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## ABSTRACT

The purpose of the project evaluated in this third-party report was for the North Central Technical Institute in Wausau, Wisconsin, to provide career education to the adult population (including youth 16 years of age and over) in school and out of school, in the area served by the North Central Vocational, Technical and Adult Education District. Particular emphasis was placed on meeting the needs of the small communities and rural areas. Career education concepts of self-awareness, career awareness, career exploration, career decisionmaking, and career preparation were incorporated into the project in that they were used as criteria in determining the needs of the individual and as guides to curriculum development. Services were provided by the project to adult populations including the unemployed, underemployed, employed, high school dropouts, women, American Indians, and rural disadvantaged. Vietnamese and Russian populations were of sufficient number to warrant the formation of adult basic education classes and classes in English as a second language. Activities during the project's 3-year duration were evaluated as successful. Recommendations were made based on the evaluation data. The report contains an introductory chapter on the broad project setting, and chapters describing and assessing its accomplishments in services to adults, coordination of efforts with other agencies, promotion, and activities with K-12 schools (which were an extension of the original project design).

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Third party evaluation report  
of career education for persons in rural areas  
primary focus on adults 16 and over

July 1976

exemplary project in vocational education  
Part D of Public Law 90-576

North Central Technical Institute  
1000 Schofield Avenue  
Wausau, Wisconsin 54401

project no. F5005VW; grant no. OEG-0-73-5292

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## PREFACE

This report represents the third party final evaluation of "Career Education for Persons in Rural Areas, Primary Focus on Adults 16 and Over," an exemplary project in career education conducted by the North Central Technical Institute Wausau, Wisconsin, under Part D of Public Law 90-576. The Draft Guidelines for the Evaluation of Career Education Programs submitted to the U.S. Office of Education by Development Associates, Incorporated, Washington, D.C. were used as the basis for this evaluation.

Evaluation services were provided under a contract with the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison.

The evaluation was carried on by Henry C. Ahrnsbrak, Professor Emeritus, Department of Educational Administration, Project Consultant under the direction of Merle E. Strong, Director, Center for Studies in Vocational and Technical Education and James Augustin, Specialist, Center for Studies in Vocational and Technical Education.

The breadth of this kind of project is readily apparent. However, the expertise and time for planning and execution, the effort required to obtain satisfactory cooperation of all involved persons, and the formulation of the evaluation conceptual framework and mechanisms required for the project are sobering experiences. The exemplary project provided opportunities for the staff to deal with a broad spectrum of persons with diverse needs ranging from the rural disadvantaged adult to the heterogeneous membership in the public schools, grades K-12.

The project staff attempted to reach as many persons as possible through the use of the media and by means of personal contact. This effort at informing the public and assisting them with their career education needs resulted in cooperative work with agencies which were well established and had a clientele to refer to the project staff.

The staff members were well accepted by school administrators and faculty members. In spite of this acceptance the staff found themselves not working through the school organizational structure, but personally assisting individual cooperative teachers with their diverse career education infusion problems as well as with students and their parents.

In a few schools, the administrators and faculty comprehended early the significance of career education and organized their efforts systemwide. As a result, these administrators and faculty members used the project staff members more efficiently and effectively. As a consequence, the project staff organized their services to two categories of schools. Four schools known as pilot schools were visited weekly. The remainder were organized as "cluster" or contact schools. There were four "clusters" of schools which the project staff serviced through monthly meetings with representatives from each of the member schools.

This report is an effort to evaluate the efforts and outcomes of the project staff as they relate to the purposes of the project. Other functions were performed by the project staff but they were largely ancillary to the main objective of orientation to and implementation of career education. Such ancillary functions include work on publicity and the dissemination of information about the project.

The evaluators wish to express their appreciation to the project staff for their cooperation in the evaluation process. Special appreciation is extended to those who served during the last two years, when their activities intensified. The intensification resulted from a growing awareness on the part of the cooperating agencies and schools concerning the implementation of career education and the need for evaluation of their progress.

*Merle E. Strong*

## CHAPTER I

### Introduction

This introductory chapter of the report attempts to set forth the broad setting in which this exemplary project was carried on. The exemplary project proposal was developed by Dr. Russell Paulson, Director for Research and Development at the North Central Technical Institute and the project was directed by him. At the state level the technical institutes are responsible to the State Board of Vocational, Technical and Adult Education. The exemplary project attempted to deal with adult groups on a district-wide basis.

The Technical Institute District contains 23 public school districts and a number of church related schools. Also within the Technical Institute District are two intermediate districts known as Cooperative Education Service Agencies. A coordinator for career education in the State Department of Public Instruction coordinates the career education activities among the schools of the state.

This introductory chapter is divided into the following sections: state and local responsibility for career education, purpose of the project, the project in its demographic setting, and the organization and administration of the project.

### Career Education at the State and Local Level

The Department of Public Instruction employs a consultant for career education who provides services to the local public schools and the nineteen intermediate districts known as Cooperative Educational Service Agencies (CESA's). These agencies have their own governing boards and employ an executive director and staff. Two of them are entirely within District 15, where North Central Technical Institute is located.

Theoretically, these CESA districts are responsible for their own career education programs. At the same time, district 15 encompasses 23 public school districts a few church related schools and four CESA's. A total of 26,897 public elementary school pupils and 18,538 public high school students are located in the district. All of the public and private schools were invited to join the present career education project. CESA staffs participated in many of the project staff's committee deliberations. This indicates the project's significant influence on the CESAs.

### Purpose of the Project

The purpose of the project was to provide career education to the adult population (including youth 16 years of age and over) in school and out of school, in the area served by the North Central Vocational, Technical and Adult Education District. Particular emphasis was placed on meeting the needs of the small communities and rural areas. This original purpose was modified as a result of the following memo for fiscal 1973 excerpted from the Department of Health, Education and Welfare, Office of Education, Policy Paper AVTE-X72-10:

Focus for fiscal Year 1973: In order to achieve maximum impact the funds available for fiscal 1973 will be focused on projects which include a strong guidance and counseling emphasis and which combine, in one operational setting, all of the following components:

1. Programs designed to increase the self-awareness of each student favorable attitudes about the personal, social and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.
2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of options open to them in the world of work.
3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experience for students.

4. Programs at grade levels 10 through 14, designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.
5. Programs designed to insure the placement of all exiting students in either (a) a job, (b) a post-secondary occupational program or (c) a baccalaureate program.

The memo of August 1972 and the project's purpose statement provide an insight into the inclusion of the elementary school, junior high school or middle school as well as high school populations in the proposal.

The objectives of the proposal under consideration are as follows:

1. To increase career education activities to those persons 16 years old and older for those persons
  - a. Presently in high school, public and private
  - b. Presently unemployed
  - c. Presently employed
2. To develop career awareness materials.
3. To expand career awareness programs at the K-6 grade level.
4. To expand to junior or middle school an awareness of the world of work.
5. To expand career education activities to small rural high schools where a high percentage of the student bodies are from disadvantaged or low-income families.
6. To provide career awareness programs for the parents of high school seniors who in the fall semester are undecided as to immediate career objectives.
7. To provide summer career exploration activities to those youth presently 16 years old or over who are in high school or work experience programs.
8. To provide counseling services and career information for the mature woman who wished to re-enter the labor market.
9. To expand career awareness, career exploration and career preparation activities to Vietnam veterans.
10. To expand the articulation of curriculum development in career preparation as depicted in the career educational model between high school vocational programs and post-secondary vocational-technical education programs in at least 4 programs in the first year.



11. To expand career awareness and career counseling services to those persons 16 years old and older who are:
  - a. in high school
  - b. post-secondary vocational preparatory programs
  - c. to at least 10% of those persons presently unemployed who are registered with the Wausau office of the Wisconsin State Employment Service
  - d. to at least 2,000 adults presently employed
  - e. to women who desire to prepare to re-enter the labor market
  - f. to American Indians
  - g. to rural disadvantaged whites
12. To identify and disseminate employment openings information within the district, and where feasible, within the state.
13. To provide information on post-secondary vocational, technical program openings to high schools within the district.
14. To expand part-time career preparation opportunities for those persons over 16 years of age by 4 new courses per year (2 per semester) to serve approximately 50-60 persons.

Career education concepts of self-awareness, career awareness, career exploration, career decision-making, and career preparation were incorporated into the project in that they were used as criteria in determining the needs of the individual and as guides to curriculum development.

#### The Demographic Setting of the Project

A general population of 190,000 persons as of the 1970 census is involved in this project.

The characteristics of the population as listed in the proposal are as follows:

Total population - 190,000  
 Minorities - 3,743 or 2 percent  
 Rural inhabitants - 58 percent  
 Male population - 49.6 percent  
 Female population - 50.4 percent  
 Employed persons - 123,300  
 Women over 16 years of age - 39 percent in the labor market  
 Non-farm and salary jobs - 80 percent  
 Unemployed - 8,290 persons or 6.3 percent

Families with incomes less than \$3,800 - 9.1 percent

Aid to families with dependent children - 1,765 families

Additional 395 children in foster homes and licensed child care institutions

Indians (see minorities above) living within or adjacent to reservations - 2,173

persons 16 years and over in the labor force - 409 employed, 369 considered unemployed of which 107 were seeking work

persons 16 years and over not in the labor force because they were students, physically or mentally disabled, retired or institutionalized, housewives or women for whom no child care substitutes were available - 329 persons

Table I shows the distribution of elementary school and high school students among the school districts in the North Central Technical Institute District. The higher percentage of small school districts is readily apparent. The largest concentration of population is centrally located at and around Wausau with a population of about 60,000 including the suburban area.

TABLE I  
Enrollments of Elementary School Students K-8 and High School Students 9-12 in the Public Schools Located in the North Central Technical Institute District

Enrollments	No. of K-8	No. of 9-12
less than 299		7
300-499	6	6
500-699	7	3
700-899	2	1
900-1099	1	
1100-1299	2	1
1300-1499		1
1500-1699	1	2
1700-1899		
1900-2099		
2100-2299		
2300-2499	1	
2500-2699	1	
2700-2899		1
2900-3099	1	
Over-3300	<u>1</u>	<u>1</u>
Number of Schools	23	23

Table II further illustrates the rural character of the population in the school districts encompassed in the North Central Technical Institute District. The 23 cities and villages of the district are listed in rank order according to the 1970 U.S. Census.

TABLE II

City and Village Populations Encompassed in the North Central Technical Institute District by Rank According to the 1970 U.S. Census

<u>City or Village</u>	<u>Population</u>	<u>City or Village</u>	<u>Population</u>
Bowler	272	Spencer	1,181
White Lake	309	Marathon	1,214
Rosholt	466	Stratford	1,239
Prentice	519	Abbotsford	1,375
*Birnamwood	632	Phillips	1,511
Rib Lake	782	Mosinee	2,395
Tigerton	742	+Schofield	2,577
Athens	856	Park Falls	2,953
*Wittenberg	895	+Rothschild	3,141
Edgar	928	Medford	3,454
Loyal	1,126	Antigo	9,005
Colby	1,178	Merrill	9,502
		Wausau	32,806

\*One school district

+One school district

At the time of the 1970 U.S. Census, 22 cities and villages had populations ranging from 272 to 9,502. Only 2 cities had populations in the 9,000+ bracket. Only one city had a population of 32,806.

Educational resources are limited in many of the districts and community resources for occupational resources are especially limited. Consequently, the opportunities for service by the project staff members to these many schools were obvious to them. It is understandable that teachers and administrators expressed deep appreciation for the services of the project staff members during a recent tour of some of the schools. At one of the schools in the 9,000 population bracket visited recently, the assistant superintendent for instruction was most appreciative of the project staff's services.

## Project Personnel

The Administrator for Research and Development at the North Central Technical Institute directed the project generally with the help of a part-time project staff member until an associate director was identified. The day-to-day administration of the project was the responsibility of the associate director, who had been a career education specialist. Two full time members had guidance and elementary school experience. One part time staff member had a guidance and counseling background. One staff member had a special education and social work background. The staff was well qualified, motivated and enthusiastic. Since the project is located in central Wisconsin, where talented staff are less readily available, the director was fortunate to continue to maintain a qualified staff.

The rural character of the population and the many small communities in the NCTI district led the project director to deploy the five members of the project staff on a regional basis during the first year.

## Schools

For the first year the project staff members visited 23 schools in the NCTI district to introduce career education. In the second year, all project staff members were located at the central office. It was decided, with the recommendation of the second year evaluators, that staff be centralized and that the number of schools assigned to each project consultant be reduced. It was further agreed that the number of groups to be served also be reduced in order to meet the goals and outcomes of the project more specifically.

These recommendations, to reduce the number of schools to be visited, although readily accepted by the project consultants, raised

problems with the schools which might be dropped. Four schools were chosen for weekly visits from consultants. The remaining schools were organized into "clusters". The "cluster" school administrators were asked to select representatives to attend monthly meetings and serve as liaison between the project staff and the respective school faculties and administrators. Each school representative had input concerning problems and developments and also received information for expansion of career education in his/her respective schools. It helped establish good future relations between the schools and NCTI and helped avoid creating a negative attitude toward voluntary participation in federally funded projects.

The reduction of visits to most of the schools underscored what many of the school personnel had feared from the start. Many felt from the beginning that this was another federal project to get something started and then discontinued. Consequently, the project staff members often were queried about what would happen after the termination of the project.

The evaluator attended four "cluster" group meetings this year. The representatives of the "cluster" schools were polled at each meeting to determine the needs of their respective schools. Their recommendations served as the basis for the succeeding agenda.

#### Services for Adults

The original proposal was intended as a broad and comprehensive effort at bringing career education to adults 16 years and over in or out of school. The expectations were to:

1. Provide counseling services and career information for mature women who wished to re-enter the labor market.
2. Expand career awareness, exploration and preparation for Vietnam veterans.
3. Expand career awareness and counseling services, among others, to:
  - a. at least 10% of those persons presently unemployed who were registered with the Wausau office of the Wisconsin Employment Service;

- at least 2,000 adults presently employed;  
to women who desire to prepare to re-enter the labor  
market;
- d. American Indians; and
  - e. rural disadvantaged whites.
4. Identify and disseminate employment opening information within the district and where possible, within the state.
  5. Expand part-time career preparation opportunities for those persons over 16 years of age by 4 new courses per year (2 per semester) to approximately 50-60 persons.

These populations were approached in several ways. One involved having public and private service agencies recommend individuals to the project staff. The other involved providing services to persons who came voluntarily, particularly to those who came to evening classes at NCTI. Despite an extensive media campaign conducted by the staff, only a small percentage of individuals participated. Those who should have participated and did not may well have been the disadvantaged, who are difficult to reach. These individuals would have to be contacted on an individual basis with the help of the public and private social welfare agencies and served with special programs. To accomplish anything with this class of citizens would require a project which was less dependent on volunteerism. American Indians constituted a relatively small group of those affected by this project.

Women other than those who sought employment information constituted at least three groups. One group of women receiving aid to dependent children was willing to attend such classes as the Tuesday Morning Mothers Group at the Y.W.C.A. Another group was interested in cultural or civic development. Women interested in assertiveness training constituted another group. Indians in this district were served by two other projects.

## CHAPTER II

### Services to Adults

This section deals with the career development assistance offered to the project staff to persons 16 years old and older. Specifically, the populations served include the unemployed, underemployed, employed, high school dropouts, women, American Indians and rural disadvantaged. Actually, Vietnamese and Russians appeared in sufficiently large enough numbers to warrant the formation of adult basic education classes (ABE) and classes in English as a second language (ESL).

As indicated, the project staff for career awareness development and career counseling services anticipated that their clientele would come from 2,000 adults presently employed and 10 percent of those presently unemployed who were registered with the Wausau office of the Wisconsin State Employment Service. Persons in these categories were expected to take advantage of the services of the project when they came to evening classes at NCTI. During the period of September 1, 1974 through June 30, 1975, the number of persons reached by the project staff was 307,824 persons. A total of 1,906 adults were reached as a result of group meetings and appointments during the same period.

These data indicate the staff's efforts at publicity and promotion. Despite these efforts at communicating with the public, the most productive sources for persons in need of career education assistance were the public and private agencies. The staff made periodic appeals to these agencies for referrals.

#### Counseling Individuals

During the first thirty months of the project, 86 individuals came for career counseling as referrals. The information in Table III is illustrative of the types of persons counseled and the counseling

provided for the period of January 1, 1976 through March 31, 1976. The terms used in the table, including Intake Interview, Initial Interview, Developmental Interview and Follow-Up, are defined as follows:

Intake Interview-Collection of baseline information and eligibility determination

Initial Interview-Information gathering and rapport building

Developmental Interview-Specifying and clarifying client's expectations

- Identifying and investigating occupations
- Relating information about self to occupational possibilities
- Identifying and exploring education training resources
- Specify client's expectations
- Clarify meaning of work history, educational experiences, etc.
- Construction of plan to achieve career goal
- Implement plan and solve problems relating to it.

Follow-Up-Pursuing initial effort with supplementary action

In view of the short time remaining of the project period and the time remaining for actual carrying out of counseling recommendations, the follow-up consisted largely of finding out what the counselee did immediately after the interview.

Table IV

A Representative Group of Those Students Referred to Project Staff, Age, Types of Counseling Received and Outcomes for January 1, 1976 through March 31, 1976.

<u>Sex</u>	<u>Age</u>	<u>Type of Counseling</u>	<u>Outcome</u>
Female	35	Developmental	Full time student at NCTI - clerk, typist - financial aid provided
Female	30	Developmental	Part-time student at NCTI - Accounting and typing - continue academic counseling
Female	26	Developmental	Continued ABE - Explored volunteer outlets
Male	20	Developmental	Academic counseling - future skills training explored



Table IV (Continued)

<u>Sex</u>	<u>Age</u>	<u>Type of Counseling</u>	<u>Outcome</u>
Female	18	Developmental	Post G.E.D. planning - university admission
Female	18	Developmental	G.E.D. Counseling - post-secondary schooling explored
Female	27	Developmental	Part-time NCTI student, typing
Male	32	Developmental	Supportive services
Female	30	Developmental	Plans to enter NCTI - accounting
Female	31	Developmental	Referred to social agency for further study
Male	32	Developmental	Explored State Civil Service Jobs
Female	26	Developmental	Academic Counseling - continued ABE
Female	23	Developmental	Skilled training exploration - plans to enter nurses aid program
Female	20	Developmental	Exploration of NCTI program
Female	22	Developmental	Referred to University of Wisconsin student services
Female	34	Developmental	Exploring program at NCTI
Female	30	Developmental	Referred to G.E.D.
Female	22	Developmental	Explored skill program at NCTI
Female	19	Intake and Developmental	Enrolled in assertiveness training workshop
Male	19	Intake and Developmental	Decided to go to further education
Male	19	Intake, Developmental and Follow-Up	Seeking a job
Female	36	Intake, Developmental and Follow-Up	Enrolled in accounting and data processing at NCTI

### Counseling Adults for High School Graduation

Some of the adults served by the project staff were those seeking assistance in completing their high school education as a prerequisite to fullfilling job requirements or continuing their education. Illustrative of this type of assistance were two groups of adults at Antigo, Wisconsin. One class consisted of 25 persons ranging in age from 17 years to over 40 with an average period of schooling of 9.8 years. Nineteen passed the G.E.D. test. Approximately 15 1/4 hours of counseling were involved. Another class of 12 ranged in age from 17 to 68 years. The average period of schooling was 9 years. Nine passed the G.E.D. test. A total of 9 1/2 hours of counseling were involved. Since the inception of this project, selfawareness, career awareness, career exploration, decision making and career preparation have become an integral part of preparation for the high school equivalency test.

### Disadvantaged Persons

Classes in adult basic education (ABE) and English as a second language (ESL) were also affected by the presence of career education project staff. Selfawareness, career awareness, career exploration, decision making and career preparation became part of these classes as well. Instructors in these classes attended two workshop sessions of in-service training in career education. In addition, special materials were provided as supplements to the instructional materials for ABE and ESL.

There were 39 students in the ABE classes, 15 of whom were preparing for the high school equivalency test. There were twenty-eight Vietnamese adults and two Russian adults in the ESL classes. Table V presents a representative group of the Vietnamese counselees.

Table V

Samples of Individualized Counseling with Vietnamese Students by  
Sex, Age, Type of Counseling and Outcome

<u>Sex</u>	<u>Age</u>	<u>Type of Counseling</u>	<u>Outcome</u>
Male	26	Developmental	Student at NCTI, Machine tool - Financial support arranged

Table V (Continued)

<u>Sex</u>	<u>Age</u>	<u>Type of Counseling</u>	<u>Outcome</u>
Male	24	Developmental	Employment at Wausau Homes, Inc. ESL class - Engineering
Female	22	Frequent Supportive	Full time student at NCTI Clark typist
Male	37	Developmental	Employment at Zirrero Company ESL
Female	32	Developmental-Career Planning	Part-time student NCTI, typing- enter computer program
Female	26	Developmental	Part-time student NCTI, typing, accounting
Female	24	Developmental	ESL job exploration
Male	19	Developmental- Academic	Full time student at University of Wisconsin-Marathon County Center
Female	60	Supportive Services	ESL home instruction
Male	25	Developmental-Academic	Employment-Wausau Homes, Inc.
Male	41	Developmental	Further medical training
Male	30	Developmental-Academic	Explore dental hygiene
Male	30	Developmental-Academic	Employment at Marmet Window Co. Applied to graduate school- architecture
Female	25	Developmental-Academic	Employed as dental assistant-part- time University of Wisconsin- Marathon County Center-prepare for national dental test
Male	21	Developmental	Job exploration-skill training exploration
Male	21	Developmental	Skill training exploration-plans to enter full time program
Female	22	Developmental	Supportive Family Service-Education planning
Female	26	Developmental	Educational and Family Planning ESI

To supplement case records, a short survey of adult clients in the individual counseling, Adult Basic Education, and Vietnamese categories was conducted. The survey solicited clients' reactions to their experiences with the career education counseling staff at NCTI. The survey was mailed to 64 adult counseling clients in May, 1976. Completed forms were returned by 26 (41%) of the clients. The survey questions and results appear in Appendix A. Although questions were written at a simple reading level, the counseling staff felt that some clients (particularly the Vietnamese and adult high school dropouts) may have not completed the survey because of reading problems. Time did not allow for a followup of nonrespondents.

Respondents were most often seeking counseling on career opportunities and career planning (13 clients) or educational and training opportunities (13). Smaller numbers were seeking help in finding a job (6 clients) or solving personal/social problems (7). Some clients identified more than one area in which they were seeking the counseling staff's help.

Client reactions to their counseling experiences were generally favorable. Eleven persons felt their counselors were very helpful while another 10 found them to be moderately helpful.

Nineteen respondents stated they had discussed at least one career alternative or solution to their problem and thirteen of these indicated that they discussed several with a counselor. The adults were less positive about self-exploration accomplishments. When asked if the counseling helped them learn about their interests, talents, and needs, 13 replied "Yes, somewhat," six said "no", and seven adults said "Yes, definitely."

Half of the respondents were unsure whether they would be able to make better career decisions as a result of their counseling experience. None of the clients felt they would be able to make better decisions. When clients were asked whether they had actually made any career decisions as a result of their counseling, 17 (approximately 2/3) said "No". Those who did make decisions described decisions regarding particular jobs or involvement in educational programs.

Of the 16 clients who believed they would need additional help from their NCTI counselor, most cited the need for help finding a job, or counseling on career and educational opportunities as reasons. Three of the five clients who did not anticipate a need for additional counseling

felt more confident of solving their problems by themselves. The other two clients no longer had \_\_\_\_\_ which \_\_\_\_\_ require counselor help. The results of the question on additional help seem to reflect the admirable degree of success the counseling staff had in either helping clients who completed the survey to the point where they no longer felt the need for professional help or in gaining their trust and confidence so that they will continue to seek help as long as they need it. Whether this is true of all clients, including nonrespondents is unknown.

### High School Dropouts

The project staff cooperated in the conduct of a "Store Front" alternative high school for students sixteen years old and over. The first year there were twelve students enrolled, including five 16 year olds, four 17 year olds, two 18 year olds and one 15 year old. Of the twelve, ten were male and two were female. The students were considerably outside of the mainstream of their peers.

The program was cooperatively financed by VISTA, the Community Action Youth Development Program and the Wausau Board of Education. The project staff was involved in the extent of providing career education counseling services for the curriculum. Since the city council refused to provide additional funds and the Board of Education provided only limited funding, this alternative high school served as a demonstration of the kind of contribution career education can make.

The main thrust of the instructional program was to assist these students to view themselves as becoming members of the economic life of the community even at the expense of certain other aspects of school experience. The project staff members served as consultants in career education curriculum planning.

Field trips were taken to numerous manufacturing plants with a diversity of employment opportunities and operations. Preparation for these field trips and activities involved use of audio visual materials from the Instructional Materials Center at NCTI dealing with the understanding of self and the other concepts of career education in order to help the students make a career development assessment. After the field trips,

students wrote letters to schools and personnel directors inquiring about training and employment opportunities.

Attendance was well maintained and a second class was organized. The second year group visited the NCTI Trade and Industry Department. Additional reading materials were introduced to assist students with career exploration and career decision making.

Table VI illustrates a representative distribution of the sex and age of the second group as well as the counseling provided.

Table VI

Illustrations of Individualized Counseling with Alternative High School Class Students According to Sex, Age, and Type of Activity and Counseling.

<u>Sex</u>	<u>Age</u>	<u>Type of Activity</u>	<u>Counseling</u>
Female	16	Auto Mechanics Exploration	Academic counseling Value clarification Personal evaluation
Male	17	Auto Mechanics Exploration	Academic counseling Value clarification Personal support counseling
Male	17	Agricultural Mechanics Exploration	Academic counseling Value clarification
Male	18	Military Service Exploration	Personal support counseling
Male	17	Data processing Exploration	Academic counseling
Male	18	Welding Program Exploration Military Program Exploration	
Female	15		Supportive service School retention Exploration of income possibilities (home serving)
Male	16	Auto Mechanics Exploration	Supportive counseling Value clarification
Male	17	Police Science Exploration	Academic counseling
Male	18	Training Program Information Truck driving	

A review of Tables IV, V and VI indicates that the persons identified in Table IV were largely citizens who did not follow the usual pattern of progress through high school. Those presented in Table V were persons of similar age but different culture having problems of adjustment. Many were better prepared than those in Table IV but had to adjust to employment or continued education in an alien culture. Those illustrated in Table V were high school aged students who somehow had trouble adjusting to their own established cultural pattern. The latter were in need of value clarification, personal evaluation and supportive counseling.

### Youth in Need of Work Experience

From 1974 to 1976 the project organized career exploration one-week summer workshops at NCTI for youth sixteen years of age and older. It was a cooperative effort including staff members at NCTI, those from CESA #7, and the Youth Work Experience Program and other agencies dealing with youth sixteen years and over. Activities included operation of equipment, simulated experiences, and discussions dealing with emerging interests, decision making and preparation programs.

Students also had an opportunity to become acquainted with six different occupations from among 15 to 18. Table VII lists the various occupations and the number of students participating in each of the respective years of the project.

Table VII

#### Occupational Tryout Choices of Career Exploration Workshop Students

<u>Occupational Areas</u>	<u>Number of Students</u>	
	<u>1974</u>	<u>1975</u>
Data Processing	24	45
Electronics	2	27
Secretarial-Clerical	10	31
Graphic Arts	15	33
Machine Tools	14	--
	<b>23</b>	

Table VII (Continued)

<u>Occupational Areas</u>	<u>Number of Students</u>	
	<u>1974</u>	<u>1975</u>
Accounting	17	20
Apprenticeship	27	21
Marketing and Distributive		
Education	11	44
Drafting and Design	10	18
Health Occupations	25	39
*Public Service	--	37
*Manufacturing	--	42
*Natural Resources	--	25
*Agricultural Automotive	--	34
*Home Economics	--	36

\*Not offered in 1974

Changes in the courses or occupational cluster of offerings were made as a result of a poll of students and agencies. Each year the project staff provided for an evaluation by students, the NCTI staff and cooperating agency personnel.

In part, as a result of these workshop experiences, high school students expressed interest in having a similar opportunity. The students were referred to the project staff by the CESA counselor and a one day workshop was conducted. Forty-seven students from sixteen public and private junior and senior high schools attended.

#### Women

Organized discussion groups can provide an opportunity for career educators to reach those who might otherwise not engage in self-awareness or value clarification activities. One member of the project staff met with the Tuesday Morning Mothers at the Y.M.C.A. Members of this group were receiving assistance from Aid to Families of Dependent Children.

The use of film proved to be an effective means for introducing career education to adults as well as to elementary and secondary students. These films generally simulated life situations with which the adult was able to identify or relate and provided settings for probable solutions to typical problems. These films, together with assistance from the career education consultant, often provided the



channel of communication which the adult needed to articulate needs. Films which were especially effective were "Women Today," "Why Am I Afraid to Tell you Who I AM?" and "Women at Work."

A University of Wisconsin center in a nearby city hosted a meeting for twenty-five women on "Mid-Career Job Changes for Mature Women." The filmstrip "Women Today" was used as well as publications and a discussion. A church group in a neighboring community hosted a meeting of 50 persons which dealt with self-awareness and included the filmstrip "Why Am I Afraid to Tell you Who I Am?" The American Association of University Women hosted a group of thirty women to discuss "Changing Roles and Goals: Options for the Mid-Career Change Woman."

Equally successful was a three meeting series of assertiveness training, an effort to increase self-awareness and self confidence. Two training groups were involved, one in Wausau and one in Merrill. This proved to be a much sought after program. At Merrill, thirteen women between the ages of 18 and 55 participated. Other groups, such as the Wausau Junior Women's Club and the Mid-Wisconsin Insurance Women's Association requested an introductory meeting. Assertiveness training was also incorporated into such classes at the NCTI as the Police Science and Clerk-Typist classes. A total of 396 persons were reached between January 1976 and March 31, 1976.

## CHAPTER III

### Coordination of Efforts with Other Agencies and Promotion

The project staff found that cooperation with other agencies and participation in their ongoing programs was a more effective way to maximize counseling efforts than being available in the evenings. The staff had anticipated that many individuals attending evening classes would avail themselves of the counseling, although two people took advantage of this service. Many of the unemployed may have felt that they wanted employment in their specialty and did not wish to retrain. Their incomes may have been sufficient to allow them to wait for employment opportunities to develop, especially if they were living on farms. Others who were unemployed needed to be sought out and encouraged to seek more training or retraining.

### Cooperation and Coordination with Agencies

The project staff did take advantage of cooperative attitudes on the part of agencies. The project staff also developed group attendance opportunities such as classes for job application and interviewing and assertiveness training.

Agencies that cooperated in these endeavors were the:

- Catholic Social Services
- Child Care Facilities
- Community Action Program
- Community Agencies of Social Services and Affiliates
- Family Counseling Service
- Janal House
- Lutheran Social Service
- Marathon County Health Center
- Marathon County Library
- North Central Community Action Program
- Salvation Army
- State Probation and Parole Office
- Veterans Administration Social Service
- U. W. Marathon County Center
- VISTA
- Wisconsin Division of Vocational Rehabilitation
- Work Incentive Program
- YWCA

Many of these agencies were regional in scope and thus had broad areas of influence. The cooperation with VISTA and the Community Action Program in launching the Store Front school has already been mentioned. The cooperation with the CESA(s) and the Youth Work Experience Program has also been mentioned in connection with the

Youth Work Experience Workshop conducted in two successive summers at NCTI. This was followed in the second year with a one-day workshop for selected high school youth. Participation with the two groups at the YWCA has been mentioned. In the Store Front school the project staff infused career education during the first year by serving as resource persons. In the second year the project staff took an active part in infusing career education in the curriculum.

A number of career opportunities were provided at the Marathon County Public Library. One program presented "Future Shock" and a program on decision making. Another aspect involved showing the film "Who Am I?" and a display of materials dealing with self-awareness and sponsoring two radio programs. Another program was presented for senior citizens on materials related to Adult Basic Education and career planning. Despite such cooperation, the project staff had to make calls several times a year to remind administrators of organizations of the purpose and scope of the project.

#### Promoting Career Education

Newspaper coverage of the project appeared in the Wausau Daily Record Herald, The Stratford Journal, Antigo, Medford Star News, and Merrill Shopper. Television channel 7 in Wausau was also used.

The project staff produced a monthly newsletter with a circulation of 708 that was mailed to all of the Wisconsin technical institutes, Cooperative Educational Service Agencies, public schools within the NCTI district, NCTI faculty, the Department of Public Instruction, the Wisconsin State Board of Vocational, Technical and Adult Education, and national leaders in the field. NCTI also published a newsletter entitled "Target."

The project staff developed slide presentations to present to various types of audiences to help audiences visualize what was meant by career education. Seldom did people see career education in terms of concepts relating to self-awareness, career awareness, career exploration, career decision-making, preparation placement and follow-up. Although the staff did not develop an audio-visual series portraying these concepts, they did make presentations that related to any and all aspects of career education. Slides included a series in "Challenges in Motivating Students for the New Work Forces," another on the Career Exploration Workshop and still another for women's career programs and counseling. Also, a number of one time presentations were made dealing with changes in mid-career and assertiveness training.

Other means of publicizing career education were used such as 5,255 flyers distributed at social and welfare agencies, grocery stores and churches.

These efforts can be justified because successful implementation requires broad community support. Members of organizations need to understand the concept in order to support it financially.

#### Promotion with the Schools

Promotion of career education in the schools included all of the activities mentioned above and additional efforts. The public and private schools had been made aware of the project proposal early and had been asked to join in the efforts of the project staff. All of the K-12 district administrators had been invited to a dinner at which the implications of the implementation of the proposal were explained. This was followed by a questionnaire on "The Potential Career Education Services Survey" in which the administrators were asked to respond to questions dealing with the kinds of services they desired to assist them in implementing career education. Still, most administrators did not become involved. This lack of participation on the part of many administrators delayed the project staff because they had to work with individual principals and most often with individual teachers who showed some interest. At the same time the project staff made arrangements to appear before PTA meetings and counseled parents of individual seniors.

The project staff made a final effort to enlist the administrators toward the end of the second year. Again, they surveyed the administrators asking each to respond to questions on choices of programs. This time the program dealt with the experiences employers had with high school graduates. This was a successful meeting drawing an average of two district administrators from each school system, public and private. Forty-one attended. The chief vehicle was a panel of three personnel directors representing three different types of employers and employment environments and a representative from the Job Service. The panel discussion produced moderate but stimulating reaction from the school administrators. The panel discussion was followed by a general discussion and group discussions.

It appears that administrators are like other publics in that they best understand their own immediate or long-term well-being. They were seriously concerned with those activities which would reflect well upon the schools in the opinion of employers and the community at large.

## Dissemination of Information to Professionals

During the first two years dissemination of information about career education went to NCTI and public school personnel, including instructors and area supervisors at NCTI, LVEC's, and teachers. Teachers in the public schools were urged to enroll in the course "Career Education Methods and Curriculum" offered by the University of Wisconsin-Stout.

Early in the last year sufficient experience had been obtained to enable the staff to begin to communicate their experiences to others. At a professional meeting at U.W.-Stout, the associate director presented "Challenges on Motivating Students for the New Work Force." Experiences with career education to date were presented at a consortium of Wisconsin Career Educators at NCTI. The associate director also shared experiences with other project administrators in the National Coordinators Conference for Administration of Part D and Fiscal Year 1973 Part C Programs and Projects held at Dallas and was a member of the Advisory Committee for the project on Occupational Knowledge sponsored by U.W. - Stout.

Twenty-three requests have been received for information concerning project activities and materials. Articles describing the project appeared in the National Vocational Guidance Association Newsletter; the catalog prepared by the American Institute for Research, Palo Alto, California; and Career Education News, (February 15, 1976). The associate director completed four questionnaires pertaining to project activities and responded to two telephone interviews requesting information concerning adult education. The Ohio State University project director requested information and materials. The project director has assisted directors and teachers of special education with information and has given assistance in writing proposals.

The efforts of the staff were beginning to produce benefits in the community, the schools and beyond the district boundaries.

CHAPTER IV  
Schools K-12

A total of 21 out of 23 school districts were involved in the project in addition to one Roman Catholic high school and three Roman Catholic elementary schools. Approximately 26,897 public elementary and 16,037 public high school students were involved. Toward the early part of the third year of the project other church related schools became interested, made inquiries and some visitations. The two schools which did not get involved were on the periphery of the NCTI district and were members of another CESA district.

The project was introduced to school administrators at a dinner meeting to which all administrators, public and private, had been invited. This general effort was followed by visits to all administrators including high school and elementary school principals, directors of curriculum, assistant superintendents, guidance personnel, adult educators, special educators and LVEC's. In addition 21 area adult education coordinators were part-time employees of NCTI although they were concerned with the needs of adults. The LVEC's and adult education supervisors were given in-service education training in career education by the project staff. Once the project staff had been given permission to work with authorized administrators, supervisory personnel and special educators in a given school, they began dealing with individual teachers.

Services to the Schools

After administrators and supervisory staff, including school principals, had been introduced to career education, the project staff conducted a Potential Career Education Services Survey of school administrators. The survey form listed types of services available to schools from the project staff. The administrators could choose from among the types of services offered, including in-service training, instructional materials, resource materials, organization of field trips, curriculum development, classroom teaching demonstrations, speakers' bureau, parent-teacher conference planning, panel discussions, conferences with parents of undecided students, organized instruction for university credit, tours of NCTI and supervision of the development of community career education resource guides and induction of new teachers into career education.

As soon as administrators saw the potential of the services offered by the project staff, staff were permitted to conduct career interest surveys among high school seniors. The collating and the analysis of the data were performed

at the NCTI computer center and results were returned to the schools for learning purposes. Many times the project staff members were asked to review the materials with the seniors.

The project staff immediately began to establish a learning resource center. Books, pamphlets, monographs, slides, films, filmstrips and instructional packets of all kinds were stocked and kept up to date. All materials were catalogued and a catalogue made available to the schools. Table VIII lists the kinds of instructional materials and the number available from the project center.

Schools were free to try out the materials and if found suitable they could purchase their own. The staff would present these materials during visits to individual schools and at the monthly meetings of the representatives of the cluster or contact schools. The staff also developed an evaluation form to gather information on the quality and usefulness of the commercial materials from the participating schools.

TABLE VIII

An Inventory of the Kinds and Number of Instructional Materials Available from the Project Center

<u>Type of Material</u>	<u>General</u>	<u>Elementary</u>	<u>Number</u>		
			<u>Middle or Junior High</u>	<u>Senior High</u>	<u>Adult</u>
Cassettes	21				
Filmstrips	5	8	5	9	
Games	2				
Kits	20				
Slide sets	5				
Bibliographies	10				
Books		47			
Exercise Books	43				
Curriculum Guides		32	12		18
General Guides	37				
Paperbacks	11				100
Project Reports	10				
Films					
Professional Reading	16				
Information Reference	4				

The services of the instructional materials center must be continued. Each school should man a center and each CESA should provide those services not readily supplied by the individual member schools. The NCTI should continue the excellent beginning it has made for its center.

Table IX

An Inventory of the Kinds and Number of Instructional Materials Available from the NCTI Resource Center

<u>Types of Material</u>	<u>Number</u>
Cassettes	13
Filmstrips	66
Slides (sets)	32
Videotapes	59
Films	1
Free Materials	210

Career Education at NCTI

The project staff also introduced career education to the faculty of NCTI to prepare them for the articulation of the various NCTI departments with their counterparts in the public schools. The associate project director attended the NCTI Coordinators and Instructional Services Council meetings. Classroom demonstrations were given at NCTI and career education infusion into curriculum became an ongoing process. In-service sessions were conducted for NCTI faculty by the project staff.

Articulation

Articulation meetings were conducted with NCTI instructors and representatives from at least 17 school districts. The director and associate director participated in in-service training programs for LVEC's. Tours of NCTI were arranged for students and parents. Activities such as a Cluster Buster Symposium in marketing and contests in business and marketing were conducted. Instructors at NCTI were involved in semester in-service meetings, flyers were produced, meetings and classroom demonstrations were held and "hands on" workshops were conducted for high school students.

Articulation between NCTI and the public schools should be continued after the termination of the project and a designated staff person at NCTI should take responsibility for this liaison work.



### Reorganization of Services to the Schools

The project staff has made every effort to visit each school in the district as often as possible. At first, the staff was assigned on a regional basis. Later in order to meet diverse requests from schools, the project staff decided to travel in teams and reduce the number of visits. By the end of the second year this approach was abandoned as a result of review by the staff and evaluators. It was decided that a project staff member would make weekly visits to a few schools and work with these intensely. The project staff learned that none of the schools wished to be dropped and they feared that future project efforts and relations between NCTI and the schools could be jeopardized. At this point, the decision to establish cluster schools was made. This arrangement forced the schools to develop some kind of organization for career education development within each system and each school.

### Cluster or Contact Schools

In the fall of 1975 the project staff met with the representatives of the respective schools in each cluster to decide upon an agenda for the year. In addition to filling schools' requests, the staff continued to bring to these meetings new materials and developments going on in other parts of the state and nation as a result of their efforts and attendance at state, regional and national meetings. The staff also attempted to visit the individual schools upon request. The project evaluator attended some of these meetings and was impressed with the degree to which the project staff was looked to as a source of information. The occasion illustrated how many of the smaller communities in these more sparsely settled areas needed to be served by informed persons such as the project staff. Typical of such need was a request by an experienced counselor for information concerning a special case of an unemployed individual. High school counselors also needed information about jobs in the area or the state as requests for employees came to NCTI. At one meeting, the placement director at NCTI made a presentation on preparation, placement and follow-up. Between meetings, some school representatives telephoned project staff for immediate information. The experience with the cluster schools clearly demonstrated that an information source will have to be provided after the project terminates to provide a continual flow of new information. Future dissemination activities might involve a television or radio program with an opportunity for staff to answer questions which come in by telephone or letter. The cost of a regular weekly program may be beyond the capability of a local district. Programming might therefore become

and provide responsibility. Presenters for them include the School of the Air program for elementary schools of the state, the March of Dimes program produced by the Sea Grant College Program, and one by the Institute for Environmental Studies, all broadcast from the University of Wisconsin-Madison.

### Pilot Schools

Selection as a pilot school was determined largely by the readiness of the administration and faculty to put forth intensive professional effort and their willingness to accept a pre- and post-test examination of their efforts. The purpose of the tests was both to determine some degree of progress, despite the short instructional period, and to emphasize appraisal and evaluation as a part of the instructional process.

The largest school system in the NCTI was not included in the selection of the pilot schools because the project was primarily intended to assist small rural schools. One rural school was not chosen as a pilot school because of its distance from the project office. Furthermore, not all of the classes at a given grade level in certain larger pilot schools were included for direct service by the project staff. This limitation was the result of the limited budget available for evaluation and the cost of tests, test analysis and interpretation.

Four pilot schools were chosen, the largest with a K-12 enrollment of 3,924 and the smallest with a K-12 enrollment of 8-4. In each case grades 3, 6, 9, and 12 were the carriers of the special effort. In the largest system the program was the responsibility of the assistant superintendent for instruction. Under his direction, a system-wide committee had developed a K-12 career education curriculum guide. Another committee had developed a career activity guide with suggested methods and resource materials for the classroom teacher. At a new elementary school in this system a recently employed principal proved to be an enthusiastic proponent of career education. This school also had a part-time guidance worker who was enthusiastic about career education. The principal and guidance worker developed a good sense of rapport among the faculty. The guidance worker developed a career education resource center located in the middle of this open classroom school which was available to students and teachers. A faculty committee at this school developed a career education self-awareness program by grade level, the community was brought into the school and the pupils and teachers went into the community. A local business women's organization with a faculty committee developed a community career education resource guide.

Generally speaking, an effort was made in the school systems to introduce career education simultaneously at all levels. However, it was apparent that all teachers were conscious of the need for building a sequentially structured curriculum which started in the primary schools. Emphasis on career education was greatest at the grade school level, lower at the middle or junior high school level and even lower at the high school level. Under the direction of the assistant superintendent of schools, a unified sequentially structured program of career education infusion into the curriculum was begun. Furthermore, in a school system with more supervisory personnel including non-teaching principals more time and manpower were available to allow for writing of guide books and development of materials. Responsibility for this type of direction and supervision must be accepted by the CESA's for the continued success of career education in the smaller schools.

The other schools were similar in size but considerably smaller than the system just described. Consequently, there was no assistant superintendent of schools in charge of instruction or curriculum development. Nor was there the organizational structure and delineation of responsibilities as in the previously mentioned school. In one of the smaller school systems, one of the elementary school teachers had received the encouragement from the superintendent of schools to provide the necessary leadership at the elementary school level. When this teacher left the school system, a search was begun to locate another teacher capable of providing leadership in career education in the upper grades and high school. At the high school level the principal and counselor had assumed the leadership role. Although the organizational structure and delineation of responsibilities were not as clear cut as in the previously mentioned school, the staff's sensitivity to career education was recognizable.

In the smallest school an informal committee consisting of the elementary school principal, the high school principal and the high school counselor were in charge of the program with the elementary school principal assuming the overall leadership role when necessary.

The project staff provided the accelerating force in such small schools. The staff helped organize visits to industries, develop community career education resource guides, assist with the counseling of students and provide counseling at parent-teacher conferences. In addition, the project staff brought to bear all the resources of the instructional materials resource center at the NCTI.

## Continuing Responsibility for Career Education in the NCTI District

All administrators from the superintendent of the largest system described above to the smallest appreciated the service provided by the project staff. Earlier, others had expressed their appreciation by indicating they did not wish to be dropped when a reduction in the number of schools was contemplated. Furthermore, the fact that teachers and representatives of cluster schools attended monthly meetings testifies to the effectiveness of the project staff's efforts. All were concerned about the future of the project after the three year period.

There is no question about the stimulating leadership and functional services rendered to the schools by the project staff. School authorities were pleased with the manner in which the project staff worked in the schools and with the teachers.

The career education staff was loaded with diverse responsibilities in all but the large schools. Many of the problems found in the larger schools also prevailed in the smaller schools. The probabilities are that in the larger school systems there are enough students with similar problems to permit the creation of special classes and the employment of special staff. This cannot be done in the smaller school, despite school redistricting. The only solution is for a given teacher to take an additional responsibility along with his or her other classroom duties. Career education dealt with by a less sympathetic staff could have put the project in jeopardy in many schools.

The question of who will carry on the work of the project after termination remains a serious one. Many of the schools are not sufficiently well advanced to operate on their own, considering the constant need for keeping up to date, the well stocked instructional materials resource center maintained by the project at NCTI and the supervision of the continuing internal curricular development in each school. Even the administrators in the largest of the four pilot schools were concerned about the future. Is the internal curricular development and operation of the public school system a responsibility of the post-secondary vocational-technical institutions?

There were legitimate reasons for the Administration for Research and Development at NCTI to develop this proposal and for the U.S.O.E. to fund it. On the other hand, the CESA's could legitimately take responsibility for this effort. The CESA system exists to enable its constituent members to do for themselves collectively what they cannot do or do well for themselves individually. A CESA deals specifically with grades K-12 and should assume major responsibility for

career education henceforth. If one CESA could not do this, a cooperative arrangement could be made. Since CESA staff members participated in a number of the developments initiated and carried out by the project staff, the CESA administrators should have some knowledge of the necessary operational components.

NCTI continues to have a strong interest in the further development of career education. It must continue a strong liaison with the public school administrators as well as faculty members for purposes of articulation. NCTI also had the duty of maintaining a strong presence or image throughout the district. The efforts at introducing career education into NCTI courses and services and the constant in-service education of new faculty members must be constantly present in the minds of the respective administrators at NCTI.

It is hoped that financial assistance can be obtained to continue with certain activities of the project. Sufficient funds should be obtained to enable some of the project staff to assist the CESA's to in turn encourage and assist the Local Educational Authorities to provide funds for the continuation of these services for career education.

#### What Has Happened to the Students in the Classroom?

Project staff members have been untiring in their efforts at introducing and orienting the school administrators and faculties to career education. They have offered courses for university credit dealing with curriculum and methods of instruction relating to career education. They have conducted in-service meetings, workshops and have made available to the schools the films, slides, publications and teaching packets from the Career Education Resource Center at NCTI.

Analysis and appraisal thus far have been of a subjective nature by the teacher, the school principal and the project staff as they have visited with the teacher, conferred about problems, and observed classes. The question remains of what has happened to the students in the classroom. Which aspects of career education have the teachers taught successfully to the students and which aspects need special attention? Until these details are known, the teacher cannot improve the instructional process, nor can the supervisor be of specific help to the teacher whether that be a principal, a supervisor or the project staff. It is from this vantage point that a more precise method of analysis, namely, tests for which national norms had been established, were introduced at the end of the second year.

The guidelines for the Evaluation of Career Programs were not available at the beginning of the project and when they became available, their use was controversial.

However, the evaluator felt that everyone connected with the project should be cognizant of this type of appraisal and that professional development in this respect was an aspect of this project in career education. These test contents represented a generally accepted subject matter content. The project staff made the final selection of the tests from those recommended by a review panel for the U.S.O.E.

The first use of the tests for either supervisory or evaluation purposes at the end of the second year was not anticipated by either the schools or the project staff. However, the project staff agreed to find schools where the faculties were willing to cooperate. Four schools served as treatment schools and four as controls. In order to proceed with the testing the evaluator agreed that the schools and their comparative test results would not be identified and published. In the second year evaluator's report, the schools were not identified. The student scores and overall results for the participating schools were returned to the schools.

Only one of the previous schools was among those who agreed to participate in the testing program during the third year of the project. This third year, five schools, including four new ones, measured their own progress over a period of several months by means of a pre- and posttest. Again, in order to obtain the cooperation of the new schools, the evaluator agreed that schools would not be identified in the report of results. Results of the student evaluation and a discussion follow.

### Career Education Cognitive Questionnaire

The primary and intermediate forms of the Career Education Cognitive Questionnaire (CECQ) measure awareness of and knowledge about work. More specifically, they measure awareness of: 1) major duties, tools, and required abilities associated with different types of work, and 2) entry requirements for various types of work. The CECQ was developed and published by the Minnesota Research Coordinating Unit for Vocational Education at the University of Minnesota.

The primary form of the CECQ was used in a pretest-posttest evaluation design for the grades of three different schools which project staff worked with. The pretest was administered in November, 1975, and the posttest was administered 6 months later in May, 1976. Results are presented in Table X.

TABLE X

Results of the Career Education Cognitive Questionnaire:  
Grade 3

School	Pretest Mean <sup>a</sup>	Posttest Mean	Difference	t
A	30.15	30.22	.07	0.10
B	29.17	31.78	2.61	3.92*
C	28.31	29.85	1.54	1.51

<sup>a</sup>Highest possible test score is 40.

\* $p < .01$

Only at one school, B, was there a significant increase in third graders' scores on the CECQ, indicating a greater awareness of and knowledge about the world of work.

The intermediate form of the CECQ was used in a pretest-posttest evaluation design for the sixth grades at five schools. Two other schools were involved in addition to the three schools where third graders were tested. Tests were administered at the same time the primary form was administered. Results at the sixth grade level are presented in Table XI.

TABLE XI  
Results of the Career Education Cognitive Questionnaire:  
Grade 6

School	Pretest Mean <sup>a</sup>	Posttest Mean	Difference	t
A	35.00	36.93	1.93	2.18
B	34.15	40.46	6.31	4.23*
C	35.02	38.54	3.52	4.71*
F	33.64	32.76	-.88	0.95
G	33.96	37.30	3.34	3.23*

<sup>a</sup>Highest possible test score is 54.

\*p < .01

The sixth graders at three of the five schools made significantly higher scores on the posttest. The mean scores of students at schools B, C, and G reflect an increased awareness of and knowledge about the world of work.

Caution must be taken in interpreting these results. While there were instances of increased occupational knowledge, the lack of data from a control group makes it impossible to unequivocally identify this as an impact of the career education project as is further discussed at the end of this chapter.



## Self Observation Scales

The Self Observation Scales (SOS) measures self-concept or students' attitudes toward themselves. The primary level SOS, for grades K-3, yields four subscores which are labeled and defined as follows.

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

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

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

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

The intermediate level SOS yields the same four subscores as the primary level plus three additional subscores as follow.

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

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

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

Like the CECQ, the SOS was used in a pretest-posttest evaluation design. The primary level form was administered to the third graders at five elementary schools. The intermediate level form was administered to sixth graders at four schools. Pretesting in each case was completed in November, 1975, and posttesting was done six months later in May, 1976. The SOS results for third grade students are presented in Table XII.

The only statistically significant growth in self concept, as measured by the SOS, occurred in the area of Social Maturity for third graders at two schools. While the students at the other three schools increased their scores on the posttest, this increase was nonsignificant.

Mean scores for School Affiliation dropped somewhat at all schools during the course of the school year. Similarly, all schools, with one exception showed declines in Self Acceptance posttest scores.

Table XII  
 Mean Scores by School on the Self Observation  
 Scales - Primary Level (Grade 3)

School	Self Acceptance				Social Maturity				School Affiliation				Self Security			
	Pre	Post	D <sup>a</sup>	t	Pre	Post	D	t	Pre	Post	D	t	Pre	Post	D	t
A	50.06	44.56	-5.50		46.90	49.12	2.22	1.27	50.71	41.26	-9.45		51.42	53.53	2.11	1.07
B	52.57	48.59	-3.98		47.52	55.59	8.07	3.62**	50.17	49.55	-0.62		48.61	52.50	3.89	1.73
C	51.37	45.00	-6.37		52.37	52.85	0.48	0.26	49.22	45.37	-3.85		52.96	47.74	-5.22	
F	48.81	49.51	0.70	0.37	48.32	56.43	8.11	5.79**	50.11	45.37	-4.74		50.14	47.74	-2.40	
G	49.00	48.58	-0.42		50.83	56.08	5.25	2.41*	50.17	47.17	-3.00		50.33	51.67	1.34	0.57

\*p < .05

\*\*p < .01

<sup>a</sup>Difference (Post-Pre)

The SOS results for sixth graders are presented in Table XIII. Post-test scores were significantly higher for three schools on one or two subscales. However, these isolated instances of growth must be interpreted with great caution. These specific points of growth may be the result of differing career education emphasis in each school. Without a detailed evaluation of processes at the schools, it is impossible to discuss this possibility further. On the other hand, for example, the significant increases in Peer Affiliation could have been due to any one of a number of confounding variables in the evaluation the change may very logically have been due to maturation or other educational experiences rather than career education.

For the most part, the SOS data are inconclusive since most posttest increases were insignificant and in some instances scores declined.

#### Assessment of Career Development

The Assessment of Career Development (ACD) measures student knowledge of occupational characteristics, occupational preparation requirements, and the career planning process. The ACD is appropriate for high school students, requires 125 minutes to administer, and is published by Houghton Mifflin.

The ACD was also used in a pretest-posttest evaluation design. Ninth and twelfth grade students from four school districts which project staff worked with were tested. The pretest was completed in November, 1975, and the posttest was administered six months later in May, 1976.

While the ACD yields a variety of information on student career development which can be of value to counselors, teachers, and the students themselves, the evaluators were primarily interested in the three subscores on occupational characteristics, preparation requirements, and career planning. These results are presented in Tables XIV, XV, and XVI.

Table XIII

## Mean Scores by School on the Self Observation

Scales - Intermediate Level (Grade 6)

School	Self Acceptance				Social Security				Social Maturity				Social Confidence			
	Pre	Post	D <sup>a</sup>	t	Pre	Post	D	t	Pre	Post	D	t	Pre	Post	D	t
A	49.65	53.69	4.04	1.87*	47.06	50.62	3.56	1.45	51.82	53.17	1.35	0.82	53.51	54.00	0.49	0.28
C	51.38	54.56	3.18	1.65	48.80	54.31	5.51	2.41*	50.37	52.84	2.47	1.22	52.10	52.04	-0.06	
F	47.91	49.13	1.22	0.57	46.95	50.04	3.09	1.51	49.00	50.88	1.88	0.83	53.13	53.83	0.70	0.42
G	48.77	49.28	0.51	0.17	49.77	46.00	-3.77		48.88	48.72	-0.16		51.27	53.32	2.05	0.79

  

School	School Affiliation				Teacher Affiliation				Peer Affiliation			
	Pre	Post	D	t	Pre	Post	D	t	Pre	Post	D	t
A	49.10	49.21	0.11	0.05	49.18	50.83	1.65	0.81	49.27	53.83	4.56	1.94*
C	51.83	50.51	-1.32		52.27	50.93	-1.34		50.08	55.38	5.30	2.76**
F	51.05	47.17	-3.88		46.71	54.90	8.19	3.79**	48.31	51.40	3.09	1.49
G	51.65	53.92	2.27	0.78	49.62	49.52	-0.10		51.12	46.64	-4.48	

\*p &lt; .05

\*\*p &lt; .01

<sup>a</sup>Difference (Post-Pre)

Table XIV  
Occupational Characteristics Knowledge  
Subscores of the ACD

School	Grad	Pretest Mean	Posttest Mean	Difference	t
A	9	34.51	35.50	0.99	0.60
B	9	34.55	36.33	1.78	1.31
C	9	33.54	35.15	1.61	1.56
F	9	29.81	31.66	1.85	0.88
A	12	40.76	40.46	-0.30	
B	12	40.52	35.32	-5.20	
C	12	42.76	41.59	-1.17	
F	12	36.13	42.88	6.75	4.93**

\*\*p < .01

At the ninth grade level, the mean scores of students at all four schools were higher on the posttest, but none of the increases was statistically significant.

At the twelfth grade level, the mean score of students at school F was significantly higher on the posttest, indicating an increase in knowledge of occupation characteristics during the period between testing dates. Mean posttest scores of the other three schools were somewhat lower than pretest scores.

Table XV  
Occupational Preparation Requirements Knowledge  
Subscores of the ACD

School	Grade	Pretest Mean	Posttest Mean	Difference	t
A	9	9.69	10.08	0.39	0.75
B	9	10.31	10.92	0.61	1.36
C	9	10.21	10.93	0.72	2.05*
F	9	9.47	9.84	0.37	0.47
A	12	12.35	12.40	0.05	0.09
B	12	12.18	11.04	-1.14	
C	12	13.08	12.74	-.34	
F	12	10.87	12.98	2.11	3.58**

\*p < .05

\*\*p < .01

The ninth grade students in school C and the twelfth grade students in school F scored significantly higher in the posttest indicating an increase in knowledge of occupational preparation requirements. Differences between mean pretest and posttest scores were nonsignificant for the other three ninth grade classes. The mean scores of the twelfth graders' at two schools showed slight declines, while one school remained essentially the same.

Table XVI  
 Career Planning Knowledge  
 Subscores of the ACD

School	Grade	Pretest Mean	Posttest Mean	Difference	t
A	9	24.09	23.60	-.49	
B	9	24.52	24.95	0.43	0.43
C	9	24.52	25.28	0.76	0.99
F	9	24.09	23.94	-.15	
A	12	28.02	27.49	-.53	
B	12	27.33	25.56	-1.77	
C	12	27.94	26.61	-1.33	
F	12	27.37	27.33	-.04	

The mean posttest scores of the ninth grade students at two schools were higher than pretest scores, but these increases were nonsignificant. Ninth graders at the other two schools showed slight decreases. The seniors at all four schools similarly showed lower posttest scores. From this data it must be concluded that there were no changes in career planning knowledge in the schools the project staff worked with.

In general, scores on all three subsections of the ACD did not reveal increases in students' career knowledge. In three isolated instances there were statistically significant increases. While the evaluators would like to attribute these increases directly to efforts of the project staff and school facilities, there is insufficient evidence to do so. A more complete discussion of the results follows.



## Discussion

Test results generally did not reflect the impacts which it is hoped that career education will have in the schools which project staff worked with during the past year. This failure to show significant changes in posttest scores on the three instruments could be due to any of several different reasons including the following:

1. Instrumentation may have been inappropriate for the settings or insensitive to the kinds of student changes taking place as a result of career education. The questions in the evaluation instruments only sample the domain of knowledge and attitudes important in career education, so the questions may not have covered some of the areas which local career education efforts have focused on during the past year.
2. The testing timetable may have been less than optimal. Posttests were administered close to the end of the school year and many students' minds may have been on things other than career development and school work at that time.
3. Test administration procedures may have varied between the testing dates and among all of the schools involved. Factors such as physical settings selected for testing, school personnel involved, and perception of the students (particularly in regard to the importance of test results and the use which will be made of them) all have the potential to negatively influence results.
4. Career education, by the time of the posttesting, may not have been integrated into the curriculum to the extent necessary to impact upon students. Another year or more of career education experiences in the classroom may produce a measurable impact upon students.
5. Efforts to integrate career education into the curriculum may simply have been ineffective. Perhaps career education taught as a separate subject or course would be more effective.

In some instances, test scores did reveal significant growth. For example, several student groups showed an increase in knowledge of occupational characteristics and preparation requirements, and it would seem likely that these increases were a result of career education efforts. However, due to a lack of comparable data for control groups, it is difficult to attribute instances of improvement specifically to career education experiences and activities occurring in the classrooms at the evaluation sites. Growth may have been simply a function of maturation or other kinds of learning experiences. This could be particularly true of changes in self concept among younger students. The higher SOS posttest social maturity scores of third graders at two schools serve as an example of change which may be attributed to normal maturation rather than specific career education activities. Hopefully, evaluations employing control groups in a pretest-posttest design will be conducted in the future by the schools involved in this year's project.

Despite the fact that the test results generally were not as positive as may have been desired, the evaluators were very pleased with the evaluation. The evaluators believe that the most important benefit of this year's evaluation of students was not the test results, but a change in attitude of project staff and school personnel toward evaluation. During the course of the testing, resistance to evaluation was lessened and many individuals gained an appreciation for and understanding of evaluation and its potential for helping to improve career education. The evaluators hope that as a result of this year's evaluation experience, many teachers, counselors, and other school personnel will initiate their own evaluations of career education.

## CHAPTER V

### Observations and Recommendations

#### Observations

During the first 33 months of the three year project, 2,498 adults were contacted through meetings or appointments by the project staff. During the same period, the project staff met with administrators, teachers, students and parents in 21 school districts with an enrollment of approximately 26,897 students in grades K-8 and 16,037 in grades 9-12 inclusive. These figures do not include the enrollments in one Catholic high school and three Catholic elementary schools. In addition, the staff of two intermediate districts (CESA's), serving 21 school districts, were involved. Actually there were 23 school districts in the NCTI district. Also, a number of other parochial schools were making inquiries about the services of the project staff during the last four or five months.

By June 30, 1975 during the first two years of the project, an estimated 308,824 persons had been reached by radio, television, newspapers, flyers, bookmarks, and announcements to agencies and appearances before civic groups and staff newsletters.

The contacts with so many adults, school personnel, students, parents and agency personnel is remarkable in view of the fact that the associate project director was not employed until the thirteenth month of the three year project. The project director whose full-time duties were the administration of research and development for the NCTI, directed the project with the help of a part-time assistant until the arrival of the associate director. Furthermore, there were changes of personnel during the three years, including two new members for the last year of the project.

The purpose of career education as stated in a memo issued for 1973 (August 1972 - DHEW, OE, Policy Paper AVTE-X72-10) and of the project as a whole were fulfilled and the project terminated even as the interests of the participants was increasing. Excellent working relationships had been established and services rendered by the project staff.

Classes for disadvantaged adults 16 years and over have always been the responsibility of the vocational, technical and adult education districts.

The new dimension that the project staff brought to adults, to teachers at NCTI and the public schools, to individuals and groups, to schools and to social and welfare agencies was the concepts of self-awareness, career awareness, career exploration, career decision making and preparation. Disadvantaged adults reached by the project were members of Adult Basic Education classes, English as a second language classes, alternative high school classes, welfare mothers attending meetings at the YWCA, and women who felt pressures for growth while feeling unprepared to meet their raised aspirations. In addition, there were school age unemployed youth who were able to profit from workshop experiences and the career awareness concepts. Cooperative arrangements with social and welfare agencies were the most productive means of reaching individuals, despite the assistance of the media.

The two approaches for reaching the over 5,000 public and parochial students during the last year were successful, judging from the reactions of teachers and administrators. Toward the end of the second year of the project, the staff and evaluator concurred that there was a need to concentrate on a few schools for greater effectiveness rather than to continue the frustrating effort of dealing with many schools at various levels of progress and with many diverse needs. Schools from 17 districts constituted one group known as the contact or cluster group schools. These schools sent representatives to monthly meetings conducted by the project staff to discuss their problems. The remaining four districts were known as pilot schools. These schools had developed fairly early a more inclusive approach to infusing career education into the curriculum. Also, the administrators had become more involved in the project and the process of infusion. These schools were visited by the project staff on a weekly basis.

This arrangement of meeting the needs of the contact schools one way and those of the pilot schools in another way satisfied both groups. Many times teachers from the contact schools accompanied their representatives to their monthly meetings. Although their representatives were functioning well, the teachers wanted to get their information first-hand and to exchange ideas with others, as demonstrated by sampling of teacher opinion in the contact schools.

The pilot schools were pleased with their arrangement because they were getting the assistance they needed. Administrators and teachers were equally enthusiastic when visited by the evaluator. Their chief regret was the termination of the project.

## Recommendations

The success of the project makes possible the following recommendations.

### Recommendation #1

That financial support be obtained to continue for one more year the employment of two persons to assist the K-12 school districts in formalizing the implementation of career education instruction.

Additional funds should be sought by the project director with the assistance of the State Board of Vocational, Technical and Adult Education and the State Department of Public Instruction, or other sources of funds. During the additional year that the project is funded, specific efforts must be directed toward formalizing the implementation of career education instruction in the public schools. Furthermore, that during this year, the CESA's should determine, along with NCTI, their specific continuing obligations for the development of career education in their respective schools.

### Recommendation #2

That a proposal be funded to expand career education services in the NCTI District to rural disadvantaged youth and adults who are out-of-school and 16 years of age and over.

Since no agency is legally responsible for disadvantaged adults, the project staff did not reach as many members of this group as they had anticipated. The various social and welfare agencies, public and private, did identify disadvantaged adults to receive career education when they were reminded by the project staff. The proposed project would be devoted entirely to reaching a specific number of disadvantaged adults. Not only would the adults be aided, but staff could learn about the characteristics of these adults.

The adults might be selected from a random sampling of jobless persons on file with the Wisconsin Employment Service as was proposed in the original project proposal. A specific number could be established and this number could be obtained from the unemployment files by the random sampling process. The list would include men and women and representatives of minority groups.

Many times the disadvantaged are prevented from taking advantage of career education because there are other cultural and economic problems to be resolved as the present project staff pointed out. Consequently, other agencies would have to be involved in the project.

The project proposed here should be written and administered by personnel from NCTI. It should be formulated as a cooperative endeavor involving those agencies which have to assist the NCTI project staff in resolving other cultural and economic problems. The further rationale for this cooperative endeavor is stated in recommendations 7 and 9 below.

The extension of career education to the disadvantaged could be achieved in alternative ways. One approach would be the case study method. Another could be the group approach. Still another could be a combination of the case study and the group approaches. The project should begin with a review of the pertinent literature on the disadvantaged.

Recommendation #3

That the Cooperative Educational Service Agencies accept their share of the responsibility for the continuous infusion of career education in the curriculum of the public schools.

This project was written and administered by the administrator of research and development in behalf of NCTI. Whereas NCTI had much to gain by assuming leadership and has a right to be concerned with the continuation of career education in the public schools, leadership is also the responsibility of the public schools. The CESA should now assume its share of the responsibility to provide career education leadership in curriculum development, instructional materials development and articulation.

Recommendation #4

That NCTI have a continuing responsibility for career education leadership.

NCTI must continue to have a strong interest in the further development of career education. It must continue a strong liaison with the public school administrators as well as faculty and CESA staffs for purposes of articulation. NCTI also has the duty of maintaining a strong presence or image throughout the district. Furthermore, the efforts at infusing career education into the courses and services at NCTI and the constant inservice education of new faculty members must be present in the minds of the respective administrators.

Recommendation #5

That a radio and/or television program be developed to provide weekly broadcasts to keep school personnel and citizens abreast of new developments in career education and to answer questions.

Four visits to cluster or contact school meetings have revealed that there is a real need for a source of information about developments in career education and also a source for answers to questions that may be uncommon.

There are a number of precedents, all being broadcast over the state network, such as School of the Air, the March of Medicine, and programs produced by the Sea Grant Program and the Institute for Environmental Studies. The cost in time and money may be beyond the financial ability of a local district and, therefore, probably is a statewide responsibility at least as far as programming is concerned.

Recommendation #6

That career education instructional materials resource centers be maintained.

The constant demands by the schools upon the career educational instructional materials center maintained by the project staff at the NCTI have demonstrated the need for the continuation of this service. Each school should establish and maintain a career educational instructional materials center. A few have done so and very well. CESA's should establish centers for materials which may be too expensive to purchase by each school and also may not be used often enough for each school to make the purchase. The NCTI should continue the development of its own center.

The following recommendations are offered as guides to the future development of similar proposals or aspects of similar proposals.

Recommendation #7

That administrative personnel of anticipated cooperating agencies be involved in the formulation of the proposal to the extent that active continuous cooperation of agency personnel be assured.

The welfare and social agencies, whenever requested by the project staff, cooperated willingly, but periodically the project staff had to remind them of the services available to the clientele of the agencies. Participation in the development of the proposal would provide for an understanding of the organic nature of the interrelationship of the services of the several agencies.

Recommendation #8

That school administrative personnel (supervisory personnel included) be involved in the formulation of the proposal to facilitate the use of the services of a special staff which is available for a limited time only as in the case of this project.

The project staff made more progress at infusion of career education into the curriculum in those schools where the administrators became personally involved at the outset and for whom the project had a high priority. In these schools administrative support was clearly manifested from the superintendent of schools down through the assistant superintendent of schools for instruction to the principals, counselors and teachers. Instructional materials and equipment were provided. Cooperation in the community was readily obtained. Furthermore, participation by the highest level administrator of the sponsoring school is significant in the minds of those administrators whose cooperation is sought until such time as the necessary rapport has been established.

Recommendation #9

That an evaluator(s) be employed who is immediately available when the person who is in charge analyzes the project for the deployment of staff and makes assignments.

It is important that involved personnel thoroughly understand the goals to be achieved and the processes or procedures whereby they are to be achieved. Furthermore, it is important that all personnel in the schools and the project staff be fully aware that there will be an evaluation.

Specific procedures for determining the achievement of outcomes ought to be included in the written proposals. This inclusion will provide the basis for an early understanding between project staff and the evaluators as to procedures. Furthermore, this procedure will alert the project staff and the cooperating agencies as to the demands of evaluation. In fact, the participation of these agencies in the formulation of the proposal will assure greater cooperation. Basically, the presence of an evaluation specialist(s) on a writing team will develop a more clearly defined proposal and give better assurance of anticipated outcomes.



COUNSELING SURVEY  
N=26

Directions: Your answers to the following questions will help the NCTI counseling staff to improve its services to you and other people like you. Please answer each question as honestly as you can so that your answers accurately describe your experiences with the counselor.

1. What kind(s) of help were you seeking from the counselor?
  - 13 Career opportunities and career planning
  - 13 Educational and training opportunities counseling
  - 6 Help finding a job
  - 7 Personal and social counseling
  - 2 Financial or money counseling
  - 1 Other (please describe \_\_\_\_\_)
2. How helpful was the counselor in exploring your problem or concern?
  - 11 Very helpful
  - 10 Moderately helpful
  - 5 Slightly helpful
  - 0 Not helpful
3. Did you explore several alternatives to solving your problem or career concern during the counseling session?
  - 13 Yes, several career alternatives were discussed
  - 6 Discussed one solution
  - 4 Didn't talk about solutions
  - 3 No response
4. Did the counseling session help you learn more about yourself (that is, your interests, talents, and needs)?
  - 7 Yes, definitely
  - 13 Yes, somewhat
  - 6 No
5. Do you think you will be able to make better career decisions as a result of talking with a counselor?
  - 9 Yes
  - 13 Maybe
  - 4 No

6. Have you made any career decisions as a result of your counseling session?  
9 Yes (please describe \_\_\_\_\_)  
17 No \_\_\_\_\_)
7. Do you think you will be given additional help from the counselor?  
16 Yes (if yes, answer item #8)  
5 No (if no, answer item #9)  
5 Unsure
8. What kind(s) of help do you think you will need in the future?  
8 Career opportunities and career planning  
10 Educational and training opportunities counseling  
10 Help finding a job  
6 Personal and social counseling  
3 Financial or money counseling  
1 Other (please describe \_\_\_\_\_)
9. Why do you think you won't need any more counseling?  
2 My problem is solved  
3 I feel more confident of abilities to solve problems by myself  
0 The counseling session wasn't very helpful  
0 Other (please describe \_\_\_\_\_)

Thank you? Please return in the addressed, postpaid envelope provided.

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