. Computer centers located at these comprehensive high schools enable young people to hook into the Guidance Information System produced by the Time Share Corporation.

The GIS network provides data on careers, colleges, and financial aid, while the job placement service matches students to jobs available in the Dayton area. The placement service aids recent graduates, seniors, and dropouts from the six schools. Employers may use placement computer services for recruiting.

Young people wanting jobs enroll in Project PLACE by completing an application form, while companies needing employees contact the career center and describe both the job and the person needed. Data on enrollees and jobs are fed into a computer housed at the Metropolitan Dayton Educational Cooperative Association. By using a terminal placed in each high school, enrollees can receive information about job openings for which they qualify.

The project staff, with counselors and teachers, also orients young men and women to the employment process. Job placement specialists have developed packets of materials which assist people in finding openings, completing applications, and interviewing more effectively. These specialists contact employers, encouraging them to hire young people and to use Project PLACE services. The specialists usually average about one job placement for every 30 employer contacts.

Project PLACE matched 89 applicants with job openings in 1974. However, another 129 applicants found other full-time positions through the career office. A major problem in today's economy is finding enough jobs for the numbers of young people enrolled. Dunbar job placement specialist Ward Strickland notes that there were 468 applicants for 219 job openings through September, 1974.

When applicants aren't using the computer to find jobs, students are busily gathering data on two- and four-year colleges, scholarships, financial aid, and career profiles. For example, Dunbar seniors David Kirk and Theresa Jackson wanted to know about job opportunities for architects and courses of study at Marquette University. Within 15 minutes both had what they wanted. The computer gave David information on aptitudes, training, nature of the work, job opportunities, and sources for additional data. Theresa, with a computer printout nearly as long as she is tall, had data on instructional programs, housing, extracurricular activities, cultural activities, residence and automobile policies, and religious groups. According to Strickland, gathering the same data in the library would have taken each student at least an hour and a half of research.

Besides being fast and flexible (students may ask questions as specific as "What is Ohio State University's fee for out-of-state residents?" or "What is the average annual salary of plumbers?"), the Guidance Information System is current, being updated about once a year. By contrast, the Department of Labor's *Occupational Outlook Handbook*, the usual source of career information, is published every two years.

The financial aid and scholarship data include information about $750 million of assistance from the federal government, foundations, business, trade and labor organizations, and religious and charitable groups. Students answer a series of 12 questions which the computer processes, returning to them a list of sources they can contact.

Gene Hodson, director of the Division of Counseling Services for Dayton's schools, points to the "full range of services to accommodate all students — not just the academically talented" — and the currency and accessibility of information as two of the system's major advantages. "I see the career centers as the school's technological response to a technological society," Hodson says. □

WILLIAM CHAMBERLIN, formerly supervisor of community, business, and university affairs, Dayton Public Schools, is now coordinator of community education, research, and planning, Monroe, Mich., Public Schools. JOYCE KASER, formerly communications coordinator, Dayton Public Schools, is now program officer, KEDS General Assistance Center, Kent State University. KENNETH RHOADS (University of Dayton Chapter) is coordinator, Division of Counseling Services, including Project PLACE, Dayton Public Schools. For further information about the guidance information system summarized here, contact Mr. Rhoads.

APPENDIX J

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

TENNESSEE RESEARCH
COORDINATING UNIT FOR
VOCATIONAL EDUCATION
909 MOUNTCASTLE STREET
615-974-2338

July 25, 1975

Mr. William Calkin
Career Education
Greeneville City Schools
Greeneville, Tennessee 37743

Dear Mr. Calkin:

We would like to thank you for agreeing to participate on an advisory committee in conjunction with the Research Coordinating Unit's newly funded career information project. This advisory committee has been established to provide a means for receiving input regarding career information from various professionals in corresponding fields.

An abstract of the project's proposal and list of advisory committee members are enclosed for you to review prior to our first meeting.

The first meeting of the advisory committee is scheduled to take place on August 12, 1975 from 1:00 to 4:00 p.m. A conference room has been reserved for this meeting in the University Center, at the University of Tennessee, Knoxville. A room number will be posted on the directory as you enter the University Center. We will be able to pay for travel and meals.

We are looking forward to meeting with you and receiving your suggestions and input regarding our project.

Please contact me if you are unable to meet at this time.

Sincerely,

Robert U. Coker
Associate Director of Project

RUC/kk

Enclosures

PROJECT ABSTRACT

PROJECT NUMBER: 498AH50245

TITLE: Implementation of a State Wide Computer-Based Occupational Information System with Multi-Facet Delivery Systems

PROJECT DIRECTOR
AND ORGANIZATION: Dr. Walter A. Cameron, Assistant Director
Research Coordinating Unit
University of Tennessee
909 Mountcastle Street
Knoxville, Tennessee 37916 (615) 974-4466

GRANT PERIOD: July 1, 1975 - June 30, 1976

OBJECTIVES OR PURPOSES

1. To computerize the present Tennessee occupational information data to provide on-line access as well as computer output microfiche.
2. To develop manual pin-sorts for exploring both the Tennessee junior high and the secondary school level occupational information.
3. To develop delivery systems applicable for presenting occupational information to special user groups, e.g., blind and disadvantaged students.
4. To develop user guides on the various occupational information delivery systems.
5. To provide cost data of and evaluate reactions of students, teachers, counselors, and parents to the various delivery approaches.

PROCEDURE OR APPROACH

The present Secondary INFOE (Information Needed for Occupational Entry) data base will be computerized to provide on-line teletype terminals to access information. Computer output microfiche (COM) will be obtained from computer tapes to provide students with manual access to the occupational data. The computerized delivery system, designed to provide localized information, will be pilot tested in selected Tennessee secondary schools. A manual pin-sort made up of job title cards with pin-sort holes will be developed for systematically accessing data. Occupational information will be reproduced in braille and on audio tapes for blind students and on filmstrips (with audio tapes) for selected types of disadvantaged students. User guides with media packages will be prepared and school personnel will be provided inservice training on the various delivery approaches. Users will be queried on the effectiveness of the delivery systems and on improvements needed. Actual cost data will be maintained.

EXPECTED CONTRIBUTION TO EDUCATION

This effort will result in a model for delivering occupational information through various delivery approaches.

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