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## ABSTRACT

This report summarizes the activities of a project to implement the group vocational guidance program of consortium C in Texas and to research and develop additional target populations. Project objectives were: (1) To provide a cadre of personnel to act as group guidance program workshop presenters and follow-up consultants, (2) to provide workshops and follow-up assistance, (3) to provide orientation and training for state educational personnel outside the vocational education and guidance divisions, and (4) to explore the ramifications for program usage outside the secondary school setting. The report describes the methodology designed to accomplish these goals and objectives in the three categories of (1) activities pertaining to orienting and including educational service center personnel in the training workshop, (2) activities pertaining to presenting initial and follow-up workshops, and (3) activities pertaining to the exploration of and experimentation with additional target populations. Included is a detailed discussion of expansion activities and feedback from adult and continuing education personnel, special education students, migrant program personnel, and elementary and middle school students. Appended to the report are such project-related materials as correspondence and the workshop schedule. Also appended are supplementary cases to the group guidance program along with basic learner outcomes for the program cases.

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"A Joint Effort By The Division of Guidance Services  
And The Division of Occupational Education And Technology  
To Implement The Group Vocational Guidance Program  
And Research And Develop Additional Target Populations"

Final Report

July 1, 1974 Through June 30, 1975

Group Vocational Guidance Program

Submitted to

Stuart B. McKenty, Coordinator

E.P.D. Consortium C

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by

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Vocational Guidance Service - Group Guidance Program

CE 009 004

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## INTRODUCTION

During the past four years there has been in the educational system an upsurge of interest toward focusing the educational experience of students on the orientation to, and preparation for, careers. Formalized under the title "Career Education" this concept has generally been categorized into three areas of emphasis, grouped according to grade level: Orientation in the primary and elementary schools; exploration in the middle or intermediate schools; and skills training in the secondary schools. Because of the immediacy of the concept, major emphasis has been placed on updating teaching and counseling skills so that career education can become an integral part of the on-going educational process. In addition to the basic imparting of career information there remains a pressing need for providing students with career guidance services to enable them to profitably utilize their newly gained information. Such guidance services are particularly needed on the secondary level which is a major career decision making point for most youth.

In an effort to meet this need for providing more meaningful and more efficient delivery of career guidance services in secondary schools, the Texas Education Agency funded a project entitled, "A Joint Effort by the Division of Guidance Services and the Division of Occupational Education and Technology to Implement the Group Vocational Guidance Program and Research and Develop Additional Target Populations." Operating between July 1, 1974 and June 30, 1975, the project involved 332 educators throughout

the State of Texas in the training program. The report which follows is a summary of the activities conducted in conjunction with this project. Additional information can also be gained from the Third Party Evaluation conducted by Educational Systems Associates in Austin, Texas.

## HISTORY OF THE GROUP GUIDANCE PROGRAM

The Group Guidance Program which serves as a model for implementing a comprehensive career guidance program as presented in the proposal objectives was originally funded by the U. S. Department of Labor (August 1, 1968 to June 30, 1973) as an Experimental and Demonstration Project. During this time materials and group techniques were developed that would assist secondary school students in making a more positive transition from high school to suitable employment or post high school training.

Generally, the objectives of the program are:

- A. To relate total school and extra-curricular activities to the world of work;
- B. To assist students in making adequate and realistic self-appraisals with regard to post high school employment and training plans;
- C. To acquaint students with the extent of employment possibilities existing in both the local and national labor markets, including information related to job structuring and classification systems;
- D. To provide students with the job-seeking techniques and skills necessary for maximum success in entering the labor market upon graduation or after completion of post-high school education/training;

- E. To increase student's awareness of and provide competences in social and work-related interpersonal relationships and attitudes; and
- F. To afford students the opportunity for developing decision-making skills.

In an effort to meet the needs of secondary school personnel planning to implement the model in their schools, the U. S. Department of Labor, Office of Dissemination and Utilization and the Texas Education Agency, Division of Occupational Education and Technology jointly funded a project entitled "A Project for Training School Personnel in the Use of Vocational Curricula and Group Guidance Techniques." This project operated between December, 1971, and June 30, 1972 in the geographic boundaries of Consortium C (Education Service Center Regions IV, V, VI). During this period 168 educational personnel participated in the training project and the program was implemented in 25 local independent school districts.

The success of the project was reflected by the increased requests for similar training activities from additional districts within Consortium C as well as from Education Service Centers and school districts in numerous other parts of Texas. Because of this fact, and due to anticipated interest from other state education systems, a definite need was recognized for development of a more complete training process. The means selected to increase the effectiveness of the training package was to utilize multi-media training materials. It was felt that the efficiency of the training would be increased in the following ways:

- A. Less actual time would be required at the training location by field consultants.
- B. There would be an increased assurance of standardized, creditable replication of the original project in all training areas.
- C. The possibility for conducting similar training in a wider geographical area would be increased.

Therefore, as a continued cooperative effort between the Texas Education Agency and the U. S. Department of Labor, concurrent projects were funded to: 1) develop and field test a Multi-Media Training Package which would constitute a comprehensive model for implementing the concepts, products, and methodologies developed by the original Group Guidance Program staff; and 2) to train 65 additional educators in Consortium C as well as to provide workshop training sessions in each of the twenty Education Service Centers in the State of Texas to accomplish the same goals as outlined in the original Consortium C implementation proposal.

At the conclusion of the second year of implementation activities in the State of Texas, a total of 566 educators had participated in the training activities. Several service centers had held or had scheduled repeat workshops to expand the training activities and program implementation. However, with continued emphasis and priorities given to comprehensive career education and other related fields--and numerous requests for training services and/or orientation sessions, there remained a recognizable need for a continued effort in training more educators. Generally, these requests were for: 1) initial training sessions in those service



centers which could not or did not request training earlier; and 2) follow-up services which include local assistance, additional group process techniques, case development, and Education Service Center-based training assistance for those participating in the '72 - '73 activities. To provide such training the Texas Education Agency, Division of Occupational Research and Development, funded a project entitled: "A Continued Effort to Orient and Train State, Regional and Local Educators in the Use of a Group Vocational Guidance Program." Operating between July 1, 1973 and June 30, 1974, the project involved 354 educators throughout the State of Texas in the training process, bringing the total number of participants to 920.

With continued emphasis and priorities being given to comprehensive career education, vocational education and career guidance there still existed a high degree of need in replicating the Group Guidance Program in the public school system. Generally these needs tended to fall into three categories:

1. Additional orientation and/or training sessions. Many of the Regional Education Service Centers that had a training session earlier in the year requested additional initial training services because (a) staff turnover had depleted their in-house cadre of trained staff, (b) Regional Education Service Center staff members training in the field were identifying the need for more intensive training, and (c) interest of local school districts were such that the existing trained cadre cannot handle the demand.
2. Follow-up activities. As trained personnel in many of the Regional Education Service Centers worked school personnel in the use of group vocational guidance techniques, they identified the need for more assistance in the transference of program activities to the local districts and in evaluating the processes being used in training activities.

3. Expansion activities. Although the Group Guidance Program was specifically designed for secondary school students, many personnel attending the workshops represented middle schools and special education programs.

Thus, a project was jointly funded by the Division of Occupational Research and Development and the Division of Guidance Services of the Texas Education Agency, entitled: "A Joint, Effort by the Division of Guidance Services and the Division of Occupational Education and Technology to Implement the Group Vocational Guidance Program and Research and Develop Additional Target Populations."

## OBJECTIVES

The objectives of the project as outlined in the proposal were as follows:

1. To provide a cadre of personnel in each Regional Education Service Center with the training, capabilities, materials, and consultation necessary to establish their roles as Group Guidance Program workshop presenters and follow-up consultants.
2. To provide follow-up assistance for prior workshop participants, and initial workshops for the two Regional Education Service Centers not previously hosting a workshop.
3. To provide program orientation and training for interested state educational personnel other than from the vocational education and guidance divisions.
4. To explore the possible ramifications for program usage outside the secondary school setting, i.e., Adult and Continuing Education.

Specifically, the objectives included the following:

1.
  - a. Conduct an intensive workshop training session for the regional guidance coordinators.
  - b. Assist each Regional Education Service Center in replicating initial workshops.
  - c. Assist each Regional Education Service Center identify and train additional Regional Education Service Center staff to fulfill the role of the Group Guidance Program workshop coordinator.
  - d. Coordinate efforts between each Regional Education Service Center, the Division of Guidance Services in the Texas Education Agency, and Region IV to obtain the Multi-Media Training Package.
2.
  - a. Familiarize Regional Education Service Center personnel with the procedures and activities necessary for successful follow-up.
  - b. Maintain contact with each Regional Education Service Center and encourage the contact person to follow-up

on individual school districts and/or participant's implementation efforts.

- c. Make available to the two Regional Education Service Centers not previously hosting a Group Guidance Program on-site workshop, an initial workshop to train Regional Education Service Center and local personnel in the use of the Group Guidance Program materials and techniques.
3.
    - a. Familiarize state-level personnel in the Adult and Continuing Education division with project methodology and techniques.
    - b. Invite area and Regional Adult and Continuing Education supervisors and directors to orientation and/or training services.
    - c. Survey these personnel regarding implication of the Program for adults.
    - d. Make a presentation to the State Advisory Committee for Adult and Continuing Education.
  4.
    - a. Gather data from prior training participants on types of populations worked with and impressions of program effectiveness.
    - b. Conduct experimental group sessions with junior high students and special education students.
    - c. Visit sites in Consortium C presently utilizing the Group Guidance Program materials in settings other than secondary schools.

## METHODOLOGY

The methodology designed to accomplish the goals and objectives of the proposal was classified into three categories:

- A. Activities pertaining to orienting and including Education Service Center personnel in the training workshops.
- B. Activities pertaining to presenting initial and/or follow-up workshops.
- C. Activities pertaining to the exploration of, and experimentation with, additional target populations.

### A. Education Service Center Personnel Inclusion Activities

As indicated in the objectives of the project proposal a need was identified to assist the Education Service Centers in developing staff skills to replicate the training for additional personnel in the effective use of the Group Guidance Program techniques and for assisting each Education Service Center in providing follow-up services for participants who received prior training. In an effort to meet this need the Group Guidance Program staff formulated a two part process for training and involving E.S.C. personnel. Specifically, an intensive workshop would be held for E.S.C. personnel only to explain and demonstrate the finer points of the workshop presentation. Subsequently the E.S.C. personnel would "co-present" with a Group Guidance Program staff member at the ensuing training workshops.

Initially, an attempt was made to arrange a state-wide Guidance Coordinators' meeting for a day and a half of intensive

Training. It was felt that this method would be most beneficial in that by utilizing the workshop model techniques of participation and observation that the role of the workshop presenter could best be learned. However, conflicting "free" dates among the service centers and lack of travel money and/or authorization resulted in the cancellation of this plan.

After analyzing the Education Service Center personnel reasons for not being able to attend the state-wide meeting it was decided to organize three small training sessions, based upon compatible available dates and geographic location. Because it was felt that prior knowledge of the Group Guidance Program and attendance at a prior workshop would be a prerequisite for attending the training meeting, only thirteen guidance coordinators met these requirements. The remainder had not hosted a Group Guidance Program workshop or were new in their positions, or the Service Center had no Guidance Coordinator.

Of the three meetings planned, two were actually held. In Northeast Texas the Guidance Coordinators from Richardson, Kilgore and Wichita Falls met. The second meeting was held in Corpus Christi with the Guidance Coordinators from that city, Edinburg and Victoria attending. Because of the small attendance it was not practical to conduct and demonstrate workshop techniques as planned, therefore the meetings were conducted on an informal format. The third group training session was scheduled for West Texas, but was cancelled when several expected participants, including the one representing the host Service Center, had to cancel plans to attend.

The second part of the Education Service Center personnel inclusion activities was that of having them assist and co-train with the Group Guidance Program field consultants at the workshops hosted in their respective regions. Of course, when an initial workshop had not been held, on where there was a new Guidance Coordinator this was not expected. In such cases the Service Center contact person (usually the Guidance Coordinator) was expected to be a workshop participant and other Service Center personnel were encouraged to attend, especially the Career Education Coordinator, if such person was on staff. Of the twenty Education Service Centers, eight had personnel who assumed responsibility for co-training. The remainder either did not host a formal workshop or were hosting one for the first time.

#### B. Workshop Training Activities

As the three day workshop training approach proved most acceptable and successful during the previous years' activities this same approach was utilized as the major method of training during this contract year. The Coordinator of Consortium C sent a letter to all regional Education Service Center Executive Directors and Guidance Coordinators to inform them of the project services being offered and the procedure for scheduling workshops. (See Appendix A for copy of letter.) Subsequently, fourteen workshops were scheduled by twelve of the twenty Education Service Centers. (One workshop was cancelled and four Service Centers held two workshops.) See Appendix B.

In planning the workshops the Group Guidance Program staff corresponded with the regional Guidance Coordinators or other designated contact persons prior to the scheduled workshops, outlining the expected agenda for the three days' schedule, making arrangements of required audio and video tape equipment and suggesting the type of participants who would benefit most from the workshop. More detailed planning was necessary for those E.S.C.'s hosting a Group Guidance Program workshop for the first time than for those who had previously hosted one. (See Appendix C). It was strongly suggested that a heterogeneous group be selected which would include vocational and academic teachers, academic and vocational counselors, school administrators and representatives from the Educational Service Centers which included active participation of the regional Guidance Coordinator. Although it was the regional Guidance Coordinator's responsibility to screen the participants, many times it was found that the school administrator, and usually the building principals, made the selection, thus resulting in an unusually wide range of participant job classifications.

The methodology used in the workshops utilized small group interaction, just as the student groups would operate. A schedule of the activities can be found in Appendix D. Generally, the first morning was devoted to orientation to the program and group processes. That afternoon a demonstration of the curriculum materials was given and a workshop participant would then lead a group. The second day was devoted strictly to participant practice and involvement in group sessions with field consultant feedback. The third day was organized around soliciting admin-



istrative support and individual implementation planning. Some E.S.C.'s requested only a two day workshop; which resulted in the elimination of some of the training activities and a rushed atmosphere. One workshop was conducted with a half day of activities on the first day, followed by two full days of workshop. This proved very workable and saved on travel expenses as it required only two overnight stays.

It was originally planned by the project staff to conduct both initial and follow-up workshops at each site. However, only two Service Centers scheduled a complete follow-up workshop. One of these proved to be an outstanding and rewarding experience both for the Group Guidance Program staff and the workshop participants. This was due mainly to the 25 participants who actually had implemented the program and thus had a practical need for input and sharing as well as provided relevant feedback for the Group Guidance Program staff.

#### Workshop Results

There was a total of 16 workshops conducted: fourteen initial; and two follow-up. Five of the initial workshops had one or two repeat participants, but this was not enough to effectively present a full follow-up agenda. However, all care was taken to answer their questions regarding their past experiences.

In eight of the sixteen workshops the Group Guidance Program staff was assisted by the local Guidance Coordinator. There was a total of 332 participants in the workshops including:

152 High School Counselors	-	119 Academic/33 Vocational
73 High School Teachers	-	61 Academic/12 Vocational
23 Administrators-Supervisors	-	15 Building/ 6 Vocational/ 2 District
22 Career Education Personnel	-	16 Counselors/6 Coordi- nators-Consultants
13 Education Service Center Personnel		
10 Co-op Counselors		
9 Junior High Personnel	-	8 Counselors/1 Teacher
9 C.V.A.E., and V.A.C., Personnel		
6 T.E.A. Consultants	-	1 Guidance/4 Migrant/1 Vo. Ag.
4 Adult & Continuing Education Personnel		
3 Guidance Associates		
2 Librarians		
2 Social Community Personnel		
4 (1 each) Practicum student, Educational Diagnostician, Research Associate in C.E.		

(See Appendix B for the full workshop roster.)

Participants were asked to unanimously and critically complete the evaluation of their training experiences to help the Group Guidance Program staff determine (1) the participants' reactions to the program content and training methods, (2) if the program met their individual needs in acquiring content and techniques for group work in career education, and, (3) their need for additional assistance (in service training). The evaluation form asked that the questions be rated on a scale of 1 (poor) to 5 (excellent). Participants were given the opportunity to make additional comments as they felt the need.

Over 90% of those completing the form answered all the questions with ratings of "4" or "5". Although no statistical conclusions can be drawn from the space for additional comments, with few exceptions the statements were positive. Examples of some of the completed evaluations can be found in Appendix E.

As with last year's workshops activities, the Group Guidance Program staff has a very positive impression of the workshop

results. A large majority of participants verbally expressed enthusiasm to implement the program immediately upon their return to school. The desire to implement the program was greatly fostered by the administrator's involvement in, an orientation to, the program. In some Education Service Center areas the concerned administrators were given a very comprehensive overview of the program, yet in others there was little administrative participation or orientation.

#### MULTI-MEDIA TRAINING PACKAGE REPRODUCTION AND DISTRIBUTION

A large part of the success or failure of any model program depends upon the availability of materials to practitioners desiring to implement a similar program. As mentioned earlier, at (or prior to) an initial workshop, each Education Service Center was given a master set of Group Guidance Program printed materials; a complete Volume of Student Curriculum Materials, an Operations Manual-Career Guidance through Groups, The Training Curriculum Outline, and the Workshop Leader's Guide. In addition, for those Education Service Centers desiring to have a set of the program slides, such was provided at cost.

It was anticipated that each Education Service Center, thus having a complete set of the program materials, would reproduce the necessary number of volumes (free or at cost) for their respective populations. In the previous contract year, few Service Centers actually assumed this responsibility, therefore, the Group Guidance Program arranged with the Region IV E.S.C. to print 350 volumes of Student Curriculum materials and 300

operations manuals. (These figures were arrived at after polling all E.S.C.'s for need indications.).

Because of the difficulty encountered in arranging ordering procedures and fulfillment it was decided that to provide materials via this manner would not be attempted this project year. Rather, at each workshop (and on individual requests) directions were given for ordering these materials through the National Technical Information Service in Springfield, Virginia, at which the program materials are on file. (See Appendix F).

There was only one request for the Multi-Media Training Package and this came from one of the Service Centers not hosting a workshop in previous years. Because there was only one set to reproduce the Group Guidance Program lent the Service Center's media specialist a copy of the eleven video tapes, who in turn reproduced them. Unfortunately, the master set of video tapes was not available for this reproduction effort as they were misplaced and/or lost sometimes during the previous year's comprehensive Multi-Media Training Package reproduction effort. However, the tapes reproduced by the aforementioned Education Service Center were quite suitable for training purposes. At this writing fourteen of the twenty Education Service Centers have a complete Group Guidance Program Multi-Media Training Package.

### C. Expansion Activities

As outlined in the contract proposal, activities were conducted to explore how the Group Guidance Program model could

be used in educational settings other than the secondary schools. Specifically, the Program model (with existing Program materials, newly developed materials and materials available through other sources) were utilized with the following populations: Adult and continuing Education personnel; Migrant Program personnel; Special Education students; C.V.A.E. students; elementary (5th grade) students; and middle school students (grades 6, 7, and 8). The activities with, and feedback from each of these populations is discussed in detail in the following section. The first two expansion activities involved professionals in the respective fields, and the remaining activities were conducted with student groups in the public schools.

---Adult and Continuing Education Programs:

On September 20, 1974, a meeting was held in Austin to discuss the possible ramifications of utilizing the Group Guidance Program with persons enrolled in Adult and Continuing Education programs. (The Group Guidance Program director was not able to attend this meeting due to a flight cancellation.) At this time it was decided between Bob Allen in the Adult and Continuing Education Division of the Texas Education Agency and the Coordinator of Consortium C that it would be appropriate for the Group Guidance Program staff to host a workshop for Houston-area Adult and Continuing Education personnel. Such a workshop would provide concerned personnel with a first hand demonstration of, and experience with, the Group Guidance Program model in preparation for a presentation of the Program's ramifications at the fall advisory committee meeting for the Division of Adult and Continuing Education.

On October 2, 1974, a letter of invitation from the Division of Adult and Continuing Education in Region IV was sent to sixteen Houston-area programs, announcing the workshop. (See Appendix G.). Five invited institutions indicated that they would send someone to the two-day workshop. (One indicated that two representatives would attend.). In addition, two representatives from the Texas Education Agency responded that they would be in attendance.

Five individuals actually attended the workshop and the evaluations completed by two of these participants can be found in Appendix H-1. Although the workshop was enjoyable and informative for both the participants and presenters, it could not be called totally successful for these reasons: (1) Attendance was not great enough to warrant a complete workshop format; (2) because of the low attendance not enough Adult and Continuing Education personnel were exposed to the Program for significant feedback purposes; and (3) it is not known for sure if the Program was ever discussed at the fall advisory committee meeting.

---Migrant Programs:

Four consultants from the Migrant Division of the Texas Education Agency were invited by a consultant from the Guidance Services Division to attend the regularly scheduled Group Guidance Program workshops held in Edinburg, Texas. Three of the consultants completed the Workshop Evaluation Form and copies of these can be found in Appendix H-2. The response was generally very favorable, and the persons in attendance indicated they could see positive use of the Program model in Migrant Programs.

---Special Education Student Groups:

Because many prior workshop participants had asked about the possibilities of using the program model and/or materials with Special Education groups, and because several prior training participants in Special Education had reported utilizing the Program with varying degrees of success, it was decided to field test the Program with a Special Education group. The Group Guidance Program arranged with the Alvin Independent School District to conduct six Group Guidance Program sessions with a class of nine Special Education students. The Special Education Coordinator at the school reported that the students were classified as educatable mentally retarded level IV, and minimal brain injury. Most had work station assignments on the school campus. The following sessions were selected for this field test:

- Session 1 Program Orientation & "Portia Smith Case"  
(Narrative Only)
- Session 2 Employee Selection -- Clerk-typist
- Session 3 "What Would You Do?" minicases
- Session 4 "Joe Garfield Case"
- Session 5 Applications Exercise (selected at the request  
of the regular teacher)
- Session 6 "Mary and Jean Case" (adapted from an existing  
Special Education workbook)
- Session 7 "The John Thompson Case" (Rewrite of "Allison  
Jacob's case")

Utilizing the Group Guidance Model (the students in a circle, introducing the case, having a volunteer read the case or in some instances the facilitator would read, stopping to explain terms and the facilitator standing outside of the circle) the

cases were scheduled one per week. One Group Guidance Program consultant would present the session and the other would observe (along with the regular Special Education Teacher and coordinator). After this trial experience the following tentative observations were noted:

- a. Special education students can operate with this model.
- b. The facilitator needs to be more precise in giving instructions and in clarifying terminology than with regular groups.
- c. The group members will pressure each other to participate and express their opinions, thus, should not be a pressure function of the facilitator (as is done in some special education teaching).
- d. Cases that are too long or too complicated should be avoided.
- e. More cases should be developed on work habits and employee-employer relations.

The above are only initial reactions and would require more intensive testing for verification. A summary of the students reactions can be found in Appendix H-3.

---C.V.A.E. Student Group:

A group consisting of fifteen, 8th grade boys enrolled in a C.V.A.E. class at Alvin Junior High School was utilized for this experimental and exploration effort. The group met six times, once a week for six weeks. The curriculum selected for this section was:

Session 1 Orientation to the Company Concept and the "Allison Jacobs Case"

Session 2 Employee Selection - Machinist-Apprentice

Session 2 Applications

Session 4 Applications (a different session was planned, but the group only finished the first half of the applications in Session 3).

Session 5 "Joe Garfield Case"

Session 6 "What Would You Do?"



As with the Special Education group, the methodology utilized was that of having one Group Guidance Program field consultant conduct the sessions with the other observing. Difficulties arose with this group because attendance was not mandatory and the group size varied from five to fifteen boys per session. The boys had very low reading abilities and had a lot of difficulty with the applications. However, they had little difficulty expressing themselves verbally. The temporary conclusions drawn from this experience were:

- a. C.V.A.E. groups should be limited to eight to ten members.
- b. Time limits need to be adjusted down for case discussions and upward for written exercises.
- c. The response to The Group Guidance cases as presented varied according to the appropriateness of content matter.
- d. C.V.A.E. groups could best benefit from more "employment tools" exercises and verbal expression exercises.

A summary of the responses made by the group members on the Program Evaluation Forms can be found in Appendix H-4.

---Elementary Level (5th grade) Groups:

In selecting a class of 5th graders to test the Group Guidance Program model, the counselor at Alvin Elementary School suggested that a class with which she had begun some small group counseling activities be utilized. The class was divided into two smaller groups by the teacher, consisting of 7 and 8 students. Each Group Guidance Program field consultant worked independently with each group. The sessions selected for this section were:

Session 1 Orientation to the Company Concept and the  
"Allison Jacobs Case"

Session 2 "Joe Garfield Case"

Session 3 "Maria Valdez Case"

Session 4 "To Cheat or Not to Cheat"

Session 5 "David's Best Friend" and "I Never Get to Talk"

The sixth session was cancelled due to a conflict in schedules.

It was found in presenting the existing Group Guidance Program materials to these groups that although the students had a fair amount of discussion, the diversity of ideas and information (which is an integral part of the Group Guidance Program model) was very limited. Much more success, in terms of creative input, total participation, and apparent interest was achieved with the cases focusing on values and interpersonal relationships. These cases were taken from a series of group guidance sessions developed by a local school district for the middle schools, but had little previous field testing. (These cases, as well as others not presently in the Group Guidance Program materials can be found in Appendix I.).

An interesting occurrence which was observed with these two groups was their wide divergence of group atmospheres and participation level. Even though they were from the same class, one group consistently showed a higher level of participation, more creative ideas and less discipline problems. This was also the case with some of the 6th, 7th, and 8th grade classes which were divided in other schools. This seems to bear out the idea that no two groups react the same, even if taken from the same class, using the same materials, and having about the same achievement levels.

Other tentative conclusions which can be drawn from this brief experience is that 5th grade groups can function within the Group Guidance Program model, providing the content is geared toward those areas relevant to that age-level student. Direct labor market information and employer-employee relationships did not appear to illicit much exchange of ideas and thus it may be necessary to use a different technique in presenting such information.

One aspect which definitely influenced the group work and group atmosphere was the abundance of acting out behavior, and lack of self-discipline. In discussing this situation with the elementary counselor, who had a lot of previous experience with small groups and had observed these experimental groups, she stated that this was her main observation, also. For this reason she said that when she conducted small group sessions that she preferred that the teacher remain with the group if possible, to act as disciplinarian while, she, the counselor, maintained the "counselor role,"

---Sixth Grade Groups:

Six, sixth grade student groups were involved in the experimental sessions at Lake Jackson Intermediate School. Three classes were randomly divided into two groups each, with a Group Guidance Program staff member conducting each group. Because of the approaching end of the semester it was only possible to hold three group sessions, one per week for three weeks. The session topics which were utilized were as follows:

Session 1 "To Cheat or Not to Cheat"

Session 2 "I Never Get to Talk"

Session 3 "David's Best Friend"

It was decided to utilize only value, decision-making and peer relationship cases with this age level due to the previous experiences with the existing Group Guidance Program materials in the 5th grade groups.

The group response/atmosphere ran from excellent to what might be described as "normal, well-functioning groups." It appeared that the higher level groups (the classes were grouped according to academic ability) were more responsive, and thoughtful than the lower level groups. They also tried harder, and succeeded better at, "running" their own group without facilitator intervention. This was in direct opposition to the 5th grade groups where acting out behavior was most prominent.

The students also voiced numerous requests for the Group Guidance Program staff members to bring cases for them to discuss concerning stealing, lying, teacher-student problems, rumors and class discipline and school rules.

A summary of the 6th grade responses can be found in Appendix H-5.

---Seventh Grade Student Groups:

Clute Intermediate School was the site chosen for working with 7th grade students. Two social studies classes were scheduled with each being randomly divided into two groups and each Group Guidance Program field consultant worked with two groups independently.

As with 6th grade experimental groups, only three sessions were scheduled due to constricting time limits. The sessions utilized were:

Session 1 "To Cheat or Not to Cheat"

Session 2 "Chuck Gilbert Case" and "David's Best Friend"

Session 3 Case on Stealing

These particular groups were from a lower socio-economic sector of the community than the 6th grade groups, although the towns were in very close proximity. The students seemed to enjoy the sessions, but did not put as much effort and enthusiasm into their assigned tasks as the next lower grade level did. Most were honest, open groups, but one was the quietest ever encountered by the Group Guidance Program staff member working with them. In talking it out in process feedback, they said they were "just scared." It could not be determined whether it was the grade level or the socio-economic factor which caused the marked difference in response. These groups, however, like the 6th grade groups made requests of the Group Guidance Program field consultants to bring in cases on lying, stealing, etc. Both grade level groups also expressed positive feelings toward the "new" method of learning, that is, case discussion, sitting in a circle, and being free to voice their individual opinions.

A summary of the 7th grade responses to the Program Evaluation form can be found in Appendix H-6.

#### ---Eighth Grade Groups

It was with this grade level that the most extensive group work was accomplished in field testing the Group Guidance Program

model and materials. Four eighth grade English classes at Weis Junior High School in Galveston were involved in the experiment. At this particular school, the students are grouped according to their reading abilities -- groups A through J (10 levels). It was decided that the consultants would work with varying academic levels--Groups B, C, E and F. (The lower groups were excluded because of the time frame and because of the other experience with C.V.A.E. eighth grade students at Alvin Junior High School.).

Meeting twice a week for six weeks, the following sessions were utilized in the program:

- Session 1 Orientation to the Company Concept and the "Allison Jacobs Case"
- Session 2 Employee Selection - Clerk Typist
- Session 3 "Portia Smith Case" and Self Picture Check List
- Session 4 "What Would You Do?"
- Session 5 "Larry Jacobs Case"
- Session 6 "Chuck Gilbert Case"

The reaction received from the groups ranged from extremely positive and workable to negative. It was interesting to observe that groups from those classes considered "best" by the regular English teachers were not necessarily deemed so in Group Guidance Program terminology and expectations. In fact, one of the lowest academic level groups proved to be the most innovative and positive groups. One factor that could have contributed to this was the size - eight members - as opposed to the highest level groups which numbered around sixteen. In these larger groups, subgrouping and "contagious negativism" was sometimes a problem.

Taking the sessions one at a time, the following observations were made:

Session 1: The students seemed to be bored by the lengthy Company Concept slides, but enjoyed the Allison Jacobs case. Most classes did not utilize the full time period and came to "shallow" decisions and did not delve into the intricacies of developing an overtime policy.

Session 2: Very few students, if any, had a clear idea of what a clerk-typist did, or was. In fact, they grouped all of the clerical skills into the "Job Duties" list. The groups did seem to enjoy and logically approach, the selection process in hiring a clerk typist. There seems to be much need for occupational information at this grade level.

Session 3: Most groups discussed the Portia Smith Case logically and brought out several major points. They enjoyed the Self-Picture Check List very much, but there was some difficulty with some of the descriptive adjectives. The difference in academic level was very obvious in this exercise, with the higher level groups being able to define and understand many more terms than the lowest level group. One word, however, that not one student could come close to defining was the word, "thrifty".

In all of the above "Company Concept" cases, the students had difficulty in staying with the "company managers' role." Most comments were made from the individual's point of view and the "we" idea was not greatly evident.

Session 4: The "What Would You Do?" cases elicited a wide array of reactions from group to group and from situation to

situation. Process seemed to be a problem with several of the 8th grade groups in that they had a hard time disciplining themselves to talk one at a time and also to respect each other's opinion and right to talk. However, this approach to presenting cases, i.e., "what would you do?", did seem to be an effective technique.

Session 5: The Larry Jacobs case proved to be a very good case with this grade level to bring to view the lack of information and consideration which most students give to planning for a career, or more simply, deciding what they are going to do after graduation from high school, and why. This would be an ideal area, i.e., self-awareness, to focus on with future middle school groups.

Session 6: The "Chuck Gilbert Case," a new one developed by the Group Guidance Program, illicited differing responses. The case still needs refinement, but in general, the idea of self-acceptance and communication were brought out well by the groups. Most students thought the idea of running away from home was useless and foolish, but there were some who disagreed. This could be a case for getting peers to discussion related alternatives.

In conclusion, the sessions with the eighth graders were an enlightening experience. There seemed to be a great need to discuss job facts, responsibility and decision making, but generally, the program materials as existing did not quite fit this need. It is the opinion of the Group Guidance Program staff that slight modifications in case settings, terminology and task procedures, while maintaining the major objectives of the cases could be most exciting and beneficial. An example would be to make the "company"



one with which they could more readily identify, i.e., a retail establishment or a food service establishment. This same modification would be suitable for the 7th and possibly the 6th grade groups as well.

A summary of the eighth grade responses on the Evaluation Form can be found in Appendix H-7.

---Other Expansion Activities:

In addition to the activities conducted with educators and with student groups to determine ramifications for the Group Guidance Program model, a survey letter was sent to 41 educators who had attended prior workshops and who were in positions other than a secondary school teacher, counselor or administrator. (See Appendix J.). Samples of the replies are also in Appendix J.

A survey letter was also sent to ten of the Guidance Coordinators whom had hosted Group Guidance Program workshops within the past year. One Guidance Coordinator responded via telephone and two others communicated by mail.

Also, as outlined in the program proposal, steps were taken to document the applicability of existing Group Guidance Program materials in assisting the educational process to meet the "Basic Learner Outcomes" as listed with the Texas Education Agency. Of the 177 Basic Learner Outcomes identified by the Agency, the Group Guidance Program had cases and group sessions which directly approached meeting these objectives. The reader will find a list of these Learner Outcomes, matched with a list of Group Guidance Program materials in Appendix K. It was found that five of the

nine categories are heavily included in the existing Group Guidance Program curriculum, three were approached somewhat, and only one, VIII-"Economic Factors Influencing Career Opportunity" was not included in the curriculum materials.

## ANCILLARY PROGRAM ACTIVITIES

During the project year, arrangements were made between the New Mexico State Department of Education and the Texas Education Agency to have the Group Guidance Program staff conduct a training workshop for New Mexico educators. On January 29, 30, and 31, 1975, a complete workshop was conducted for 28 educational personnel in Las Cruces, New Mexico. Participants included high school counselors, state department personnel, vocational center personnel and college and university personnel. New Mexico also acquired a copy of the Multi-Media Training Package.

In March, 1975 an article was submitted to the ACTIVE Newsletter published by the Advisory Council for Technical-Vocational Education in Texas. Although the article was much condensed, it did appear in the April, 1975 issue of ACTIVE. (See Appendix L.).

In an effort to address some of the recommendations put forth in the Group Guidance Program project final report to the Texas Education Agency last year, a meeting was proposed by the Coordinator of Consortium C. (See Appendix M.). Such a meeting never was held, and no other formal steps were taken to meet with state and regional personnel to establish a position on the levels of responsibility for continued Group Guidance Program activities.

## SUMMARY AND RECOMMENDATIONS

Upon completion of the project "A Joint Effort by the Division of Guidance Services and the Division of Occupational Education and Technology to Implement the Group Vocational Guidance Program and Research and Develop Additional Target Populations" a total of 332 educators had participated in the project activities. This number, added to previous years' totals adds up to a grand total of 1,264 educators throughout the State of Texas who have participated in the Group Guidance Program training activities. Each of the twenty regional Education Service Centers has hosted one or more workshops. Fourteen of the twenty Education Service Centers have the complete Multi-Media Training Package. Each of the Education Service Centers which hosted a Group Guidance Program workshop has the necessary slides, printed materials and cassette tapes to assist local schools in implementing the Group Guidance Program.

Based upon observation, post workshop evaluations, and informal feedback it appears that as in previous years, the majority of workshop participants considered their time well spent in attending the training sessions and desire to implement, to varying degrees, the Group Guidance Program model.

In follow-up, it was generally found that the extent of implementation activities that have taken place in each Education Service Center region, was either directly or indirectly related to support provided by E.S.C. personnel. In some cases, lack of follow through by Education Service Center personnel resulted in trained participants not having the support and/or materials available to initiate programs in the schools. One example was

that E.S.C. personnel told participants that they were "not in the duplicating business" and thus couldn't provide slides for use with groups.

There was also evidence that more workshops could have been scheduled if advance polling and planning had been initiated by the Service Centers. Individual schools and/or districts repeatedly asked Group Guidance Program staff how this could be arranged and they were encouraged to work through the Service Centers. In some instances workshop invitations were restricted to a low maximum number and with several no shows, it resulted in being only half full.

On the more positive side there are many service centers which seem to have provided constant support to trained personnel, with both materials and on-site visits. Several have assumed continued training responsibilities with little assistance from the Group Guidance Program staff. Education Service Center Regions V, VII, X, XIII, XIX, and XX stand out in this respect. However, this may not be an all-inclusive list as informal feedback has been the only way for program staff to establish such information.

~~In summarizing the expansion activities and experimental~~  
groups it can be said that the Group Guidance Program model can be effectively used from the 6th grade upward, with modification of materials for specific needs and interests of students in each grade level. Grades 6 and 7 seem to need career guidance as it relates to self-awareness and values and decision making. Eighth graders can benefit from career guidance and job "case presentations" provided it is done from a frame of reference with which they can identify.

The brief experience with C.V.A.E. groups indicated that smaller groups (6-10) would be the best setting with also some direct decision making exercises or goals included. This smaller group size would probably be necessary for lower grade groups also, if the guidelines for group procedures as are currently being utilized by the program model are strictly followed.

It seems that special interest groups such as bilingual, migrant and special education could also adapt portions of the program model to fit their respective career education-related goals.

## RECOMMENDATIONS

Based upon the actual project activities, feedback from training participants, and previous recommendations and experiences, the following recommendations are being made:

- A. That Education Service Center guidance coordinators assume the responsibility for coordinating and presenting future Group Guidance Program workshops.
- B. That a team of Education Service Center personnel (Guidance Coordinator, Career Education Specialists and Curriculum Specialists) be involved in the training to provide a wider and stronger replication base.
- C. That administrators be thoroughly knowledgeable of the program (and training objectives) prior to their personnel attending the workshop and, if possible, give prior commitment for implementation.
- D. That area teacher/counselor training institution personnel be invited to attend the workshops.
- E. That the regional Education Service Center staff follow through in seeing that local school districts have the materials necessary to implement the program in their schools.
- F. That follow-up assistance be provided by Education Service Center personnel for new facilitators, to encourage and support an on-going program.
- G. That Texas Education Agency official encourage related Education Service Center personnel (i.e., guidance, vocational-technical and career education) to "team up"

and examine possibilities of utilizing the Group Guidance Program as one means of accomplishing the total goals and objectives of Career Education.



APPENDIX A CONTAINING A LETTER FROM CONSORTIUM C TO EDUCATION SERVICE  
CENTER WAS NOT REPRODUCIBLE AND WAS REMOVED FROM THIS DOCUMENT  
PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT  
REPRODUCTION SERVICE.

APPENDIX B

WORKSHOP SCHEDULE FOR 1974-1975

AND

ROSTER OF PARTICIPANTS

WORKSHOP SCHEDULE FOR 1974-1975

Region	Service Center Location	Workshop Dates	Number of Participants		
			New	2nd Time	Total
X	Richardson	July 31, Aug. 1, and 2	1	-0-	1
XX	El Paso (Pecos ISD)	August 21, 22 and 23	12	-0-	12
III	Victoria	10/1, 2, 1974	-0-	8	8
I	Edinburg	Cancelled			
VIII	Mt. Pleasant	10/23, 24 & 25	19	2	21
III	Victoria	11/5, 6 & 7	33	-0-	33
XV	San Angelo	11/11, 12	14	1	15
XIX	San Antonio	11/14, 15	30		30
VII	Kilgore	11/19, 20	49	-0-	49
XIII	Austin	11/21 & 12/11	8	1	9
X	Richardson	12/3, 4 & 5	-0-	25	25
I	Edinburg	12/10, 11 & 12	28	2	30
V	Huntsville	1/8, 9 & 10	31	-0-	31
V	Huntsville	2/20 21	11	-0-	11
XI	Ft. Worth	3/11/, 12 & 13	20	-0-	20
XVIII	Midland	3/19, 20 & 21	19	-0-	19
XI	Ft. Worth	4/15, 16 & 17	7	-0-	7
TOTALS:			282	39	321

1974-1975

WORKSHOP PARTICIPANTS

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
X	July 31, Aug. 1, 2, 1974	Ulysses S. Bell	Career Counselor, Jeff Davis H.S. (DISD)
	"	Glynthia L. Davis	English Teacher, Waxahachie H.S. (ISD)
	"	Lilian S. Bayless	Career Counselor, Samuel & Seagoville H.S.
	"	Vicki Reigh	Vocational Counselor (Dallas ISD)
	"	Dr. Naeger	Career Counselor, Linkston
	"	Robert Greer	Career Counselor, Jeffersin High S. (DISD)
	"	Edward Castello	Career Education Counselor (DISD)
	"	Rebecca Geiger	Area Career Ed. Counselor (DISD)
	"	Charlie Warbington	Area Career Ed. Counselor (DISD)
	"	Yvonne Stratturon	Area Career Ed. Counselor (DISD)
	"	Theresa B. Sneed	Area Career Ed. Counselor (DISD)
	August 21, 22 & 23, 1974	Margaret Harrell	V.O.E. Teacher Pecos ISD
	"	Nancy Russell	English and Speech Teacher Pecos ISD
	"	Betty Miller	English Teacher Pecos ISD
	"	Marlene Coleman	CVAE English Teacher Pecos ISD
	"	Gerald Grove	English/Spanish Teacher Pecos ISD
	"	Irene Turk	English Teacher Pecos ISD
	"	V. Marie Kelley	English/Latin Teacher Pecos ISD
	"	Mona Miller	English Teacher Pecos ISD
	"	Sandra Bailey	English Teacher Pecos ISD
	"	Emma Shepherd	English Teacher Pecos ISD
	"	Tressa Armstead	English Teacher, Pecos ISD
	"	Walt Criswell	Jr. High Counselor, Pecos ISD
III	October 1, 2, 1974	*Linda Peter	English Teacher, Van Vleck ISD
	"	*Annette Hackford	Business Teacher, Van Vleck ISD
	"	*Jan Hunt	Counselor, Calhoun County, Crocket H.S.

WORKSHOP PARTICIPANTS

Title

Name

Date Attended

Region

Region	Date Attended	Name	Title
III	October 1, 2, 1974	Billse Brown	Teacher, Karnas City H.S.
	"	*John Fordlunt	Counselor, Palacios H.S. (ISD)
	"	*Ed Lowe	Counselor, El Campo H.S. (ISD)
	"	*Gene Stogner	Voc. Counselor, El Campo H.S. (ISD)
	"	*Richard Hall	Guidance Coordinator, ESC III
VIII	October 23, 24, 25, 1974	Curtis Morgan, Jr.	Voc. Counselor Atlanta H.S.
	"	Enois Walker	Coop Counselor Bowie County Schools
	"	Judy Pollen	Counselor Daingerfield-Lonc Stare ISD
	"	Carlene Maxwell	Counselor, Liberty-Eylau H.S.
	"	*Coy Barber	Voc. Counselor, Mt. Pleasant ISD
	"	*Malda Burns	Counselor, Mt. Pleasant, ISD
	"	Bill Hill	Counselor, Mt. Vernon H.S. (ISD)
	"	Minnie Loughton	English Teacher, Mt. Vernon H.S. (ISD)
	"	Claressa Nix	Counselor, New Boston H.S.
	"	Linda Bryan	Counselor, Texarkana ISD, Westlawn Jr. Hi.
	"	Thelma Hall	Counselor, Texarkana ISD, Texas H.S.
	"	Donald Hobbs	Counselor, Texarkana ISD, Texas H.S.
	"	Barle Ryan	Voc. Counselor, Texarkana ISD, Texas H.S.
	"	Jean Sanders,	Practicum Student, Texarkana ISD,
	"	Linda Stewart	Jr. High Cslr., Texarkana, ISD, Pine St. JH.
	"	James Salmon	Guidance Consultant, TEA
	"	Bob Cochran	Guidance Coordinator, ESC VIII
ABE(IV)	October 29, 30, 1974	Tom Travis	ABE Coordinator, Region IV
	"	Emmett O. Owen	Principal, Adult Evening School, Galveston
	"	John Hayman	Counselor, Adult Evening School, Galveston
	"	Dr. John Moore	Counselor, N. Harris County Jr. College

WORKSHOP PARTICIPANTS

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
ABE(IV) CONT'D	October 29, 30, 1974	Raymond Holt	Agriculture Education Coordinator, TEA
	"	Ted Jolly	Program Director, Vocational Guidance Serv.
III	November 4, 5, 6, 1974	Ethel Watters	Teacher, Travis, Calhoun County ISD
	"	Linda Callihan	Teacher, Travis, Calhoun County ISD
	"	Elizabeth Hoffer	Teacher, Edna H.S. (ISD)
	"	Itaska Stafford	Teacher, Edna H.S. (ISD)
	"	Allene Grayl	Counselor, Victoria H.S. (ISD)
	"	Shirley Murray	Teacher, Boling Jr. H. (ISD)
	"	Julius Geno	Teacher, Bling Jr. H. (ISD)
	"	Sylvester B. Walleck	Secondary Coord., Calhoun Cty. ISD, Adm.
	"	Bill Kyle	Teacher, Crockett J. High, Calhoun Cty. ISD
	"	Eloise Burns	Counselor, Calhoun H.S. (ISD)
	"	Ann Graham	Counselor, El Campo H.S. (ISD)
	"	Beverly Eddings	Counselor, El Campo H.S. (ISD)
	"	Roy L. Johnson	Teacher, El Campo H.S. (ISD)
	"	Thelma Hinze	VAC, Moulton H.S. (ISD)
	"	Tecia Dyer	Teacher, Woodsboro JR. H. (ISD)
	"	Janet Kobza	Voc. Counselor, Victoria H.S. (ISD)
	"	Roy Goldman	Voc. Counselor, Victoria H.S. (ISD)
	"	Melvin Berry	Voc. Director, Cuero H.S. (ISD)
	"	Marlen E. Aschen	Math Teacher, Calhoun H.S. (CCISD)
	"	James W. Keenon	Curriculum Director, Van Vleck ISD
	"	Bill Benton	Principal, Woodsboro Jr. High ISD
	"	Jerry Burnaman	Voc. Counselor, Bay City ISD
	"	Ray Bebee	Coordinator, Devereaux Foundation
	"	Cladya Lewis	Librarian, Trivoli H.S.

WORKSHOP PARTICIPANTS

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
III	October 4, 5, 6, 1974	Allen Rank	Counselor, Goliad H.S. (ISD)
	"	Rosemary Cleatham	Voc. Counselor, Cuero H.S. (ISD)
	"	Guy Beane, Jr.	Voc. Counselor, Rice Conso. ISD
	"	Howard Henderson	VAC Karnes City ISD (H.S.)
	"	John L. Hinnett	Industrial Ed. Inst., Industrial ISD
	"	W.W. Watkins	Principal, Industrial H.S. (ISD)
	"	Leon Beane	Migrant Consultant, Region III
	"	Chuck Stephenson	Crime Drug Consultant, Region III
	"	Booby Platt	VEH Consultant, Region III
XV	October 11, 12, 1974	Celeste R. Prugel	G.M. Teacher, Sonora ISD
	"	Cindy Koegele	Teacher, Sonora ISD
	"	Linda Jones	Teacher, May RHSD
	"	Sister Clara O'Driscoll	Teacher, San Angelo
	"	Elizabeth	Counselor, Ballinger H.S. (ISD)
	"	Bourton Jelly	Counselor, Coleman (ISD)
	"	Donnie Burton	DE Coordinator Ballinger H.S. (ISD)
	"	Bob Higdon	Superintendent, Richland Springs
	"	Coke Sawyer	Coop Counselor, Brown County
	"	Sharon Haney	Wall H.S. Teacher
	"	Carolyn Weyerts	CVAE Teacher, San Saba Jr. High (ISD)
	"	Syl Champion	H.S. Counselor, San Saba ISD
	"	Rocky Brookmole	Career Ed. Coordinator, ESC Region XV
	"	Jim Colley	Drug Ed. Coordinator, ESC Region XV
	"	Larry Lusby*	Guidance Coordinator, ESC Region XV

**WORKSHOP PARTICIPANTS**

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
	November 20, 21, 1974	Robert Smith, Jr.	Sec. Counselor, Center ISD
	"	Opree Anderson	Counselor, Logan Jr. High (Typer ISD)
	"	Gladys Cooper	Counselor, Logan Jr. High Typer ISD
	"	Virgie L. Orr	Malakoff ISD, Counselor
	"	Gary Evers	H. S. Counselor West Rusk ISD
	"	Jim Fort	Counselor, Malakoff ISD
	"	Patsy Collins	VAC, Pine Tree ISD
	"	Walter Swann	Counselor, Nacogdocher ISD
	"	Elmer Furtle	Coop Counselor, Harleton-Karneck ISD
	"	Elizabeth Savarese	Counselor, Longview H. S. (ISD)
	"	Jane Houston	Career Ed. Counselor, Longview H. S. (ISD)
	"	Ronald Travis	Counselor, Jacksonville ISD
	"	John Settler, Jr. C	Counselor, Rusk County Coop.
	"	Lynn O'Neal	Counselor, Tyler ISD, Moore Jr. High
	"	George Blasingame	Counselor, Tyler ISD
	"	Janice Buck	Counselor, Kilgore ISD
	"	Karlana Jackson	Counselor, Tyler ISD (HS)
	"	Mavern Kinzie	Counselor, Lindale ISD
	"	Bill Peery	Counselor, White Oak H.S. (ISD)
	"	Joe Murphy	Counselor, Beckville ISD
	"	Flora D. Mauls	Counselor, Tyler H.S. (ISD)
	"	Lora Ann Scott	Counselor, Brownsboror ISD
	"	Raymond Keese	Counselor, Spring Hill ISD
	"	Alma M. Casey	Leveretts Chapel ISD, Counselor
	"	Addys Williams	Secondary Ed. Coordinator, Longview ISD
	"	Helen Nichols	Counselor, Jacksonville ISD



WORKSHOP PARTICIPANTS

Title

Name

Date Attended

Region

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
	December 11, 1974	Robert Miller	Counselor, Ballantyne
	"	Paul Corbett	Counselor, Burlington (Occupational Counselor)
	"	Jim Carlin	Counselor, Hills Point ISD
	"	Norma Phillips	Counselor, Carlisle ISD
	"	Alan Evans	Counselor, Troup ISD
	"	Agnes B. Sparks	Counselor, Van Augustine ISD
	"	T. L. Johnson	Counselor, Lincoln ISD
	"	A. Rowland	Counselor, Longview, ISD
	"	Florida Loran	Counselor, Lufkin, ISD
	"	Janice Youngblood	Counselor, Lufkin ISD
	"	Bill Perry	VAC, Lufkin ISD
1	"	Martha Heard	Counselor, Canton ISD
	"	Esther Hopkins	Counselor, Grand Saline ISD
	"	Jim Griffin	Teacher, Kilgore ISD
	"	Vicki Pines	Quitman, ISD Counselor
	"	Bill Grady	Hallsville ISD Teacher
	"	Elizabeth Leonard	Counselor, Hallsville ISD
	"	Lurline Stanley	Coop. Counselor, Ore City ISD
	"	Mora Tucker	Counselor, Whitehouse ISD
	"	Jean Dowdy	Coop Counselor, Arp-Winona ISD
	"	Birda Parks	Cherokee Coop. Teacher
	"	David F. John	Counselor, Hawkins ISD
	"	Loise S. Willingham	Counselor, Ruskland School
	Nov. 21 - Dec. 11, 1974	Carol Hale	Voc. Counselor, Fredricksburg, P.A. (IIE)
	" 1	Mike Bowie	Career Ed. Counselor, Highways State School
	"	David Miller	Resource Teacher, Lexington H. (IIE)

WORKSHOP PARTICIPANTS

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
	Nov. 21 & Dec. 11, 1974	Ruth Padgett	Vocational Counselor, Elm & Reagan H.S. (Austin ISD)
	"	Alice Brown	Vocational Coordinator, Leander ISD
	"	Chirley Janke	V.E. Coordinator, Tranger ISD
	"	Ralph Zahrenberg	Science Instructor, Fiddings State School
	"	Kyles Kusser	Coop Counselor, Williams County
	"	*Dr. Wayne Schade	Coord. of Secondary Inst., Region XIII
	December 4, 5, 1974	*Mary Millsap	Teacher, McKinney ISD
	"	*Janice Shepherd	Counselor, McKinney ISD
	"	*Janet Skinner	Teacher, Dallas ISD
	"	*Bob Greer	Counselor, Dallas ISD
	"	*Margaret Herrera	Counselor, Dallas ISD
	"	*Becky Geiger	Counselor, Dallas ISD
	"	*Edward Castillo	Counselor, Dallas ISD
	"	*Charlie Warbington	Counselor, Dallas ISD
	"	*Vicki Reich	Counselor, Dallas ISD
	"	*Lolita Bayless	Counselor, Dallas ISD
	December 17, 18, 19, 1974	*Lon Taylor	Voc. Counselor, Hanna H.S., Brownsville ISD
	"	Adalberto Ramirez	Voc. Counselor, LaJoya Jr. High (ISD)
	"	Juan E. Zamora	VAC, Mercedes ISD
	"	Olivia Rivas	Voc. Counselor, Hanna H. S., Brownsville ISD
	"	Carlos Cantu	Counselor, LaFeria H.S. (ISD)
	"	Ben M. Todd	Resource Teacher-Supervisor, Alton ISD
	"	Rebecca Lee	Career Ed. Coord. (K-6) McAllen ISD
	"	Rene Morales	Rio Hondo, ISD, Counselor
	"	Ruben Lopez	Jr. High Counselor, Pharr/San Juan/Alamo ISD
	"	Manual M. Garza	VAC, Mission H.S. (ISD)

WORKSHOP PARTICIPANTS

Title

Name

Date Attended

Region

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
	September 17, 1974	Lucy Alvarez	Teacher, Barr, San Jose/Alamo
	"	Candra Church	Doc. Counselor, Barr/San Jose/Alamo
	"	Jimmy Crown	Doc. Counselor, Hayward
	"	Frank Addivar	Doc. Dir. Delr., Raymondville
	"	Rosalind Kathorne	Doc. Counselor, George-Josa
	"	Melvin Thompson	Migrant Consultant, TIA
	"	Elevinia Gonzales	Organ. M. Coord., Elm. McAllen
	"	Elvia Trevino	Jr. High Counselor Barr/San Jose/Alamo
	"	Shelia Kevadin	Counselor, Weslaco
	"	Jeanette Love	Migrant Consultant, TIA
	"	Robert Martinez	Migrant Consultant, TIA
	"	Bill Jobe	Counselor, Donna I.D.
	"	Mary Gonzales	Counselor, Alta
	"	Peter Haring	Educational Diagnostician, Mercedes
	"	Richard Morluez	Counselor, Hebronville
	"	Roberto Alvarez	Counselor, Brownsville H.S. (I.D.)
	"	Elna Jaquis	Counselor, Brownsville H.S. (I.D.)
	"	Margaret Stchison	Voc. Director, LaLoya
	"	Valentin DelaCruz	Counselor, Trinity
	January 8, 9, 10, 1975	Jimmy Grant	Lovelady H.S. (I.D.) Teacher
	"	Ronnie Driskell	Coop Counselor, Groveton
	"	L.H. Hamilton	Principal, Groveton H.S. (I.D.)
	"	John W. Reynolds	Teacher, Lovelady H.S. (I.D.)
	"	Jerry Peterson	V.L.S. Lovelady H.S. (I.D.)
	"	Robert Taylor	



WORKSHOP PARTICIPANTS

Title

Name

Date Attended

Region

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
	February 9, 11, 1975	Robert Bell	Coach, Texaco, B.S. (1973)
	"	Pauline Goodson	Class Teacher, Madisonville H.S. (1974)
	"	Josie Mae Williams	Class Teacher, Richards H.S.
	"	Lawrence Oliver	Voc. Teacher, New Beverly H.S.
	"	Treixie Greys	Coop Counselor, Anderson-Miro-iola H.S.
	"	Hillary Jessup	Cooper Counselor, Hook-Sommerville H.S.
	"	Lynnda Trichel	Voc. Teacher, Madisonville H.S. (1974)
	"	Dancy Wick	Language Arts Teacher, Hook H.S.
	"	Bill Trichel	Voc. Teacher, Madisonville, B.S. (1974)
	March 11, 12, 13, 1975	Bob Black	Counselor, Fuller Middle Sch., Cleburne H.S.
	"	Lois Furnas	Voc. Counselor, Cleburne H.S. (1974)
	"	Dayton Carver	Voc. Counselor, Ft. Worth H.S., Arlington Hts. H.S.
	"	Malvin Knight	Counselor, Burleson H.S. (ISD)
	"	Harold Whitson	Voc Counselor, Ft. Worth ISD
	"	Wade Hearn	Voc Counselor, Ft. Worth ISD
	"	Wesley Hopkins	Voc. Counselor HS. & JR. H.S., Ft. Worth ISD
	"	Almena Johnson	Lead Counselor, Ft. Worth ISD, Adm. Bldg.
	"	Jane Jones	Counselor, Cleburne H.S. ISD
	"	Jean LaDue	Voc. Counselor, Ft. Worth ISD
	"	Bill Malone	Counselor, Burleson H.S. ISD
	"	Max McRaney	Voc. Director Burleson
	"	Burford Deal	Counselor, Ft. Worth ISD
	"	Wally Patton	Counselor Weatherford ISD (H.S.)
	"	Dennie Richardson	Counselor, Weatherford H.S. (H.S.)
	"	Lula Strong	Counselor, Cleburne H.S. (1974)
	"	Charles Thomas	Voc. Counselor, Ft. Worth ISD

WORKSHOP PARTICIPANTS

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
	March 11, 12, 13, 1975	Joe Eison	Principal, Weatherford H. S. (IND)
	"	Jack Vereen	Counselor, Weatherford H. S. (IND)
	"	Jim Burns	Guidance Coordinator, E. C. XI
	March 19, 20, 21, 1975	Tom Jester	Guidance Assoc., Odessa H. S.
	"	Freddie Buchanan	Counselor, Odessa H. S.
	"	Ralph Swafford	Teacher, Odessa H. S. (Ector City, ISD)
	"	Shella Carpenter	Teacher, Odessa H. S.
	"	Reba Bailey	Counselor, Odessa H. S.
	"	Jan Branch	Eng. Teacher, Odessa H. S.
	"	Wanda Swafford	Teacher, Permian H. S. (Ector City, ISD)
	"	Suzie Hirsch	Teacher, Permian H. S. (Ector City ISD)
	"	Floy	Eng, Teacher, Permian H. S. (Ector City ISD)
	"	Gary?	Guidance Associate, Permian H. S. (Ector City ISD)
	"	Daniel Valenzuela	Counselor, Ector H. S. (Ector County ISD)
	"	Bob Dailey	Guidance Associate (H.S. Ector County ISD)
	"	Kay Touchstone	Counselor, Ector H. S. (Ector County ISD)
	"	Helen Frazier	Teacher, Minitz H. S. (Ector County ISD)
	"	Alice Greenwood	Teacher, Minitz Jr. H. S. (Ector County ISD)
	"	John Goodman	Voc. Counselor, Curriculum Bldg. (ECISD)
	"	Jerry Bass	Voc. Counselor, Midland School (SD)
	"	Joyce Kipgen	Guidance Coordinator Region XVIII
	April 15, 16, 17, 1975	Kathryn Edwards	Counselor, Dumber H. S. Ft Worth ISD
	"	Deliva (Vicki) Horner	Counselor, Meachow Middle Sch. (Ft. Worth ISD)
	"	Birdie Elder	Counselor, Tech, High, Ft. Worth ISD
	"	W. Mae Powell	Counselor, Southwest H.S. (Ft. Worth ISD)
	"	Margie Major	Counselor, Paschal H. S. (Ft. Worth ISD)



WORKSHOP PARTICIPANTS

<u>Region</u>	<u>Date Attended</u>	<u>Name</u>	<u>Title</u>
	December 4, 5, 1975	Vern Laws	Counselor, Dallas ISD
	"	*Theresa Need	Counselor, Dallas ISD
	"	Ulysses Bell	Counselor, Dallas ISD
	"	*Leo Nager	Counselor, Dallas ISD
	"	*Chloe Baker	Counselor, Dallas ISD
	"	*Judy Reynolds	Jr. High Counselor, Irving ISD
	"	*Jerry Christian	Jr. High Counselor, Irving ISD
	"	*John Densmore	Teacher, Irving ISD
	"	*Dixie Black	Teacher, Honey Grove H. S. (ISD)
	"	*Charles Yarborough	Teacher, Honey Grove H. S. (ISD)
	"	*Betty Cooke	Guidance Coordinator, Region X
	"	*John Shirley	Career Ed. Consultant, Region X
	"	Roxie Smarzik	Career Ed. Consultant, Region X
	"	*Bill Smith	Career Ed. Consultant, Region X
	"	*Bob Taylor	Voc. Counselor, Duncanville H. S. (ISD)
	"	*Mary Millsap	Teacher, McKinney ISD
	"	*Janice Shepherd	Counselor, McKinney ISD
	"	Janet Skinner	Teacher, Dallas ISD
	"	*Bob Greer	Counselor, Dallas ISD
	"	*Margaret Herrara	Counselor, Dallas ISD
	"	*Becky Geiger	Counselor, Dallas ISD
	"	*Edward Castillo	Counselor, Dallas ISD
	"	*Charlie Warbington	Counselor, Dallas ISD
	"	*Vicki Reich	Counselor, Dallas ISD
	"	*Lolloa Bayless	Counselor, Dallas ISD

\*Indicates Follow Up Participant



APPENDIX C

SAMPLE LETTER TO E. S. C.'S

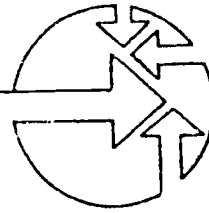
FOR PLANNING

WORKSHOPS



vocational guidance service

GROUP GUIDANCE PROGRAM



2525 SAN JACINTO  
HOUSTON, TEXAS 77002  
(713) 228-2400  
228-0411

Executive Director  
R. H. WETTELSON  
Program Director  
CAROL ANDERSON

September 10, 1974

Mr. R. J. Cochran  
Guidance Coordinator  
Region VIII Education Service Center  
100 N. Riddle  
Mt. Pleasant, Texas 75455

Dear Mr. Cochran:

This letter is to confirm the dates of October 22, 23, 24, 1974 as those reserved for a Group Guidance Program workshop to be held in Mt. Pleasant. I have enclosed some materials on the program and workshop which may be helpful to you in planning.

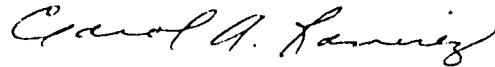
As you know the workshop is primarily designed for secondary school educators who desire to implement a career group guidance program as a component of their total guidance/career education program. In the past we have found the training particularly effective if a counselor (s)/teacher (s) team represents each school participating in the workshop. Other interested personnel such as librarians, administrators, student teachers and certainly, all interested E.S.C. staff are also valuable candidates for the workshop. As a result of the training each participant will have the necessary materials and skills to implement the Group Guidance Program model.

Because we conduct the workshop activities in small groups as in the student program it is necessary to limit the workshop to a minimum of fifteen and a maximum of thirty participants. If you could please let us know the total number of participants expected at least a week prior to the workshop, we will be able to plan our materials accordingly.

As you know, there is no cost to the service center for our services as this is a program jointly funded through the Guidance Services and Occupational Education and Technology Division of the Texas Education Agency. We will, however, require a small amount of equipment to conduct the workshop and I have listed this on an attached page.

If you have any questions about the Group Guidance Program or workshop, please call or write. Thank you very much for inviting us back to Region VIII. We are looking forward to a great workshop.

Sincerely,



Carol A. Ramirez  
Program Director  
Group Guidance Program

cc: Mr. Tom Carney, Executive Director  
Mr. Leroy Hendricks, Director of Instructional Services

APPENDIX D.

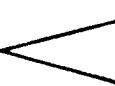
WORKSHOP SCHEDULE OF ACTIVITIES

SEQUENCE OF ACTIVITIES FOR THE GROUP  
GUIDANCE PROGRAM FACILITATOR  
TRAINING WORKSHOP

DAY 1

- Introduction to Program and Workshop
- Orientation Slides
- Group Demonstration Tape (Ten Minutes, Joe Garfield)
- Group Atmosphere Slides
- "Horse Trading" Case

BREAK

- Decision-Making Procedures Slides
- "Shipwreck" Case
- Larry Jacobs Case
- LUNCH  Select a participant, privately, to present Session I after lunch. Review during lunch break.
- Larry Jacobs Videotape
- Session I from Training Curriculum Outline (by Participant)
- Video Training Tape I - Allison Jacobs Case
- Assign Cases for Participants to Present on Second Day

DAY 2

- Participant(s), Present "Employee Selection" Case
- Regroup for Feedback (and BREAK)
- Participant(s) Present "Portia Smith" Case and Self-Picture Check List
- Video Training Tape IV - "Portia Smith" Case

LUNCH

- Video Training Tape VII - "Self-Picture Check List" only
- Participant(s) Present "Maria Valdez" Case
- Video Training Tape VI - "Joe Garfield Case"

DAY 3

- Participants(s) Present "What Would You Do?" Cases
- Video Training Tape VIII

BREAK

- Hand out Training Curriculum Outlines to all Participants
- Briefly review each of the Ten Sessions
- Distribute Operations Manuals - Career Guidance Through Groups
- "Environment for Change" Slides
- Break into small interest groups for Implementation Planning

The exact amount of time needed for each activity will vary from workshop, depending on the number of participants, the level of interaction and the necessity to stop and answer "mechanical" questions throughout the workshop. However, the developers of the Group Guidance Program Facilitator Workshops have found the placement of the breaks (and day's activities) to be most important in taking advantage of morning "eagerness" and "after lunch drowsiness."

When the 2½ day workshop is crowded into 2 days or less, there will be a noticeable effect after 3:00 p.m. Many participants have to leave early, become edgy, or disinterested. Group activities are fatiguing, so a general workshop day of 9:00 a.m. to 3:00 p.m. is about the best time frame.

For details about each of the activities please refer to the green "Workshop Presenter's Manual." This should probably be done at least a day before presenting the workshop.

## TWO-DAY FOLLOW-UP WORKSHOP

### A G E N D A

#### First Day

8:30 - 9:00 Coffee and Registration  
9:00 - 9:30 General Discussion of Implementation  
Activities to Date  
9:30 - 10:15 Group Process Exercise  
10:15 - 10:30 Break  
10:30 - 11:15 Group Process Exercise  
11:15 - 12:00 Video Tape Demonstration

#### Lunch Break

1:00 - 1:30 Group Process Slides  
1:30 - 2:15 Group Process Exercise  
2:15 - 2:30 Break  
2:30 - 3:15 Case Development Exercise  
3:15 - 4:00 Participants Develop Cases

#### Second Day

9:00 - 10:15 Demonstration and Critique of Cases  
10:15 - 10:30 Break  
10:30 - 11:00 Video Tape Demonstration  
11:00 - 12:00 Case Demonstration

#### Lunch Break

1:00 - 1:30 Curriculum Selection and Planning  
1:30 - 2:00 Video Tape Demonstration  
2:00 - 2:15 Break  
2:15 - 3:00 Placement Component Discussion  
3:00 - 3:30 Wrap-Up Session

#### Third Day

Sight visitations where and when requested.

APPENDIX E CONTAINING SAMPLES OF COMPLETED WORKSHOP EVALUATION FORMS  
WAS NOT REPRODUCIBLE AND WAS REMOVED FROM THIS DOCUMENT  
PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT  
REPRODUCTION SERVICE.

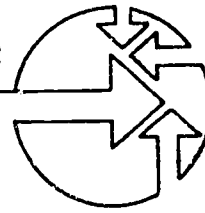


APPENDIX F

INFORMATION ON ORDERING THE  
GROUP GUIDANCE PROGRAM MATERIALS  
FROM THE NATIONAL TECHNICAL  
INFORMATION SERVICE



**vocational guidance service**  
**GROUP GUIDANCE PROGRAM**



2525 SAN JACINTO  
 HOUSTON, TEXAS 77002  
 (713) ~~533-1800~~ 537-1800  
~~533-1800~~

**GROUP GUIDANCE PROGRAM MATERIALS**

Executive Director  
 R. H. WETTLESON  
 Program Director  
 CAROL ANDERSON

The following materials developed by the Group Guidance Program are available through the U. S. Department of Commerce National Technical Information Service 5285 Port Royal Road Springfield, Virginia 22151 .

<u>Accession No.</u>	<u>Title</u>	<u>Price</u>
PB 222-410	THE GROUP GUIDANCE PROGRAM - A Group Career Guidance and Job Placement Program for Secondary School Youth. Sub Title: Volume I - An Operations Manual, Career Guidance Through Groups.	\$6.00
PB 222-411	THE GROUP GUIDANCE PROGRAM - A Group Career Guidance and Job Placement Program for Secondary School Youth. Sub Title: Volume II - Student Curriculum Materials.	\$6.00
PB 222-411	THE GROUP GUIDANCE PROGRAM - A Group Career Guidance and Job Placement Program for Secondary School Youth. Sub Title: Volume III - A Workshop Training Manual.	\$4.75
PB 222-412	THE GROUP GUIDANCE PROGRAM - A Group Career Guidance and Job Placement Program for Secondary School Youth. Sub Title: Volume IV - A Community Resource Manual (Prototype).	\$5.50

When ordering the materials be certain to use the correct accession number and the full title of the publication. Delivery takes 3 to 6 weeks.



APPENDIX G CONTAINING A LETTER OF INVITATION TO AREA ADULT AND  
CONTINUING EDUCATION PERSONNEL WAS NOT REPRODUCIBLE AND  
WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS  
BEING SUBMITTED TO THE ERIC DOCUMENT  
REPRODUCTION SERVICE.

APPENDIX H CONTAINING SAMPLE EXPERIMENTAL GROUP EVALUATION  
FORMS WAS NOT REPRODUCIBLE AND WAS REMOVED FROM THIS  
DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE  
ERIC DOCUMENT REPRODUCTION SERVICE.

APPENDIX I

SUPPLEMENTARY CASES TO THE  
GROUP GUIDANCE PROGRAM

MARY AND JEAN

Jean worked at the cafe as a waitress all winter. When she started work she decided that she would try to save at least \$9.00 each week. Every Friday she went to the bank and put the \$9.00 into her savings account.

One night in June her friend Mary called up. Mary said that her family was going to Galveston and spend a week there. Mary's family said that Jean could come if Jean could pay her own way. Jean was very excited but she wasn't sure if she should go.

1. What do you think Jean's answer was?

THE CASE OF JOHN THOMPSON

John Thompson works at Walton's Department Store. Last Wednesday the supervisor asked John and three other workers to work overtime. John refused saying that he had plans and could not back-out on such late notice. The other three employees worked overtime.

Again on Thursday the supervisor needed someone to stay overtime; John was asked and again refused.

The supervisor asked for John's resignation on the basis of being uncooperative. The supervisor informed him that his job would require overtime for the next two weeks. John has refused to resign.

Walton's Department Store has no rules for working overtime. What do you think should be done in this situation?

CASE: "To Cheat or Not to Cheat"

Jane has always wanted to be the good student her older sister, Betty, is. Somehow, Jane never quite seems to measure up, and her parents are constantly comparing her to Betty.

Last week, Jane worked very hard to pass a math test, but failed with a score of 50. Her parents were furious and took away all her privileges for two weeks.

This week Jane has to take another test in math, and she has already decided she isn't going to fail this one -- even if she has to cheat!

What would you do if you were Jane?

AGREE OR DISAGREE WITH THE FOLLOWING COURSES OF ACTION:

- \_\_\_\_\_ 1. The only way Jane could really satisfy her parents or herself is to cheat.
- \_\_\_\_\_ 2. Jane should talk to her counselor about the problem.
- \_\_\_\_\_ 3. Jane should forget the matter and go ahead and make an "F".
- \_\_\_\_\_ 4. Jane and her counselor should set up a meeting with her parents so they could all talk over Jane's situation.
- \_\_\_\_\_ 5. Jane could try to persuade the teacher to give her a passing grade.
- \_\_\_\_\_ 6. Jane could talk to her teacher and her parents to let them know how she feels.
- \_\_\_\_\_ 7. Jane should play sick and not go to school on the days she has tests.
- \_\_\_\_\_ 8. Jane should assume the attitude that she is doing the best she can and forget what everybody else thinks.



CASE: "David's Best Friend:"

David looked very much like his best friend, Peter. In fact, the only real difference between the two was that Peter was a leader and a straight "A" student while David wasn't interested in studying. He seemed to prefer taking things apart and putting them back together rather than reading books and socializing like Peter always did.

David's big problem, however, was that he felt people liked his friend better than they liked him. He was sure that Peter was smarter, better looking, and had more friends than he did. He became so convinced that Peter was better than he was that he began to doubt if he had anything to offer his friends.

Gradually David began to spend more and more time taking things apart and putting them back together, and his friends couldn't figure out what happened.

CASE: "I Never Get to Talk"

Mr. Webster's class was just wrapping up the day's case discussion when several hands went up, and serious faces indicated that the students weren't ready to close the discussion.

Teddy, a class leader, waving his hand wildly, seemed most anxious to be recognized. "What's on your mind, Teddy?" asked Mr. Webster.

"We don't have enough time to discuss our cases as much as we need to. You know--some people like to talk a lot," replied Teddy, trying to be as diplomatic as possible.

"Do the rest of you feel this way, too?" responded Mr. Webster.

"Yah!" blurted several in unison.

"It's Joey. He takes up most of the time and we don't get a chance hardly ever to say a word," Jerry said, finally getting in his two cents' worth.

"How do you feel we could improve the situation so everyone will have a change to talk?" asked Mr. Webster.

CHUCK GILBERT

Chuck is an 8th grade student at Hook's Junior High School. His younger brother and sister also attend the same school. Chuck's father is an engineer and his mother is a college librarian.

Chuck makes poor grades and his parents and teachers are always lecturing him about the importance of making good grades. They tell him that all he needs to do is study and he will make good grades like his brother and sister. Sue and Jim have always made straight A's and his parents give them special priveleges and praising them for the fine work they are doing in school.

Third quarter report cards were handed out today and Chuck's report was as follows:

English - F	P.E. - A
Science - F	Math - D
Reading - D-	Art - C
Woodwork	- B

The following letter was found by his father when he returned home from work today:

Dear Mom and Dad,

I have failed you again and for the last time. I am leaving home and don't try to find me. Don't worry about me because I will be OK. My report card is on the desk.

I'm sure Sue and Jim will make you happy with their usual straight "A" report cards.

Chuck

## THE JIMMY BOOKER CASE

My younger brother, Jimmy came home from school very upset today. He told me the following story:

I caught Carlos Woolsey stealing money from Suzan Ward's purse today. When I returned to my classroom from lunch today, Carlos was going through Suzan's purse and he really seemed surprised that I had caught him. He turned and glared at me and told me I had better keep my mouth shut about what I saw.

When the rest of the class returned to the room, it was several minutes before Suzan noticed that \$10.00 was missing from her purse. She reported it to the teacher. The teacher, Mrs. Hudson was very upset and angry at the class because no one would confess or tell who took the money.

Mrs. Hudson told the class that we will all have to go to the principal tomorrow and stay until someone confesses.

Jimmy told me that Carlos is perhaps the most popular boy in Evan's Jr. High School and he is a big football star. Jimmy is rather small and shy and is afraid of Carlos but he wants to do what is right.

As a concerned older brother, I am asking you to discuss the problem and suggest to me what I should advise my brother, Jimmy to do?

### Some possible solutions:

1. Call the teacher at home and tell her.
2. Forget it Suzan will learn her lesson not to leave her purse in the classroom.
3. Suggest that the older brother go to the teacher and tell her the story.
4. Suggest that older brother talk to Carlos and tell him to lay off Jimmy and if he does not tell the teacher in the morning then Jimmy will.
5. Suggest that Jimmy should talk with his classmates when he gets to school and take up a collection to replace Suzan's lost money so the class will not get in further trouble.
6. Jimmy should talk to Carlos face to face and tell him what he did was wrong and tell him you are going to tell the teacher if he doesn't.
7. Talk to Carlos and try to get him to give you the money so you can try to slip the money back in Suzan's desk without being seen.

APPENDIX J CONTAINING SAMPLE FEEDBACK SURVEY LETTERS WAS NOT  
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DOCUMENT REPRODUCTION SERVICE.

APPENDIX K

TEXAS EDUCATION AGENCY

"BASIC LEARNER OUTCOMES FOR CAREER EDUCATION"

WITH CORRESPONDING GROUP GUIDANCE

PROGRAM CASES

"BASIC LEARNER OUTCOMES FOR CAREER EDUCATION"

I. Career Planning and Decision Making

- I-2 The Task Group Method utilized by the Group Guidance Program is directed toward teaching students to make decisions by going the logical steps.
- I-3 Portia Smith Case - Larry Jacobs Case - Sharon James Case.
- I-4 Sharon James - Portia Smith
- I-5 Larry Jcacobs - Alternatives to School Session
- I-6 Occupational Resources Sessions
- I-7 Larry Jacobs Case
- I-8 Larry Jacobs Case
- I-10 Occupational Resources Session
- I-11 Larry Jacobs Case - Yvone Davis Case
- I-12 Larry Jacobs Case - "Rate The Satisfactions You Need" Exercise.

II. Career And Occupational Information

- II-1 "What do Employers Look for in Employees" Session.
- II-2 Occupational Resources Session
- II-3 Occupational Resources session - Interview session
- II-4 Occupational Resources session - Job Descriptions Exercise.
- II-5 Occupational Resources session
- II-6 Interview session - Guest Speaker session
- II-7 Occupational Resources session - Joe Garfield Case - Rate the Satisfactions you Need" Exercise
- II-9 Interview session - Application session.
- II-10 Occupational Resources Session - Employment Testing Session

- II-11 "What do Employers look for in Employees" Session
- II-12 Occupational Resources Session - Interviews Session

III. Job Acquisition and Retention

- III-1 Employee Selection Session - Completing Application Session
- III-2 Employee Selection, Applications, and Interviews Sessions
- III-3 Interview Session
- III-4 "What Would You Do?" Cases - Portia Smith Case
- III-7 "What Would You Do?" Cases - Maria Valdez Case  
Joe Garfield Case - John Thompson Case
- III-8 Employee Selection Session - "What Employers Look for in Employees" Session - Summer Jobs Handout.
- III-9 Joe Garfield Case - Portia Smith Case - Self-Picture Check List Exercise
- III-10 John Turner - Alvin Murray Case

IV. Attitudes and Appreciation for a Career Success

- IV-1 Maria Valdez Case - Sharon James Case - Portia Smith Case - What Would You Do? Cases
- IV-2 Portia Smith Case - Maria Valdez Case
- IV-3 Jack Jones Case - Larry Jacobs Case
- IV-4 Larry Jacobs Case - Maria Valdez Case
- IV-5 What Would You Do? Cases
- IV-6 Orientation Session - Joe Garfield Case - Maria Valdez Case
- IV-7 Larry Jacobs Case - Portia Smith Case - Rate The Satisfactions you Need Exercise.
- IV-10 Clara Brown Case - What Would You Do? Cases.
- IV-12 What Would You Do? Cases
- IV-13 Group Guidance Model
- IV-14 Group Guidance Model



- IV-15 John Thompson Case
- IV-16 Larry Jacobs Case - Rate The Satisfactions You Need Exercise
- IV-17 Orientation Session - Interview Session
- IV-18 Employee Selection Sessions
- IV-19 Allison Jacobs Case
- IV-20 Allison Jacobs Case - Jack Jones Case
- IV-21 Allison Jacobs Case - John Thompson Case - Group Model
- IV-22 Maria Valdez Case
- IV-23 Allison Jacobs Case - What Would You Do? Cases
- IV-24 Joe Garfield Case - Dress & Mannerisms Handout - Interview Session - John Thompson Case
- IV-25 Maria Valdez Case - John Turner - Alvin Murray Case - Preston Garrett -v- Susie Sommers & Mary Jones Case

V. Skills in Human Relationships for Careers

- V-1 Maria Valdez Case - What Would You Do? Cases
- V-2 Maria Valdez Case - What Would You Do? Cases
- V-3 Joe Garfield Case - Maria Valdez Case - Company Concept Theory
- V-4 Maria Valdez Case - Portia Smith Case - John Thompson Case
- V-5 Company Concept Theory
- V-6 Interview Session - John Thompson Case
- V-7 Maria Valdez Case - John Thompson Case
- V-8 Jack Jones Case
- V-12 Process Feedback of Group Guidance Program Model.
- V-13 Process Feedback of Group Guidance Program Model
- V-14 Process Feedback of Group Guidance Program Model
- V-15 Maria Valdez Case - Joe Garfield Case

- V-16 Portia Smith Case - Most cases in curriculum
- V-17 Portia Smith Case - Self Picture Check List - Employee Selection Session
- V-18 Group Process of Program
- V-19 Interview Session
- V-20 What Would You Do? Cases
- V-21 Dress & Mannerisms Handout
- V-22 Group Process of Program
- V-23 Maria Valdez Case - John Thompson Case
- V-24 Group Guidance Program Model
- V-25 Self-Picture Check List and Portia Smith case - Sharon James Case

VI. Self-Investigation and Education for Career Success

- VI-1 Larry Jacobs Case
- VI-2 Larry Jacobs Case - Various Interest Surveys - Employment Testing Section
- VI-3 Larry Jacobs Case - Rate the Satisfactions You Need Exercise
- VI-4 Larry Jacobs Case - Occupational Resource Section
- VI-5 Maria Valdez Case
- VI-6 Larry Jacobs Case - How to Use School Session
- VI-7 Portia Smith Case - Larry Jacobs Case - Sharon James Case - Self Picture Check List Exercise - What Would You Do? Case - Portia Smith Case
- VI-8 Self-Picture Check List Exercise - What Would You Do? Cases
- VI-9 Occupational Resources Session - Employee Selection Session
- VI-10 Self-Picture Check List Exercise
- VI-12 What Would You Do? Cases

- VI-14 Portia Smith Case - Larry Jacobs Case - Sharon James Case - Self-Picture Check List Exercise
- VI-15 Clara Brown Case
- VI-16 What Would You Do? Cases
- VI-17 Portia Smith Case - Rate The Satisfactions You Need Exercise

VII. Personal/Work/Societal Responsibilities

- VII-2 Portia Smith Case - Maria Valdez Case
- VII-3 Joe Garfield Case - Maria Valdez Case - What Would You Do? Cases - John Turner - Alvin Murray Case
- VII-4 Alternatives to School Session
- VII-9 What Would You Do? Cases
- VII-11 Portia Smith Case - Joe Garfield Case - John Thompson Case
- VII-12 Joe Garfield Case - Maria Valdez Case
- VII-14 Self-Picture Check List Exercise
- VII-23 Joe Garfield Case
- VII-25 Interview Session - Dress & Mannerisms Handout

VIII. Economic Factors Influencing Career Opportunity

- VIII-2 Occupational Resources Session
- VIII-10 Joe Garfield Case

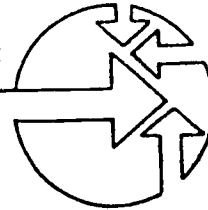
IX. Educational/Career Opportunity Relationships

- IX-1 through 4 Many of Group Guidance Program cases indirectly respond to these points. Specifically, Employment Testing, What School means, How To Use School, Alternatives to School Sessions.
- IX-9, 10, 11 Many Group Guidance Program cases, as well as the program model, respond to this point. Specifically, Employee Selection, Applications and Resumes, and What Would You Do? Cases.
- IX-15, 16 Group Guidance Program Concept responds to these points

APPENDIX L

ACTIVE NEWSLETTER ARTICLE

VGS vocational guidance service  
GROUP GUIDANCE PROGRAM



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HOUSTON, TEXAS 77002  
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Executive Director  
R. H. WETTLESON  
Program Director  
CAROL ANDERSON

March 28, 1975

Mr. Elton Thomas, Editor  
ACTIVE NEWS  
P. O. Box 1886  
Austin, Texas 78767

Dear Mr. Thomas:

Enclosed is an article on the training activities currently being conducted by the Group Guidance Program field consultants in the twenty Education Service Centers. I think ACTIVE NEWS readers would find it of interest and I hope you think it merits publication.

Thank you very much for your consideration.

Sincerely,

Carol Anderson Ramirez  
Program Director  
Group Guidance Program

CAR:sh  
Enclosure

WORKSHOP HELD FOR TRAINING EDUCATORS IN  
GROUP CAREER GUIDANCE TECHNIQUES

Workshop training utilizing group processes for dissemination of career guidance materials and techniques is currently being conducted in regional Education Service Centers throughout the state. Currently in its third year of activity, the Group Guidance Program has involved 1,200 educators in the training process.

The facilitator-training workshops are made available to the Education Service Centers through a Texas Education Agency contract (the Division of Occupational Education and Technology and the Division of Guidance Services) with Consortium C in Houston. Secondary school personnel, including counselors, teachers, vocational specialists, administrators and Education Service Center personnel participate in a three-day workshop, during which time they are provided an orientation to the Group Guidance Program basic concepts, materials and techniques. The majority of time is spent in participant-involved activities.

The training is designed to promote group facilitating skills for providing students with career information and guidance activities in three major areas. These areas include: labor market information; self-awareness; and tools for employment (getting and keeping a job). An intrinsic component of the overall program is also the development of decision-making and communication skills.

The workshops are designed with the intent of maximizing the dissemination of the Group Guidance Program model as a component of a school's career education plan. At the conclusion of the workshop, the participants are equipped with the basic skills and materials necessary to return to their respective schools and immediately implement the program with student groups. During this first experience with the Group Guidance Program, additional faculty who did not attend the training workshop may be given an overall orientation to the Program and invited to observe actual groups in operation. When additional interest in training more facilitators is identified, in-service sessions, with the assistance of the regional Education Service Center personnel, can be implemented.

The student materials presently available with the Group Guidance Program contain enough activities for a school to organize a basic group career guidance program for 10th, 11th, and 12th grade students. Thus, students could participate in a group career guidance program for each of their secondary school years, for a total of 30-40 sessions, without duplication.

For additional information on participation in one of the Group Guidance Program Training Workshops, interested educators should contact their regional Guidance or Career Education Coordinator located at the local Education Service Center.

# ACTIVE news



## The Advisory Council For Technical-Vocational Education In Texas



Vernon A. McGee, Chairman

Alton D. Ica, Executive Director

Box 1886 Austin, Texas 78767 512/475-2046

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### GUIDANCE WORKSHOPS UNDERWAY

Workshops aimed at developing group techniques for the dissemination of career guidance materials are being conducted in regional Education Service Centers throughout the State.

In its third year, the Group Guidance Program has involved 1,200 counselors, teachers, vocational specialists, administrators and ESC personnel in three day workshops.

Each workshop focuses on promoting "group skills" for providing students with career information and guidance activities in three major areas. These areas are: labor market information, self-awareness, and tools for employment (getting and keeping a job).

Additional information on the workshops can be obtained by contacting the guidance or career education coordinator at an ESC.



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