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ABSTRACT

The impact of a 3-year effort to implement career education into the South Portland school system through Project REVAMP (Revitalize the Vocational and Academic Multifarious Program through Career Education) is examined. Evaluation assessed observable curriculum changes, guidance services in response to the career development needs of all students, greater community involvement, and commitment to career education. While specific objectives were written in terms of elementary career awareness, junior high career orientation, senior high preparation, postsecondary liaison and improved career guidance, the overall plan was to provide leadership and resources for substantial philosophical and instructional changes in the schools. These goals have been achieved. Major curriculum changes and a restructured guidance program has resulted from the project. The district has committed its operational funds to the support of many of the career education concepts. Professionals have been assigned responsibilities designed to insure that the changes achieved are long-lasting. Future directions should include monitoring of the sequential plan for career education, dissemination of the results, and teacher inservice education. (TA)

REVAMP

REVITALIZE THE VOCATIONAL AND ACADEMIC MULTIFARIOUS PROGRAM THROUGH CAREER EDUCATION

Exemplary Project in Vocational Education

South Portland, Maine

FINAL EVALUATION REPORT

July 1, 1973 - June 30, 1976

Project No.: V361112

Grant No.: OEG-0-73-5305

Submitted by:

New England Resource Center for
Occupational Education
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EXECUTIVE SUMMARY

Project REVAMP (Revitalize the Vocational and Academic Multifarious Program through Career Education) was a three year exemplary project in Vocational Education funded under Part D of the Vocational Education Act of 1963 as Amended.

The project was operational in South Portland, Maine, a suburban community in Southeastern Maine having a population of approximately 24,500. The school system has a single high school, two junior high schools and 12 elementary schools serving a total student population of about 5,500.

Staffing for the project consisted of a full-time assistant project director, a guidance specialist, two to four curricula coordinators, three guidance assistants, and clerical support. The annual federal budget was $112,985.

Major goals were established for
- Career awareness (K-6),
- Career Orientation and Exploration (7-9),
- Vocational Preparation (10-12)
- Post High School (13-14), and
- Professional Staff Development (K-12).

Overriding concern was to revise curriculum at the elementary and secondary levels and to restructure and revise guidance services in grades 7-12.

A complete sequential plan for career education in South Portland was developed having specific objectives at the primary, intermediate, junior high, and senior high levels in each of eight goal areas.

Elementary career awareness activities were inplemented into all 12 elementary schools with significant results. Continued development of this component has been assigned to one of the district's curricula directors. An Elementary Career Awareness Handbook was developed as well as a resource file for field trips and resource people.

Revision of guidance services for junior and senior high students was achieved with the addition of staff and a restructuring of the content and method of delivery of guidance services.

Secondary curricula revisions in mathematics, English, and social studies was achieved and provision for continued improvement has been made.

Project management of planning, inservice education, and dissemination was skillfully done.

Student outcomes on career awareness instruments at the elementary level and on the Assessment of Career Development at the secondary level indicate that implemented changes were successful.

INTRODUCTION

This evaluation report addresses the three year accomplishments and impact of the South Portland Career Education project (REVAMP) funded under Part D of the Vocational Education Act of 1963, as amended.

This report takes a long range look at the total effort over three years. Prior to this report quarterly evaluation reports have been developed by the evaluation team. These reports along with the annual evaluation reports submitted in June of 1974 and 1975 may be obtained through the South Portland District or the New England Resource Center for Occupational Education if in-depth study is desired.

Evaluation of the project has been accomplished by three key individuals working through NERCOE. They are:

Dr. Richard A. Gustafson	- Assistant Dean for Career Studies at Keene State College and director of the evaluation team.
Dr. Arthur O. Berry	- Coordinator of Occupational teacher education at the University of Maine at Portland-Gorham.
Dr. Robert Read	- Director of the Department of Counselor Education at Northeastern University

CONTEXT EVALUATION

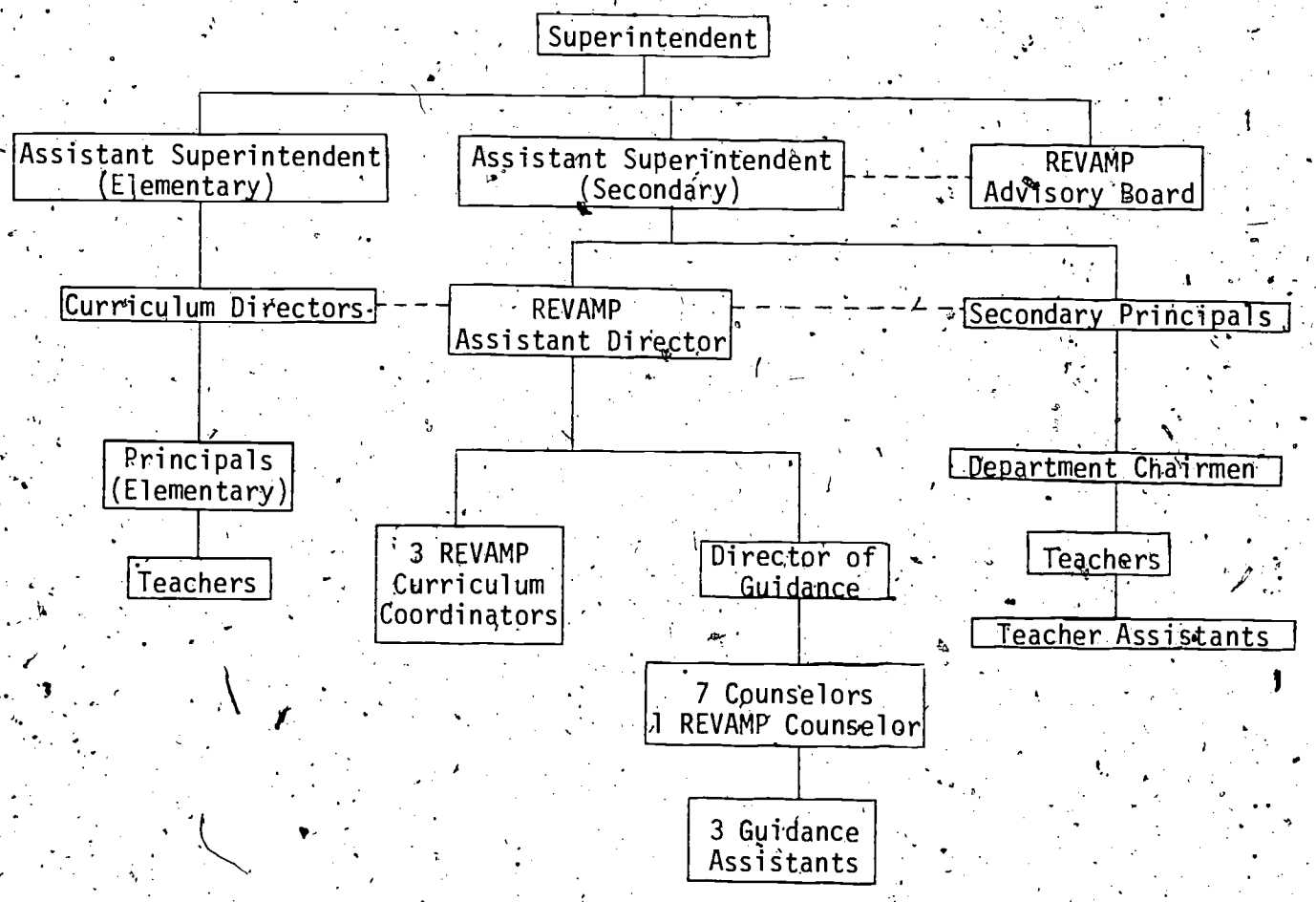
The Locale

This final evaluation report addresses the efforts of a three-year project designed to implement a K-14 career education program into the South Portland Public Schools in South Portland, Maine.

South Portland is a suburban community located in Southeastern Maine and having a population of approximately 24,500. The city has a balance of industry and housing and its population is almost entirely white (95%) with no ethnic group concentrations. The general seacoast corridor served by major U. S. Route 1 and the Maine Turnpike, Interstate 95, is the most populous in the State and thus is reflected in towns and cities within close commuting distance. The business community is most active through its Chamber of Commerce and both the manufacturing and service (tourism) industries have lay established activities within the area. Residents of South Portland can easily travel to nearby Portland and other towns for both employment and retail shopping. So while South Portland has identifiable geographic boundaries, its closeness to the population center of the State makes its economic boundaries much less distinct.

The Schools

1. Organization.



The third project year continued with the involvement of four project schools at the elementary level (Dyer, Lincoln, Redbank and Small), the two junior high schools (Memorial and Mahoney), and the South Portland Senior High School.

The four curriculum directors at the elementary level were brought into the project to assist in the expansion to all elementary schools during the third project year. Elementary principals have also been involved in planning for full implementation.

Of the twelve elementary schools, seven meet the criteria needed to be designated as Title I schools under ESEA. With up-to-date statistics developed in March of 1975, all Title I schools have more than 14.2% of their students from low-income families. Eleven point three percent (11.3%) of South Portland children received Aid to Dependent Children, 12.5% received free milk, 18.3% received free or reduced-price lunches, 9.4% of the families fall in low income bracket from the 1970 census, and .8% receive free dental clinic services.

South Portland is a suburban community with a balance of industry and housing. Occupations span a wide range from professional to laborers. The city is almost entirely white (95%) with no ethnic group concentration.

No. Schools	Grades	Enrollment
12 Elementary Schools	K-6	2,900
2 Junior High Schools	7-9	1,349
1 High School	10-12	1,195
		5,444

All the students attending the schools designated above will participate in the project.

Although the one private school in South Portland is not located in any of the elementary school districts included in the project, all opportunities for in-service training of professional staff will be extended to the teaching personnel and assistance will be given by the elementary curriculum coordinator to help prepare materials which the private school might desire.

In addition to the number of public school participants noted above, it is estimated that 150 out-of-school youth and adults were included in the project. Every effort was made by the existing guidance staff and project personnel to ferret out any interested persons in South Portland. It was anticipated that the 150 out-of-school youth were for the most part part-time or short term students, taking advantage perhaps of only the guidance services or one academic course.

Special Factors

During the three project years, no unusual social or economic factors were introduced into the South Portland area which had an effect on the Career Education Project.

PROJECT GOALS AND OBJECTIVES

The long range (3 year) goals and objectives of the project remained the same with annual implementation objectives representing "steps" or "milestones" along the road to full implementation.

1. Project Description

The overall project provides each student from K-14 developmental activities beginning with self-awareness, awareness of the work in K-6, orientation and exploration occuring in grades 7-9, and preparation and placement in grades 10-12, with the opportunity in grades 13-14 to supplement or recycle through any of the necessary procedural steps.

AWARENESS (Grades K-6)

In order to reach the objectives of Career Education the elementary segment of the project emphasized the following tenents:

1. Self-awareness activities to help the students develop a better understanding of their abilities and interests. Career motivation was provided through career education infusion in all areas of the existing elementary curricula. Students investigated career clusters and examined potential satisfactions.

2. Awareness of the world of work to generate pupil motivation to obtain occupational and educational information for various careers.

3. Work ethic to develop a positive attitude toward all work and respect for others and what their jobs contribute to society.

CAREER ORIENTATION AND EXPLORATION (Grades 7-9)

In grades 7 and 9 the career orientation was instituted. Specific exploration components were covered in grade 9.

1. Career orientation - to provide an opportunity for all students to learn about a wide range of career areas with emphasis on the diversity of opportunities and relationship of school offerings to different careers. Each student examined each of the 15 USOE clusters of occupations and emphasized career opportunities relating to their own interests. A differentiated guidance staff provided expanded career education services as well as provided useful supportive materials and resources for classroom teachers. Individual and small group counseling were utilized. Specific activities included field trips to businesses and industries, and use of various A-V and printed materials correlated for easy reference in the junior high career education center.

2. Career exploration - Career exploration was placed in grade 9 so that students were better equipped to make preliminary career decisions prior to academic and pre-vocational course selections in grade 10. Exploration was focused on at least three occupational taxonomies,

with both observation and hands-on experience available in business and industry, school laboratories, area vocational centers, and/or school classes. Grade 9 students continued in-depth study of specific job clusters and refined study to more specific areas within the cluster. Emphasis was placed on the continuing development of positive attitudes through individual and group counseling, field trips, outside speakers, bulletin boards and occupational educational information.

VOCATIONAL PREPARATION (Grades 10-12)

Opportunities were made for students to spend time, if needed, in the areas of awareness, orientation, and exploration. A continual effort was made through the Guidance Department to provide the services necessary for reasonable career decisions. Counselors helped students develop the academic and vocational courses of study necessary to meet their goals. Through the differentiated guidance staff, guidance functions were divided into professional and non-professional services, leaving more time for the professional counselors to concentrate on individual and group counseling. The addition of a fourth counselor and the guidance assistant greatly increased the availability of career guidance services to each students. The Guidance Department was equipped to meet expanded career education student needs through the addition of the Career Service Center. The academic and vocational course offerings at the high school were redesigned so as to better equip students for career preparation. Two new courses were added in September of 1973 to offer pre-vocational training in cooperative work-study and distributive education. These courses were funded independent of the REVAMP project, but provided supportive resources for REVAMP efforts at the high school level.

As the project progressed, high school courses outside of the regular day school were offered so that students could take advantage of internships and on-the-job training not normally available after regular school hours.

POST HIGH SCHOOL (Grades 13-14)

Through an expanded Adult Education Program and REVAMP project funds, all available high school guidance services were offered to out-of-school youth and adults during evening hours. These services included career orientation through the career education service center, career exploration on small group or individual basis, opportunities for internships, on-the-job training programs, and job placement. In addition the adult education program was to be expanded through local funding so that out-of-school youth and adults may complete requirements for high school graduation or take refresher courses.

PROFESSIONAL STAFF DEVELOPMENT (Grades K-6)

The elementary curriculum coordinator, in cooperation with the elementary curriculum directors and the REVAMP Assistant Director, assisted the teachers in the development of career educational materials and integrated as part of the existing curricula, set up and organized in-service training for orientation and staff development in career education, located the areas, organized, and supervised field trips, and developed supplemental bulletin board and poster materials for use in all elementary schools.

PROFESSIONAL STAFF DEVELOPMENT (Grades 7-12)

The secondary curriculum coordinator, in cooperation with the guidance department and the REVAMP Assistant Director, organized orientation and in-service training for all teachers so that they might become acquainted with career education objectives. Project personnel helped develop materials to be useful in all subject matter areas. Since all students must take English, math and social studies, the major thrust in curriculum development was placed in these areas. Each year, one department was selected with two experienced, flexible South Portland teachers being freed from their regular classroom duties to serve as curriculum coordinators. Secondary curriculum coordinators developed career education materials and revamped curriculum to be more sensitive to preparing students with an employable skill.

The curriculum coordinaotrs worked closely with the department chairmen and the REVAMP Assistant Director to develop course offerings. In order that career education activities occurred in the classroom prior to this comprehensive revamp, project staff disseminated career education materials generated at other career education sites, and led and coordinated career education modification of existing curriculum.

2. Specific Objectives

The South Portland schools proposed a developmental program in career education for grade Kindergarten through 14 with the following objectives included:

Career Awareness (Grades K-6)

1. Students will demonstrate an awareness about themselves including their interests and abilities.

2. Students will demonstrate an awareness of a wide variety of career opportunities throughout 15 clusters.

3. Students will recognize that all work is part of life and important to society.

Career Orientation (Grades 7-8)

1. Students will demonstrate insight in a diversity of career opportunities and their relationship to school subjects.

2. Students will demonstrate awareness of their interests and abilities.

3. Students will be able to describe how a positive attitude toward work improves both personal job satisfaction and quality of product.

4. Students will relate their interests and abilities to possible career selections.

5. As the students complete the orientation segment, they will narrow their tentative career possibilities to three of the 15 USOE job clusters.

Career Exploration (Grade 9)

1. Students will be involved in hands-on exploration in three areas of their choice - on site or other first hand contact with worker or producing of real products.

2. Students will make in-depth analysis of three job clusters of their choice.

3. Students will be administered the General Kuder Preference Record so that they may better evaluate their interests.

Career Preparation (Grades 10-12)

1. Students new to the program will increase self-awareness, orientation, and exploration through individual or small group guidance.

2. Students will use tests such as: Kuder Preference Record - all forms, Holland's Self-Directed Search, or the Strong Vocational Interest Blank.

3. Students expected to drop out will be provided with a variety of vocational training opportunities so they may, upon leaving school, have a salable skill. (Short courses emphasizing immediate job entry skills will be created.)

4. Students will receive placement services as a guidance function.

5. Students will be provided pre-vocational orientation courses in grade 10 in cooperative work-study, distributive education and business education so that they are ready for cooperative placement in grade 11.

Program Recycling (Grades 13 and 14)

1. All out-of-school youth and adults will be provided the opportunity to use all high school guidance functions including: testing, vocational investigation, counseling, educational planning assistance, vocational training, and placement.

2. All out-of-school youth and adults will be provided the opportunity for course work in adult education to complete credits for high school graduation, further vocational training or refresher courses, and enrichment courses.

3. The Assistant Director will structure the provision of these services on a regular evening basis and publicize this service through community media.

3. Personnel

Federal funds are used to support (fully or partially) nine full-time professional personnel plus one full-time project clerk. The professionals associated with the project are as follows:

Project Director - The project director was Mr. George McLeod, Assistant Superintendent of Schools (secondary). Mr. McLeod has budgeted 20% of his time to the project, but he was paid totally by local funds.

Assistant Project Director - The assistant project director was William Frederick Freise. Mr. Freise was responsible for the day to day management of the project and was salaried 100% by the project funds.

Curriculum Coordinators - Throughout the project's three years, regular full-time faculty have been released to develop curricula on a full-time basis.

One person, Mrs. Ruth Roberts has performed this task at the elementary level for all three years.

At the secondary level successive pairs of teachers in mathematics, English and social studies have been utilized.

Guidance Counselor - One full-time guidance counselor at the high school is supported by the project. This is a new position to yield 4 FTE counselors at the high school. It was decided to divide the career education responsibilities among the four counselors (25% time each) rather than assign all responsibilities to a single person.

Guidance Assistants - Three guidance assistants have been retained (100% funding by the project) to assist in the development of career information resource centers at each of 2 junior high schools and at the high school.

4. Activities and Services

The major activities of the project have fallen into four broad areas of effort: (1) elementary education, (2) curriculum development, (3) expanded and redefined guidance services, and (4) overall management planning.

1. Elementary Education

Through the development of a handbook, a file of resource people and in-service teacher training, career education has been implemented into all 12 elementary schools in the district.

2. Curriculum Development

The elementary curriculum development effort has focused on revising the elementary career education handbook and planning for its implementation throughout all twelve (12) elementary schools next year.

The secondary coordinator of mathematics from the first year was retained to assist teachers in the implementation of math curricula developed and to assist other secondary teachers in implementing career education activities into their classrooms.

Two English teachers from the high school were retained to examine and revise the English curricula (7-12) with career education concepts in mind during year Two.

Year Three saw two faculty develop curriculum for social studies in grades 7-12.

3. Guidance Services

The guidance component (JHS and SHS) conducted a needs assessment and redefined their program based upon these data. New strategies and services were implemented as a result of the needs survey.

4. Overall Management

Project management focused upon five areas of effort during the second year:

1. documentation of inservice
2. documentation of dissemination
3. development of a sequential plan for the continued development of career education in South Portland
4. development of a Guidance Handbook for students and parents
5. implementation of a testing program in grades 2, 5, 8, and 11 which will measure project impact.

EVALUATION OF PROJECT COMPONENTS

The evaluation of each major project component will be addressed in the light of the long range objectives which the project established three years ago. Other significant findings will be included where appropriate.

Elementary Component

During the three years of the Career Education project in South Portland, the development and implementation of career education at the elementary level was the primary responsibility of Mrs. Ruth Roberts.

From the on-set the elementary component has moved ahead smoothly and in an exemplary manner. Major activities designed to implement career education in each elementary school were:

1. The development of an Elementary Career Awareness Handbook

2. The development of an Elementary Resource file, and

3. In-service training experiences for teachers.

During the first two years of the project, implementation was focused on four "project schools." In the final year (with initial preparation in the last half of year two) the remaining eight elementary schools within the district were brought into the project. Holy Cross, a local parochial school, was also involved during the final project year.

Elementary Career Awareness Handbook

Throughout the three years of the project, the elementary coordinator, teachers and administrators have developed and revised a career awareness handbook for elementary teachers.

This handbook in its final revision will be linked directly to the eight broad goal areas in the Sequential Plan for Career Education in South Portland. Activities for each goal area at the primary and intermediate level have been included. While the volume is arranged by goal area, activities are cross indexed by topical area.

This product is exemplary in that it ties teacher activities to the major goals of career education at the primary and intermediate levels in South Portland.

Elementary Resource File

The elementary resource file is a teacher generated pool of activities involving field trips and resource people for career education. Once the set is complete it will contain approximately 300 cards, each providing the teacher with a proven resource for field trips or guest speakers. A complete listing of this resource file will be duplicated and will be housed in the libraries of all 13 elementary schools, as well as the two junior high schools.

Inservice Training Experiences

Inservice training workshops have been implemented throughout the project cycle. Initially, Mrs. Roberts or outside consultants conducted these sessions. As the project progressed teachers and curriculum directors became the primary "instructors" for other staff in the system. During the final year of the project, more than 100 "teacher days" of inservice training had been offered by South Portland teachers and staff to the Bangor school system.

Career Guidance institutes (24 teachers), Presentations (21) and hosting visitors (32) were also utilized as inservice activities.

Impact

Career Education at the elementary level in South Portland has been achieved. Testing in the pilot schools (see later section) has resulted in significant gains in career awareness.

Through the involvement of the elementary principals and the curriculum directors, implementation in all 13 elementary schools has been achieved as well as provision for on-going monitoring of continued implementation.

Mrs. Ruth Roberts outlined five actions steps for implementing career education into the non-project elementary schools. They were:

1. Meet with all building principals to inform them of career education and its implications for South Portland.

2. Conduct a series of two inservice workshops, one on October 9, 1975 and a second on March 9, 1976.

3. Attendance by the elementary career education coordinator at faculty meetings.

4. Attendance of the elementary career education coordinator at PTA meetings.

5. Regular visits by the elementary career education coordinator to the project and non-project schools.

All steps in this process were completed and we might add, most successful. Meetings with all principals have taken place, as well as meeting with all faculties. The October 9, 1975 inservice workshop was a success as was the March workshop. The elementary career education coordinator developed a bi-weekly schedule which permitted her to spend most of her time at the non-project schools to help them develop career education activities and effectively implement these in the classroom. A number of PTA presentations were made and will continue.

The evaluation team reviewed the teacher reports of career education activities at the non-project schools. It was clear from a review of these activities that virtually all teachers in the non-project schools are implementing career education activities into the classroom. This is a most commendable fact. It is clear that the elementary career education coordinator has done an excellent job in working with teachers and helping them to implement career education in the elementary schools.

Curriculum Development Component

Major emphasis of Project "REVAMP" in the area of Curriculum Development were directed towards:

a) Providing pre-vocational orientation courses in grade 9 and 10, and to promote ongoing pre-vocational orientation.

b) Focus Math, Social Studies and English courses more on Career Development and to compliment vocational courses.

I. Providing pre-vocational orientation:

a) A reorganization of the program of studies was completed and nine (9) week courses in "Career Awareness" and "Self-Awareness" are an ongoing phase of the junior high curriculum at Memorial Junior High School. At Mahoney Junior High School a nine (9) week course in "Career Awareness" is required of all students. Courses at both junior high schools are oriented towards self-awareness, values, and decision making.

During the 1975-76 academic year, 419 students were involved in these courses indicating the degree of commitment to achievement of the objective. Junior high school principals assessed the program offerings, recognized the need for greater attention to staffing, activities and methods of teaching and included these courses in their 1976-77 program of studies.

b) A course, #234-"Career Orientation", was designed for grade 10, Sophomore level, as a vocational option. It consists of a redesigned introductory course in cooperative education and is included in the 1976-77 program of studies. Forty-five (45) students have enrolled in the course for fall semester, indicating the effects of the ninth grade orientation courses.

c) The three (3) year effect of the Career Education Project with its intent of restructing the guidance-counseling function and the focusing of the content areas of Math-Social Science and English on Career Development have resulted in major changes in the involvement of guidance personnel in the orientation function. Ongoing activities involve mini trips to industry, individual and group visitations and job shadowing. Students have toured the Regional Vocational Center and counselors from the Center have been brought in to meet with students. Appendix A reveals that there are six (6) vocational programs available to South Portland students, and that enrollments have increased by fifty-two (52) students, or 24%, during the three (3) years affected by the Career Education Project.

A course, #634-"Career Preparation", was designed, implemented, evaluated and restructured to meet the needs of senior students. It is a one (1) semester course which is team taught by personnel from the English and guidance staff.

II. Curriculum Revision: Career Development Focus

The design of Project "REVAMP" provided for analysis, evaluation, and curriculum revision by project personnel. Faculty members were given in-house sabbaticals and assigned to the task under the assumption that those who are involved will, when they return to the classroom, effect change. Mathematics was targeted for review during the first year of the project, English the second and Social Science the third.

a) Mathematics Curriculum Revision and Implementation:

Two (2) mathematics teachers were assigned to the task of establishing procedures for reviewing curriculum, conducting a needs assessment and identifying recommended revisions. They established procedures which provided for a review of existing curricular, review of Career Education and involvement of the business community and mathematics teachers. The result was a series of recommendations for revision of the mathematics curriculum, approved by the School Board on March 11, 1974, and implemented in three (3) phases by mathematic personnel under the direction of the Chairman of the Mathematics Department at South Portland High School.

During the 1974-75 academic year, several revisions were made in the curriculum as Phase One was implemented while research efforts and curriculum development efforts continued to be of concern.

Eight (8) mathematics teachers accepted responsibility for instruction in new or revised courses, and all department members took an active part in curriculum development.

The revised mathematic sequence grades 9-12 provided for different levels of math based on the occupational aspirations of students: During the 1974-75 academic year, an Algebra I course replaced a pre-Algebra course enrolling 111 students at the three (3) secondary schools. Performance and achievement indicated that students met course requirements and expectations. Math teachers assumed responsibility for counseling students, and math sequences have been more clearly defined-Figure I-and distributed to all students.

Figure I — Mathematic Sequences Grades 9-12

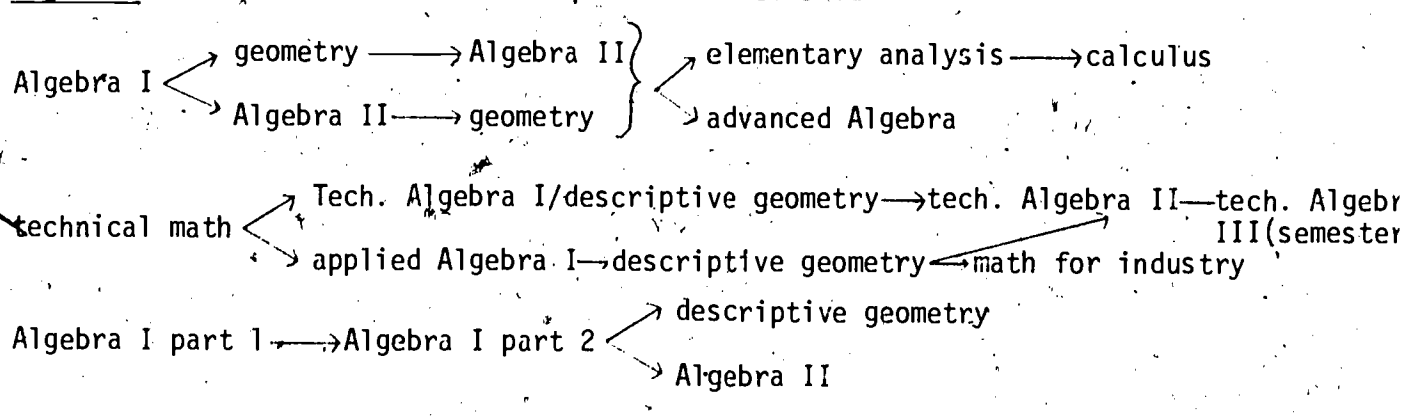


Figure I, Cont.

Electives - commercial math - grades 9 and 10
consumer math A - grades 9 and 10
consumer math B - grades 11 and 12
computer programming ⟶ computer science
finite math

Phase Two implementation progressed as scheduled. Algebra I, part 1, continued to be successful at the ninth grade level with 1976-77 enrollments projected at 128 students; an increase of thirty-six (36). The content of courses has been revised in an attempt to enhance student success.

Consumer math and technical math have been offered for two (2) years with three (3) classes of forty-two (42) students and two (2) classes of thirty-seven (37) at the Junior Highs and forty (40) students at the high school. Technical math had an enrollment of twenty-one (21) students during 1975-76. Scheduling has been revised and combined materials developed by consumer math teachers to assure content and goal achievement.

Technical Algebra I was offered for the second time in 1975-76 and ran more smoothly as misunderstandings as to purposes of the course were resolved. The natural progression from applied Algebra I and technical Algebra II from technical math and Algebra I ran smoothly, and enrollments in second level courses were attained.

During the 1976-77 academic year, Phase III, or final sequencing of math offerings, will take place and all courses in the sequence (Figure I) will be available to students.

b) English Curriculum Revision and Implementation:

Utilizing the procedures and techniques developed by mathematics personnel, two (2) English teachers undertook a review of the current offerings and English curricular during the 1974-75 academic year.

Workshops were held by the English staff involving them in identification of language skills and development of a curriculum sequence to eliminate ineffective duplication and repetition. Altho not all teachers were in agreement with all proposed revisions, all accepted or recognized the need for some and approximately 75% enthusiastically supported the English Curriculum Revisions which were approved by the South Portland School Board on March 10, 1975.

Recommendations included a sequential program for all general and college bound students, grades 7-10, covering five (5) areas:

Reading and Literature
Writing
Language (grammar and usage)
Speaking and Listening
Career Exploration and Preparation
(values, attitudes, and job skills)

These elements are to be a part of all English offerings, Phase I-III in the Junior High School

In a further extension of curriculum development, activity packages and implementation strategies have been developed for each curriculum area. These are sequential, Phase I-III of the Junior High program and published in a Language Arts Curriculum Guide-grades 7-12.

In the Senior High School, a Phase Electives program has been adopted. New courses or approaches added included:

1) A nine (9) week course required of all ninth grade students developed cooperatively by the English and Guidance Departments. The course to include job shadowing and job skills (applications and interviewing appropriate to part-time jobs).

2) A career preparation course offered in grade 12 by the English and Guidance Departments.

3) Independent study opportunities.

Responsibility for implementation of the curriculum revision was accepted by the English Department Chairman and implemented during the 1975-76 academic year.

A follow-up after one (1) year of implementation revealed that the recommendations had been accomplished and the career dimension had been infused into the ongoing English curricular. Activity lists revealed the extent of teacher involvement with 50% of the faculty actively involved in Career Education activities and two (2) publications and courses specifically offered with Career Education in mind.

The curriculum guide was completed by twelve (12) teachers keying seventeen (17) Career Education [illegible] activities to the objectives and goals of Career Education. Seven teachers were involved in revising and updating their curriculum outlines. The degree of teacher involvement attests to greater interest in and support for Career Education as a component of their curricular.

c) Social Studies Curriculum Revision and Implementation:

Two (2) Social Studies teachers were assigned the task of reviewing the Social Studies Curriculum and utilizing the procedures previously established by Math and English submitted recommendations which received South Portland School Board approval on April 12, 1976.

Curriculum changes, which will be implemented during the 1976-77 academic year, focus on skills, attitudes and values. More specifically:

1) Social Studies Skills Listings:
What and when to introduce and extend within the curriculum.

2) Assessment Instrument:
For checking skills of entering seventh grade students in order to provide basis for a relevant curriculum.

3) Explanation of Values and Stages of Moral Reasoning With Application to Social Studies

4) Topics:
Objectives and various units

5) Content Outlines on Canada, Africa, Latin America:
These provide directions to teachers as to what can be taught and to familiarize the school board and teachers with these content areas.

Curriculum materials have been produced by a team of Social Studies teachers assessed by the board and revised accordingly. These materials will be utilized in 1976-77 as the first phase of revision will be implemented in grades 7, 9 and 11. Plans call for a review and revision of Social Studies materials for grades 8, 10 and 12 during the 1976-77 academic year with implementation scheduled for 1977-78. As with the other curriculum areas, the department chairman will assume responsibility for implementation.

d) Expansion of Career Education Curriculum Materials:

Two (2) major approaches were utilized in achievement of this goal; acquisition of new materials for student usage and additional professional materials for teacher review; and development of a procedure for dissemination.

Resource Centers at both junior highs and the senior high documented acquisition of better than 200 new pieces, in addition, all centers indicated receipt of a large number of up-dated catalogs and pamphlets. Documentation of usage as well as acquisition was provided.

Professional staff material is held at the High School Resource Center as well as the Career Education Coordinator's Offices. These are distributed to teachers and staff upon request to any Center and/or the Career Education Secondary Curriculum Coordinator. Usage was documented.

III. Summary:

Project goals in the area of curriculum were achieved through

a) Implementation of the Math sequences providing relevance and career oriented mathematics.

b) Implementation of a revised English curricular which included a career dimension at the junior high, and career preparation courses as phase electives at the senior high.

c) Analysis, review and development of a Social Studies curricular based on skills, attitudes and values to be implemented in the 1976-77 academic year.

d) Continued acquisition of Career Education resource materials and development of a system-Resource Centers-for distribution and usage.

Project "REVAMP" has made great strides in curriculum development and implementation. Infusion of Career Education Concept has taken place because of recognition that involvement is a key.

Guidance-Counseling Component

The terminal evaluation of the guidance aspect of this Project can be expressed (1) in terms of the specific program objectives achieved and (2) in terms of the staff efforts made to achieve them. If one is to focus on the single most noteworthy feature of Project REVAMP, it must be in terms of this second dimension. The objectives of the Project were, in general, accomplished, but-more importantly-where the guidance department was involved, its definition of role, staff's daily functions, and their interactions with school and non-school people were changed.

At the start of the Project the Guidance Departments of the various secondary units were diligently engaged in traditional guidance roles, which were failing to meet the needs of many of their students and were relatively inefficient in their delivery of services. During the first year of the Project, staff became familiar with the meaning and implications of a total career education orientation. In the second year, a needs assessment project, which gave continuous direction to the goals of the guidance program, was instituted and a systems approach to the accomplishment of REVAMP's objectives was developed. During the third year, the various specific activities necessary to the achievement of the project's objectives were continued, instituted, or redefined, and evaluation procedures were refined.

At the same time these program development activities were being pursued, counselors, consultants, and paraprofessionals were continuously extending themselves to provide new, career education oriented services to students, teachers, and parents. By the end of the three year project period such concepts as the provision of guidance department monitored career resource centers, counselor administered and organized career education activities for classroom teachers, counselor taught career decisionmaking units, community involvement in the school's guidance work, and a parental awareness of a continuous career development thrust as a major justification for the guidance staff's existence were firmly entrenched, and guidance roles had been so irrevocably committed to the implementations of these concepts that the reversion to former roles is almost impossible. By placing the major responsibility for implementing a career education program in the hands of the guidance staff project REVAMP both maximized the possibilities for attaining its "three year impact objectives" and guaranteed that there would be a post-Project continuation of grant supported goals and services.

Specific Objectives

In general, there was an impressive accomplishment of the Project's objectives, and of the evaluation criteria necessary to document these accomplishments. Only

at the post-secondary level (Program Recycling) were achievements disappointing. The reasons for this relative failure and the successful achievement of other goals are discussed in detail below:

Career Orientation (Grades 7-8)

Objective 1 - Students will demonstrate insight in a diversity of career opportunities and awareness of their interests and abilities.

Objective 2 - Students will be able to describe how a positive attitude toward work improves both personal job satisfaction and quality of product.

Objective 3 - Students will relate their interests and abilities to possible career selections.

Activities to achieve these objectives varied slightly in the two junior high schools, but the general offerings were highly similar. The establishment of a Career Resource Center staffed by a highly competent and dedicated para-professional and supervised by counselors was the heart of the career education program in each school. Quarterly reports over the three years indicated a consistent and steadily increasing usage of these centers (e.g., Memorial had a total of 1,098 student contacts in the second quarter of 1975 compared with 3,373 total student contacts in a similar period of 1976. A followup study of the 10th grades indicated that approximately 80% of these students had sought out information on their own and approximately 90% of these had found the materials helpful. In addition, in 1975-76, 85% of the teachers in these schools had made some formal use of the Resource Center.

Another major activity was the Career Fair co-sponsored by the two junior highs. This effort was well attended and highly praised by both students and parents and enthusiastically supported by the business community.

Other major career orientation activities included (1) self- and career-awareness courses, where the results of interest and ability tests were related to career planning, field trips and guest speakers, and student volunteer programs. Again, followup studies of students in these activities immediately and in the 10th grade indicate high levels of satisfaction with the programs, increased self-awareness and increased job knowledge.

Objective 4 - As students complete the orientation segment, they will narrow their tentative career possibilities to three of the 15 USOE job clusters. (Grades 7, 8, and 9)

As a result of the aforementioned activities in grades 7 and 8 plus the writing of a career research paper by the ninth grade, all students were aware of the USOE job cluster system and had identified their own major interest areas in terms of Holland's classification system. All eighth graders listed three prioritized career clusters for visitation at the Career Fair, and a sampling of ninth grade students in April indicated that 78% had narrowed their job interests to just one cluster and 88% had narrowed to three or less clusters.

Career Exploration (Grade 9)

Objective 1 - Students will be involved in hands-on exploration in three areas of their choice-on site or other first hand contact with workers or producing of real products.

Objective 2 - Students will make in-depth analyses of three job clusters of their choice.

Objective 3 - Students will be administered the General Kuder Preference Record so that they may better evaluate their interests.

Relative to these exploration goals, students only occasionally took the Kuder interest survey, but the Self Directed Search was used widely, special emphasis was given in the ninth grade group guidance classes to in-depth job analysis (although instructors noted some difficulty with this because students tended to want to explore three jobs within their highest priority cluster), and planned hands-on experiences were provided to most students. For example, 90% of the Memorial and 67% of the Mahoney students participated in the Job Shadowing project, which involved extended individual observations of an actual worker in a job field of their choice. Followup surveys indicated a high level of learning and interest as a result of these visits.

Objective 4 - To fully inform parents and students about guidance services.

The major implementation of this objective was the completion over the years of the Project of a Career Guidance Handbook. This Handbook which was designed to be used primarily at the point of transition to junior high school, outlines for the student and his parents the annual sequence of career development activities which he will be exposed to and the decisions that need to be made at each step. Plans have been made to distribute this document to all sixth graders and their parents and to use it at each decision point in the student's secondary school career.

Additionally, sixth grade orientation days, parents' nights for each grade, open houses, parent participation in the Career Fair, and parent participation in many of the other aspects of the Career education program served to keep both parents and students aware of guidance services, especially as they pertain to Project REVAMP's goals. Typically, only about 15%-25% of parents attended these affairs, but evaluative comments from those attending were very positive.

Finally, a junior high newspaper which is sponsored by the Career Guidance Center provides an outlet for career guidance news to students.

Career Preparation (Grades 10-12)

Objective 1 - Students will increase in self-awareness, orientation and exploration through individual or small group guidance.

Objective 2 - Students will use interest measures.

At the high school level, awareness, and orientation activities were continued as preparation and terminal specialization goals were introduced. Vocational decisionmaking activities included:

1. Orientation Day to familiarize entering 10th graders with the High School Career Guidance Center.

2. A weekly Career Resource Center Newsletter.

3. A job shadowing experience for 155 students.

4. Career Field Trips for approximately 300 students.

5. Small group counselor-directed courses on decisionmaking, participated in by 75% of all 10th graders.

6. "College Survival" program to help interested students in college choice problems.

7. Senior Career Day, a major undertaking involving juniors to some degree and all seniors, as well as the business community.

8. A career preparation course jointly taught by counselors and 12th grade English teachers.

9. A voluntary film festival on such social issues as alcoholism, venereal disease, and human sexuality.

10. Monthly Career Days (average attendance 200 students).

11. Student orientation sessions on College Board exams and financial aid (average attendance approximately 75 students). Similar sessions in the evenings for parents.

12. Work in cooperation with classroom teachers to make program plans relative to abilities and future career directions.

13. Evening orientation for entering 10th graders and their parents (attended by over 300 students and parents).

14. Continued provision of interest tests; administration of the ACD, JOB-O, OEK, and SDS, and participation in the Armed Forces Vocational Aptitude Battery program.

Objective 3 - Students expected to drop out will be provided with a variety of vocational training opportunities so they may, upon leaving school, have a salable skill.

Objective 4 - Students will receive placement services as a guidance function.

Objective 5 - Students will be provided pre-vocational orientation courses in Grade 10 in cooperative work-study, distributive, and business education so that they are ready for co-operative placement in Grade 11.

These three "placement" objectives have been attacked on a broad front through the provision of a variety of guidance monitored services. A dropout Committee is meeting regularly to make recommendations to other school personnel on how to cope with the dropout problem, a dropout exit procedure has been standardized, the Chamber of Commerce is cooperating in a project to find jobs for school leavers, and guidance staff have contacted the majority of dropouts from the past year and have induced about one third of these people to return to school. A Job Bank has been established and maintained by the Guidance Department to place students in part-time jobs and to assist graduates in obtaining work. And, finally, an extensive Vocational-Work Experience program has been developed which starts with pre-vocational and guidance activities in the 10th grade and offers several different vocational options at the 11th and 12th grade levels (e.g., State Vocational Schools, Distributive Education, Cooperative Work Experience, and Business Education Work Experience). Over the last three years these options have increased in popularity with the students.

Although this work placement effort is impressive, this area represents one of the relative weaknesses still of Project REVAMP's attempt to provide a more relevant education. This is due not so much to a lack of appropriate effort on the part of guidance and other staff as in a failure of some responsible persons to provide a means for making specific curriculum revisions based on the needs of students, e.g., more appropriate courses for future dropouts, and in the process to identify the unique needs of various school sub-populations. Hopefully, the recently completed and excellent Needs Assessment will provide a vehicle for achieving this end.

Program Recycling (Grades 13-14)

Objective 1 - Out of school youths should have access to high school counseling and career information.

Objective 2 - Adults need access to continued educational opportunities.

Objective 3 - Awareness of educational opportunities for adults is needed if these programs are to be effective.

As noted earlier, this level of the Project has been relatively poorly implemented. Although it has been publicized in the community that guidance and counseling services are available to out-of-school youth and adults and although the Career Guidance Center at the High School is open one evening a week with a counselor on duty, there has been only a limited response. The main reason for this seems to be a lack of a means of successfully reaching out to potential consumers and a lack of strong motivation to include these objectives and their consequent services in REVAMP planning. The guidance staff has made reasonable efforts and the adult career counseling program has reached many needy clients, but if this program is to continue it must receive careful attention and more deliberate support.

Impact Summary

The above minor reservations about Program Recycling and the need for more responsive curriculum revision procedures not withstanding, the accomplishments of Project REVAMP over the past three years is impressive.

If the goals of education involve (a) the inclusion of family and community in the schools, (b) an increasingly relevant education for future citizens, workers, and homemakers, and (c) a confluence of cognitive and affective learnings --for all youth,

And if the goals of guidance involve (a) providing to youth information about self, (b) providing them information about alternatives of choice, (c) assisting them in the decisionmaking process, and (d) facilitating their learning process-through interventions directly with students and the various agents who service them,

And if the goals of career education involve (a) the assurance that each student and adult will have specific vocational preparation, (b) the expectation that society will provide training, advisement, and placement for its citizens, and (c) the opportunity for students to know more about self relative to the world of work in order to achieve maximally satisfying job,

Then Project REVAMP has been extremely successful. For it has, by using the vehicle of career education, caused the South Portland school system and especially its guidance department to make major changes in its role and its provision of services--as is fully reflected in the preceeding two sections. Beyond the attainment of these specific objectives of the program the overall achievements of the Project most importantly include the following:

1. An increased visibility and appreciation of guidance and career education services to all consumers. More parents and community people have been brought in direct contact with the schools. In an operational survey in 1970, guidance was not even mentioned; in 1976 it was mentioned spontaneously and positively by 50% of the responders. A survey at the end of the Project period indicates an over 90% involvement of teachers, mostly with positive reactions, in REVAMP programs of some sort. As guidance services have been more career education oriented they have received increasingly strong endorsement from administration.

2. An increased volume and quality of guidance's student contact. The career education thrust has forced counselors from one-to-one contacts and into "management" and small group activities, which have made them more available and apparently more helpful to students. This fact is reflected in progressively more positive comments in the annual Senior Surveys.

3. Better "public relations" in general, parents, teachers, students, and community people express a more positive view of guidance services.

4. An obvious "career education" impact on students. At the junior high level counselors and teachers report that students come from the elementary grades with an apparent career development awareness. ACD results, the Sophomore Survey, and the Senior Survey indicate increased career maturity and increased satisfaction with career development programs.

On the critical side, there is still a need to deal with:

1. Some teachers' lack of understanding and support as they see career education interfering with their traditional tasks and subverting "discipline" and "standards."

2. Parent concerns relative to what career education is all about, e.g., "railroading" their children out of college or not "advising" children to do the "right thing."

3. The tendency of students to persevere in traditional stereotyped job roles, especially on the part of lower class and non-academic youth, who still have not been fully reached by REVAMP's programs.

Administratively, in terms of guidance staffing the impact of REVAMP is manifested in the fact that most of the Career Resource Center aide positions, the REVAMP counselor position, and much of the software costs are being incorporated into the local school budget.

These administrative commitments, the changed role of counselors, the obvious positive impact of REVAMP's career education orientation, the improved public image and participation in the schools, and the change in teacher-guidance relationships all serve to reiterate our original statement that Project REVAMP has achieved an irrevocable reorganization of guidance and instructional services and has by many criteria proven itself as an eminently successful program.

Management Component

Project-wide Testing

Career Awareness Inventory

Students in the elementary grades (1-6) were exposed to a myriad of career education activities during the three years of the project. These activities were designed to make students more aware of themselves, their interests and abilities and more aware of the world of work.

For the first two years of the project, four elementary schools (Lincoln, Redbank, Small, Dyer) were direct recipients of career education services. During the final year of the project, the remaining eight elementary and one parochial school (Kaler, Brown, Roosevelt, Willard, Henly, Hamlin, Holy Cross, Skillin and Thorton-Haughts) were provided career education services along with the original four.

In an effort to measure the growth in career awareness of the youngsters in the project and non-project schools, a pre- and post-test situation was designed.

An instrument, the South Portland Career Awareness Inventory, was developed with two forms, one for primary and one for intermediate grades (see Appendix A). The primary instrument was a 48 item test which was read to students who responded to an answer sheet. The intermediate instrument was a 31 item multiple choice test which the students read and completed themselves. Each instrument was pilot tested and revised based upon feedback from the students.

In the fall of 1974 2nd and 5th graders in the four project schools and four non-project schools (Kaler, Brown, Roosevelt, and Willard) were tested using the appropriate form of the Career Awareness Inventory. These same children were tested again as 3rd and 6th graders in the spring of 1976 using the same instrument.

Results of these testings appear in Table 1. Each school, both at the primary and intermediate levels, did show growth in career awareness over the span of the project. Using the T-test for correlated means, it was determined that all of these gains were statistically significant, with the exception of Kaler - intermediate. The largest gains were by Small School at the primary level.

Table 2 summarizes the comparisons made when all primary students tested in the project schools are compared with their counterparts in the non-project schools. The table also makes the same comparisons for intermediate students.

It can be seen that gains made in the project schools were greater than the non-project schools at both the primary and intermediate levels. The difference between the gains was significant only at the primary level, however.

TABLE 1 - Performance of Project and Non-Project Schools on the South Portland Career Awareness Inventory

		Number	Pre-Test Mean	Pre-Test S.D.	Pre-Test Range	Post-Test Mean	Post-Test S.D.	Post-Test Range	Gain Score	Significant Growth
Primary (Perfect Score-43)	Lincoln	35	29.2	3.39	22-37	35.0	3.97	28-41	5.8	*
	Redbank	20	27.1	5.03	17-37	31.1	4.52	21-37	4.0	*
	Small	21	26.8	4.88	15-36	35.6	1.80	33-40	8.8	*
	Dyer	34	28.9	2.97	20-35	32.2	3.48	23-39	3.3	*
	Kaler	23	25.5	3.76	19-34	30.4	3.80	23-38	4.9	*
	Brown	26	27.0	3.83	18-37	31.1	4.10	23-36	4.1	*
	Roosevelt	27	29.4	3.58	23-36	32.7	2.73	28-38	3.3	*
	Willard	14	30.8	3.14	24-36	32.5	3.13	28-38	1.7	*
Intermediate (Perfect Score-31)	Lincoln	27	15.6	3.60	9-21	18.4	2.94	13-23	2.8	*
	Redbank	26	16.2	2.44	11-21	19.3	2.66	14-27	3.1	*
	Small	24	16.5	3.08	10-22	18.9	2.43	16-24	2.4	*
	Dyer	35	16.9	2.13	14-22	19.1	3.00	11-24	2.2	*
	Kaler	13	19.5	1.66	17-23	19.8	2.28	17-23	0.3	*
	Brown	42	14.9	3.54	7-20	18.1	3.37	8-25	3.2	*
	Roosevelt	26	17.5	4.40	9-25	20.2	2.96	15-26	2.7	*
	Willard	22	18.1	2.90	13-23	19.7	2.66	13-25	1.6	*

* Significant at the .05 level using T-test for correlated means.

Table 2

	No.	Pre-Test		Post-Test		Gain Score	T-Test Statistical Significance
		Mean	S.D.	Mean	S.D.		
Primary Project	90	28.1	4.01	33.4	4.12	6.3	3.04 *
Primary Non-Project	90	28.0	4.06	31.7	3.57	3.7	
Intermediate Project	103	16.4	2.88	19.1	2.57	2.7	.53 N.S.
Intermediate Non-Project	103	17.0	3.82	19.3	3.02	2.3	

Elementary Self-Awareness

In an effort to assess various dimensions of self-awareness at the elementary level, the self-observational scales (SOS) was given to 2nd and 5th grade students in the fall of 1974 and was readministered to these same students as 3rd and 6th graders in the spring of 1976. The test and re-test matrix is below.

Table 4 Number of Students Taking the Self-Observational Scales

	Pre-Test		Post-Test	
	Primary	Intermediate	Primary	Intermediate
Project Schools	121	120	113	123
Non-Project Schools	103	105	91	103

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

The scales are as follows.

Scale I - Self Acceptance

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

Scale II - Social Maturity

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

Scale III - School Affiliation

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

Scale IV - Self Security

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

Table 5 summarizes the results of the SOS testing at the primary level.

Table 5: Pre-Test and Post-Test Results at the Primary Level Using the Self-Observational Scales

			Self Acceptance			Social Maturity			School Affiliation			Self Security		
		No.	Mean	S.D.	%tile	Mean	S.D.	%tile	Mean	S.D.	%tile	Mean	S.D.	%tile
Project Schools	Pre-Test	121	54.4	7.9	66.1	53.7	7.6	63.1	53.1	8.1	62.6	53.6	8.8	61.6
	Post-Test	113	46.6	9.7	41.2	56.0	7.5	62.5	45.9	12.8	42.5	51.1	9.8	53.9
Non-Project Schools	Pre-Test	103	50.1	9.3	52.0	52.8	7.6	60.5	50.7	9.5	55.5	53.7	9.0	61.7
	Post-Test	91	45.1	10.7	38.2	52.0	8.9	49.5	42.4	12.6	32.5	51.7	8.8	55.1

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

The Scales are as follows.

Scale I - Self Acceptance

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

Scale II - Self Security

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

Scale III - Social Maturity

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

Scale IV - Social Confidence

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

Scale V - School Affiliation

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

Scale VI - Teacher Affiliation

Children with high scores on this scale like their teachers. They see the teacher as helpful, attentive, understanding, and generous. Children with low

scores see the teacher as arbitrary, inconsiderate of children, and/or as a source of emotional pain.

Scale VII - Peer Affiliation

Children with high scores on this scale consider their relationship 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.

Table 6: Pre-Test - Post-Test Results of the Intermediate Level Using the Self-Observational Scales

			Self-Acceptance			Self Security			Social Maturity			Social Confidence		
		No.	Mean	S.D.	%tile	Mean	S.D.	%tile	Mean	S.D.	%tile	Mean	S.D.	%tile
Project Schools	Pre-Test	120	52.2	8.4	59.1	48.5	9.5	47.0	50.7	7.3	53.5	50.5	7.8	52.9
	Post-Test	123	50.5	4.8	52.4	50.6	4.7	52.1	48.4	5.7	44.1	49.6	4.9	48.7
Non-Project Schools	Pre-Test	105	52.2	9.5	60.4	49.4	9.3	49.0	50.9	7.1	55.0	51.7	7.2	56.5
	Post-Test	103	52.0	4.3	57.8	49.4	5.8	48.2	48.8	5.9	44.9	41.5	4.7	55.6

		School Affiliation			Teacher Affiliation			Peer Affiliation		
		Mean	S.D.	%tile	Mean	S.D.	%tile	Mean	S.D.	%tile
Project Schools	Pre-Test	51.6	10.1	55.5	52.9	6.4	61.9	50.5	9.2	54.3
	Post-Test	51.4	8.4	56.1	49.8	5.5	49.5	48.8	4.5	45.7
Non-Project Schools	Pre-Test	50.1	10.2	51.6	52.3	7.7	60.5	50.4	9.6	54.8
	Post-Test	52.2	6.5	58.4	51.2	5.5	54.7	51.1	5.2	54.0

It can be seen from tables 4, 5, and 6 that scores on the post-test measures for both project and non-project schools were considerably lower than the pre-test scores. Considerable discussions were held with teachers and project staff, but no explanation for this fall-off in scores was identified.

Assessment of Career Development

In the junior and senior high school program the Assessment of Career Development (ACD) was used both as a needs assessment and student evaluation instrument. Because the implementation plan for career education at the secondary level focused heavily on the career guidance component, the ACD provided useful information for the guidance staff as they reviewed their program objectives.

The ACD was administered to 120 junior high 8th graders and 114 senior high 11th graders in January of 1975. During April of 1976, the ACD was again administered to these same students. One hundred one (101) 9th graders and 84 12th graders took the post-test.

The ACD results provide information arranged into 16 tables addressing various aspects of occupational awareness, self-awareness, and career planning and decision-making. Table 3 below summarizes the pre- and post-test results in the three areas of occupational characteristics, occupational preparation requirements and career planning knowledge. It can be seen that all schools made gains in all three test areas.

Table 3: Pre and Post-Test Data - Assessment of Career Development - Occupational Knowledge Areas

		Senior High School			Mahoney			Memorial		
		N	Mean	S.D.	N	Mean	S.D.	N	Mean	S.D.
Occupational Characteristics	Pre	114	42.56	5.67	60	35.13	6.58	60	31.22	8.84
	Post	84	44.21	4.50	50	39.74	6.50	51	36.51	7.82
Occupational Preparation Requirements	Pre	114	13.24	2.12	60	10.87	2.32	60	10.25	8.82
	Post	84	14.00	1.71	50	12.20	2.32	51	11.29	2.30
Career Planning Knowledge	Pre	114	29.16	4.13	60	25.98	5.19	60	23.37	5.80
	Post	84	30.43	4.45	50	28.82	4.99	51	26.73	5.84

Of more interest, however, is the shift of student knowledge and awareness of career education as illustrated by the fifteen (15) questions detailed below.

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1. Most people do not need to begin career planning until their final year in high school.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
Percent Responding False	91%	86%	88%	92%	83%	94%

2. There is only one right job for a person in terms of his abilities.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
Percent Responding False	92%	92%	87%	94%	60%	80%

3. The typical man will hold more than four different jobs during his lifetime.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
Percent Responding True	62%	77%	50%	68%	67%	75%

4. Few women work outside of the home after marriage.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
Percent Responding False	71%	81%	73%	88%	47%	71%

5. How sure are you that your first job choice will be the same in a year.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
Very Sure	29%	50%	37%	37%	29%	38%
Fairly Sure	47%	39%	49%	39%	52%	46%
Not Sure At All	24%	11%	14%	24%	19%	16%

6. Less than one third of all job openings require a college degree.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
Percent Responding True	39%	42%	38%	46%	45%	55%

7. Educational Plans

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Graduate from High School	12	7	8	2	27	31
b. Complete apprentice program	1	4	0	4	2	2
c. Job training in military	4	2	2	4	7	4
d. Two-year college (community, technical)	18	26	22	18	7	10
e. Two-year private technical or trade school	14	8	3	4	3	6
f. Three or more years of college	45	49	60	62	45	41
g. Something else	5	4	5	6	10	6

8. Would you say that your job future is?

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Bright	49	63	70	66	63	66
b. Dark	4	2	0	4	0	2
c. Uncertain	46	35	30	30	37	32

9. File of job descriptions, pamphlets, or books on jobs.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Help not used, not provided	30	15	28	10	27	18
b. Of little help	16	23	17	10	38	24
c. Of some help	39	43	40	50	28	49
d. A lot of help	16	19	15	30	7	10

10. Films on jobs, talks by workers, career days, tours.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Help not used, not provided	45	24	62	6	40	16
b. Of little help	19	27	13	22	33	29
c. Of some help	26	37	18	40	18	35
d. A lot of help	10	12	7	32	8	20

11. Class discussion by teachers of jobs related to subjects.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Help not used, not provided	46	38	58	32	47	29
b. Of little help	27	31	18	26	27	29
c. Of some help	19	27	20	26	18	29
d. A lot of help	7	4	3	16	8	12

12. Discussion with counselor of education and job plans often during high school.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Help not used, not provided	27	8	61	24	63	41
b. Of little help	27	19	19	32	15	27
c. Of some help	32	46	17	30	18	24
d. A lot of help	13	26	3	15	3	8

13. Meetings with small groups to discuss what we want from job, education plans, etc.

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Help not used, not provided	70	56	63	44	58	57
b. Of little help	19	24	19	20	25	16
c. Of some help	10	14	14	34	13	20
d. A lot of help	1	6	5	2	3	8

14. Overall, how much help has your school given you?

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Help not used, not provided	11	5	13	6	12	2
b. Of little help	32	19	27	10	50	33
c. Of some help	44	57	45	46	50	55
d. A lot of help	12	19	15	38	8	10

15. Do you feel you can see a counselor when you want to or need to?

	High School		Mahoney		Memorial	
	Pre	Post	Pre	Post	Pre	Post
a. Hardly ever	3	4	10	6	13	8
b. Usually	37	27	35	24	48	49
c. Almost always	61	69	55	70	38	41
d. Do not have a counselor	0	0	0	0	0	2

Program Recycling

Throughout the three years of project REVAMP, the grade 13-14 component has received low priority. Original USOE guidelines for activities in this area were minimal and clarification was not forthcoming in subsequent discussions.

The project staffed its career resource center each Wednesday evening for community use. The use by out-of-school adults was minimal. It was discussed that the largest out-of-school users of this resource center were those students who had graduated or left school over the past few years. Students returned to utilize the counseling service and resource center during regular school hours on an increasing basis.

The practice of staffing the guidance office throughout the summer, initiated during the summer of 1975, will be continued during the summer of 1976. It was discovered that a number of former students have need for guidance and counseling services during the entire summer and therefore, a staggered staffing arrangement has been developed to provide this coverage.

The South Portland High School has a limited adult education program although it is offering courses in typing, bookkeeping, shorthand, and data processing. These courses are well enrolled and were not offered at the high school prior to the career education project. Adult basic education programs are offered in the Portland School District thus duplication of effort in South Portland is not required.

It should be pointed out that the adult education programs in South Portland are free to the citizens of that city with the local contribution being 50% of the program costs and the other half of the program costs being reimbursed by the State. Recent changes in the reimbursement rate by the State has made South Portland and other communities reluctant to expand their adult education programs.

In-Service Training

Career Guidance Institutes: The Career Guidance Institutes have continued throughout this third and final year of the project with increasing success. One innovative feature of the Career Guidance approach during this year has been the involvement of students. Fifty-six students have been involved during the 1976 academic year and this has resulted in an increasing number of job shadowing activities for senior high school students. The following table illustrates the growth of the career guidance effort over the past four years in South Portland. As mentioned in earlier reports, it can be seen that this single inservice activity for the administrators, teachers, and students has been the vehicle of the most impact upon the system.

It is planned that the guidance department will assume leadership in the organization of career guidance institute activities in the years ahead.

Table I: South Portland Staff Involvement in Career Guidance Institutes 1974-1976

	1974	1975	1976	Total
PARENTS				
Elementary	5	6	1	12
Secondary	-	-	-	-
TOTAL PARENTS	5	6	1	12
STUDENTS				
Elementary	-	-	13	13
Secondary	5	7	43	55
TOTAL STUDENTS	5	7	56	68
SCHOOL PERSONNEL				
Teachers				
Elementary	-	9	15	24
Secondary	18	24	25	67
Total Teachers	18	33	40	91
Counselors				
Elementary	-	-	-	-
Secondary	6	5	7	18
Total Counselors	6	5	7	18
Administrators				
Elementary	-	1	5	6
Secondary	6	6	3	15
Total Administrators	6	7	8	21
TOTAL SCHOOL PERSONNEL	30	45	55	130
BUSINESS (donated time)				
Personnel	51	49	145	245
Tour Sites	20	21	54	95

The Sequential Plan

The South Portland plan for career education (adopted by the Board of Education May 10, 1976) identifies major objectives occuring in the primary, intermediate, junior high and high school level within eight broad goal areas. At the elementary level, the myriad of career education activities are being reorganized and cataloged as they relate to the eight overriding goals. At the secondary level, this categorization of activities is the dual responsibility of the curriculum coordinators and the guidance staff. The categorization process at the secondary level is much less advanced than at the elementary level.

It is recommended by the evaluation team that if the sequential plan is to become a useful document, a number of steps must be completed in the future. They are:

1. Identification of those objectives which have been achieved, those which are currently being addressed, and those which remain to be addressed in the future.

2. An assignment of program responsibilities to each of the objectives within each goal area for each level of the career education program. Only when responsibilities are assigned can we be assured that implementation of the plan will take place.

3. There remains a problem of assessment. There should be a mechanism, however informal, which specifies the methodologies to ascertain the degree to which objectives are being achieved.

Dissemination

The major dissemination activity currently underway is the South Portland School's involvement with the Bangor school system. Under a prior agreement with the USOE funded career education project in Bangor, the teachers and staff in South Portland are assisting Bangor in developing a career education program there.

As part of this activity, a group of 12-14 teachers from South Portland traveled to Bangor once every two weeks to deliver an inservice workshop for Bangor teachers. This teacher-to-teacher workshop concept has worked very well with both teachers and administrators giving high marks to the effort.

Also some 46 teachers from the Bangor district (13 elementary, 33 secondary) traveled to South Portland to observe career education activities demonstrated by South Portland teachers in the classroom. Again, this activity was evaluated as most successful by both teachers and administrators.

It is clear that this teacher-to-teacher approach to dissemination worked out in an excellent manner and should be one which other projects consider as an effective way to disseminate both the process and content of career education programs.

During the final six months of the career education project, four documents were developed for dissemination. They are as follows:

1. A Model English Curriculum Guide. This document will be disseminated using state funds, to all junior and senior high schools in the state. Copies of the document will also be made available to ERIC, and the State Departments of Education in New England.

2. Elementary Career Education Handbook. As Ruth Roberts and her staff complete the elementary handbook, this will be printed and given limited dissemination to curriculum clearinghouses such as ERIC and AIM/ARM.

3. Guidance Handbook. The guidance staff and project administration will develop a final draft of the guidance handbook to be made available in limited quantities to the ERIC and AIM/ARM system.

4. Final Project Report. A final program report for three years for entry into the ERIC system.

CONCLUSIONS - FUTURE DIRECTIONS

What has been the impact of this three year effort to implement career education into the schools of South Portland? What effect has approximately $340,000 had on the schools? Were there any observable changes in the structure or content of the educational program? Will any changes remain once the federal funds are withdrawn? What has been the commitment to career education in South Portland?

These are some of the long-range impact questions which the evaluation team tried to assess during the final months of project REVAMP.

Clearly, from the start, project REVAMP was well managed and has been developed with full administrative involvement. There was a need to open up the South Portland system in a way which would not destroy the fabric of the schools. Career education was viewed as the vehicle for this planned and orderly reform.

Curriculum changes were needed if the system was to be more responsive to its non-college bound students.

Guidance services in response to the career development needs of all students was required.

Greater community involvement in the schools was desired.

Thus while specific objectives were written in terms of elementary career awareness, junior high career orientation, senior high preparation, postsecondary liaison and improved career guidance, the overall plan was to provide leadership and resources for substantial philosophical and instructional changes in the schools.

By any meansure of success, these broad goals have been achieved.

A long-range sequential plan for career education in South Portland has been developed and supported by the Board of Education.

Elementary career awareness and self awareness curriculum are operational in all elementary schools. One of the Curriculum Directors will have on-going responsibility for the continued progress of this effort. A newly retained teaching assistant will work with the curriculum director on career education. Each elementary school library will have the complete resource file for each teacher to use.

Substantial restructuring of the guidance component in grades 7-12 has been achieved. The project, with federal funds, added a fourth guidance counselor to the high school staff. This position has now been fully funded by the district.

Career resource rooms will be staffed with one-half time professionals to service teachers in the two junior high schools. A full-time career information center professional has been funded at the high school. Post-testing at grades 9 and 12 using the Assessment of Career Development indicates students are now receiving guidance services which are needed. More group work, career exploration and career development courses and activities are evidence of a substantial shift in the counselor's role.

Major curriculum revisions in mathematics, English and social studies has been achieved. This was accomplished by releasing talented teachers to address these changes. Now that the project is completed, these professionals are still full-time staff members ready to continue the change process they so ably started.

Future curriculum development work is planned in the areas of industrial arts and home economics. Department chairpersons at the high school and their associate chairpersons at the junior highs will have continued responsibilities for curriculum revision.

Project REVAMP has been exemplary. It was well planned, skillfully managed and results oriented. Major curriculum changes and a restructured guidance program has resulted. The district has committed its operational funds to the support of many of the career education concepts. Professionals have been assigned responsibilities designed to insure that the changes achieved are long-lasting.

With all that has been accomplished during the past three years, there still remains much to be done.

* Monitoring of the Sequential Plan - The South Portland Sequential Plan for career education provides the broad framework within which continued development of career education can take place. Each goal area should be assessed annually to note progress made or directions to be followed.

* Dissemination - The South Portland district is a rich resource in the future development of career education for the state of Maine. The results of more than 100 contact days between the staffs of South Portland and Bangor give evidence to this claim. The teachers, counselors, and administrators who have been involved in career education can be of invaluable assistance to other districts.

  Resources for dissemination of the printed and human results of the three year effort should be viewed as a state responsibility.

* Teacher Inservice Education - Continued development of the academic and guidance programs in South Portland can only occur if the professional staff is afforded the opportunity for inservice education. Activities such as the Career Guidance Institutes, Career Education Materials Workshops, and the Bangor exchange should be supported in the future.

APPENDIX A

Vocational-Work Experience

Grades 11-12 - South Portland

Appendix A

VOCATIONAL-WORK EXPERIENCE Grades 11-12

As of October 1	73-74	74-75	75-76	76-77
WESTBROOK AREA VOCATIONAL SCHOOL	41	51	51 M 46 F 5	20 M 20 F 0
PORTLAND REGIONAL VOCATIONAL SCHOOL (Exclusive of General Trades)	18	18	15	86 M 61 F 25
GENERAL TRADES (Portland Vocational) Specialize Ed.	Program not yet instituted	8	6	9
COOPERATIVE DIVERSIFIED WORK EXPERIENCE (I and II)	49 M 31 F 18	55 M 31 F 24	64 M 47 F 17	81 M 56 F 25
DISTRIBUTIVE EDUCATION (I and II)	60 M 16 F 44	42 M 11 F 31	41 M 15 F 26	15 M 4 F 11
BUSINESS EDUCATION WORK EXPERIENCE (12 graders only)	* only ½ Yr. course 42	12	8	27
TOTAL	210	186	185	263

The above chart depicts the vocational-diversified work study options available to students of South Portland High School. Commencing with the school year 1976-77, all new students contemplating vocational technical training at the secondary level, will be utilizing the Portland Regional Vocational School. This is reflected in the enrollment drop at Westbrook Regional Vocational School for year 1976-77. This will be the final year that South Portland students will be attending Westbrook Regional Vocational School.

*Business Education Seminar was only a semester course. In 1974-75 it became a full year course.