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ABSTRACT

The Winona (Mississippi) Career Education Project was conducted to meet the following objectives: (1) to establish an administrative structure for the effective implementation/operation of the project; (2) to involve approximately ninety school system personnel in inservice training; (3) to develop broad career education competencies in students; (4) to increase students' awareness of self and the world-of-work through individual and group procedures; (5) to provide extensive and concentrated investigation of self and the world-of-work at the junior high level through individual and group procedures; (6) to provide a variety of occupational experiences at the secondary level; (7) to provide an intensive program of guidance-counseling-job placement and follow-up for secondary students completing or dropping out of the school program; (8) to develop community support for the program through an advisory council and public relations efforts; and (9) to continually evaluate and redirect the program. All of the above objectives were accomplished or developed to a satisfactory level with the exception of objectives 7 and 8. Specific areas in which satisfactory results were not obtained included providing job placement and follow-up for students completing or dropping out of the school program and organizing an advisory council composed of an adequate number of participants from a cross-section of the community. A third-party evaluation team collected data on students' attitudes toward careers and knowledge of careers. Additional data were collected via opinion surveys of teachers, parents, and the business and industrial community.

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FINAL REPORT

Quality Incremental Improvements in the
Implementation of a Career-Centered
Curriculum for Grades 1-12

From: 8-1-75 To: 6-30-76

Category of Project: Incremental

Project Director: Robert E. Weathersby

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FINAL REPORT

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culum for Grades 1-12.

The project reported herein was performed pursuant to a grant with the Office of Education; U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under U. S. Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

June, 1976

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ABSTRACT

1. Project No.:	2. Grant No.:	3. Nature of Report:
554AB50243	GQ07502315	X Final
4. Project Title:	5. Period Covered by this Report:	
Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12	8-1-75 to 6-30-76	
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X Incremental		
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Major Accomplishments:

The Winona career staff listed ten objectives which were to be accomplished by June 30, 1976. The objectives were as follows:

1. To establish an administrative structure for the effective implementation and operation of the career education program;
- 2&3. To involve approximately 90 school system personnel in a minimum of nine hours of in-service training;
4. To develop broad career education competencies in students;
5. To increase students' awareness of self and the world-of-work through individual and group procedures;
6. To provide extensive and concentrated investigation of self and the world-of-work at the junior high level through individual and group procedures;
7. To provide a variety of occupational experiences at the secondary level;
8. To provide an intensive program of guidance-counseling-job placement and follow-up for secondary students completing or dropping out of the school program;
9. To develop community support for the career-centered program through an advisory council and public relations efforts; and

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10. To continually evaluate and redirect, if necessary, the career-centered program.

All of the above objectives were accomplished or progressed to a satisfactory level with the exception of objectives eight and nine. Specific areas in which satisfactory results were not obtained included: providing job placement and follow-up for students completing or dropping out of the school program; and organizing an advisory council composed of an adequate number of participants from a cross-section of the community.

Project Participants:

Some 1,423 students in grades 1-12 participated in the Winona Career Project. Of this total, 723 (51%) were white and 695 (49%) were black. Less than one percent of the students were Asian or Hispanic in origin. Approximately 680 (48%) of the students were reported to be from families with a low income. Handicapped, gifted, and talented students were not identified and male and female students numbered 708 and 715, respectively.

Evaluation:

Evaluation of the career project was performed by third-party evaluators from the Research and Curriculum Unit at Mississippi State University. Data were reported on attitudes toward careers and knowledge of careers for students at the elementary, junior high, and high school levels. Additional data were collected via opinion surveys of teachers, parents, and the business and industrial community.

Changes and/or Problems:

The career staff encountered difficulty in obtaining parental involvement in the career project's classroom activities. A large number of parents which were contacted by letter and phone declined an invitation to become involved in the project. The same problem developed concerning membership on the Community Advisory Council. Only six of 17 persons contacted in person agreed to serve on the council.

Special Activities:

The career staff made an attempt to eliminate race and sex biases. Resource persons, chaperones, business establishments, etc., were carefully selected to ensure that minority groups and females were well-represented. The career staff encouraged classroom teachers to eliminate race and sex stereotyping in planning career activities. As a result of such activities, a number of students were placed in non-traditional work settings on a temporary basis.

Major Activities:

The major activities and accomplishments under each general objective of the project are reported in this section.

Objective 1: To establish an administrative structure for the effective implementation and operation of the career education program. During the 1975-76 school session each career coordinator was directly responsible to the superintendent of schools. The project director acted as a liaison between the superintendent and the career staff. This individual also coordinated activities of various career staff members, maintained a time schedule for the accomplishment of objectives, disseminated materials and data to other career projects, and assisted in the writing and/or editing of reports.

Each career coordinator worked with classroom teachers and local administrators in small groups and on an individual basis. Efforts were made to clarify the career concept, develop new career-related materials for classroom teachers, and discuss ideas for fusing career-related activities into the regular classroom routine. Elementary, junior high, and high school coordinators were also responsible for working with and scheduling resource speakers, arranging field trips, and performing other career related duties. Figure 1 depicts the basic administrative structure under which the career project was organized.

Objectives 2 and 3: To involve approximately 90 school system personnel in a minimum of 9 hours of in-service instruction. The career staff prepared for and presented a total of 11 hours of in-service training for teachers in the Winona school system during the 1975-76 school year. Due to the unavailability of certain personnel as coaches and teacher aids (20), the total number of school personnel involved in the in-service programs was approximately 65. The first in-service session consisted of a one-hour general session which was attended by all classroom teachers and administrators. During this session, project objectives were outlined and the procedures to be used in accomplishing each objective were discussed. A career education self-learning packet (mini-unit) was given to each teacher during the second in-service session which included 7 hours of classroom instruction. (See Appendix A.) The "mini-unit" which was developed by the local career staff was intended as a facilitative instrument for use in providing each classroom teacher with an in-depth knowledge of the career concept, a working knowledge of the materials housed in the career centers, and practice in developing plans for infusing career and value concepts into the regular classroom subject matter. Approximately 57 of the 65 staff members attending the in-service session completed the mini-units prior to the closing of the 1975-76 school year. The third in-service session (3 hrs.) included an overview of field trips and their use by the teacher in bringing realism to subject matter being discussed in the classroom. All field trips and their arrangements were discussed by the career staff. Such factors as class size, grade level, educational value,

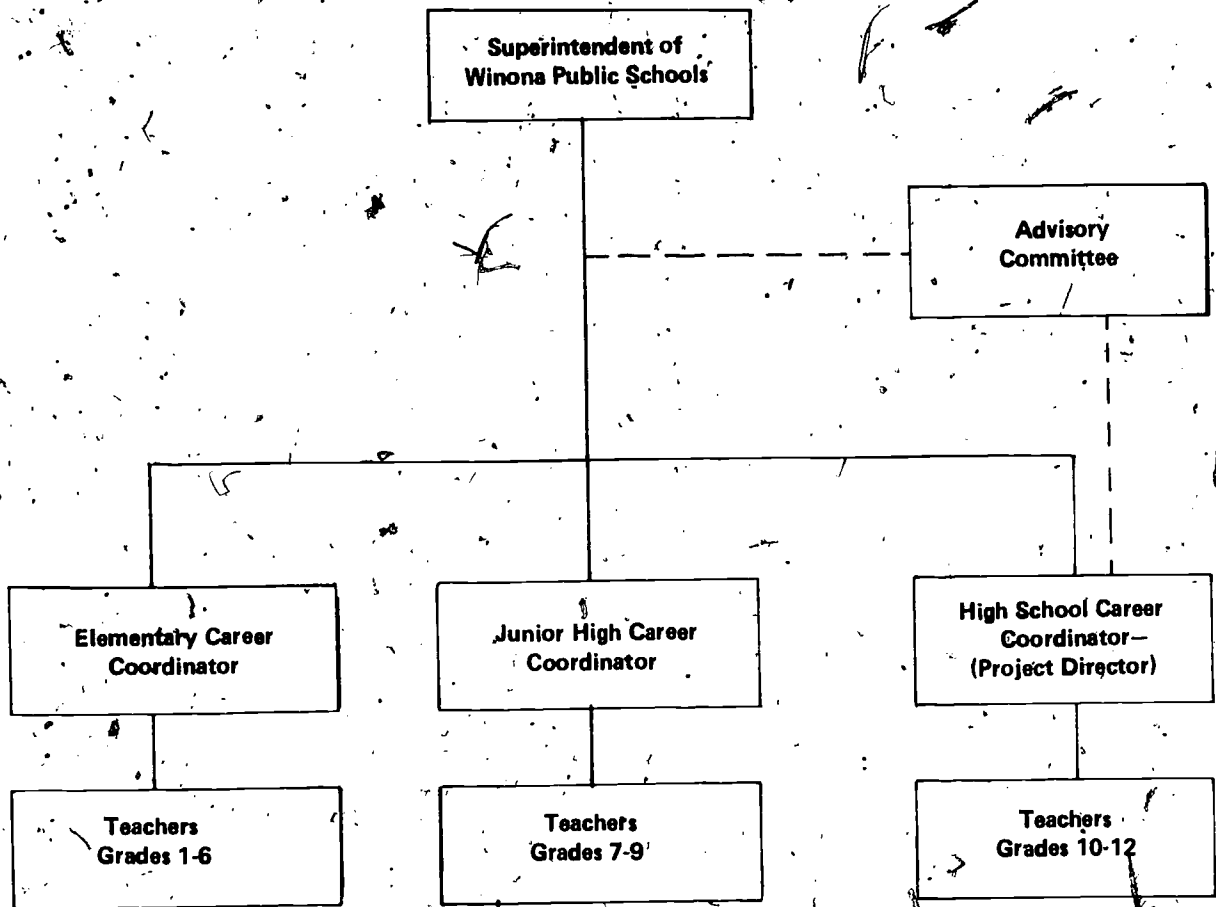


Figure 1. Administrative Structure For Implementing and Operating the Winona Career Education Project.

hazardous areas, transportation, and follow-up activities were also discussed in the in-service session. Departmental meetings were held following the third in-service session. A description of tasks which were completed during the departmental meeting can be found in Appendix B.

A special introductory in-service training session was provided for all new teachers prior to the three in-service sessions described above. In-service session for new teachers (those who have not previously served in a career education project) consisted of a broad overview of the career education concept and a discussion of how career education can be used as a motivational tool to facilitate learning.

Objective 4: To develop broad career education competencies in students. (Grades 1-12) Career awareness activities for grades 1-6 did not emphasize a first-hand knowledge of careers per se. Instead, secondary sources of information concerning careers which were depicted in books, on film, records, tapes, etc., were utilized as a means for the child to relate self, careers, and the world-of-work to school subject matter.

In grades 1 and 2, the Winona Career Education Project utilized the following structure:

- Grade One: Careers common to the family, and
- Grade Two: Careers common to the community

The career education concept was broadened somewhat for grades 3-6 as students investigated careers which were unique to geographic areas. The structure for this phase of the awareness level included:

- Grade Three: Multi-community careers
- Grade Four : Careers common to the state
- Grade Five : National careers
- Grade Six : International careers

In general, the awareness phase consisted of experiences which were designed to assist students in determining their individuality by aiding them in becoming aware of likes, dislikes, needs, potentials and limitations. Throughout the awareness phase it was emphasized that all work has value, planning is a necessity for achieving any worthwhile goal, and desirable social skills must be developed by individuals who plan to excel in the world-of-work.

The exploration phase (Gr. 7-9) was a continuation of many of the activities common to the awareness phase. The major difference was that students practiced many of the "real-life" exploratory experiences on a first-hand basis or through realistic contrived experiences. Such hands-on experiences were provided for all classes in the career center, and on a limited basis with local businesses. Increased emphasis was placed on students narrowing their career goals and selecting goals

4

which were related to their interests, aptitudes, and past academic performance. Samples of careers which were studied during the exploratory phase of the career project included: buyers, printers, economists, engineers, dieticians, X-ray technicians, mapmakers, sales personnel, nurses, mechanics, lawyers, foresters, home economists, decorators, florists, caseworkers, and clergymen.

Career preparation included all students in grades 10-12 in both academic and vocational programs. The basic principle underlying this phase of the program was the fact that all students, at sometime in the near future, must be prepared to earn a living, be able to associate with others, and hopefully become a contributing member of society. Several alternatives were explored by the career staff while aiding each student in becoming better prepared for his/her chosen career. Job seeking skills were studied and discussed and mock job interviews with "outside" parties were utilized. In addition, follow-up letters concerning job interviews were explained and sample copies were posted. Work ethics, values, and occupational dress rules were discussed along with job opportunities in other geographic areas which could be more rewarding. In general, an overall effort was made to stress that satisfying work should not only provide tangible goods but should also contribute to personal fulfillment and growth.

Objective 5: To increase student awareness of self and the world-of-work at the elementary level through individual and group procedures.

The following are examples of activities utilized by the career staff to increase each student's awareness of self and the world-of-work. A lower level, fifth grade social studies class, while studying maps, took a walking tour of the local business district concentrating on the types of businesses in town and their location. The class then constructed a model of the business district of plywood and cardboard, emphasizing the various types of businesses and occupations. A sixth grade science class, while studying the heart, viewed an educational television program on health careers. The class visited the local hospital, listened to the director of nursing explain the functions of the heart, and several students were allowed to operate the electrocardiograph machine using one of their classmates as a patient. During a class discussion, a lower level third grade class had evidenced fear of police officers so they were visited by a black police officer. The officer discussed his occupation and attempted to humanize the concept of police officers held by the students. On several occasions high school students who were interested in a particular occupational area prepared and presented programs for elementary classes.

The vocational auto-mechanics students presented programs on safety and careers in mechanics to several elementary classes. The vocational food preparation students presented a program to a third grade class on proper diet and nutrition habits and on careers in the food industry. A first grade class measured, mixed, and baked bread as part of a unit on farming and farm products. A sixth grade language arts class and a first grade class, working on a "buddy" system, toured a meat-packing plant.

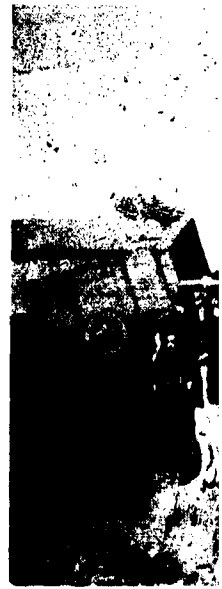
Later the sixth graders recorded the younger groups' reactions and comments and wrote a summary of the ideas presented. In conjunction with a fifth grade social studies unit on Mississippi Indians, a group of students from the Choctaw Indian School (Choctaw Central, Philadelphia, Mississippi) came, discussed their current life style, and performed several tribal dances. Prior to terminating a unit on "Law and Order," a sixth grade class had a local attorney explain courtroom procedures. The students later visited a court during a trial session to reinforce the attorney's description. (See Samples A-D for additional student activities.)

The elementary career coordinator worked on an individual basis with all teachers in grades 1-6 in an attempt to accomplish the above tasks. In addition, each teacher was requested to schedule a minimum of two individual planning sessions per six weeks with the elementary coordinator. During the planning sessions, career or value oriented material was selected, speakers and field trips were arranged, and career learning experiences (work simulation, lecture, hands-on) were planned in accordance with the subject matter being covered during each six week period by each teacher. Upon request, the elementary coordinator worked in the classroom with the teacher in a team teaching situation. Each teacher was asked to complete and turn in a description of two career learning experiences used during each six weeks. An example of the Career Infusion Sheets can be seen in Appendix C.

Objective 6: To provide extensive concentrated investigation of self and the world-of-work at the junior high level through individual and group procedures. The following are examples of some of the career education activities used during the first reporting period by classroom teachers. A seventh grade English class, while studying general communications, completed a study of the local radio station. The station manager later visited the class and discussed the various careers in radio broadcasting, and he worked with the class to plan a career radio show to be presented by the class from the local station. In conjunction with a unit on drama, ninth grade English students visited a nearby university to view a dramatic play. After the play the students were allowed to interview the participants (actors, actresses, director, stage hands, etc.) concerning their involvement in the play and their preparation and plans for a future in acting. The eighth grade industrial arts students did an in-depth study of drafting careers while in the mechanical drawing section of the course. The students viewed a sound filmstrip on careers in drafting, visited the drafting department of a local industry where they were allowed to perform actual tasks of a draft-person and were shown how a working drawing is used in other parts of the plant, and returned to class where the students worked in groups to design the "perfect" school. Eighth grade math students visited a local bank. Prior to departure the students were given an overview of the types of occupations involved in banking and reviewed the knowledge of math required by all banking personnel. At the bank a vice-president explained the function and operation of the bank and



Bank employee
of math in his v



At the conclusi
"Where Does It
a second grade

SAMPLE A



... discusses importance
... work.



... sion of the unit
... 'It Come From?,'
... e class visits a dairy

SAMPLE B



Fifth graders watch news reports come in on the local radio station's AP wire service.



A third grade class demonstrates their wise selection habits at the end of a unit on consumer education.

SAMPLE C

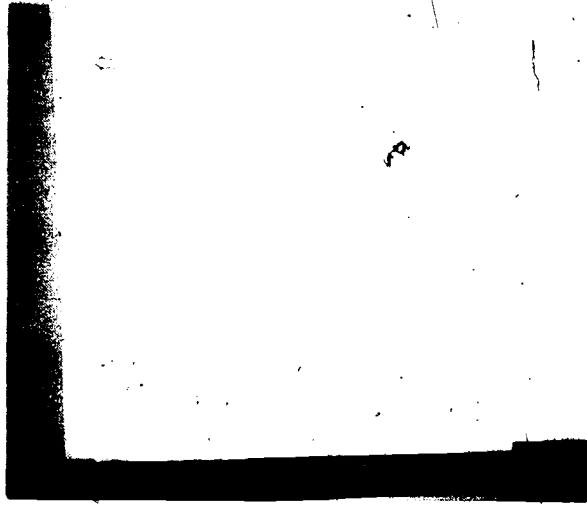


An actress emphasizes the importance of English and good communication to an elementary class.



Students tour local linen supply to see assembly line processes.

SAMPLE D



As a part of a hands-on experience dealing with the school cafeteria, students posted school lunch menus.



First graders constructed display of pictures and duties of community helpers.

gave the students an intimate look at each occupation. A seventh grade science class, while studying animal growth toured the local county fair. The students were allowed to interview and work with the employees and animals at the fair on a limited scale. In class the scientific concepts being studied were discussed in relation to hands-on experiences obtained at the fair. Samples E-G are examples of other student activities at the junior high level.

In order to accomplish the above tasks, the junior high career coordinator worked with all teachers in grades 7-9. Each teacher was requested to schedule a minimum of two individual planning sessions per six weeks with the junior high coordinator. During the planning sessions, career or value oriented materials were selected, speakers and field trips were arranged, and career learning experiences were planned to coincide with subject matter being covered by the teacher during each six week period. On request, the junior high coordinator worked with the teacher in a team teaching situation. Each teacher was requested to complete and turn in a description of career learning experiences used during the year. (An example of the Career Infusion Sheet can be seen in Appendix D.)

During the year the junior high coordinator worked with all eighth grade students in small groups for two three-week periods on an intensive unit called "The Me I See." This unit was designed to aid students in obtaining a realistic and accurate idea of their personal interests, abilities, values, and personality traits and to emphasize the importance of knowing self in career decision-making. The unit was self-pacing learning experience in which students completed various tasks to clarify knowledge of self. The information gained in the "Me I See" unit was used as a background for a concentrated "Wonder of Work" unit for all eighth grade students for two three-week periods during the second semester.

The Kuder E. General Inventory Test was administered to each student. From the results of this test, the three highest interest areas were surveyed, resulting in the student making a choice for a more in-depth study of an occupation from this interest area. Also included in this unit were job skill instruction, including letters of application and interviewing processes, completing resumes and application forms, etc.

Objective 7: To provide a variety of occupational experiences at the secondary level. The following are examples of some of the career activities which were used during the year in grades 10-12. High school biology classes participated in a six-week project in which the students made a detailed analysis of a specified number of occupations which were related to biological concepts being studied and reported the findings to classmates. To complete the project, students viewed film strips, talked to workers in the community, and performed extensive research in the high school career center. Senior math students studied the relationship of computers to various math concepts. A hospital computer



A visit to th
who review

Math and Industrial Arts students
subjects.

SAMPLE F

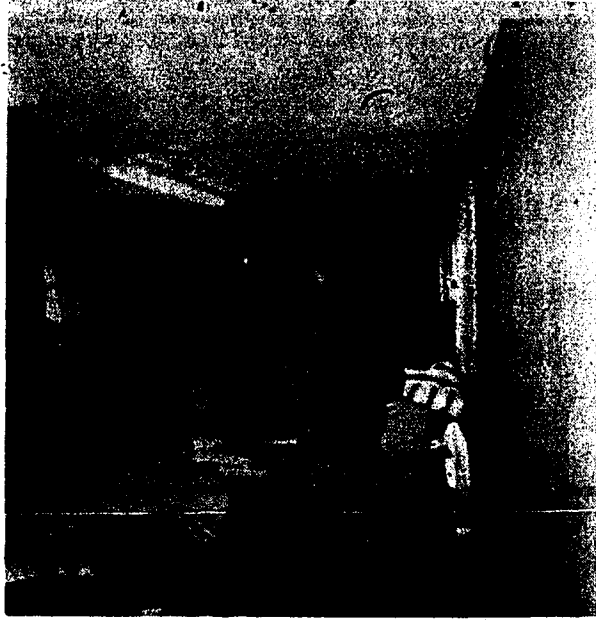


English students recorded a Radio/English program English program they developed relating jobs in radio to English grammar. This program was broadcast several times.



Students work on an individual project involving carpentry, auto mechanics and safety. This was followed by a visit of a highway patrolman who explained his in relationship to the above mentioned areas.

SAMPLE G



A highway engineer visited an 8th grade Earth Science class and related jobs with the highway department to subject matter discussed in class.

programmer visited the classroom to discuss her job and use of various mathematical concepts. The students then visited a large computer firm to observe computer operations and specific job tasks of personnel. A high school home economics class, while studying home decorating, investigated occupational opportunities in this field. The class visited a local furniture store where they selected furniture and set up window displays. A tenth grade math class, while studying graphs, researched occupational material for information on employment trends.

During the year all students in grades 10-12 were encouraged to visit the career center during their vacant period. Students were allowed to browse through the material, view sound filmstrips, and participate in individual and group career counseling with the coordinator.

A work observation and experience program was offered to all 11th grade students during the first semester and to all 12th grade students during the second semester. The students requested an occupation for in-depth observation through the high school coordinator and were then placed with a worker in the community employed in the requested occupation. The program was on a voluntary basis with no pay involved, and each student visited his work station for one week during his vacant period. Approximately 30 percent of the junior class participated in the program and approximately 68 percent of the seniors participated in the work without-pay program. Participating employers included retail clothing stores, banks, automotive repair shops, factories (prefab steel, clothing, and screw conveyors), county officials, hospitals, optometrists, attorneys, and accountants.

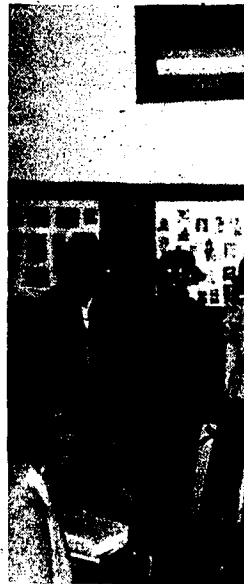
In addition to this program, all students in grades 11 and 12 were given the opportunity to serve as student aides in the elementary school. The students worked under the direction of the elementary school teachers performing tasks such as giving individual tutoring to students and duplicating instructional material. Seventeen students participated in this program during the year.

An elective unit was offered by the high school coordinator to all 12th grade students on career selection and adult survival skills. The unit was offered each semester and included instruction pertaining to self discovery, career decision-making, occupational information, post high school education, and practical information such as insurance, banking, taxes, consumer economics, and job acquisition skills. Thirty-five of 90 seniors completed the unit during the first semester, and 34 of 90 during the second semester bringing the total number of seniors involved to 69 out of 90. (See Samples H-K for additional preparation activities.)

During the year the high school coordinator worked with all teachers in grades 10-12. Each teacher was requested to schedule two individual planning sessions each six weeks with the coordinator. During the planning sessions instructional material was selected, speakers and field



High School Career



Students display project
in biology project
concept to careers

SAMPLE H



peer class contest



posters completed
at relating biological
arts





SAMPLE J



Insurance agent speaks to Math class



Professor of engineering speaks to combined
to combined math and science classes
on engineering

SAMPLE K



Students practice job interviews while being vi



video taped

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trips were arranged, and career learning experiences were planned to be infused into each teacher's regular course of study. On request, the senior high coordinator went into the classroom and worked directly with the students in a team teaching format with the classroom teacher. Each teacher was asked to complete and turn-in a description of career learning experiences used during the year. (An example of the Career Fusion Sheet can be seen in Appendix E.)

Objective 8: To provide an intensive program of guidance-counseling-job placement and follow-up for students completing or dropping out of the school system. A minimal amount of effort was expended by the career staff in counseling and placing students dropping out of school before the 12th grade. This was partially due to the fact that the high school counselor was generally responsible for this and partially due to lack of time spent on planning. Dropouts looking for employment were encouraged to work with the high school counselor on job placement.

A list of students graduating from high school this year and seeking full-time or part-time employment was compiled and distributed to local employers. The list included each student's occupational preferences, work experiences, and general background information. (See Appendix F.)

Objective 9: To develop community support for the career-centered program through an advisory council and public relations efforts. Plans for forming a community advisory council were begun the first week of school. Prospective members were selected in accordance with the description of the Advisory Council on page 38 of the project proposal. Letters were sent to each prospective member describing the function of the council. Seventeen non-school members of the community were contacted, and 12 of the 17 agreed to serve. Meetings were held during the year with nine members, including the coordinators, taking part. An overview of the career project was given, and the role and responsibilities of the council were discussed.

The project director prepared news articles throughout the year for the local newspaper and radio station. Radio station WONA "aired" several career programs and the Winona Times published several news articles concerning the career project. (See Samples L-O for news articles.) Information concerning the career project was also distributed to homes and businesses in the community. Copies of letters to parents and businessmen are contained in Appendices G and H, respectively.

Objective 10: To continually evaluate and redirect, if necessary, the career-centered program. Evaluation of the career-centered program in the Winona Public Schools was continuous in nature. (See Appendix I.) State Department of Education personnel visited the project to discuss implementation techniques and career-related problems. Personnel from the U. S. Office of Education, Washington, DC, visited the project on one occasion during the year and made specific recommendations for

THE WINONA (MISS.) TIMES, SEPTEMBER 4, 1975

Public schools add career educational program

The Winona Public Schools will have a new program in career education aimed at students in grades 1-12 this year, school superintendent Tom Dulin said.

According to Dulin the school system received notification about 3 weeks ago that a national grant would be awarded the school in the amount of \$47,000. The Winona School was among the 79 schools nation wide awarded grants out of about 900 applicants.

Dulin said the grant would provide funds to add three career coordinators to the faculty and to buy the necessary materials for the program.

The superintendent said career education had nothing to do with vocational-technical training, instead it was "an approach to help students know more about what is going on outside the school room," with the instruction applying to any career.

He said the instructors, career coordinators, would be assigned to work with pupils in grades 1-6, 7-9 and 10-12. The

basic aims of the instruction would be the same with the approach and material varying from grade to grade.

Dulin hopes the students, once they can answer the questions, "How will they use it (their school subjects), what good is it," will be more willing to learn in class.

The program will "get children oriented to what goes

on outside the classroom", Dulin said, by touching on three areas. The first lies in the choices a youth will face after school, whether to go to college or work, and what choices each alternative holds.

The program will also emphasize "values and value concepts". According to Dulin this would cover "telling the truth, being dependable, being reliable, using good language and the like.

Dulin said the third area of emphasis would be along the lines that "everybody is supposed to contribute to society. We're all supposed to work."

The superintendent said the grant provided an extension to a program that has been in operation in the school but operating with state funds. Dulin said the program had been financed for the past two years by the state but the funds were no longer available.

"I never dreamed we'd get funded," Duling said, "I'm already working on next year's application."

One other school system in the state, Greenwood, received a grant from the program.



Times visitors

Murph, Allan Pratt, Chris Yates, Barry Fulghram, Mark Moulder, David Burton, and Ted Gray; second row, Cassie Parker, Wendy Stoker, Zoretta Ward, Berdene Olton, Martina Forrest, Marcia Hebert, Judy Ann, Hughes, Kim Herbert, and Sharon Pullv, and their teachers, Mrs. Carolyn Armstrong, Mrs. Carol Allman, and Mrs. Linda Austin.

18 THE WINONA (MISS.) T



Home

Several members of a home recently paid a visit to Tardy F information on interior decorat in decorating the windows. Look left, Sue Blaylock, Denise Wei Barbara Love. Mrs. Miller is sh

EN

NOVEMBER 13, 1975



Decorators

emics class from Winona High School
ure Company to get some first hand
om Mrs. Bertha Miller and to assist
ver some fabrics swatches are, from
Bea Halfacre, Sandra McNutt, and
tanding behind the group.

THE WINONA (MISS.) TIMES, NOVEMBER 20, 1975 7

Students gain window decorating experience

How would you like to have twenty interior decorators in your home at one time? It recently happened at Tardy Furniture Company where the decorators were students from the family living classes at Winona Public High School.

Mrs. Joe Hensley, the family living teacher in the Winona Schools, with the interest and cooperation of Tardy Furniture, provided her students with the opportunity to decorate and arrange the Tardy display windows. After completing an intensive study of furniture style, accessories, color, quality, and costs, the students were divided into four groups, and each group decorated one window. Each group was allowed to select the room and the furniture style with which it would work.

After the decorating work had been completed the windows were rated on appearance by a panel of judges consisting of Mrs. Laura Kealhofer, Mrs. Joe Moore, and Mrs. William White. First prize went to the group composed of Judy Brister,

Pam Dees, Bea Halfacre, Pam McNeer, Susan McNeer, Sharon Powell, Katie Nix and Cindy Wilson. The judges noted that the work of each of the four groups was commendable.

Window decorating or interior decorating as a career and home furnishing for self improvement are two very practical uses of the information gained by the students in this learning experience. In addition to obtaining actual work experience, the students investigated occupational information related to the various career opportunities in the furniture field.

improvements in certain areas. Third-party evaluators assisted the career staff in solving career-related problems, gathering public relations data, gathering parental and educators' opinions concerning career education, and assessing students' attitudes towards careers and knowledge of careers. Third-party evaluators conducted on-site visits on a monthly basis throughout the duration of the project.

PROJECT PARTICIPANTS

27

32

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants Who Are:

Students:

Elementary (K-6)

Middle/Jr. High (7-9)

Senior High (10-12)

2-Year College

4-Year College

Adults (non-matriculated)

Sub-total:

Educational Personnel:

Teachers

Counselors

Administrators

Members of the Business/Labor/Industry Community:

Parents:

Other (specify):

Total:

Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income).						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
American Indian or Alaskan Native	Asian or Pacific Islander	Black/Negro	Caucasian/White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
0	1	368	354	2	725	Not Identified	Not Identified	Total Grades	380	365
0	0	169	199	0	368	"	"	1-12 681	185	183
0	0	158	170	2	330	"	"		163	167
---	---	---	---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---	---	---	---
---	---	---	---	---	---	---	---	---	---	---
0	1	695	723	4	1423	---	---	---	708	715

0	0	21	51	0	72		
0	0	0	1	0	1		
0	0	2	5	0	7		
12	0	51	153	0	216		
0	0	77	174	0	251		
---	---	---	---	---	---		
12	0	151	384	0	547		

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

THIRD-PARTY EVALUATION

FINAL EVALUATION REPORT

August 1, 1975 - June 30, 1976

Quality Incremental Improvements in the
Implementation of a Career-Centered
Curriculum For Grades 1-12

Project Number 754AB50234

Grant Number G007502315

Category of Project: Incremental

Edward L. Thomas
James F. Shill

June, 1976

Evaluation Analysis:

The evaluation section of the final report for "Quality Incremental Improvements in the Implementation of a Career-Centered Curriculum for Grades 1-12" was centered around the educational goal and specific objectives of the career project. Each objective was thoroughly investigated by members of the third-party evaluation team and the findings are contained herein.

Included in this evaluation were data obtained from the following sources:

1. Analysis of records and reports.
2. Analysis of instructional materials and methods.
3. Analysis of program operations.
4. Analysis of equipment, supplies, purchases, etc.
5. Interviews with teachers, students and administrators.
6. Review of scrapbooks containing public relation efforts.
7. Analysis of in-service education activities.
8. Interviews with consultants, parents and others who are directly and indirectly connected with the career program.

Utilizing the objectives, agreed upon for this project, the resulting evaluation efforts were centered upon the program's education goal as a standard by which the outcomes of the project were assessed.

PROGRAM GOAL -- TO PRODUCE A PRODUCT (STUDENTS) WITH SUFFICIENT OCCUPATIONAL AWARENESS AND EXPLORATORY EXPERIENCES TO MAKE SOUND CAREER DECISIONS; TO MAKE CAREER PREPARATIONS IN ACCORDANCE WITH THESE DECISIONS; AND TO ENTER AND ADVANCE IN CHOSEN CAREERS. IN ORDER TO ACCOMPLISH THIS PRIMARY GOAL, THE ULTIMATE OBJECTIVE OF THE PROJECT WILL BE TO ESTABLISH COMPREHENSIVE CAREER-CENTERED ACTIVITIES FOR GRADES ONE THROUGH TWELVE IN THE WINONA SEPARATE SCHOOL DISTRICT.

Objective 1: To establish an administrative structure for the effective implementation and operation of the career education program. Administration of the Winona Career Education Project was conducted through regular channels; that is, the project director and the career staff reported directly to the superintendent of schools in Winona. The superintendent and career project director in turn, worked with a community advisory committee, third-party evaluators, and personnel from the Commissioner of Education's Office

in an attempt to facilitate implementation and operation of the career project.

Persons employed as career coordinators at the awareness, exploration and preparation levels either met or exceeded the minimum requirements for these positions. The preparation coordinator (project director) had received a Bachelor of Arts Degree in Psychology and a Master of Education Degree in Guidance Education. This individual had two years of work experience as a career education coordinator and project director.

The exploration coordinator had received a Bachelor of Arts Degree in Sociology and a Master of Education Degree in Guidance Education. Previous work experience included: serving as a buyer, welfare eligibility worker, classroom teacher and career education coordinator.

The awareness coordinator had received a Bachelor of Science Degree in Library Science and a Master of Education Degree in Secondary Education. This person had also completed six semester hours in Student Personnel and Guidance Education and had previously served as a classroom teacher and career education coordinator.

Third-party evaluators attributed the success of the administrative organization's efficient operation to the efforts demonstrated by the project personnel. When problems arose, all personnel focused their efforts on the problem in a team approach. In general, the evaluation team concurred that the administrative structure was an adequate one and that all project personnel were well qualified to handle the planning, implementation and operation of the career project.

Objective 2 and 3: To involve approximately 90 school system personnel in a minimum of nine hours of in-service instruction. The career staff planned and conducted the following in-service sessions.

First Semester:

Session 1: Orientation and distribution of outlines for "mini-units." (1 hr.)

Session 2: Discussion of career-related activities which have been used in classrooms. Examples of "mini-units" completed for elementary, junior high and high school teachers. (2.5 hrs.)

Session 3: Discussion of "mini-units" which had been completed since last session. (2.5 hrs.)

Session 4: Demonstration of career-related activities by classroom teachers which have been deemed most appropriate for utilization. (2 hrs.)

Second Semester:

Session 1: Overview of field trips, resource speakers, etc. for first semester. (1 hr.)

Session 2: Department heads and teachers met in small group sessions to discuss career infusion plans. (1 hr.)

Session 3: All of the professional staff met with the career staff to evaluate the career project. (1 hr.)

The evaluation team was provided with an opportunity to review samples of "mini-units" which were developed by the professional staff. The evaluation team also discussed the career project with individual staff members and observed on-going career-related classroom activities at all grade levels. After due consideration, it was felt by the evaluation team that the in-service phase of the program (11 hours) was more than adequate and was probably one of the most strongly emphasized components of the program.

Objective 4: To develop broad career education competencies in students in grades 1-12. An attempt was made by the career staff to determine the degree to which students have gained in career education learner competencies. A Career Maturity Inventory (CMI) pretest was administered to a random selection of junior high and senior high students at the beginning of the school year. A CMI post-test was administered prior to the close of the school year. A control group was not utilized in the study. (Results of the study are depicted in Tables I and II.)

One may infer from the data as presented in Tables I and II that junior high students demonstrated more gain in developing broad career education competencies than did students at the high school level. After conducting interviews with classroom teachers and the career staff it was agreed upon by the evaluation team that several factors could contribute to this finding. However, since teachers at the lower level tended to accept and utilize the career concept to a greater extent than teachers at the high school level it was deemed highly probable that

Table I

Average Number of Errors for 8th Grade Students Taking the Career Maturity Inventory Pretest and Post-test

Scales	Mean Errors of Pretest	Mean Errors of Post-test
Attitude	22.05	18.93
Knowing Yourself	11.92	10.22
Knowing About Jobs	9.05	7.54
Choosing a Job	10.96	9.64
Looking Ahead	10.08	8.66
What Should They Do	13.35	11.79

Table II

Average Number of Errors for 11th Grade Students Taking the Career Maturity Inventory Pretest and Post-test

Scales	Mean Errors of Pretest	Mean Errors of Post-test
Attitude	17.64	17.04
Knowing Yourself	8.23	10.74
Knowing About Jobs	6.09	5.63
Choosing a Job	7.51	7.75
Looking Ahead	7.43	7.44
What Should They Do	9.38	9.94

more career emphasis had been placed in the lower level than in the high school level. This inference was drawn with some degree of reservation; therefore, the reader is requested to review the data, consider the variables, and draw his conclusions accordingly.

Objective #5: To increase student awareness of self and the world-of-work at the elementary level through individual and group procedures. Numerous career activities which were designed to increase student awareness of self and the world-of-work were on-going throughout the school year. (See Table III.)

Table III

Career-Related Activities at the Elementary Level

	Field Trips	Resource Speakers	Hands-on Experiences	Teacher Use of Material Center
Total Number	89	92	56	—
Total Students	2,156	2,259	1,674	—
Total Teachers	71	78	34	30
Total Number of Visits				448

Samples of activities noted by the evaluation team and which were not reported in Table III included: role playing exercises, individual and group projects, individualized counseling, paper and pencil exercises which were concerned with self-development and educational television program depicting various careers.

Third-party evaluators attempted to assess elementary students' attitudes toward careers and knowledge of careers. (See Tables IV and V, respectively.) Students in the career project (experimental) seemed to demonstrate more positive attitudes toward careers, self, the community, education and the world-of-work than did students in the norm group. These students (experimental) also made a larger number of correct responses on 23 of 25 items on an instrument concerned with knowledge of careers than did students in the norm group. In view of the data, the evaluation team agreed that the Winona Career Project had

Table IV

Attitudes of Elementary Students Concerning the World-of-Work for 1976.

Item	MEANS	
	Control Norms	1976 Experimental
1. A person should think about what he likes to do and does not like to do before he chooses a job or career.	2.66	2.68
2. A job or career is something a person does every day to earn a living.	2.36	2.34
3. A person should think about what he wants to be when he is young.	2.41	2.46
4. The kind of work a person does can cause him to live in a certain place.	2.21	2.09
5. A person should try to know and understand himself before he tries to choose a job or career.	2.51	2.79
6. Some people work better with their hands, while other people are better at working with their minds or brain.	2.54	2.45
7. It is better to be a doctor than a carpenter, garbage man or factory worker.	1.97	1.86
8. A person's habits could keep him from doing well on a job.	2.33	2.35
9. The community is made up of all different kinds of workers, and all kind of worker is important.	2.61	2.93
10. What a person learns in school will help him in the job or career he chooses.	2.79	2.88
11. Different kinds of jobs can make people wear different kinds of clothes.	2.41	2.48
12. To get a good job a person must finish college.	1.96	2.30
13. Some people are not smart, and we should not waste time trying to teach them.	1.74	1.41

Item	Control Norms	1976 Experimental
14. I don't need help from others because I can do everything for myself.	1.33	1.34
15. My town, community, and home don't need me because I am not important.	1.28	1.34
16. What I do isn't really important because what I do does not affect anyone else.	1.72	1.59
17. I am too young to think about what I want to be when I grow up.	1.92	1.32
18. There is nothing I can do to help make my home and community a better place to live.	1.79	1.71
19. The jobs or chores I do around home are important to my family and to me.	2.69	2.86
20. Honest work helps all of us.	2.59	2.86
21. Studying about people and how they are alike is fun.	2.30	2.46
22. Good listening and talking are important in all kinds of work.	2.74	2.80
23. A person's anger does not affect other people around him.	1.01	1.70
24. A person who acts mad or grumpy all the time will not make a good friend.	2.38	2.04
25. The kind of work a person does is not as important as the person himself.	1.98	2.21

3.0 agree, 2.0 undecided, 1.0 disagree

Table V

Comparison of Responses Concerning Elementary Students' Knowledge of Careers in Experimental and Control Groups for 1976.

Item	% of Correct Responses	
	Control Norms	1976 Experimental
1. I am a person who fixes light switches and helps make the lights burn in your house. ans: an electrician	91.8	98.21
2. I am a person who sells gasoline for your car and sometimes may fix a flat tire. ans: a service station worker	91.8	98.21
3. I am a person who tries to get children to learn things that might help them get a job as they get older. ans: a teacher	90.2	100
4. I am a person who plows the soil and produces food and other products for people. ans: a farmer	86.9	96.43
5. I am a person who builds things like houses, cabinets, bookshelves and other things. ans: a carpenter	86.9	96.43
6. I am a person who works in an office. I type letters and answer the telephone. ans: a secretary	91.8	96.43
7. I am a person who makes sure your teeth are clean and healthy. ans: a dentist.	91.8	98.21
8. I am a person who helps mom by washing and fixing her hair. ans: a beautician	86.9	96.43
9. I am a person who knows how to build things like a dam, a road, or a building. ans: an engineer.	86.9	96.43

Item	Control Norms	1976 Experimental
10. I am a person who keeps people from breaking the law. ans: a policeman	88.5	100
11. I am a person who fixes cars and other machines that do not work. ans: a mechanic	68.9	83.93
12. I am a person who works in a hospital or doctor's office taking temperatures and giving shots. ans: a nurse	86.9	92.64
13. I am a person who manages the store where your mother buys food and other products. ans: a groceryman	68.9	75
14. I am a person who fixes things in the house (washing machine, T.V., etc.) when they tear up. ans: a repairman	64	87.50
15. I am a person who takes the doctor's directions and fills the bottles with pills and sells them to you ans: a pharmacist		
16. I am a person who tries to make all kinds of sick animals well ans: a veterinarian		
17. I am a person who helps people with money matters like loans, checking accounts, protects your money, etc. ans: a banker		96.41
18. I am a person who works in a store and helps people find what they want to buy. ans: a sales person		
19. I am a person who predicts whether it will be sunny or rainy tomorrow. ans: a weatherman	91.8	100

Item	Control Norms	1976 Experimental
20. My job is talking on radio and T.V. ans: an announcer	72.1	80.36
21. I am a person who picks up and delivers letters and packages to people. ans: a postman	90.2	94.64
22. I am a person who takes different kinds of metal and makes things like gears. ans: a machinist	49.2	30.36
23. I am a person who helps people who have different kinds of problems, and I defend them in court. ans: a lawyer	80.3	83.93
24. I am a person who gathers facts and writes the stories in the newspaper. ans: a reporter	77.0	73.21
25. I am a person who cooks food for other people. ans: a chef or baker	82.0	89.29

succeeded in increasing students' awareness of self and the world-of-work.

Objective 6: To provide extensive concentrated investigation of self and the world-of-work at the junior high level through individual and group procedures. Numerous career infusion activities were attempted by the career staff for students at the junior high level. (See Table VI.)

Table VI

Career-Related Activities of the Junior High Level

	Field Trips	Resource Speakers	Hands-on Experiences	Teacher Use of Material Center
Total Number	43	40	20	
Total Students	1,273	1,242	537	687
Total Teachers	43	34	16	189
Total Visits				344

Those learning experiences not accounted for in table VI included: the utilization of career-related filmstrips, film loops, television programs, role playing exercises, hands-on experiences, group and individual student projects, individual career counseling and vocational interest testing. Third-party evaluators attempted to assess students' attitudes toward careers and knowledge of careers in order that inferences could be drawn as to the effectiveness of the career project at the junior high level. (See Tables VII and VIII, respectively.) The resulting data indicated that students in the career project (experimental group) responded with more of the sought after attitudinal responses than did students in the normative group. However, in several instances it was noted that the experimental group responded to several of the test items in a manner which indicated a lack of career emphasis in certain areas. (See items 4 and 9 in table VII.)

Students in the experimental group also demonstrated a more thorough knowledge of careers, in more instances, than did students in the norm group. This inference was drawn in that students in the experimental group made more correct

Table VII

Attitudes of Junior High Students Concerning the World-of-Work for 1976.

Item	MEANS	
	Control Norms	1976 Experimental
1. When a student reaches junior high age, he should have some idea about what he would like to do to earn a living.	2.71	2.74
2. It is easy for students to relate school subjects with jobs or occupations.	1.98	2.28
3. School allows students to learn about jobs and occupations while studying other things (English, math, etc.) that will help them in life.	2.00	2.19
4. A person should choose the same job or occupation held by someone else in the family.	1.26	2.65
5. The more education a person has the more money he will be able to make.	2.08	2.28
6. School would be more interesting if people from different jobs (pharmacist, electrician, etc.) would come to class and tell what they do and the type training they needed.		
7. It would be easier to find a job if the job or occupation he liked if he had a chance to work in that job before he completed school.		
8. In order to be a professional in this person must finish college.		
9. Subjects like industrial arts, home economics, vocational subjects, are for students who are not smart enough or do not want to go to college.		
10. The harder a person has to work, the more he will be able to keep a job.		

Item	Control Norms	1976 Experimental
11. A person's personality should be considered when applying for a job because the way a person acts does affect other people.	2.53	2.93
12. Some jobs or occupations help decide where a person will live.	1.91	2.54
13. The grades or past record of a person should be considered when he applies for a job.	2.19	2.18
14. A person's likes and dislikes should be considered even before money when choosing a job or occupation.	2.15	2.50
15. Training for a job or occupation is more important today than it was ten (10) years ago.	2.41	2.59
16. The earlier a person finds out what he wants to be the more likely he is to succeed.	2.62	2.61
17. Being a doctor or lawyer is more important than being a carpenter or bricklayer.		
18. Reading materials about different jobs and careers make it easier to narrow the list of jobs a person might like to do.		
19. Class visits to different businesses and industries help a person understand the job and the training needed for each worker.		
20. Class visits to business and industry will help a person relate school subjects to jobs and occupations.	2.36	
21. A person must work in order to get the things necessary for his way of life.		

Item	Control Norms	1976 Experimental
22. A job requires a person to be responsible and also involves a day's work for a day's pay.	2.76	2.84
23. Relating school subjects (math, English, etc.) to jobs and careers would make school more interesting.	2.59	2.64
24. Teachers and counselors provide students with materials which will help them decide what they want to do.	2.39	2.35
25. The subjects a person takes in school should relate to what he wants to do after he finishes school.	2.67	2.56

3.0 agree, 2.0 undecided, 1.0 disagree

Table VIII

Comparison of Responses Concerning Junior High Students' Knowledge of Careers in Experimental and Control Groups for 1976.

Item	% of Correct Responses	
	Control Norms	1976 Experimental
1. An example of a job or career in which a person would need to learn a lot of science is _____ (a chemist)	95.5	98.0
2. A person who is good at working with his hands might be a good _____ (bricklayer)	95.5	89.0
3. An example of a job or career in which a person would need to learn a lot of _____ (engineering) is _____	66.7	54.0
4. A worker who has developed a specific talent is generally called _____ (skilled)	13.6	29.2
5. The ability to listen and talk would be needed in a job such as _____ (a teacher, a receptionist, and a secretary)		
6. An example of a job or career in which a person would need to learn a lot of English is _____ (journalist)		
7. The job of a _____ (where a person determines the kind of clothes he wears and the amount of money a person makes)		
8. In order to get almost any job today, a person must have _____ (completed high school)		
9. A Bachelor of Science degree would probably be required of _____ (an electrical engineer)		
10. Of the following examples of job occupations, the one that would require a person to learn a lot about social studies is _____ (a politician)		23.8

Item	Control Norms	1976 Experimental
11. Of the following examples of jobs or occupations the one most likely to earn a commission would be _____. (salesman)	18.2	28.4
12. Of the following examples of jobs or occupations, the one which requires a person to work with his hands <u>most</u> is _____. (a carpenter)	84.8	96.1
13. Of the following examples of jobs or occupations, the one which is considered to be on the managerial level would be _____. (a bank president)	48.5	59.2
14. Vocational training is generally associated with _____. (skill development)	15.2	48.7
15. A college degree is most often associated with _____. (professional work)	48.5	49.5
16. A person who wants to be a disc jockey would need a good background in _____. (English)	22.7	50.7
17. Of the following examples, the one which would require the most accurate spelling is _____. (a secretary)		
18. A person's career choice is often influenced by _____. (means he chooses to make a decision)		
19. When a person is trying to decide whether he should consider _____. (the training or education required, the expected salary and his own abilities and interests)		
20. Of the following examples of jobs or occupations, the one which requires the most education is _____. (a veterinarian)		53.2
21. Cosmetologists are _____. (beauticians)		
22. A dietitian is responsible for _____. (planning menus)		

Item	Control Norms	1976 Experimental
23. A data processing machine operator works with a _____. (computer)	57.6	76.3
24. An apprentice is _____. (a paid worker in training)	18.2	24.7
25. Of the following examples of jobs or occupations, the one which requires a person to have a health certificate is _____ (chef)	21.2	40.7

responses on 20 items of a 25 item questionnaire than did students in the norm group. It was also noted that students in the experimental group responded with a high degree of errors on several of the test items as compared to students in the norm group. (See items 2, 3, 5, 10, and 19, in Table VIII.) In reviewing the data available, the evaluation team concurred that the Winona Career Project had been successful in increasing junior high students' awareness of self and the world-of-work.

Objective 7: To provide a variety of occupational experience programs at the secondary level. Throughout the year informal records were kept of all on-going processes in grades 10-12. (See Table IX.)

Table IX

Career-Related Activities at the High School Level

	Field Trips	Resource Speakers	Unpaid Work	Utilization of Material Center
Total	40	26	---	---
Total Students	560	926	250	203
Total Teachers	11	12		126

not reported in Table IX included: individualized and group research projects, reviewing taped portions of "job bank," interviewing with military recruiters, participating in career counseling sessions, volunteering for unpaid work experiences, and participating in part-time paid work experiences. In order to determine the effectiveness of the career project at the high school level, third-party evaluations assessed student attitudes toward careers and knowledge of careers prior to the closing of the school year. Scores obtained from the assessment were compared to norm scores which has been obtained from a statewide testing program of students participating in on-going career education projects in 1975. (See Tables X and XI, respectively.)

Table X

Attitudes of High School Students Concerning the World-of-Work for 1976.

Item	MEANS	
	Control Norms	1976 Experimental
1. It would be helpful to a person in choosing a career if people who were on a job would come to school and explain what they do and the training required for the job.	4.55	4.78
2. In order to be successful today a person must have a college education.	3.55	4.48
3. School learning experiences or subjects should be related to students' interests.	3.88	4.25
4. It would be helpful to a person in choosing the right job if he could work on the job before he completed his education or training.	3.93	4.17
5. Relating school subjects to the world-of-work or jobs would make school more interesting.	3.73	4.18
6. School and school-related activities are closely associated with the world-of-work and careers.	3.75	3.63
7. School and school-related activities have informed students about today's work world.	4.03	3.85
8. School learning activities and/or class activities help students understand the barriers between themselves and the world-of-work.	3.75	3.92
9. Guidance activities are helpful in identifying a student's interests and abilities.	3.93	4.35
10. Visiting different businesses and industries helps a student understand what he should study in school.	4.05	4.35

Item	Control Norms	1976 Experimental
11. Different career activities mixed with the usual school subjects would make these subjects easier to learn.	3.58	4.73
12. All subjects in high school should have activities that closely relate to the world-of-work.	3.92	3.93
13. One of the main services of a high school should be to help each student find what he wants to do the rest of his life.	4.18	4.73
14. There should be a special high school course that deals with available careers and the world-of-work.	4.28	4.55
15. Communications are important in securing and keeping a job.	4.35	4.53
16. Most high school graduates have specific goals for their future in mind at graduation.	4.10	3.40
17. A person's personality should be considered when he chooses an occupation or career.	4.23	4.52
18. Developing a useful skill should be the highest consideration in one's future.	3.87	4.35
19. A person's attitude will not affect his ability to keep and advance in a job.	2.18	1.73
20. Professional ethics (loyalty, honesty, etc.) are not necessary in today's work world.	1.90	1.27
21. High school instruction prepares one for a career even if he does not want to continue his education beyond high school.	3.63	3.62
23. Choosing a career is made easier by having the counselor help find and cultivate interests and talents.	3.65	4.32

Item	Control Norms	1976 Experimental
24. The most important thing to consider when choosing a job is salary.	3.08	3.63
25. The jobs or careers in today's work world that pay the highest salary require a person to have a college degree.	3.35	3.72

5.0 strongly agree, 4.0 agree, 3.0 undecided, 2.0 disagree, 1.0 strongly disagree.

Table XI

Comparison of Responses Concerning High School Students' Knowledge of Careers in Experimental and Control Groups for 1976.

Item	% of Correct Responses	
	Control Norms	1976 Experimental
1. A social security number is issued to a person _____ (once in a lifetime)	71.7	80.2
2. A job is _____ (a means for providing some security for a person and/or his family)	63.3	78.6
3. An example of a job included in the public service cluster is _____ (a policeman)	36.7	67.3
4. An example of a skilled worker is _____ (a doctor)	11.7	12.3
5. Generally, more formal education is associated with jobs of _____ (professional workers)	31.7	58.7
6. If an unemployed person were looking for a job, generally the first place to contact would be _____. (state and local employment offices)	81.7	90.1
7. Helping a student get a job when he finishes or drops out of school should be the responsibility of _____. (the counselor)	43.3	62.1
8. A factor or factors other than salary that should be considered when choosing a job is (are) _____. (employer-employee relations, working conditions and fringe benefits)	58.3	80.4
9. An example of a professional worker is _____. (teacher)	11.7	27.5
10. An apprentice is _____. (a person in training under a skilled worker)	30.0	77.4

Item	Control Norms	1976 Experimental
11. A personal meeting with a prospective employer is called _____. (an interview)	66.7	85.6
12. An organization designed to help or support workers and their interests is called _____ (a union)	45.0	88.6
13. A worker awarded a better job by his employer or company has received _____ (a promotion)	60.0	90.2
14. The job which would pay a person the <u>greatest</u> money or the <u>highest</u> salary is _____. (truck driving)	13.3	38.3
15. The job which requires the <u>greatest</u> amount of formal education (school) is that of a (an) _____. (pharmacist)	41.7	93.3
16. The occupational area which offers the best retirement and fringe benefits is _____. (military service)	40.0	42.4
17. A worker should inform his employer of his plans of quitting his job at least _____. (2 weeks in advance)	30.0	67.3
18. The first person a worker should contact about a problem related to his work would be _____. (the shop foreman)	15.0	35.6
19. The job which requires the most formal education (school) is _____. (engineer)	13.3	52.5
20. A foreman or his position would generally be classified as _____ (manager)	21.7	50.1
21. In today's work world most jobs require a person to have completed _____ (high school)	46.7	62.5
22. A person who <u>cannot</u> communicate well with people should not attempt to be _____. (a secretary)	51.7	81.2

Item	Control Norms	1976 Experimental
23. "Blue collar" labor is a term that is associated with jobs that require _____. (semi-skilled workers)	6.7	28.6
24. An example of a job or jobs included in the construction cluster is _____. (carpenter, civil engineer and bricklayer)	43.3	57.2
25. An example of a job included in the fine arts and humanities cluster is _____. (clothes designer)	35.0	67.1

N = 100

In reviewing the data the evaluation team agreed that students in the Winona Career Project (experimental group) responded with more of the sought-after answers concerning attitudes toward careers than did students in the control group. It was also noted that students in the experimental group responded with a larger percentage of correct responses concerning knowledge of careers than did students in the control group. In view of the above findings, it appeared that the career staff had planned and implemented a career program which provided a variety of occupational experiences at the high school level.

Objective 8: To provide an intensive program of guidance-counseling-job placement and follow-up for secondary students completing or dropping out of the school system. The high school career coordinator worked with the high school counselor in planning a program to provide specialized services to students completing or dropping out of the school system. Students completing the programs probably received more emphasis than did students dropping out. This was due, in many instances, to not being able to identify a student as a dropout until he/she had failed to attend classes for several days. By this time, many dropouts had relocated in other communities or simply refused to return to a situation in which they had not been able to cope or did not wish to be confronted with. It was noted that few provisions had actually been made for dropouts who may have returned to complete short-term skill courses.

A lack of records on the number of students which were assisted in locating employment or the number of students followed-up prevented the evaluation team from making an in-depth observation into this phase of the career project. The career staff did not completely abandon this phase of the project as all dropouts, which could be located, were referred to the Mississippi Employment Security Commission for assistance in job placement. In addition, a list of students graduating from high school and seeking full or part-time employment was mailed to the local business community. (See Appendix F.) In general, the evaluation team felt that the placement and follow-up phase of the program should have received more emphasis. It appeared that the career staff had not sufficiently planned or implemented activities which would lead to the accomplishment of this objective.

Objective 9: To develop community support for the career-centered program through an advisory council and public relations efforts. An advisory committee composed of 12 members of

a cross-section of the community was formed in September, 1975. Meetings were held throughout the year to discuss activities which had been implemented by the career staff. Helpful suggestions were also received from members of the advisory council concerning areas in which additional career emphasis may be needed. In an overall effort to develop community support for the career project, the career staff and advisory council planned and implemented a continuous public relations campaign. Articles were written for distribution to the local newspaper and several industrial papers; radio talks were held; an open house was planned for the career project; civic clubs were contacted; and local businesses, parents and teachers received printed information throughout the year concerning the career project.

The most positive recipients of career information appeared to be civic clubs which responded to letters from the career staff offering to provide on-program personnel for one of their regular meetings. (See Appendix J.) This activity facilitated efforts by the career staff in locating suitable resource persons to speak to the students on a variety of subjects.

In April, 1976, efforts were made to assess the effectiveness of the public relations phase of the career project. Survey forms were mailed to business and industry, parents, and teachers concerning their opinion of the career project. (See Tables XII, XIII, and XIV, respectively.) In view of the resulting data, it was agreed upon by third-party evaluators that the career staff had established an effective public relations program in the community served by the career project.

Objective 10: To continually evaluate and redirect, if necessary, the career centered program. Evaluation of the career-centered program in the Winona Public Schools was continuous in nature. (See Appendix I.) State Department of Education personnel visited the project at intervals, personnel from the Commissioner of Education's Office in Washington, D.C. visited the project and made specific recommendations and third-party evaluators provided continuous assistance to the career staff throughout FY 76. In addition, the advisory council met periodically and expressed their ideas concerning additional activities which should be implemented by the career staff.

Table XII

Summary of Results of Interview
with Business and Industrial Personnel*
(1975-76)

Item	Question	Percentage				
		YES	yes	?	no	NO
1.	Are you familiar with career education?	60	40	0	0	0
2.	Have you been contacted by personnel from the Project.	73	13	7	7	0
3.	Do you feel that career education should be provided by the schools in Montgomery County?	93	7	0	0	0
4.	Are students more interested in and aware of occupations of people in the community?	13	40	40	0	7
5.	Is business and industry more involved in school activities because of career education?	47	40	7	7	0
6.	Do students seem to be more interested in school since career education was started?	20	20	60	0	0
7.	Is the general attitude toward career education favorable?	40	47	13	0	0
8.	Should career education be continued?	87	13	0	0	0
9.	Would you like to be involved with students in career education activities?	47	47	6	0	0
10.	Have students visited your place of business as a part of their career education activities during the current school year?	67	27	0	0	6

YES: I strongly agree with the statement.
yes: I agree with the statement in general.
?: I am not sure.
no: I disagree with the statement.
NO: I strongly disagree with the statement.

*Instrument developed by LeVene A. Olson, Marshall University.

Table XIII

Summary of Results of Parents
Responding to the Parent Opinion Survey*

Item	Question	Percentage	
		Yes	No
1.	My child talks about career education at home.	64	36
2.	My child has discussed my occupation with me.	71	29
3.	My child shows more interest in discussing the occupations of neighbors, relatives and other people in the community.	55	45
4.	My child's attitude toward school has improved.	78	22
5.	My child is more enthusiastic about going to school.	67	39
6.	My child is more enthusiastic about the study of math, reading, science, etc.	74	26
7.	Does your child relate school activities to activities and occupation in the community?	58	42
8.	Does your child attempt to relate career education activities to his interests, abilities, and desires?	67	33
9.	Has career education been what you expected?	98	2
10.	Is career education worthwhile?	77	23
11.	Should career education be continued?	99	1
12.	Have your child's grades improved in the last year?	70	30

Yes: I agree with the statement.

No: I disagree with the statement.

*Instrument developed by Yvonne A. Olson, Marshall University.

Table XIV

Summary of Results of Teachers
Responding to the Teacher Opinion Survey*
(1975-76)

N = 202

Item	Question	Percentage				
		YES	yes	?	no	No
1.	The purposes of Career Education were clear to me by the beginning of this school year.	55	35	5	5	
2.	The purposes of Career Education appeared to be clear to most of the students.	5	55	26	11	3
3.	The major purposes set forth for Career Education were adequately met during the school year.	11	44	28	11	6
4.	The time we had allotted was sufficient to accomplish the purposes set forth for Career Education.	44	39	14	0	3
5.	Students gained first-hand knowledge of the world-of-work (field trips, resource people, etc.).	42	47	5	3	3
6.	Students were exposed to adequate hands-on experience.	16	41	24	11	8
7.	Students explored their capabilities in various areas under a variety of situations pertaining to the world-of-work.	13	55	8	18	6
8.	Students learned to self-appraise their emerging potentials.	3	36	44	13	3
9.	Equipment was adequate to accomplish the objective of the program.	23	67	5	0	5
10.	Adequate materials and supplies were made available for the program.	32	58	8	2	0
11.	Career Education of this type should be made available to every student.	54	31	8	5	3

Item	Question	Percentage				
		YES	yes	?	no	NO
12.	Students became aware of the factors that contributed to success in an occupation.	40	37	13	8	2
13.	More well-rounded.	8	68	16	5	3
14.	More motivated and interested.	16	42	24	13	5
15.	More skilled in planning their careers.	17	39	31	11	2
16.	More able to use their own initiative.	14	41	32	10	3
17.	More self confident.	14	28	44	11	3
18.	More able to see that knowledge is relevant to job success.	19	67	7	2	5
19.	More able to make vocational choices that are satisfying and productive for both themselves and the society of which they are a part.	13	44	33	8	2
20.	Other teachers in this school have a favorable attitude toward Career Education.	5	32	28	11	24
21.	Helping students to appraise their abilities, interests and potentials is an important part of Career Education.	50	50	0	0	0
22.	Instruction in Career Education is relevant to the needs of students at this level.	26	58	11	3	2
23.	Resource speakers obtained through the Career Education Project have appeared in my class during the current school year.	51	33	0	10	6
24.	Selecting appropriate instructional materials.	36	32	3	16	3
25.	Coordinating planning activities among teachers.	32	35	5	22	6
26.	Helping me to better understand my mission.	38	32	8	16	6

YES: I strongly agree with the statement. NO: I disagree with the statement.
 yes: I agree with the statement in general. NO: I strongly disagree with the statement.
 ? : I am not sure.

*Instrument developed by LeVene A. Olson, Marshall University.

Changes and/or Problems:

One of the major problems during the year was lack of participation by parents in the program. Letters were sent to all parents with students enrolled in grades 1-12. The letter briefly explained the career education concept and requested the parents to return a form stating their occupation and whether or not they would be willing to serve as chaperones and resource speakers. Eighty-three high school and junior high parents and 104 elementary parents replied that they would serve in at least one of the three categories. When needed, parents were called on from this list; however, very few parents became actively involved in the program.

Another problem encountered during the year was community participation in the career education advisory council. Only 12 of 17 persons contacted agreed to serve, and of the 12 agreeing to serve only six actually participated in any of the meetings. Therefore, a true cross-section of the community was not represented on the career advisory council.

Dissemination Activities:

Several articles appeared in the local newspaper describing the career concept and activities which took place during the period. A radio program on station WONA was planned and performed by junior high English students concerning career education in the Winona School System. Material describing the local career education project was distributed by mail to 17 out-of-state institutions requesting information. The material distributed included a project profile, a list of project objectives and a list of materials which had been useful in implementing career education locally. The local career education staff presented the career education concept and a description of what had been done in Winona to the entire faculty of three in-state school systems which were in the process of implementing career education programs. In addition, personal contacts were made with individual school personnel representing approximately 65 school systems in the State of Mississippi concerning the implementation of career education. Materials concerning the local project were distributed to each person or school district with whom the staff worked.

Distribution of final reports were made to state coordinators of career education in some 44 states. Teacher in-service packets and examples of career infusion activities were also made available to approximately 30 schools.

Special Activities:

Efforts were made to reduce sex and race stereotyping in all areas of the project and all instructional material was previewed before purchase to assure the absence of stereotyping. In the selection of resource

speakers and field trip sites, a conscious effort was made to include as many minority and/or non-traditional workers with regard to race and sex as possible. The career staff encouraged local teachers to be aware of an attempt to eliminate race and sex stereotyping in planning career activities. High school students who participated in the work observation and experience program were placed without regard to race or sex, and a number of students were placed in non-traditional work settings.

"Current Clues" contests were used in grades 7-9 and in grades 10-12 to stimulate student interest in careers. Each month the junior high and high school displayed a poster with information concerning a specific occupation. Information on each poster included special qualifications, duties, salary, educational requirements, places of employment, etc. which were required for a particular job. Information was added during the month which facilitated identification of the occupation. The first student to identify the occupation during the month was recognized as the career contest winner. All contest winners were awarded a day-long field trip during school hours to the state capitol, to visit the education television station, the Jackson zoo, and the Natural Science Museum.

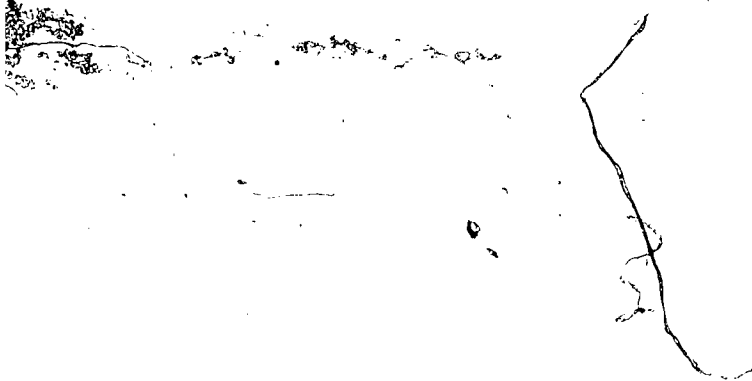
APPENDICES

APPENDIX A

TEACHER IN-SERVICE

MINI UNIT

CAREER EDUCATION 1975-76



Lois M. Stevens, Coordinator
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CAREER EDUCATION

MINI UNIT

For Teachers

This unit is to provide teachers involved in career education a better grasp of the procedures in planning career learning activities for students. Exercises are provided which enable teachers to become familiar with available material and to give teachers further practice in planning career and value related learning experiences for students.

The unit will require a minimum amount of reading and research on your part and should enable you to infuse the career education concept into your subject matter with greater ease upon completion.

The unit is intended to be a self-instruction tool which you are to work through on your own and at your own pace.

I. Being Positive in Our Purpose:

At the end of this mini unit, you should be able to:

1. Define the career education concept in terms that are meaningful to you and applicable to the Winona School System.
2. Write three broad objectives for the career education concept which are meaningful to you.
3. Use materials and resources that are available in the career center with greater ease.
4. Plan with more proficiency career and subject matter related learning experiences for your students.
5. Identify three levels of teaching and the 10 methods used in teaching values.
6. Implement with greater ease the process of teaching values in the classroom.

II. The Career Concept:

For any new concept to work in education, teachers must have a total understanding and feel for it. The meaning, the objectives and goals, and the methods and techniques for achieving these goals must be well planted in the teacher's mind. Enthusiasm, understanding of the concept, imagination, a willingness to try new and meaningful ways to bring information to the students is extremely important to the success of the concept.

7

Career Education is not a class or a course. Career education is not a time-out period in which time career information is taught. Career education should be closely related to classroom instruction. Ideally career education should be a rebirth of subject matter allowing students to learn subject matter in such a way that is meaningful to them and emphasizes the reasons for learning along with values and attitudes necessary for successful adult living. In implementing the career concept, learning experiences should be planned and coordinated with regular subject matter. The teacher should be so familiar with the concept that it becomes a regular part of teaching whether it be a five minute part of a daily lesson or a five day project to coincide with a particular unit. In this way career education should be a spontaneous, natural part of teaching.

Activities: *

1. Read the local proposal guidelines for Career Education pages 32-34 and respond to the following items. (Found in Career Center)
 - A. Select two objectives in each stage (awareness, exploration, preparation) which are most meaningful to you and list them below.

Awareness
Exploration
Preparation
 - B. Briefly state the in-service plans for this year.
 - C. Discuss the infusion activities.
 - D. Who makes up the Advisory Council?
 - E. How will work simulation be used in your career level.
 - F. What are the responsibilities of the teacher for implementing the career concept?
2. Write a definition from your knowledge and experiences that meaningfully defines career education for you.
3. Write three things you want your students to know resulting from your infusion of the career concept in your subject matter area.
4. Name four characteristics necessary in teachers if the career education concept is going to succeed in our school. (This can be found in assigned reading in this unit.)

* In the actual teacher mini-unit space was provided for teacher response. The space was omitted from this copy to reduce paper usage.

6. True - False

- a. Career education is a subject matter area.
- b. Career education is primarily for teachers.
- c. Career education is an ingredient in the total educational process.
- d. Career education is a time period when students concentrate on careers.
- e. Values and attitudes are an important part of career education.
- f. Career education is two hours of structured class time each six weeks.
- g. Subject matter is not really related to values.
- h. Career education should be a free flowing process with a mixture of planning and sponteneity.
- i. According to the career education concept career information is more important than academic subject matter.
- j. To implement the career education concept, teachers may have to exert extra initiative.

7. Read the following articles which can be found in the career center and respond to the items following the title of each article. The following papers by Kenneth Hoyt can be found in the career center.

A. "Career Education and the Teacher/Learning Process"

Item: List the four topics discussed beginning on page 1 and briefly summarize each.

B. "Business Office Occupations and Distributive Education: Keys To Career Education"

Item: List the 7 challenges for change in senior high school.

C. "Career Education and the Business Labor Industry Comm..."

Item: List the six adaptability skills.

CAREER INFUSION PLAN

Subject _____

Name of Teacher _____

Topic of Lesson: _____

Objective of Lesson: _____

Circle and indicate six week period.

1 2 3 4 5 6

Area of Emphasis (x)

____ Values

____ Work

Grade _____ Level _____

Activities and Procedures for Teaching the Lesson:

Materials/Resources That Were Used:

Related Occupations:

Item: How can business, labor, industry and community join efforts with Career Education?

Item: Name 7 things that Career Education is not.

III. Career Information:

All teachers promote academic preparation in their subject areas. Is it enough to have students acquire knowledge for knowledge's sake when the educational process is responsible for preparing students for their future life? The information in all subject matter areas CAN be and IS used in the world outside the school walls in emphasizing that education is a means to an end rather than an end in itself. It is the teacher's responsibility to make students aware of this fact.

To make students more aware of why they are in school, teachers must be familiar with the resources and materials that exist and must be able to develop learning experiences for students to relate subject matter to careers.

It is important, for our students sake, that we make this concept work.

Activities:

1. Go to your career center and tell what kind of information is given in each of the following:
 - a. Occupational Outlook Handbook
 - b. Occupational Exploration Kit (High School)
 - c. Widening Occupational Roles Kit (Jr. High)
 - d. U. S. Office of Education 15 clusters (book)

Select one filmstrip related to your subject matter area from the career center materials list. Preview the filmstrips and, in the space provided below, indicate a unit you teach with which this filmstrip could be used.

Name and describe two learning activities to supplement the use of the filmstrip that would relate your subject matter to information observed.

- a.
 - b.
3. From a unit that you will be teaching this six weeks, describe a topic which you can develop using career information.
 4. Using the topic you have described, develop a career infusion plan on the following sheet.
In the section concerning activities and procedures for teaching the lesson include a resource speaker, a field trip, and two other classroom activities.

TESTING GENERAL KNOWLEDGE

5. Test your career power. Match with the most applicable answer.

- | | |
|-------------------------|---|
| ___ 1. Stripper | A. Studies insects and their relation to plant and animal life. |
| ___ 2. Tester | B. An individual who works as an entertainer at a Las Vegas night club. |
| ___ 3. Gribber | C. Checks and is responsible for protection of passengers' valuables left in his office. |
| ___ 4. Entomologist | D. Splits rough blocks of mica into sheets preparatory to further processing. |
| ___ 5. Choreographer | E. Erects timbers, cross braces, and sheeting for temporary retaining walls to support sidewalls of open excavations. |
| ___ 6. Philologist | F. Trained in special laboratory techniques for detecting body cell changes. |
| ___ 7. Cytotechnologist | G. Creator of original dances and instructs performers. |
| ___ 8. Prosthetist | H. Manufacturer of handbags. |
| ___ 9. Purser | I. Arranges and pastes types, illustrations, etc. on 1 yard sheets to be photographed by camera for offset printing plates. |
| ___ 10. Scrapman | J. One who collects scrap metals for resale. |
| ___ 11. Rifter | K. Writes specifications for and fits artificial limbs, braces, and appliances for body deformities and disorders. |
| ___ 12. Groundman | L. Studies structure and development of language. |

- M. Inspects and tests household appliances for appearance and mechanical and electrical characteristics, using hand tools.
- N. Inspects coffee grinders in plants packaging instant coffee.
- O. Separates macaroni leftovers recovered from packaging areas according to type and condition for re-milling or for sale as animal feed.
- P. Assists in setting poles and erecting structures for carrying electricity to consumers.

IV. Value Clarification:

Realizing the confusing world we live in, teachers can emphasize and play an important role in clarifying the values of their students through meaningful activities and experiences. Therefore, the career workers feel that every decision an individual (student) chooses or an action he takes is based on his personal beliefs, attitudes and values and will influence his attitude toward his career, his learning, and his life style.

John Dewey has stated in Experience and Education:

...What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his own soul: loses his appreciation of things worth while, of the values to which these are relative; if he loses desire to apply what he has learned and, above all, loses the ability to extract meaning from his future experiences as they occur?

Robman and Weingartner have written in Teaching As a Subversive Activity:

...it is not beyond our ingenuity to design school environments which can help young people to master concepts necessary to survival in a rapidly changing world. The institution we call "school" is what it is because we made it that way. If it is irrelevant, as Marshall McLuhan says, if it shields children from reality, as Norbert Wiener says; if it educates for obsolescence, as John Gardner says;...if it is based on fear, as John Holt says; if it avoids the promotion of significant learnings, as Carl Rogers says; if it induces alienation, as Paul Goodman.

says; if it punishes creativity and independence, as Edgar Friedenberg says; if, in short, it is not doing what needs to be done, it can be changed; it must be changed.

CARING TEACHERS CONSIDER THE ABOVE!!!

Activities

1. Identify the 3 levels of teaching. (Pages 8 and 9 in Clarifying Values Through Subject Matter located in your Career center.)*

- a.
- b.
- c.

2. Identify the 15 methods used in teaching values (Pages 116 - 117 in Clarifying Values Through Subject Matter located in your Career center.)

- | | | |
|----|----|----|
| a. | f. | k. |
| b. | g. | l. |
| c. | h. | m. |
| d. | i. | n. |
| e. | j. | o. |

3. From a unit that you will be teaching this six weeks, select and describe a topic which you can develop using value clarification.

Using the topic you have described, develop a career lesson plan on the following sheet.

Use one method described in Clarifying Values Through Subject Matter on pages 116-134 or one value clarification strategy in Values Clarification.*

(Both of these books can be found in your Career Center.)

CAREER INFUSION PLAN

Circle and indicate six week period.

Name of Teacher _____ 1 / 2 3 4 5 6

Topic of Lesson: _____ Area of Emphasis (x)

_____ Values

_____ Work

Objective of Lesson: _____ Grade _____ Level _____

*Values Clarification by Signey B. Simon, Leland W. Howe, and Howard Kirschenbaum; Hart Publishing Co., Copyright 1972.
Clarifying Values Through Subject Matter by Merrill Harmin, Howard Kirschenbaum, and Signey B. Simon, Winston Press, Inc., Copyright 1973.

Activities and Procedures for Teaching
the Lesson:

Materials/Resources That Were Used:

Related Occupations:

How will you evaluate student learning?

APPENDIX B

CAREER EDUCATION

WINONA PUBLIC SCHOOLS

TASKS FOR DEPARTMENTAL WORKSHOPS

The departmental workshops concerning career education have been scheduled so that teachers in each subject matter area can share methods, resources, and ideas that have worked in infusing career education. Listed below are some specific tasks which would appear to be beneficial in implementing and coordinating the infusion of the career education concept.

1. List the occupational clusters that best relate to your subject matter.
2. List the community resources that are related to your subject matter area.
3. List the occupations that are related to your subject matter area.
4. Develop two specific work simulation or hands-on experience activities.
5. Suggest ways in which information from vocational education classes can be used in your academic classes.
6. Develop a mini-unit concerning your subject area for one particular grade level. For example:
 - Math - Budgeting
 - English - How To Study and How To Take Tests
 - Science - Personal Hygiene
 - Social Studies - Interpersonal Relationships
7. Suggest activities for lower level and/or handicapped.
8. Suggest ways in which retired persons and/or parents can be used in your subject matter area.
9. Review the learner competencies in the local proposal and suggest plans for implementing these into your subject area.

APPENDIX C

CAREER INFUSION PLAN

SUBJECT Supplemental Math

CIRCLE AND INDICATE SIX WEEK PERIOD

NAME OF TEACHER _____

1 2 3 4 5 6

TOPIC OF LESSON:

AREA OF EMPHASIS (x)

The work at a cafeteria -
planning balanced meals to sell

VALUES

x WORK

GRADE 3 LEVEL 2

OBJECTIVE OF LESSON:

The pupils will be able to design a cafeteria menu which includes items from each of the four main food groups, and will be able to find the total cost of meals including items from all four groups.

ACTIVITIES AND PROCEDURES FOR TEACHING THE LESSON:

1. Review the four main food groups needed for a balanced diet.
2. Discuss how a cafeteria manager would decide what foods and prices to include on a menu.
3. Make a list of 5 or 6 foods for each food group. Determine reasonable prices for each food listed.
4. Choose foods from each group that would provide a balanced meal - find the total price of the foods chosen.

MATERIALS/RESOURCES THAT WERE USED:

RELATED OCCUPATIONS:

pictures of the 4 main food groups
paper, pencil
blackboard to make group copy of
determined menu (or large chart)

Restaurant worker
Menu planning for a
homemaker

HOW WILL YOU EVALUATE STUDENT LEARNING?

1. through the group discussion
2. by the participation in developing the menu and foods and prices
3. by the accuracy of totals found when chosen food prices are added

APPENDIX D

CAREER INFUSION PLAN

SUBJECT 8th English

CIRCLE AND INDICATE SIX WEEK PERIOD

NAME OF TEACHER _____

1 2 3 4 5 6

TOPIC OF LESSON:

AREA OF EMPHASIS (x)

VALUES

x WORK

Active and Passive Voice pp. 221-222
Building Better English

GRADE 8 LEVEL 3, 4, 5

OBJECTIVE OF LESSON:

To identify and use verbs in active and passive voice by writing original sentences relating to various sports
To relate the importance of Standard English specifying the field of coaching

ACTIVITIES AND PROCEDURES FOR TEACHING THE LESSON:

Students wrote active voice verbs in original sentences and converted these verbs to passive voice. These sentences written by the students all related to various sports. Coach Allman spoke to the classes stressing the importance of Standard English in any career, specifying the field of coaching.

MATERIAL/RESOURCES THAT WERE USED:

RELATED OCCURATIONS:

paper, pens
resource speaker - Coach Allman
textbook - Building Better English - 8
hand-out sheets to complete

All teaching careers

HOW WILL YOU EVALUATE STUDENT LEARNING?

There will be a question and answer session given to the students to discuss any aspect of the coaching career. A teacher-made test will be given the students on active and passive voice.

The follow-up to this was a thank-you letter written to Coach Allman applying all grammar and spelling rules.

APPENDIX E

*CAREER INFUSION PLAN

SUBJECT Biology CIRCLE AND INDICATE SIX WEEK PERIOD
 NAME OF TEACHER _____ 1 2 3 4 5 6
 TOPIC OF LESSON: AREA OF EMPHASIS (x)
 Biological Occupations and Values x VALUES
x WORK
 GRADE 10-12 LEVEL _____

OBJECTIVE OF LESSON:

1. To let students become aware of the many occupations that are related to biology.
2. To make students aware of the number of times they come in contact with a biologically related occupation.
3. To learn some values needed for various biological occupations.

ACTIVITIES AND PROCEDURES FOR TEACHING THE LESSON:

1. Collect newspaper articles describing occupations dealing with biological topics for one six weeks period.
2. Students will summarize any radio or T.V. show, newscast, etc., where biological work is described. They should include the name of the program, date, telecast, station, and time as well as the summary.
3. Students will turn in notecards describing any books or magazine articles they have read about biological occupations or filmstrips they have watched. (1-3 will be placed in a scrapbook.)
4. Students will make a poster: (a) illustrating scientific values or attitudes they can apply to daily life; and (b) illustrating a biological occupation

MATERIALS/RESOURCES THAT WERE USED:

RELATED OCCUPATIONS:

1. Modern Biology by Otto and Towle
2. Newspaper and magazine articles
3. Radio and T.V. programs, newscasts, etc.
4. "Current Science"
5. Filmstrips on biological occupations
6. Poster board (2 sheets) and scrapbook
7. Notecards

HOW WILL YOU EVALUATE STUDENT LEARNING?

1. The scrapbooks and notecards will be graded on a comparative basis.
2. Students will show classmates their posters and discuss them.

APPENDIX F

WINONA PUBLIC SCHOOLS
311 FAIRGROUND STREET
WINONA, MISSISSIPPI 38967

May 12, 1976

TO PROSPECTIVE EMPLOYERS:

This year the Winona Public Schools implemented a Career Education Project that we feel has been very beneficial to our students.

As a part of our Career Education Project, we have made a list of all graduating seniors who are interested in finding summer or full-time employment in the Winona area. Some pertinent information concerning the background and employment plans of each student has been provided. We feel that their course of study and experiences in the Winona Public Schools have developed qualities that will make them useful employees in their chosen field.

If we can assist you in any way, we would be happy for you to contact the counselor's office or the career education office at Winona High School, or you may feel free to contact the graduate directly.

Sincerely,

Tom Dulin
Dr. Tom Dulin
Superintendent of Schools

APPENDIX G

Dear Parent or Guardian:

The Career Education staff of the Winona Public School is excited this year over the grant of new funds for expanding the Career Education program in our school system which has been in force for the past two years under a previously held grant.

Career Education is a process which has the purpose of bringing the world that is outside the school walls into the school in such a way that will make school more meaningful to all students. It also stresses the point of helping students understand themselves, their abilities, interests, and aptitudes, and these relationships to the world-of-work and their future life style.

Let us stress the fact that career education is for all students — either entering the world-of-work after leaving school or the college or vocational school bound student.

We are in the process of soliciting the support of business, labor, industry, and professional groups as well as the community and parents. Therefore, we are asking if you would be willing and interested in cooperating by completing the form below and returning it to the school by your child.

1975-76 School Year	USDE Cluster _____
Please return to Career Education Department by your child.	(For school use only)
	Occupation _____

Parent or guardian _____	Student's Name	Grade
Mailing address _____	1. _____	
Phone _____	2. _____	
Employer _____	3. _____	
Phone _____	4. _____	
Exact job title _____	5. _____	
	6. _____	

If spouse works, please fill-in:	Will you be willing to serve as	yes	no
Name _____			
Address _____	1. Resource speaker	_____	_____
Employer _____			
Phone _____	2. Chaperone	_____	_____
Exact job title _____			
Occupation _____			

APPENDIX H

Robert E. Weathersby
Career Education Dept.
Winona High School

Dear Sir:

The Winona Public School System, as you may already know, is implementing the career education concept in its classrooms. From the enclosed material you will see that to accomplish our goals we will need assistance from the working community in the Winona area. We are in the process of determining the possible resources in the Winona area. Enclosed is a self-addressed survey card which we would like for you to complete and return by mail to the Career Education Department in the Winona Public School System. Please feel free to offer suggestions or inquire further about your school's Career Education Project. Thank you for your consideration.

Sincerely,

Robert E. Weathersby
Local Director
Career Education

CIRCLE ONE:

1. Would you like more information on the Career Education Project?
YES NO
2. Would you be available to visit a classroom as a resource speaker?
YES NO
3. Would your place of work be available for a field trip by students?
YES NO
4. If so, what would be the maximum number of students your facilities could handle at one time?
Could you or your employees be available for interviews by students which would allow them to find out more about your occupation?
YES NO
5. Please give us any additional suggestions for our project, and pose any questions you may have.

Name _____

APPENDIX H Cont'd

CAREER EDUCATION - WHAT IS IT?

Career Education is a process which has the purpose of bringing the world that is outside the walls of the school into the school in such a way that will make school more meaningful to all students.

Statements clarifying career education

1. Career education is for all students whether bound for work or for college.
2. Career education is for all students beginning in grade 1 and continuing through until the student enters college or the world-of-work. Career education offers information on a wide range of occupations, thus increasing the knowledge and the options of career choices available to students.

3. Career education is seen as a four phase process.

Awareness - Grades 1 - 6 -- Students expand their awareness of the career world, and their awareness of self in relation to the outside world.

Exploration - Grades 7 - 9 -- Students explore career opportunities in relation to their personal interests and abilities.

Preparation - Grades 10 - 12 -- Students begin to narrow down career choices of possible interest, and begin preparing for entrance into college or the work force.

Continuing Preparation -- After high school -- Individuals select a career and enter the work force or seek further education or training.

APPENDIX H Cont'd

HOW WILL WE ACCOMPLISH OUR GOALS?

1. By integrating career and occupational information into basic subject matter courses.
- *2. By supplying outside information to students in the form of community resource speakers and field trips.
3. By giving individual and group guidance to students as the need arises.
4. By offering supplemental material to students and teachers in the form of pamphlets, films, books, and learning activities.
5. By working with teachers in planning and presenting career information to students.
6. By working with teachers and students in planning and implementing learning activities for the students.
- *7. By giving students the opportunity to observe and participate in real world career experiences.

*Our project needs your help in these activities.

APPENDIX H Cont'd

CAREER EDUCATION - GOALS

****To prepare students for their adult lives, especially their working lives.****

1. To improve knowledge of self, and the world-of-work, which will allow students to make a more accurate and realistic career decision.
2. To increase students' desire to learn by showing how subject matter learned in school can be used, and is used, in the world-of-work.
3. To instill in students a feeling of self-worth.
4. To instill in students the belief that all capable people should work.
5. To instill in students the idea that all honest work has dignity.
6. To instill in students an appreciation of work.
7. To give students the needed skills and attitudes to find, secure, and work successfully at an occupation.
8. To make students aware of basic expectations of employers such as good attendance, a learning attitude, being on time, rules and regulations, honesty, etc.
9. To give students the necessary skills, knowledge, and attitudes to be a responsible and contributing member of society.

LOCAL CAREER PROJECT EVALUATION ACTIVITIES

1975-76

ACTIVITIES	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE
1) Consultation	●	●	●	●	●	●	●	●	●	●	●	●
2) School System Information						●	●					
3) Research Project Information								●	●			
4) Student Assessment									●	●		
5) School Personnel Assessment									●	●		
6) Project Dissemination/ Diffusion Assessment										●	●	
7) Interim or Final Report											●	●

EXPLANATION

- 1) Consultation means an on-site visitation or meeting of some type with project personnel.
- 2) School system information is the gathering of information regarding the school system and the completion of an instrument and/or outline provided by the evaluation team.
- 3) Research project information is the gathering of information regarding the career project and the completion of an instrument and/or outline provided by the evaluation team.
- 4) Student assessment is the administering of a questionnaire to a sample of students from each level (elementary, junior high, or senior high) of the school and project.
- 5) School personnel assessment is the administering of a questionnaire to a sample of administrators and faculty members within the school system.
- 6) Project dissemination/diffusion assessment is the collection of data in regard to public relations activities, and a survey of parent and community awareness of the project and/or its activities.

Interim or final report is the gathering, summarization, and assembling of pertinent information and/or materials for inclusion in the report.

APPENDIX J

LETTER SENT TO EVERY CIVIC CLUB

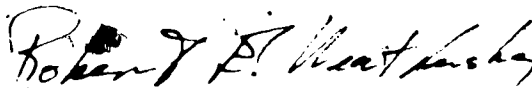
Dear :

The Winona Public School System is in a unique position of being selected one of two schools in Mississippi, one of eighty in the nation from approximately 900 applications, for expanding our Career Education program.

To explain the concept of career education and the impact it could have on the business, labor, industry, professional groups and the community, the career education staff of the Winona Public School System would like to make their services available for an education program for your organization.

If your group is interested in having the local career education staff present a program at one of your meetings, please contact Robert Weathersby, Director of Career Education, at the Winona Public High School, phone number 283-3112.

Yours very truly,



Robert E. Weathersby,
Director of Career Education