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ABSTRACT

The purpose of this project was to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model consisted of transportable packages intended to provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. Initially, sixteen Georgia school systems were involved, but later seven systems were discontinued and twenty-one new systems were added. A needs assessment was conducted to ascertain need priorities for program planning and development, and a multiple criterion approach to the assessment of the project was planned (some of the instruments are appended). The major conclusions are (1) though staff development is costly and frustrating, it seems to be the key to lasting effect and carry-over from project orientation to project continuation; and (2) there is a critical need at all levels (state, local, and federal) for more program coordination. (Numerous materials are appended, including guides for training paraprofessionals, establishing a career guidance center, setting up a career guidance library, and evaluating the program. Also, twenty-four related documents are available, such as a program development guide--CE 018 146; a staff development handbook--CE 018 138; an external evaluation of the training materials--CE 018 339; and several staff development training manuals and materials for both the secondary and elementary school levels.) (BM)

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FINAL REPORT

Project No. VO244VZ
Grant or Contract No. OEG-O-74-1741

A Needs Based
Vocational Guidance Program

Exemplary Project in Vocational Education
Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under 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.

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PART I

SUMMARY OF THE REPORT

SUMMARY OF THE REPORT

Time Period Covered by the Report

July 1, 1974 through September 30, 1976

Goals and Objectives of the Project

The concept of career guidance, and the projects which are operating to deliver these services, are based on a number of premises which are:

- Schools should address the guidance needs of students with a life career development perspective. This means that an approach must be used which recognizes the various growth stages one experiences throughout his life.
- In order to deliver the required services to students, a team approach, consisting of school personnel, is necessary.
- Guidance can no longer be perceived as a function solely of the counseling staff. Guidance must become an integral part of the curriculum rather than a support service.
- A guidance project/program must be based on the assessed needs of students, teachers and persons from the community in that order of priority.
- Each student in the school needs someone in the school who is responsible for helping plan his/her experiences.
- A sound liaison must be established with the community through open communication, active involvement and cooperative effort.
- In order to improve guidance, and, subsequently, student career planning behavior, school personnel must receive training in the latest career guidance materials and methods.

--In order for students to adequately plan their futures, or careers, up-to-date, accessible information must be made available to them.

--Along with having this readily obtainable information, students must be taught how to process it.

Procedures Followed

The project was developed in the following six phases:

1. Start-up - Project activities were organized and staff oriented, local system participants were selected, and the activities for the project were planned.
2. Needs Assessment - Goals and objectives were developed, assessment procedures were established and a system was developed for reporting collected data.
3. Program Planning and Development - Particular strategies required to eliminate the identified needs were developed.
4. Field Testing and Piloting - An evaluation system was developed to determine which processes have caused appropriate changes in student behavior.
5. Preparation of Staff - Training conferences and training packages were developed to prepare local system personnel to implement the proposed strategies.
6. Implementation - Practices and strategies developed under the project will be implemented on a state-wide basis.

In order to implement most of the above procedures, the "parent" project utilized 16 Title III career guidance project sites in various areas of Georgia. A needs assessment was done using the Career Maturity Inventory, The Assessment of Career Development and the Georgia Career Guidance Card Sort. This involved the testing of 6,000 students, grades 7-12, in the 16 Title III school systems. All of the concepts, instruments, goals and materials developed through the project in question have been and will

continue to be utilized in these original systems and with additional ones each year.

Results and Accomplishments

Through the medium of the original 16 "test" sites, the following observations and results have been realized:

I. Major Components of a Career Guidance Project/Program

A. Needs Assessment - which involves student, staff and community with emphasis on student data. A number of instruments can be, and have been used: the Career Maturity Inventory, the Assessment of Career Development and the Georgia Career Guidance Card Sort. The latter instrument has been found to be quick, concise and acceptable to those using it. The Card Sort is recommended to those anticipating involvement in a project.

B. Program Planning and Development - which requires the involvement of a corps, or team, of teachers, counselors and administrators who study and rank by priority the needs data; identify goal areas (drawn from the Georgia Career Guidance Goal Areas) based on need priorities; recognize existing program gaps; assign tasks to staff; plan staff development based on student and staff needs; prepare specific student and staff objectives; and oversee and facilitate the implementation, through infusion of the objectives.

Determining who, does what, to whom, when is one of the biggest problems to be dealt with. To manage this will require extensive cooperative planning, open communication and constant supervision.

C. Staff Development - will involve 20-50 percent of the faculty and will be implemented on a continuous basis. Topics to be covered are chosen based on priority needs and goals. As staff task assignments are made, skill needs are established. To be of greatest efficiency, staff development programs will consist of approximately four hours

after school per month throughout the year. Also, some summer training is usually done prior to actually beginning the project. Content of the training is based on skill needs of staff in terms of task assignments.

Faculty participating in staff development may receive a stipend, course credit or State staff development units (SDU's). The SDU's are used to renew certification. Some faculty members will become involved in staff development simply out of interest and dedication. A number of resource packages have been developed for use in staff development programs. These include topics such as human relations training, employability skills and daily living skills. These packages which are in use by all the projects are highly recommended for school training programs.

One important fact to remember is that all the staff development that needs to be done cannot be done in one school or calendar year or even an 18 month period. As a result, most of the outcome evaluation during the first year or so, and the resulting data, pertains to staff training and development.

- D. Career Guidance Center (CGC) - this facility, which is the "nerve center" for a project, is centrally located with easy student access and is similar in size to a classroom. The CGC is used for activities such as the following: individual and group information searches by students, presentation to students by community representatives, student discussion groups on topics such as parenthood, career planning, peer conflict. The CGC houses materials and equipment to be used specifically for occupational, educational and self awareness and planning activities. These materials are cross catalogued with those in the media center and those which are available through programs such as the Program for Education and Career Exploration (PECE). All purchases of materials are based on student and staff needs.

Placement in paid and non-paid work experience sites also takes place through the CGC. This function, along with the materials center one, obviously requires much cross-program coordination. The placement activities and the visits to the school by community representatives, along with field trips by students, necessitate a strong community liaison.

The CGC is a busy, flexible facility which can, and often does, accommodate a number of activities simultaneously. It is staffed in most cases by a paraprofessional who is trained to implement a number of tasks which occur in and around the CGC.

- E. Budget - in planning the budget for a career guidance project/program, provisions should be made for the following: purchase and scoring of needs assessment and evaluation instruments, materials for student and staff utilization equipment for student and staff utilization, some renovation or room modifications, staff development (stipends, etc.), printing, travel, contracted services, salaries (part-time).

Budgets should reflect efforts toward combined funding, i.e., State and local staff development funds; Title IV, C funds; Part D, Vocational Education funds. All purchases should be made in light of student and staff needs and objectives for the program. Actual expenditures will approximate 70,000 the first 18 months of operation with only paraprofessional salaries, if any; some staff development and small materials expenses during subsequent years. These expenses after the initial start-up costs will vary with salaries requiring the greatest amount of support.

- F. Evaluation - as plans for the program are developed, means of evaluating the extent to which activities and components of the project (process) have been realized and the affect on student behavior of these activities should be included. Specific objectives are written for all activities. Plans include the use of a standardized instrument such as the Career Maturity Inventory or the Assessment of Career

Development in a pre/post activity manner in order to detect changes in student attitude, behavior or knowledge.

Questionnaires, surveys, interviews and standardized instruments are used to determine the effects of processes or procedures. Some "side effects" or "fringe benefits" might be a reduction in absences, fewer dropouts, improved grade averages or fewer disciplinary problems.

Specific outcome, or performance, objectives are also written for each task and criteria set for determining achievement of the task. For example, if the objective is to improve classroom climate, level of responses by students on a questionnaire pertaining to the atmosphere in the classroom could be used for determining if the predetermined criterion is reached.

II. A Chronology of Basic Management Processes for Career Guidance Projects

This chart (Appendix J) illustrates those procedures, or processes, which are basic to the operation of a career guidance project. They are not intended to be exhaustive or inclusive since many of those listed can be detailed further. The purpose of this chart is to demonstrate the sequence which occurs in most cases during the actual "project" operation. As shown on the chart, some procedures take place simultaneously. It should be recognized that the 18-24 month period of "project" orientation should graduate into a "program" orientation since such processes as staff development, infusion and evaluation should continue long after the "project" has ended.

III. Recommended Time Line for Career Guidance Projects

This time line (Appendix B) corresponds to the preceding chart of process and places them in an actual time perspective.

Attention should be given to the following points: some unfunded, "soft," or pre-project time will be required; the actual funded period will approximate 18 months in

most cases; outcome data will consist primarily of staff performance and affect in the beginning, with student data becoming more available during the "second" year of operation; orientation from a "funded" project to an operating "program" should be realized around January of the "third" year.

IV. Activities Implemented Through a Career Guidance Project/Program

Through the various components and processes mentioned earlier, activities such as the following will take place:

- A. Teacher in-service training which varies in time from one day to nine months and varies in subject matter from self exploration to daily living skills.
- B. Teachers and counselors cooperatively leading group exercises on topics such as values exploration and decision making.
- C. Students participating in discussion/activity groups on various topics such as conflicts with parents, decision making and consumer skills in classes and in the Career Guidance Center (CGC).
- D. Students obtaining avocational, occupational and educational information, as individuals and in groups, in the CGC or in classes.
- E. Students exploring occupational or educational interests through visits to the school by community representatives or through visits into the community by students.
- F. Students being assigned a teacher/advisor who will follow the student's progress throughout his school career.
- G. Faculty members referring students to the CGC as individuals or in groups for information searches or work on topics relating to career guidance or traditional subject matter.

- 6.7
- H. Teachers being trained in the use of and, in turn, utilizing career guidance concepts, materials and government agencies.
 - I. Representatives from business, industry and government agencies making presentations on their vocations and avocations to students in the CGC and in classes.
 - J. Students being placed in various work experience settings, paid and non-paid, through the CGC.

V. Results of a Career Guidance Project/Program

- A. The needs of a greater number of students are serviced through this curriculum-based approach.
- B. Students, staff and community have input into the program through expressing their needs and by working together to address these needs.
- C. Both the community and school achieve higher levels of visibility and credibility with each other and with students.
- D. Cases of improved teacher and student morale have been reported.
- E. Attendance has improved in some classes which have been a part of the project.
- F. Teachers, administrators and parents have experienced new insights into student needs and concerns.
- G. A cooperative effort among teachers in various disciplines and grade levels has begun where little occurred previously.
- H. Teachers understand, are "sold" on, and utilize career education/development methods and materials to a much greater degree.
- I. Participating school systems now have access to materials and methods which they heretofore did not.

- J. Staff development programs are being supplemented or revitalized where little in-service activity was taking place.
- K. There is some evidence that students involved in project activities show improvement in the areas of self understanding and self confidence, career planning skills and attitudes toward work.
- L. At the State level project efforts have facilitated, if not necessitated, cooperation among programs. A synthesis of funding sources has also been affected.

Evaluation

Assessment in the project(s) has taken a multiple criterion approach, which is advocated by many of the authorities in the field of evaluation. We have used, and similar procedures are recommended to others involved in a similar effort, an objective based format (Appendix O), self rating scales (Appendix N), team rating scales (Appendix N) and, to the extent possible, pre/post studies using standardized instruments such as the Career Maturity Inventory.

Conclusions and Recommendations

Some conclusions are: training of staff is costly, frustrating, time consuming, and it is a necessity; evaluation is about as difficult to achieve as staff development; management of the SEA and LEA bureaucracies can be a major stumbling block. Such an effort without the prospect of some funding is virtually doomed.

It is recommended in summary that: realization of any real change, particularly with students, should not be expected before the end of the second year of operation.

A great deal of time should be spent with administrative personnel for the purpose of conveying the magnitude of time, effort and change expected. This should be followed by a commitment from the administrators, possibly before funding is even mentioned. At least six months of preparation time should be spent with all personnel to be involved before any commitment is made by LEA or SEA staff as to funding.

PART II

BODY OF THE REPORT

BODY OF THE REPORT

Problem Statement

In the conventional guidance program the career development needs of youth are oftentimes neglected in favor of crisis or remedial counseling needs and services and/or quasi-administrative needs or tasks. Surveys have shown that counselors are not communicating in meaningful ways that make much of a difference to students in their career choices (Guidepost; May 4, 1973). Counselors have drawn criticism from several sources for not adequately attending to the career planning and preparation needs of children and for their insufficient training in career guidance processes (Willingham, et. al., 1972; Ginzburg, 1971). Studies by the U. S. Office of Education, the American College Testing Program and the National Advisory Council on Vocational Education, all indicate that career planning goals for students are being slighted.

Many see career guidance as a very real need for the future. Among them is Dr. Felix C. Robb (1973), who says that "Our nation and its people can no longer afford the haphazardness and error of an educational system that encourages students to wait until they have completed high school or college before facing the awesome question of how they will earn a living and become self-sustaining, contributing citizens in a community."

Career Planning Assistance

Career guidance programs and related career planning on the part of students seem to be generally lacking. The USOE study (National Longitudinal Study of the High School Class of 1972) indicated that only small numbers of high school students were receiving counselor assistance in the following categories: (1) job placement (38 percent); (2) choice of curriculum (15 percent); and (3) post-high school plans (9 percent), (Guidepost; November, 1973).

Over 52 percent of the seniors expressing an opinion in the USOE study said that "the school provided me with counseling that will help me continue my education." Yet only 38 percent agreed with a similar statement regarding help in finding employment (Guidepost; November, 1973). The American College Testing Program (Prediger, et. al., 1973) reported that half of the students polled indicated that they had received little or no help with their career planning.

The ACT study concluded that ". . . counselors are not providing help wanted by the students with career planning on a one-to-one basis or by means of group guidance." The study indicated that 75 percent of the students felt that this career planning was most important and wanted help. This was especially true of girls. The study indicated that over 50 percent of the female respondents were choosing the traditional "female" jobs, and that most juniors and seniors had no idea whether or not their educational plans and occupational aspirations were congruent.

The Georgia Advisory Council on Vocational Education (1973), in presenting their fourth annual report to the State Board for Vocational Education of the State of Georgia, expressed concern about the role of high school counselors in vocational guidance and job placement. The National Advisory Council on Vocational Education (1972), in its sixth report, made similar recommendations concerning the need for strengthening guidance workers' skills in the areas of career guidance, counseling and placement.

Young people are experiencing increased periods of segregation from active, purposeful and responsible participation in the real world as they spend an increasing amount of time in formal educational structure. Youth lack an experiential understanding of society and the world of work. There is need for the guidance team to foster new and closer relationships among academic disciplines (including vocational education), other school personnel, the community and the world of work. A survey of consumers' views of counselors in Montana supports this need in his finding that students, parents, and teachers indicated counselors should provide more vocational services to students (Guidepost; June, 1973). A similar survey of Indiana High School seniors showed slightly over 5 percent of the students considered the school guidance counselor as the most helpful or second most helpful source in making a career choice (Guidepost; May, 1973).

A 1973 survey at the University of Pittsburgh (Guidepost; April, 1974) reported high school guidance counselors had a negligible impact upon career choices of their blacks and women. The general feeling among these students was that their high school counseling experiences did not suit their career planning needs.

In response to information repeatedly indicating that students are not receiving sufficient assistance with their career preparation and planning, Bottoms, Gysbers and Pritchard (1970, page 12) express "a national concern that the pre-service and in-service training of counselors be modified substantially to include experiences which develop competence in career guidance, counseling, career exploration

and in placement to enable counselors to assist all youth in their career development."

Traditional Guidance Program

There is sufficient evidence to suggest that traditional guidance programs and practices must move from a services-oriented approach which has become reactive, ancillary and set apart from the educational mainstream and move toward a developmental guidance approach where program content and processes are determined by the needs of students and goals of local educational personnel.

Counselors have been reluctant to change their mission to meet the changing goals of students. Part of the reason stems from the success which counselors have experienced in helping their students matriculate in the institutions of higher education--a major goal of the 60's. However, the mood of the 70's has shifted to a broader concern for the guidance and counseling of all students and not just for the collegebound. One-to-one personal counseling is a luxury which school counselors can no longer afford, at least in the same extensive way as before.

Traditionally guidance programs have sought to achieve too many all encompassing goals. The "self-actualization and optimal development" of all children leads to constant failure if, in fact, measurement of the achievement of such a goal is even possible. Herr (1974) calls attention to the inappropriateness of guidance objectives which do not lend themselves to being operationalized or researched. Global goals must yield to measurable objectives which are related to student needs.

"Within the guidance profession there is a growing dissatisfaction over shortcomings in guidance practice," (Willingham, et. al., 1972). In actuality the goals of society have undergone dramatic change while the goals of education and guidance have remained relatively stable. "In changing times, unchanging schools are anomalous" (Howsam and Houston, 1972).

Curriculum-Based Career Guidance Team

The responsibility for the implementation of a needs-based guidance system can no longer be delegated solely to the counselor. Fulfillment of the guidance function requires a team approach. Counselors, teachers, administrators and other educational personnel must develop new ways of working together: Such direct intervention,

processes as individual and group counseling must be augmented with indirect and shared processes where counselors work with teachers and other school personnel in providing indirect assistance aimed at the personal development of students.

Career guidance activities should be designed to help students understand the functional relationships between school and the working world. The guidance function must be curriculum-involved and not implemented through a group of isolated activities.

Bottoms, Gysbers and Pritchard (1970) contend that career guidance is an integral part of the school curriculum. It is their belief that the roles of the school principal, the curriculum and the teachers are just as important to the career guidance of students as is the role of the counselor. They see the secondary school as being in a strategic position to help students understand the importance of educational and occupational choices by providing relevant experience as a part of regular classroom instruction. Such a central, curriculum involved role for career guidance is likewise strongly advocated by Pierce (1973), Deputy Commissioner of the U. S. Office of Education.

Goals and Objectives of the Project

Purpose:

The purpose of this project is to develop, package and validate a transportable career guidance system derived from student needs which utilizes curriculum-based strategies and a team approach. In order to fulfill this purpose the following goal and objectives have been generated.

Goal:

The main goal for the project is to develop and disseminate a conceptual model for comprehensive secondary school (7-12) career guidance programs. The model will consist of transportable packages which will provide a framework for the delivery of career guidance strategies designed to facilitate the achievement of desired student outcomes. These processes are designed to achieve the specific objectives outlined below:

1. To develop the capacity in selected local school systems to plan educational/guidance programs based on student needs.

2. To plan and design a guidance delivery system that will enable schools to meet the career development needs in the broad sense and vocational guidance needs in particular of their total student population.
3. To design and develop training packages that will enable the local guidance team to acquire the appropriate competencies.
4. To tryout the total delivery system in Georgia school systems that have a student body comparable to a variety of schools across the nation.
5. To emphasize in all aspects of this emerging program the facilitation of career/vocational planning for students at grades 7-12.

Description of the Project, Results and Accomplishments

1. Although there was much confusion and resultant frustration in the beginning, this was overcome for the most part during the first year. It is felt that, by coordinating the University of Georgia project efforts and those of the 16 Title III career guidance projects, all those involved had tremendous opportunities to formulate, develop and try the concepts together.

Since the last report, each of the 16 Title III projects which are utilizing the University of Georgia model were evaluated on-site by teams. As a result of these evaluations and through natural selection, seven of the original six projects have been discontinued. Appendix illustrates the projects which remain. An encouraging result of these cancellations has been that, in most of these discontinued school systems, the projects have continued to operate. This indicates to us that many of the attitudes and processes which began as a project are evolving into a program, which is one goal we hoped to achieve.

2. Twenty-one additional systems have been funded through various sources to adopt and implement the processes established under the initial project. This brings to 30 that are presently in operation as funded projects (Appendix A).
3. As a result of the combined University of Georgia/ Title III project activities, we have devised a time line (Appendix B) which is the "normal" time table which is recommended for all new projects. This we feel is the minimal amount of time required for a school system to establish an operational base which is adequate for movement from a project to a program, regardless of kind or level of funding. This time line should, of course, be considered adaptable depending on the individual school system.
4. Appendix C is indicative of the correspondence concerning the staff development we have, or will have, with project systems. After identifying a given number of school systems in each educational district, these systems were asked to attend a briefing/orientation session to further explain the amount and kind of funding which was to be made available for project operation. At this time the prospective systems were told what was expected of them. Following this meeting 14 systems opted not to participate leaving the 21 new systems we now have.

The remaining 20 systems and 21 new, attended two four-day sessions on program planning and management and in human relations training. The resource package developed through the University of Georgia project was used in the latter. Two days were spent on each topic.

In October all 30 of the projects will participate in another four-day meeting. At this time the participants will receive training by Department of Education personnel in the University of Georgia resource packages which are requested by the participants.

Representatives from the new and old systems will attend training sessions in September in the Vocational Exploration Group (VEG) materials and in the Life Career Development System (LCDS) materials. It has been our experience that both these will complement the University of Georgia training packages and give the LEA personnel some basic knowledge and skills, not to mention confidence, which bolster their efforts in the implementation of their projects. It is expected at this point that any additional school systems which adapt/adopt our model will take similar training.

All of those receiving the above training are expected to return home and train 20-50 percent of their colleagues in these methods.

In addition to training in the LCDS and VEG, the LEA's are providing staff development in the University of Georgia modules as they become available. Many have begun or have completed sessions in the Human Relations and Educational Environment packages (Appendix D). These were recommended as openers since the constructs and skills covered in them underlie all the other packages.

Staff training in the LEA's is being expedited in a number of ways: one to four hours per month after school; a week or more in the summer. In all cases the participants receive a stipend, course credit or staff development units which can be used for certification renewal. University personnel often teach the courses or LEA personnel are appointed as adjunct professors through a training institution.

All projects have been asked to involve 20-50 percent of their faculties, from various disciplines, in the staff development.

Funds for this training have come from various sources, including each project budget. We have encouraged combination funding to help insure inter-project or inter-program cooperation within each school system. This has reverberated upward to the SEA level.

Since each project has been required to employ a paraprofessional, we have prepared a training presentation of approximately four hours to be used with these individuals (Appendix E). This program is based on what these persons have asked for, a review of literature, and our own experiences. The paraprofessionals receive mainly on-the-job training which is complemented by the LCDS program. We plan to develop a formal guide for training paraprofessionals as soon as possible.

5. We are very pleased that in all 37 of the projects a Career Guidance Center (Appendix F) has been established and is operating, some even though funding has been discontinued. These have provided guidance with a great deal of visibility and many school systems with a facility which they would not have otherwise established. These Centers have served as a "nerve center" for affective education. They have provided participating schools with a medium for building a positive community liaison which hasn't been emphasized previously. The Career Guidance Centers have also provided students and teachers a facility where they can come individually or in groups to learn, discuss and investigate. Most of these Centers are multi-purpose resource rooms which are staffed by a paraprofessional and students. In a number of cases personnel from various programs have pooled equipment and resource material in the Center and have cross-listed them with the library. We have prepared a number of materials lists which are used as recommended purchases by projects (Appendix G).

The school-community liaison is facilitated through the use of speakers' bureaus, field trips and work experience.

We have developed a slide/tape presentation to be used in orientation sessions with those new to the Career Guidance Center concept.

6. Although we have not advocated the addition of separate courses for the purposes of delivering guidance, some projects have established curricula. Due to the LCDS some have begun using the materials, taught by the counselor and paraprofessional, as

the text for a course in career planning. These have been well accepted by students. Other teachers, e.g. English, are using these as an integral part of their course instruction. We have included (Appendix H) some examples of actual lesson plans which were prepared by teachers taking staff development through their project. We are emphasizing an "infusion" process where a teacher teaches subject matter and encourages self and career awareness concurrently; one through the medium of the other.

7. The booklet, Career Guidance in Georgia, (Appendix I) was produced through the University of Georgia project. This book details the concepts, constructs, goals and processes necessary to adequately expedite the Georgia Career Guidance Model. We feel this publication can give the reader, regardless of location, the background for establishing a program such as ours.
8. One of the most important accomplishments of the project has been the development of staff training packages in all of the nine priority goal areas falling under the model for the University of Georgia project. We have these modules which are included as Appendix D. As mentioned earlier, personnel from all school systems which establish career guidance projects/programs will receive training in the packages. These persons will in turn train others in their school systems. All of the packages which have been used by SEA staff have been well accepted by participants; the only complaint which we have concerning the packages is one of a quantitative rather than a qualitative one. That is the problem of finding the time and/or inducement to encourage LEA staff to participate in the training. This is compounded by the fact that some of the packages, e.g. Human Relations Training, or basic to proper implementation of the others, or to good teaching in general.

We are finding that there are some school personnel who can take a method such as role play or brainstorming and use it well. Others cannot communicate with students in an unharmed manner, not to mention be positive and facilitative. We feel these skills are absolute necessities if guidance is to become curriculum based as we are attempting to make it.

In effect what we are having to do is pull out of the University of Georgia modules techniques or constructs which are common to the modules and present them to those basically skilled, motivated people who can begin using them with students. The other large percentage of staff who do not have the basic skills and are less motivated receive intensive training in the packages. The problem, if it is a problem, is that student affect will be realized much later due to the fact that training in the modules takes 10-40 hours of staff development.

The development of the Georgia Career Guidance model and the resultant materials has been based on the premise that, although a wealth of good materials to be used with students are available, in many cases those who use these methods and materials do not have the basic skills or knowledge to do so properly. Therefore, the University of Georgia modules are intended for use in training school personnel and cannot necessarily be used with students. This premise has been informally validated through subjective evaluations by SEA in training LEA personnel in the packages.

9. Through the processes of trial and error, we have developed a sequence of processes which are basic to the operation of a career guidance project/program (Appendix J). This chart illustrates the order in which the processes should occur while the corresponding time line (Appendix B) shows the actual time during the year which they should take place. Both these charts were synthesized from and based on what could be considered the mode of occurrences which have been and are taking place in the 37 systems involved. We feel this chart, which will be refined as needed, will be helpful to any school beginning a career guidance program since management, from organizing an action team to filing materials, has been a problem.

Most of the processes on this chart can be broken down further into a number of steps, for example, the step "compare needs to existing program offerings" requires listing what is going on by grade, subject

area, number of students involved and number of classes. We have recommended the use of a matrix, which was included in an earlier report, for this purpose.

Each of the remaining original Title III project schools is required to submit by the end of this school year a guide for establishing and operating a career guidance project. We hope that a synthesis of these guides, plus the University of Georgia project material, plus what we have already put together will produce an operational, curriculum-based delivery system for career guidance. A table of contents for these guides appears as Appendix K. The systems model for program development and evaluation (Appendix L), which was adapted from the Missouri Evaluation Projects model, is being used with all the project systems. The sequence of processes (Appendix J) is a further expansion of this model. The process model (Appendix M) which appears in Career Guidance in Georgia, page 16, is considered a quality control system which helps to insure that the delivery system is not centering on one means of providing services to students, as is often the case in guidance programs at the present time, e.g. On Call-Responsive Services.

10. In a struggle to determine when, where and how well the projects were functioning, we have devised two evaluation instruments (Appendix N) which gather primarily quantitative, process types of information.

Obviously, this is the easiest kind to gather. These instruments will be used at mid-year and in the spring. The former is a self-evaluation and the latter is to be used by a team of objective raters. To get at the qualitative aspect of the operations, we are asking that all schools involved use an objective-based approach. We have adopted the format used in the career development materials for grades 7-12 in Minnesota. Samples of our objectives utilizing this format appear as Appendix O. We have also prepared a "guide" for evaluation which is used by all the projects in formulating and implementing such procedures (Appendix P).

The report of Dr. Garry Walz, the third party evaluator for the project is as follows:

Evaluation of the Project

See Appendix Q for the report of the third-party evaluator.

Conclusions and Recommendations

The nine original goal areas stated for this project specifically, and for career guidance in general, are so comprehensive that it is difficult, at times, to separate the concept of career guidance from that of career education. This is particularly true when the latter term is defined in its broadest sense. This situation has allowed us to melt together career education and career development under the auspices of career guidance. We have found that a de-emphasis on labeling these efforts as a project or program is more acceptable since it minimizes the "special project" stigma.

We have found that there remains a tremendous amount of misunderstanding of the term "career" even when using it as synonymous with "life," as we do. Although this is true, there is little to disagree with once this basic misconception is overcome. Our conceptualization of career guidance is what most educators and lay persons perceive as good. Some do have problems with the interpersonal component in the beginning, but even these apprehensions are alleviated soon after becoming involved.

The disturbing fact is that, even though these goals are acceptable, they almost always take a back seat when schedules get tight in the schools. It is not news that real, solid attitude change can combat this problem, however, the magnitude of changes which we are expecting takes time.

It seems facetious to explore the idea, but in order for guidance personnel, in Georgia at least, to become involved or take charge of efforts such as we're asking them to, one would have to abolish the position of school counselor and start from scratch with a new job description with specified tasks. This situation exists, not necessarily because of poor preparation or attitudes of counselors, but from preconceptions on the part of school personnel as to what guidance people can and should do.

Those projects which have accomplished what we have asked of them have one absolutely necessary ingredient: good personnel. These people can be good counselors, good administrators or good teachers or a combination of all three.

In most school systems we have found that basically two types of personnel exist. Those who have little or no awareness of or who possess few basic skills in classroom management; and those who do possess these skills, or at least are aware of the need for them. The success of a program's curriculum-based delivery system will be determined by the type of and success of the staff development offered.

Staff development seems to be the key to lasting effect and carry over from a "project" orientation to that of a continuous, developmental program which has comprehensive goals.

There is a critical need at all levels, state, local and federal, for more program coordination. This is evidenced by the duplication of funding efforts, overlap in evaluations, repetitive accounting procedures, increasing demands on staff training time. Many worthy efforts are "killed off" for these reasons because local system personnel are super saturated with "wonder programs," most all of which are very similar, but not quite the same.

The premise which was employed in the operation of these projects, e.g. although many good student materials are available, it is erroneous to assume that they will be of benefit unless teachers using them possess basic skills such as in group leadership or interpersonal relationships, seemed to be supported by needs data gathered and subsequent in-service activities.

Related to the above point is the problem of obtaining the amount of time needed to adequately train school personnel in these skills.

When orienting and training teachers, an experiential approach is the most effective, i.e. do not tell teachers what materials are available and how good these materials are, but show them. This is particularly true concerning the process of "infusing" career guidance into traditional subject matter.

One of the toughest problems to deal with is that of management of the processes involved. This pertains to deciding who will do, or is doing, what, to whom and when. Proper planning and open communication are the keys here.

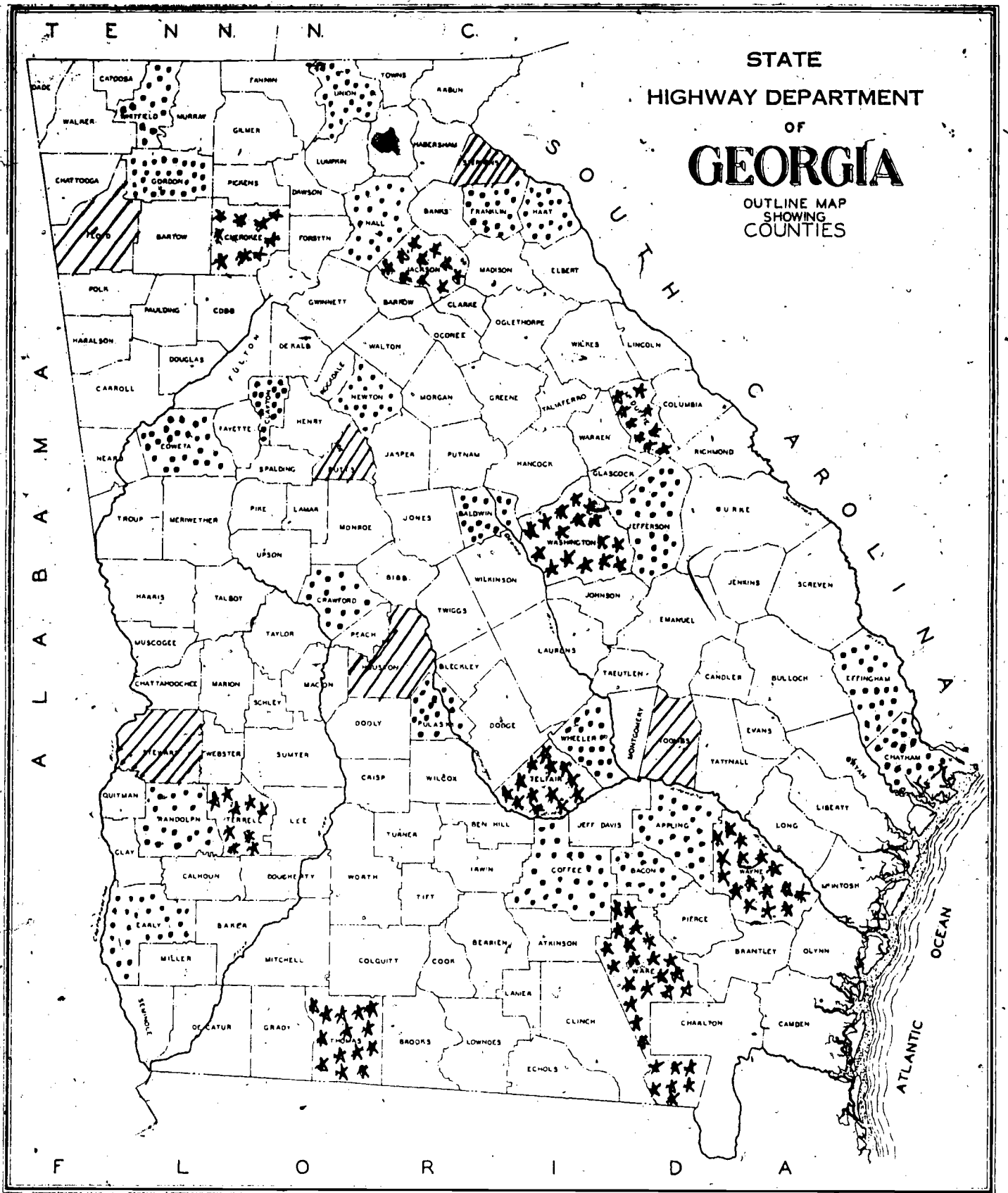
Although coordinated funding can lead to a bureaucratic mess, it does have good points and can work. This has been affirmed through these projects.

It is recommended that future overseers of such efforts be cognizant that:



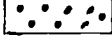
1. The necessity for a good deal of attitude change among all types of school personnel be expected.

2. Extensive in-service training be planned for, particularly in the interpersonal domain.
3. To build in success by hand picking staff to involve in the beginning is a good approach.
4. Little student affect and much staff affect should be the expectation during the first 18 months.
5. Community representatives will, in most cases, readily become involved.
6. Only 20 to 50 percent of a school faculty will become actively involved, and some of these upon promise of course credit, stipends and materials.
7. Some of the strongest skeptics will become the strongest advocates.
8. More time than a ten-month school year is needed for real affect on students.
9. Administrative understanding and support is very important to a successful operation.
10. Needs data is very useful in "selling" the program.
11. A multiple criterion approach to evaluation, including specific performance objectives, will be the most adequate.
12. Some incentive will have to be offered for involvement in an adequate amount of staff development.

Appendix A



STATE
HIGHWAY DEPARTMENT
OF
GEORGIA
OUTLINE MAP
SHOWING
COUNTIES

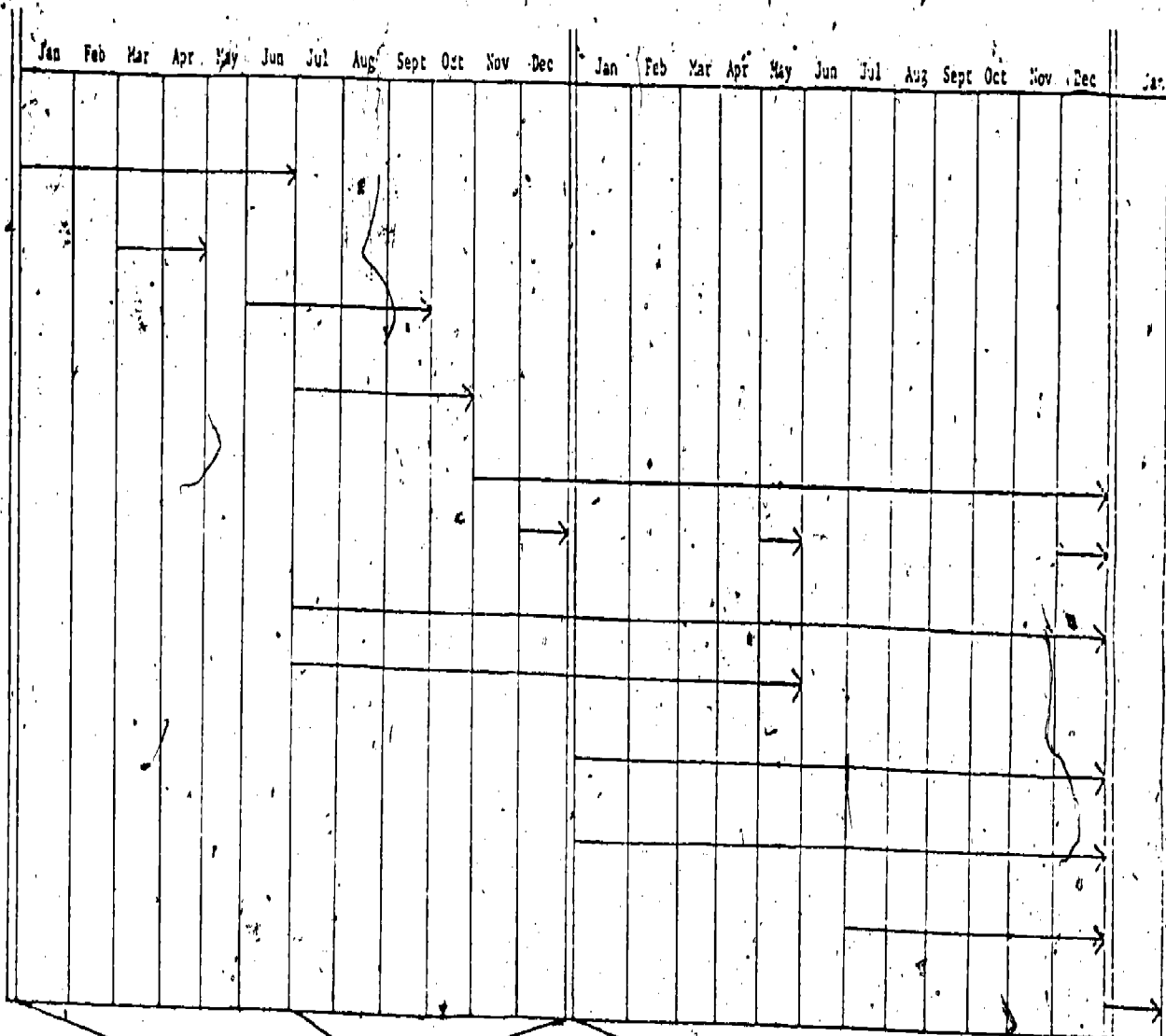
-  ORIGINAL - Discontinued Projects
-  ORIGINAL - Continued Projects
-  NEW PROJECTS

Appendix B

RECOMMENDED TIME LINE
FOR
CAREER GUIDANCE PROJECTS

Basic Management Processes

- 1.0 "Soft time" for pre-project planning.
- 2.0 Needs assessment of students, staff and community.
- 3.0 Start up and further planning.
- 4.0 Planning and implementation of SEA staff development.
- 5.0 Planning and implementation of LEA staff development.
- 6.0 Conduct process evaluations.
- 7.0 Establish and operate the Career Guidance Center.
- 8.0 Preview and order materials.
- 9.0 Begin continuous infusion into classrooms.
- 10.0 Conduct periodic staff outcome evaluations.
- 11.0 Conduct periodic student outcome evaluations.
- 12.0 Compile and report findings of evaluations.



FIRST YEAR PROJECT OPERATION

SECOND YEAR OF PROJECT OPERATION

ACTUAL FUNDED PERIOD

Appendix C

A G E N D A

June 22-25, 1976

| | | |
|---------|------------------------|---|
| June 22 | 9:00 - 9:30 | Review tasks to be accomplished |
| | 9:30 - 10:30 | Format for development of Career Guidance Center |
| | 10:30 - 10:45 | Break |
| | 10:45 - 11:45 | Developing a Management Plan & How to Achieve Objectives |
| | 11:45 - 1:00 | Lunch |
| | 1:00 - 3:30 | Objective Writing |
| June 23 | 3:30 - 4:30 | Make Assignments for Human Relations Module |
| | 8:00 - 12:00 | Objective Writing |
| | 12:00 - 1:00 | Lunch |
| | 1:00 - 4:00 | Objective Writing (Review next days activities) |
| June 24 | 8:15 - 8:30 | Rationale for Human Relations Training |
| | 8:30 - 9:15 | Introduction to Human Relations Module |
| | 9:15 - 10:30 | Facilitation Skills (Group I) |
| | 10:30 - 10:45 | Break |
| | 10:45 - 12:00 | Facilitation Skills (Group II) |
| | 12:00 - 1:00 | Lunch |
| | 1:00 - 1:30 | Human Relations Center (Career Guidance Center) |
| | 1:30 - 3:00 | Curriculum-Based Strategies ^{30 min} 2:00 - 3:15 |
| | 3:00 - 3:15 | Break |
| | 3:15 - 4:00 | Individual Development and System Support |
| June 25 | 8:00 - 10:00 | Goal Setting and Implementation Strategies |
| | 10:00 - 10:15 | Feedback in small group |
| | 10:15 - 10:30 | Break |
| | 10:30 - 12:00 | Developing an Action Plan, Write Action Plan |
| | 12:00 - 1:00 | Lunch |
| | 1:00 - 3:00 | Continue Action Plan - Budget, On-Site Visits, Staff Development Plans |
| | | <i>Have consultants - from other projects - from users conduct self</i> |
| | | |

TENTATIVE PROGRAM

MACON HOLIDAY INN WEST

MAY 6, 1976.

| | |
|---------------|--|
| 9:00 - 9:10 | Introductions |
| 9:10 - 9:50 | Overview and introductions to the Georgia Guidance model |
| 9:50 - 10:00 | Break |
| 10:00 - 11:00 | Staff development (Personnel from Cherokee County Schools) |
| 11:00 - 11:30 | Staff development modules |
| 11:30 - 12:15 | Career Guidance Center and the Paraprofessional duties (Personnel from Jefferson City Schools) |
| 12:15 - 1:00 | Lunch |
| 1:00 - 1:45 | Student Card Sort, future meetings, evaluation |
| 1:45 - 2:15 | Student leader program, individual advisement system, Life Career Development System |
| 2:15 - 3:00 | Questions and budget discussion |

Georgia Career Guidance Project
Staff Development Workshop
Agenda

March 16-18, 1976

March 16 - HUMAN RELATIONS TRAINING

Session 1 - Tuesday Morning

9 - 9:30 Introduction Activities and Workshop Overview
. . . Paul Vail and John Dagley

9:30 - 12 Attending, Listening and Perceiving
. . . Frank Asbury

Session 2 - Tuesday Afternoon

1 - 2 Responding
. . . Frank Asbury

2 - 3:45 Implementation Strategies - Peer Group Counseling Program
. . . John Dagley

March 17 - INDIVIDUAL ADVISORY SYSTEM

Session 3 - Wednesday Morning

9 - 12 Attitudes and Concepts
. . . Earl Moore, Duane Hartley and John Dagley

Session 4 - Wednesday Afternoon

1 - 5:45 Skills and Plans
. . . Duane Hartley, John Dagley and Earl Moore

March 18 - PROGRAM PLANNING AND MANAGEMENT

Session 5 - Thursday Morning

9 - 12 : Needs Assessment/Staff Development Plans
... John Dagley, Earl Moore and Duane Hartley

Session 6 - Thursday Afternoon

1 - 3 : Evaluation and Wrap-Up Activities
... Paul Vail



STATE OF GEORGIA
DEPARTMENT OF EDUCATION

STATE OFFICE BUILDING

ATLANTA 30334

JACK P. NIX
State Superintendent of Schools

January 23, 1976

MEMORANDUM

TO: Project Director

FROM: Paul Vail, Coordinator
Guidance, Counseling and Testing

We have planned a meeting March 15-18, 1976 at the Holiday Inn West in Macon on I-475 for counselors and paraprofessionals in the project schools. During this time you will receive instructions on the use of the packages that have been developed at the University of Georgia. We will start at 9:00 a. m. on March 15 and finish at approximately 3:30 p. m. on March 18. We will furnish you with additional details as soon as possible.

We feel that this will be one of the best and most profitable meetings we have had to date and certainly urge your attendance. We look forward to seeing you on March 15.

PV:lc

cc: counselors

Appendix D

Appendix E

Appendix E

Guide -For Training Paraprofessionals

I. The Guidance Center (30 minutes)

A. Physical arrangement of the center

1. Provide an area in the center for individual work, group work and "mini-lectures" by community visitors.
2. Possibly arrange the center space into interest areas if enough room is available in the center--(e.g., "military services center," "social security card application center," "community internship center," "going for your interview," "college center").
3. Suggestions for storage of materials--and effective displays of information.
4. Suggest types of shelving (adjustable, if possible).

B. Managing the center

1. Suggest that the center remain open all during the day and that students do not have to schedule a visit.
2. Talk about making arrangements with teachers to use the materials and, if necessary, carry the materials to their classrooms.
3. If possible, obtain the assistance of a student aid who will help keep the center straight, help with filing, help show other students where the material is.
4. Teacher and community involvement--how to go about familiarizing teachers with the materials available (faculty meeting, etc.). Show materials to teachers when you feel they apply particularly well to their area.

C. Utilizing the center

1. Perhaps get a "careers club" going in the school. Once each month someone from the community would come to speak on different topics.
2. Perhaps have a "hobby center" or "hobby club" in which someone from the community could come to talk about their avocation.
3. Allow for student and teacher groups, community representatives, searches by individual students and cooperative arrangements with teachers (provide examples).

RESOURCES (to use and suggest):

1. The Career Resource Center: Putting It All Together.
(Minnesota publication)
2. "The Career Guidance Center" - slide/tape
3. Steps to Establishing a Career Guidance Center (blue sheets).

I. Community Liaison (1 hour)

- A. Arranging field trips--who to contact, what to tell them, how far can the paraprofessional go in making arrangements?
- B. Arranging work experience sites.
 - 1. Working with the existing coop teachers.
 - 2. Explaining your activities to coop teachers and others.
- C. Arranging speaker visits to campus.
 - 1. What the school visitor needs to know.
 - 2. Proper etiquette in handling resource speakers--introductions, etc.
 - 3. Helping the teacher use the speaker.
- D. Establishing a speaker's bureau.
 - 1. Utilization of the community (prepare a file).
- E. Conducting community needs assessment.
- F. Conducting community resource survey.
 - 1. Possible forms ("bread and butterflies" manual).
 - 2. Utilizing what has been found by others and getting the teachers to cooperate.

RESOURCES (to use and suggest):

- 1. "bread and butterflies," "Leaders Handbook". (black notebook)
- 2. "bread and butterflies," Curriculum Guide.
- 3. Steps to Establishing a Career Guidance Center (blue sheets).
- 4. Journal article.

II. Materials (1 1/2 hours)

A. Use of materials

- 1. What are the different types of materials (e.g., tests, career information, values clarification, professional literature, video and audio materials).
- 2. Demonstrate some of the materials for them--for example, the O.E.K. or other S.R.A. materials. Take a copy of the "Self Directed Search" and recommend that they try it with their kids.
- 3. Refer them to the list of materials we have provided them.

B. Ordering materials

1. How to go about ordering the materials you want, use of the purchase order, ordering on a 30-day approval basis and how this related to cost.
2. How to obtain free and inexpensive materials.
3. Suggest a filing system for the materials.

C. Cataloging material

1. Get the help of your librarian.
2. The librarian should have a complete list of all the materials in the center.
3. As materials come in which are related to a specific subject matter area, you might begin a list of what materials relate to what subject areas.
4. Recommend that a system similar to that used by the librarian be used to check out books, etc. There should be enough money available in the budget to order book cards, etc.

D. Collaboration with other programs

1. Talk with the P.E.C.E., C.V.A.E., VOT, D.E. and other various work experience teachers about the possibility of filing their materials in the center and as to the materials you have which they could use.

RESOURCES (to use and suggest):

1. OEK, WORK, SDS, DAT, CMI Games--"Cruel, Cruel World," etc.
2. The Career Resource Center (Minnesota publication) pp. 60-75.
3. Our materials list.
4. Handbook for Counselors in Georgia Schools
5. Counselors Guide to Free and Inexpensive Material.

IV. Equipment (30 minutes)

A. Obtaining equipment

1. Money is limited for obtaining equipment for the center.
2. Recommend minimal equipment purchases based on need.
3. A list should be kept of all materials and equipment which comes into the center.

B. Operating equipment

1. Determine if the paraprofessional knows how to operate all of her equipment and demonstrate if she is having trouble with any of it.
2. Be sure and give her tips on operating the cameras (flash distance, etc.) and how to operate the tape recorder for greatest efficiency.

RESOURCES (to use and suggest):

1. Catalogues
2. Our recommendations for equipment purchases.

y. Group Work (1-2 hours)

A. Orientation to group work

1. Some things to avoid in doing group work with students.
2. Recommend ways of getting groups started, role playing, games, films, etc. and demonstrate.
3. Recommend the "bread and butterflies" guide.
4. Use the University of Georgia guide to group work.

B. Types of groups

1. Groups of 5-10 on interpersonal skills.
2. Class groups on occupational choice.
3. Special interest groups on post-secondary or vocational topics.

C. Group topics

- | | |
|---------------------------|-----------------|
| 1. Peer pressure | 3. Values |
| 2. Parent-child relations | 4. Self concept |

RESOURCES (to use and suggest):

1. "bread and butterflies"--Leader's Manual.
2. Steps to Establishing a Career Guidance Center (blue sheets).
3. University of Georgia paper.
4. "Counselor's Guide for Working with Groups."
5. Gazda book on groups.
6. Dinkmeyer and Muro book.

VI. Evaluation (30 minutes)

A. Keeping a log of activities

1. Purpose of the log.
2. What types of items should be included in the log.
3. How log should be kept (on a daily or weekly basis).

B. Registrations in the Center

1. Provide the paraprofessional with a sample form (like the one in Chatham County) on which to register guests and students, including a tally of the teacher and community people who visit the center.

C. Student, staff and community questionnaires

1. The paraprofessional and counselor should work toward a periodic evaluation of the center to determine which student needs are/are not being met by the center.
2. A simple questionnaire might be designed which could be administered periodically to teachers and students to obtain this type of data.
3. Encourage the use of process and product objectives.

RESOURCES (to use and suggest):

1. "Guide to Project Evaluation" (yellow sheets).

Appendix F

Steps to Establishing

Career Guidance Center

I. Preliminaries

- A. Develop a purpose statement for the center including objectives you wish to accomplish.
- B. Identify and meet with all the individuals involved in disseminating career guidance information (P.E.C.E., CVAE, work experience coordinators, media specialist, Department of Labor representative).
- C. Enlist the cooperation of the persons above without force. Encourage a team attitude toward the formation, operation and use of the Center.
- D. Look for a space for the Center. Try not to be too choosy and don't wait for the perfect location. A space which is centrally located and in the flow of student traffic would be best, if available. The assistance of your school administrators is of absolute necessity here.

II. Materials

- A. Familiarizing oneself with material
 1. Subscribe to a service which regularly identifies career guidance materials, i.e. National Career Information Center.
 2. Obtain catalogues of publishers of career guidance material.
 3. Visit other Centers in your vicinity.
 4. Order specimen sets of material under consideration.
- B. Rating quality of material.
 1. Check for evaluative data (field tests, etc.)
 2. Let other staff members and students preview material.
 3. Applicability to various grade levels, subject areas, student populations.
 4. Cost per item.
 5. Durability or consumableness.
 6. Timeliness and protection for obsolescence.

C. Obtain material

1. Plan for use of material prior to ordering.
2. Base plan and orders on identified needs.

III. Use of Community Resources.

A. Make contacts.

1. Form letters ("Bread & Butterflies" guide page 8, job placement manuals).
2. Personal contact (student and/or staff interviews) (See page 51, "Bread & Butterflies" guide).

B. Community-based experiences

1. Speakers bureau (See A #1).
2. Visitation sites (See A #1 and 2).
3. Work observation sites (Work with P.E.C.E., CVAE, other program coordinators).
4. Work experience sites (same as #3).
5. Non-paid or paid internship (This could be for no pay, but course credit), (same as #3).
6. Community classroom experiences.

C. Filing and records system.

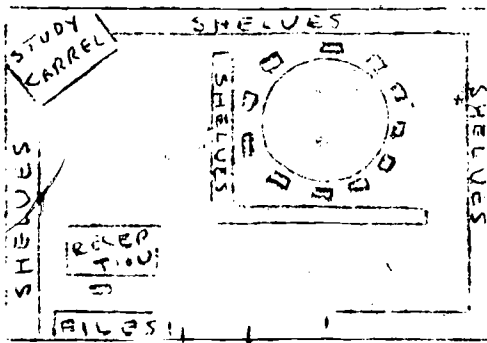
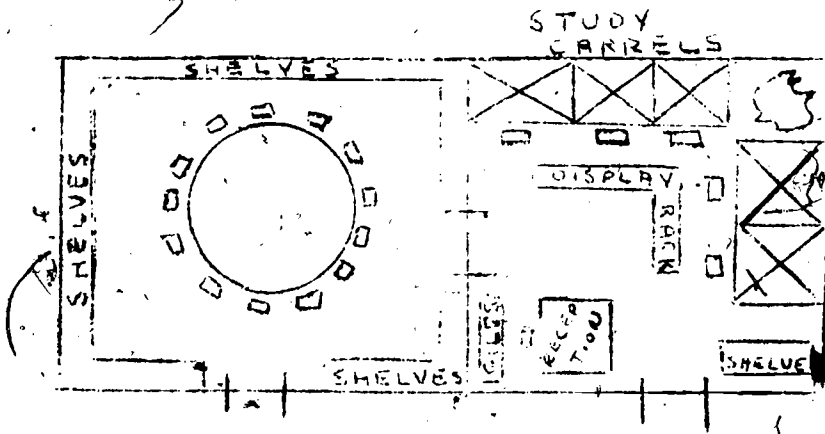
IV. Operation and Administration

- A. Staffing - If possible, a paraprofessional is the ideal person to manage the Center. However, it could be run by students and the counseling staff. Community volunteers could also help. Try to make the operation as self service as possible. Student clubs could run the Center as a project.
- B. Student Use Policies - Involve students in establishing these policies. Connect Center use with other school activities. Make materials as accessible and self service as possible.

- C. Use by Staff - Encourage staff to utilize the physical facility and materials as often as possible in conjunction with classroom activities. Demonstrate to them how this can be done. Get them involved in the selection of materials. Explain carefully and thoroughly the purpose of the Center and how it can benefit them in the long run.
- D. Operation Hours - The Center should be open continuously from the beginning of the school day through after school hours.
- E. Publicity - Articles in the school paper and local newspaper are a must. Presenting the purpose for the Center and a pitch for assistance to civic organizations would be in order, also.
- F. Activities - The Center should be used principally for:
1. Disseminating information to students individually and in small groups concerning educational and occupational placement opportunities.
 2. Individual and group counseling and guidance on topics such as clarification of values, developing decision making skills, interpersonal skills, pre-employment skills, consumer skills, exploration of abilities and interests and career planning. This could be done by counselor and paraprofessional with selected groups apart from regular classroom activities or as a cooperative effort with teachers.
 3. Teachers should be encouraged to utilize the Center materials in their classes or the Center itself fusing academic curriculum with occupational and self awareness topics.
 4. Visiting speakers could meet with special interest groups in the Center.
 5. Students should be encouraged to browse, but not loiter, in the Center as they feel the need to do so.
- G. Evaluation - Every school program should provide for some type of periodic, formative evaluation if it is to be an on-going program. To help determine the effect of the Center system which is not complex or elaborate should be devised. This could be in the form of sign-in sheets, registration cards or student evaluation sheets. Information obtained can be used to make improvements where they are needed.

V. Physical Arrangement

- A. A number of designs could be chosen for space utilization. The two below are only suggested.



REFERENCES. "Guidelines for Establishing a Career Information Center,
"National Career Information Center".

The Guidance Clinic (back issues), May 1974, March 1974,
September 1973, October 1973, April 1973, January 1973,
December 1972, February 1972, October 1971, February 1970.

SAMPLE LETTER

Dear _____

Our school is preparing a community resource file of names and addresses of individuals and companies willing to provide learning experiences for our students in the community, or willing to come to the classroom to discuss their vocational and avocational skills and interests. Our objectives are to:

1. Provide teachers with information about learning resources available in the community.
2. Provide students with the opportunity to develop an appreciation of the skills, responsibilities, and values of working people and the role of work in our economic system and in the development of the individual.
3. Bring school and community closer together, thus making our educational program more relevant to the outside world and helping to develop a better understanding of that program within the community.

We would greatly appreciate your occasional participation in our career development program for young people. The information you submit in the enclosed questionnaire will become part of our community resource file. Thank you for your cooperation.

Sincerely yours,

SAMPLE QUESTIONNAIRE

Simple questionnaires like this one could be enclosed with the letter, along with a stamped, addressed envelope. Responses should be acknowledged immediately, with tentative times when the offered services might be called upon. Almost nothing is worse for school-community relations than an unused volunteer.

(Please fill out and return this questionnaire.)

Name

Address

Title

Phone

Work role

Name of Company

Community service activities

Hobbies, special interests

Would you be willing to:

- | | | |
|--|-----|----|
| 1. Come to school to work with small groups of intermediate students on a project? | Yes | No |
| 2. Have one student accompany you on the job to see the kind of work you do? | Yes | No |
| 3. Take a small group of 6-8 students on a tour of the place where you work? | Yes | No |
| 4. Spend time with an individual student who needs positive adult contacts? | Yes | No |

ARRANGING VISITS TO INDIVIDUAL WORK SETTINGS

WHY?

- to increase the sense of independence
- to provide personal contact with adult models other than parents or teachers
- to discuss work values with adults
- to experience work and responsibility in an adult setting
- to relate personal characteristics to job requirements
- to increase interpersonal skills

WHERE TO START

After students have identified areas of interest, check school resources first:

counselors
high school vocational teachers
faculty spouses and friends
central office workers

ADDITIONAL RESOURCES IN THE COMMUNITY

employment office
chamber of commerce
labor organizations
civic groups
volunteer agencies
state or federal agencies
local directory of businesses

PRE-VISITATION CONTACT

A call or letter explaining:

purpose
nature of visit (students want to work, if possible)
time and duration of visit
emergency phone number
how student will be brought to the site and picked up
what kind of information student is looking for

TRANSPORTATION

regular school facilities
public transportation
parents
volunteer agencies
company delivery trucks or other vehicles
civic organizations
churches and other community groups

MAKING IT WORK

- one student per work setting
- more than one student at same place if they can be in different departments or sent out on different assignments
- review observation forms, instructions
- have cassette recorders and instamatic cameras available for on-the-scene reporting
- follow-up or "recommendation" form to employer regarding student performance

FOLLOW-UP IN THE CLASSROOM

- group discussion
- individual presentations with pictures, samples, etc.
- letter of appreciation from student to employer after the visit describing new things learned from visit
- form letter or certificate of appreciation from school with principal's signature
- duplication of observed work activity in the classroom

WORKING IN GROUPS

WHY?

WORKING IN GROUPS HELPS STUDENTS:

- understand and practice interpersonal skills and group dynamics;
- develop confidence in sharing ideas and feelings among friends;
- learn to appreciate the contributions of others; and
- cooperate in planning and carrying out a joint effort.

GROUP ORGANIZATION

- Select members randomly
- Include five to eight members per group
- Schedule regular meeting times and places
- Specify pre-determined length of time for group session
- Strive for a stable group membership

MAKING IT WORK

1. Teacher explains purpose of group work.
2. Class discusses group experiences (clubs, sports, gangs).
3. Teacher explains the task for the groups.
4. Groups carry out tasks.
5. Teacher should encourage students to suggest their own norms. For example, talking about what makes one uncomfortable among others leads to norms against ridicule and judgment, or admitting the frustration of being ignored encourages the group to give each member a chance to be heard.
6. Teacher should allow at least five minutes per session for each group member to summarize his own experience within the group.
7. Groups should not be graded by teacher. Groups should assess their own performance according to whatever goals they have set for themselves.

STRUCTURING GROUPS

To get the students working together quickly, set up group activities formally at first. Outline steps in the decision-making process, setting a time limit for each step. When time is up, proceed to the next step. Have thirty seconds of silence before each step is begun to give each member a chance to think of a response. This insures that each member will contribute to the group. Suggested steps:

1. Each member states the problem as he sees it. (Two and a half minutes)
2. Each member offers a suggested solution with no response from others. (One minute per member)
3. Group weighs options offered, projecting results of each. (Ten minutes)
4. Group makes four choices and projects results. (Five minutes)
5. Group ranks selected options. (Five minutes)
6. Group reports ranking to the class and explains choice. (Three minutes)

For more information on groups in the classroom, suggested group activities and games, norm and goal setting, see the Instructional Resource Package for *bread & butterflies*.

Appendix G

Appendix G

Resource Materials

This is a revision of the list of recommended materials which you received earlier from the Guidance and Counseling Unit.

TEST AND INVENTORIES:

Career Maturity Inventory - Crites - (6-12) - CTB/McGraw-Hill, Order Service Center, Manchester Rd., Manchester, MO 63011.
Attitude Test--\$5.00/pkg. of 85 Competence Test--\$16.25/ pkg. of 35
Complete Inventory--\$20.00

Georgia Guidance Services Inventory - Antenen, et al. - (7-12) - Guidance, Counseling and Testing Unit, Georgia Department of Education, 156 Trinity Ave, S.W., Atlanta, GA 30303.
Free on request

Gordon Personal Profile and Gordon Personal Inventory - Gordon - (9-Adult) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N.E., Atlanta, GA 30309
Profile Booklet Edition--\$6.50/ pkg. of 35
Personal Inventory Booklet Edition--\$6.50/pkg. of 35

Kuder, Form E, General Interest Survey, Kuder - (6-12) - SRA, Inc., 259 East Erie St., Chicago, IL 60611.
\$.85 per student if machine scored

Minnesota Counseling Inventory - Berdie - (9-12) - Psychological Corp., 304 East 45th St., New York, NY 10017.
Package of 25 booklets--\$4.25
10 or more pkgs.--\$3.85

Mooney Problem Check Lists - Mooney - (-12) - Psychological Corp., 304 East 45th St., New York, NY 10017.
Package of 25--\$2.50
Package of 100--\$8.80

Ohio Vocational Interest Survey - D'Costa - (8-12) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N.E., Atlanta, GA 30309.
Re-usable Booklet Edition--\$10.50/pkg. of 35
MRC Answer Sheets--\$4.00/pkg. of 35
NCS Answer Folder--\$5.25/pkg. of 35
Manual for Interpreting--\$2.25 each
Directions for Administering--\$.50 each
Specimen Set--\$1.95 each

TEST AND INVENTORIES: (CONT.)

School Interest Inventory - Cottle - (7-12) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.

\$.39 per student
\$19.50 per shipment

Study of Values - (10-12, Adult) - Houghton-Mifflin, Co., 666 Miami Circle, N.E., Atlanta, GA 30324.

\$.48 per student
\$24.00 per shipment

Study Skills Counseling Evaluation - Demos - high school - Western Psychological Services, Order Dept., 12031 Wilshire Blvd., Los Angeles, CA 90025.

Kit--\$7.00
Form--\$6.50/pkg of 25
Manual--\$1.50

Tennessee Self Concept Scale - Fitts - (7-Adult) - Counselor Recordings and Tests, Box 6184, Acklen Sta., Nashville, TN 37212.

Regular Form
Test Booklets \$.31 each/pkg. of 1-99 copies
\$.29 each/pkg. of 100 or more copies

Combination Pack (answer sheets, score sheets & profile sheet)
\$.20 each/pkg. 1-99 copies
\$.18 each/pkg. 100 or more copies

FILMSTRIPS, KITS, ETC.:

Career Education Program - Odgers - (Ed.) - Volume I - (K-6) - Volume II - (7-9), Volume III - (10-12) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.

Volume I--\$18.00
Volume II--\$18.00
Volume III--\$18.00

Career Insights and Self Awareness Games - (4-8) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.

\$36.00

Consumertapes - 12 audio cassettes - (8-12) - MacMillan

\$109.90

Coping With Series - Wrenn - (9-12) - American Guidance Services, Inc., Publishers Bldg., Circle Pines, MN 55914.

Complete Reference Set--\$20.50
Manual--\$2.40

Counselor's Sourcebook for College Counseling - (11-12) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.

\$18.00

FILMSTRIPS, KITS, ETC.: (CONT.)

Deciding - (7-9) - College Entrance Examination Board, 888 Seventh Ave., New York, NY, 10019.
Student Guide--\$2.50
Leader's Guide--\$2.00

Decisions and Outcomes - (10-12) - College Entrance Examination Board, 888 Seventh Ave., New York, NY 10019.
Student Booklet--\$2.50
Leader's Guide--\$3.00

Developing Understanding of Self and Others - Dinkmeyer - DUSO Kit D-1 - (K-1), DUSO Kit D-2 - (2-4) - American Guidance Service, Inc., Publishers Bldg., Circle Pines, IN 55014.
Complete Kit (17 records)--\$104.00

Eye Gate - Has a number of filmstrips on all subjects - Eye Gate House, 145-01 Archer Ave., Jamaica, NY 11435.
Send for a Catalog

Family Problems: (Singer Ed. Div., SVE, 1345 Diversey Pwy, Chicago, IL 60614.)
... Of Young Teens, 4 filmstrip/cassette - (7-9)
Set of 4/\$42.30
... Of Older Teens, 4 filmstrips/cassette - (10-12)
Set of 4/\$42.30

Guidance Associates - (See the attached list) - Guidance Associates, 41 Washington Ave., Pleasantville, NY 10570.

Guide to Career Exploration - (high school) - Harcourt, Brace and Jovanovich, Inc., 1372 Peachtree St., N.E., Atlanta, GA 30309.
\$5.25 each

How To Study - Staton - (high school) - American Guidance Services, Inc., Publishers Bldg., Circle Pines, MN 55014.
Instructor's Guide, post paid--\$1.00
Special Quantity Prices
\$.80 per copy/2-29 copies
\$.70 per copy/30-99 copies
\$.65 per copy/100 or more copies
Planned Group Guidance
\$2.65 per copy/1-9 copies
\$2.40 per copy/10-49 copies
\$2.20 per copy/50 or more copies

Job Experience Kits - Krumboltz - (8-12) - SRA, Inc., 259 East Erie St., Chicago, IL 60611.
\$140.00

FILMSTRIPS, KITS, ETC.: (CONT.)

Keys: Career Exploration Program - (6-Adult) - SRA, Inc., 259 East Erie St.,
Chicago, IL 60611.
\$106.00

Life Career Game - Boocock - (7-12) - Bobbs Merrill Co., 4300 West 62nd St.,
Indianapolis, IN 46268.
\$35.00

Love and the Facts of Life: (Singer Ed. Div., SVE, 1345 Diversey Pwy, Chicago, IL 60642)
Learning about Love and Sex, filmstrip/cassette
Growing Up From Childhood to Maturity, filmstrip/cassette
Having a Baby, filmstrip/cassette
Understanding Your Love Feelings, filmstrip/cassette
Who Am I? The Search for Self, filmstrip/cassette
All 5 Sets/\$77.50

Occupational Exploration Kit - (9-12) - SRA, Inc., 259 East Erie St., Chicago, IL
60611.
\$123.00

The Self Directed Search - Holland - (9-Adult) - Consulting Psychologists Press,
577 College Ave., Palo Alto, CA 94306.
Specimen Set--\$2.00
Professional Manual--\$3.00
Sets of Assessment Booklets & Occupational Finders:
\$18.00/pkg. of 25 sets
\$70.00/pkg. of 100 sets

The World of Work Kit - Anderson - (7-12) - Webster Division, McGraw-Hill, 50th
Floor, 1221 Avenue of the Americas, New York, NY 10020.
Complete Kit with 50 stories--\$99.00

The Young Consumer - 6 color and sound filmstrips - (4-8) - MacMillan
\$108.00

Why Wait Till Marriage: (Singer Ed. Div., SVE, 1345 Diversey Pwy, Chicago IL 60642)
Man is More Than an Animal, filmstrip/cassette - (10-12)
A More Than Private Affair, filmstrip/cassette - (10-12)
A Style All Your Own, filmstrip/cassette - (10-12)
All 3 Sets/\$47.50

Widening Occupational Roles Kit - (6-9) - SRA, Inc., 259 East Erie St., Chicago,
IL 60611.
\$180.00

PROFESSIONAL RESOURCE BOOKS:* (CONT.)

Group Counseling: A Developmental Approach - Gazda - Allyn and Bacon, Inc.,
470 Atlantic Ave., Boston, MA 02210.
\$11.95

Group Counseling: Theory and Practice - Dinkmeyer and Muro - F.E. Peacock
Publishers, Inc., Itasca, IL 60143.
\$8.00

"Guide for Registration and Scheduling on the Four Quarter System" - Guidance,
Counseling and Testing Unit, Georgia Dept. of Education, 156 Trinity Ave., S.
Room 302 Annex, Atlanta, GA 30303.
Free on request

Handbook for Counselors in Georgia Schools - Guidance, Counseling and Testing
Unit, Georgia Dept. of Education, 156 Trinity Ave., S.W., Room 302 Annex,
Atlanta, GA 30303.
Free on request

Human Relations Development: A Manual For Educators - Gazda - Allyn and Bacon,
Inc., 470 Atlantic Ave., Boston, MA 02210.
\$10.95

Love Joys School Guide - Private Schools - Simon and Schuster, Rockefeller Center,
630 5th Ave., New York, NY 10020.
Send for copy from school

McKnight World of Work Program - (7-12) - Text, workbook, guide - McKnight &
McKnight Publishing Co., Bloomington, IL 61701.
With Motion Picture film--\$361.00
Without Motion Picture film--\$35.00

Occupational Outlook Handbook - Superintendent of Documents, U.S. Government
Printing Office, Washington, D.C. 20402.
Send for copy from office indicated.

Planned Group Guidance - Wrenn - American Guidance Services, Inc., Publishers
Bldg., Circle Pines, MN 55014.
\$2.65/1-9 copies, per copy

Positive Classroom Performance - Callaghan - Love Publishing Co., Denver, CO,
80222.
\$2.00

Scales For the Measurement of Attitudes - Shaw and Wright - McGraw-Hill, Order
Service Center, Manchester Rd., Manchester, MO 63011.
\$21.00

School Readiness - Hig and Ames - Harper and Row.
\$11.95

PROFESSIONAL RESOURCE BOOKS:*

Career Development Guide for West Virginia Teachers - West Virginia Dept. of Education, Title I Coordinator, Capital Complex, Charleston, WV 25305.

A Handbook of Personal Growth Activities for Classroom Use - Hawley - Educational Research Associates, Box 767, Amherst, MA 01002.
\$5.00

A Resource Guide for Career Development in the Junior High School, A Resource Guide for Career Development in the High School, Division of Instruction, Pupil Personnel Services Section, Minnesota, Dept. of Education, Capital Square Bldg, St. Paul, MN 55101. (1973)

Action Counseling for Behavior Change - Dustin - Educational Publishers, 257 Park Ave., New York, NY 10010.
\$6.50

Career Education Resource Guide - General Learning Press, General Learning Corp., 250 James St., Morristown, NJ 17960. (1972)
Send off to company for this guide.

Career Information and Development - The Guidance Monograph Series, Set IV - Stone and Shertzer (Ed.) - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
\$11.40

Career Exploration and Planning - Shertzer - Houghton-Mifflin Co., 666 Miami Circle, N.E., Atlanta, GA 30324.
Student Workbook--\$1.50
Teacher's Manual--\$1.50
Career Exploration and Planning--\$9.25

Career Planning Units - Guidance, Counseling and Testing Unit, Georgia Dept. of Education, 156 Trinity, S.W., Room 302 Annex, Atlanta, GA 30303.
Free on request

Managing Children's Behavior - Krumboltz - Prentice-Hall, Inc., Englewood Cliffs, NJ 07232.
\$8.95

Clarifying Values: A Handbook of Practical Strategies - Simon, Howe and Kirschenbaum - (7-12) - Hart Publishing Co.

Directory: A Guide to Colleges, Vocational-Technical and Diploma Schools of Nursing - Georgia Educational Improvement Council, Room 656 Seven Hunter St. Bldg., Atlanta, GA 30334.
Free on request

Guidelines - Patterson - Research Press Co., 2612 North Mattis Ave., Champaign, IL 61820.
\$1.50

PROFESSIONAL RESOURCE BOOKS:* (CONT.)

Staff Development Program for Promoting More Effective Use of Community Resources
in Career Education - Center for Vocational Education, Ohio State Univ.,
1960 Kenny Rd., Columbus, OH 43210.

Student Drug Abuse - Hozinsky - Love Publishing Co.
\$3.95

The Art of Problem-Solving and The Art of Helping - Carkhuff - Human Development
Press, Box 222, Amherst, MA 01002.
\$.95 each

The College Handbook - College Entrance Examination Board, 475 Riverdate Dr.,
New York, NY 10027.
2 Volumes/ \$12.50

The First Five Years of Life - Gesell - The Psychological Corp.
\$7.25

Vocational Psychology - Crites - McGraw-Hill, Order Service Center, Manchester Rd
Manchester, MO 63011.
\$15.00

*You are encouraged to present this list to your school librarian for inclusion on
her order list for the school library.

Resource Materials

Addenda Sheet

This is an addenda sheet of the list of recommended materials which you received earlier from the Guidance and Counseling Unit.

- Careers in Focus. Gregg/McGraw-Hill, 1221 Avenue of the Americas, New York, New York 10020, (6-12), Kit/Program - Complete kit consists of student manuals and workbooks, film/tapes, teacher's manual and key. (KIT)
- Why Am I Afraid to Tell You Who I Am? Powell (Jr./Sr. High, Adult). Insights into self awareness and interpersonal communication, Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648, \$1.95. (BOOK)
- I Am Loveable and Capable (pamphlet). Simon - (Intermediate, Jr./Sr. High, Adult). Personal affirmations as starting point for shaping creative learning environments. 10 copies - 25 copies - 100 copies \$4, \$17, \$25. Argus Communications. (BOOK)
- Meeting Yourself Halfway. Simon - (Intermediate, Jr./Sr. High, Adult). Thirty-one strategies in self discovery, \$4.95. Argus - available as kit with spirit masters, \$18.50. (BOOK)
- If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else. Campbell - (Jr./Sr. High, Adult). Humorous but practical approach to responsible decision making. Argus Communications, \$1.95. (BOOK)
- Fuzzies. Lessor - (Jr./Sr. High, Adult). Deals with choice between alienation and community building. One of series of fables. Argus Communications, \$1.95. (BOOK)
- Career Survival Skills - (Level I, 5-8; Level II, 9-12). Comprised of 6 units with 39 exercises. Kit contains manual, spirit masters and transparencies, cassette, career education index, handbook, wall chart and 3 professional books. All deal with concept and skill development for career planning in students. Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus Ohio 43216, \$49.95. (KIT)
- Values Approach to Career Education - (7-12). Consists of tapes, filmstrips, student and teacher booklets, duplicating masters, games. Can be purchased totally or in part. Total price \$1,100. Educational Achievement Corporation, Box 7310, Waco, Texas, 76710. (KIT)

Guidance, Counseling and Testing

Filmstrips

Listed below are the titles and publishers of filmstrips which may be requested from the Guidance, Counseling and Testing Unit of the State Department of Education. Please request the filmstrips by title and publisher.

GUIDANCE ASSOCIATES

The following filmstrips have accompanying record albums.

Adolescent Experiences

Brothers, Sisters, Feelings & You
Coping with Competition
Coping with Jealousy
Dealing with Anger
Death and Dying: Closing the Circle
Developing Values
Dropping Out: Road to Nowhere
Everything But . . .
Exploring Your Feelings
How Can You Work Things Out? (Elementary)
How Do You Know What Others Will Do? (Elementary)
How Do You Know What's Fair? (Elementary)
How To Succeed in High School by Trying
How Would You Feel? (Elementary)
Hung Up On Homework?
Improving Your Study Skills
Interpersonal Relationships
Let's Learn To Study
Listen--There Are Sounds Around You (Elementary)
Look About You (Elementary)
Making the Most of Your Talents
Measuring the Metric Way
Places to Go
Seeking Independence
Shaping Identity
So You Want to Use Credit
Speaking of Grammar
Testing: Its Place in Education Today
The Classroom Revolution
The Tuned Out Generation
Who Are You?
Who Can Help You?
Your First Year in High School
Your Personality: The You Others Know

Read-Along-Series

A Houseful of Ocean
My Brother Is A Pumpkin
The Cat Who Never Enjoyed Himself
The Missing Whistle

Career Awareness Fieldstrip Series

Off We Go to the Auto Proving Ground
Off We Go to the Aquarium
Off We Go to the Bike Factory
Off We Go to a House Built in a Hurry
Off We Go to the Orange Grove
Off We Go to the Poster Printer
Making the Most of Your Field Trip

Career Development Films

Career Choice: A Lifelong Process
Career Direction: High School as a Tryout
Career Values: What Really Matters to You
Careers and Lifestyles
The People Profession: Careers in Home Economics
Women at Work: Choice and Challenge

Career Discoveries Series

People We Know
People Who Create Art
People Who Help Others
People Who Influence Others
People Who Make Things
People Who Organize Facts
People Who Work in Science

Social Studies/Guidance

The Alienated Generation
The Exploited Generation
What are Parents for Anyway?
Who Do You Think You Are?
You and the Law

College Orientation

An Overview of Technical Education
 Choosing a College
 College? It's Up to You
 Collegiate Education for Business - Babson
 Getting Into College if You're an Average Student
 How To Read A College Catalog
 I Wish I'd Know That Before I Went to College
 If You're Not Going to College
 Selecting Your Second Choice College
 Should You Go to College?
 The College Dropout (six out of every ten)
 The Collegiate Nursing Program
 The Cooperative Way to a College Education
 The Liberal Arts College
 The Second Time Around—Who Should Transfer, When and Why
 The Urban University
 West Point
 What To Expect at College
 When You Vists a College
 Which College for You
 Who Should Go to a Community College
 You and Your College Entrance Examinations (Revised)
 You're More than a Score - The American College Testing Program

Drug Information

LSD: The Acid World
 Marijuana: What Can You Believe?
 Narcotics
 Psychedelics
 Sedatives
 Stimulants
 The Drug Threat: Your Community's Response
 The Effective Teacher: Drug Education
 Tobacco and Alcohol: The \$50,000 Habit

Sex Education

Love and Marriage
 Masculinity and Femininity
 Sex: A Moral Dilemma for Teenagers
 Sex Education U.S.A.
 Sexual Values in Society
 The Effective Teacher: Family Life and Sex Education
 Venereal Disease: A Present Danger
 You/Me/We: Making a Marriage Work

Job Attitudes

A Job that Goes Somewhere
 A New Horizon: Careers in School and Food Service
 A New Look at Home Economics Careers
 A Strategy for Teaching Social Reason
 An Education in Engineering and Applied Science
 Babysitting Part 1: The Job Part 2: The Kids
 Engineering Technology
 Getting and Keeping Your First Job
 Jobs for High School Students
 Liking Your Job and Your Life
 Nursing
 Preparing for the World of Work
 The Paycheck Puzzle
 The Role of the Counselor in the Secondary School
 What You Should Know Before You Go to Work
 Where Career Opportunities Are Bright
 You and Your Job Interview
 Your First Week on the Job
 Your Future in Elementary School Teaching
 Your Future in Nursing
 Your Job Interview

Values

Better Choice, Better Chance: Selecting a High School Program
 High School Course Selection and Your Career
 I Never Looked at It that Way Before
 Setting Goals
 Somebody's Cheating

EYE GATE FILMSTRIPS (Elementary)
 (filmstrip only)

All of Us Together
 Andy Walks the Dog
 Billy the Bully
 Different May Be Nice
 Freddy Forget
 Greddy Grace
 Penny and Mary
 Sarah Is Shy
 The Red and Blue Top

Ed-Cont Filmstrips (with records)

An Introduction:

What Else Do Fathers Do?
Just What Do Mothers Do?
It's In Your Hands

General:

Wally, The Worker Watcher
The Newspaper Boy
The Junior Homemaker

Home Servicers:

Mail Delivery
Dairy Product Delivery

The Utility Workers:

Gas and Oil Servicers
Electrical Servicers
Telephone Servicers

CAREER GUIDANCE LIBRARY

AUTHOR

TITLE

| | |
|------------------------------------|---|
| Abt Associates, Inc. | Exploring Careers Teacher's Manual |
| Abt, Clark C. | Serious Games |
| Acey, Alfred | Time As A Relevant Variable When Personality Scores Are Used to Predict |
| Alberti, R.E. & Emmons, M.L. | Your Perfect Right |
| Alschuler, Alfred & Others | How To Develop Achievement Motivation: A Course Manual for Teachers (ERIC) |
| American College Testing Program | Assessment Of Career Development - Supplement 1 |
| American Psychological Association | Publication Manual |
| Artunian, Carol Ann | Case Studies In Practical Career Guidance (ERIC) |
| Bailey, Larry J. | Curriculum Model for Facilitating Career Development |
| Bailey, L.J. & Stadt, R.W. | Career Education: New Approaches to Human Development |
| Ball, Geraldine | Magic Circle |
| Barclay, James R., Ph.D. | The Barclay Classroom Climate Inventory (SET) |
| Barclay, J.R. & Barclay, L.K. | The Barclay Early Childhood Skills Assessment Guide (Manual & Assessment Guide) (SET) |
| Barclay, James R. | The Barclay Learning Needs Inventory |
| Barre, Mary E. | College Information & Guidance |
| Baughman, Dale | What Do Students Really Want? (Fastback) |
| Belle & Howell | Career Survival Skills Kit |
| Benson, Arland Ph.D. | Personalized Education Using Group Methods |
| Benson, Arland | A Resource Guide For Career Development In The Junior High School |
| Bernhardt, E.E. | You Can Decide (Module) |
| Bessell, Harold | Methods In Human Development & Developmental Profile |
| Bessell, Harold | Theory Manual For Institutionalized Teenagers |
| Bisconti, Ann S. | College Graduates And Their Employers |

Bisconti, Ann S. & Gomberg, I.L.

Blaschke, Charles

✓ Bolles

Bolles & Crystal

Bormaster, Jeff & Treat, Carol L.

Borow

Bottoms

✓ Brayer, Herbert O.

Brickel, H.M. & Aslanian, C.B.

Brown, Duane

Brown, George I.

Bullmer, Kenneth

~~C.C.E.M.~~

C.C.E.M.

C.C.E.M. - Inservice

C.C.E.M. - Inservice

C.C.E.M. - Inservice

C.C.E.M. - Inservice

C.C.E.M. - Inservice

C.C.E.M. - Inservice

C.C.E.M. - Inservice

C.C.E.M.

C.C.E.M.

C.C.E.M.

C.C.E.M.

C.C.E.M.

C.C.E.M.

The-Hard-to-Place Majority (Monograph)

Performance Contracting: Who Profits Most? (Fastback)

What Color Is Your Parachute?

Where Do I Go From Here With My Life?

Talking: Listening: Communicating

Career Guidance for a New Age

Guidelines for Staff Development and Title III ESEA

Valuing In the Family; A Workshop Guide for Parents

Attitudes Toward Career Education

Students Vocational Choices: A Review & Critique

Human Teaching for Human Learning: An Introduction to Confluent Education

The Art of Empathy

Orientation To Career Education - An Individualized Approach

Orientation To Career Education (Facilitator's Instructional Plan)

Module A: Community Resource and Career Education

Module B: Use of Local Community Resource

Module C: Using Resource Persons

Module D: Using Field Trips

Module E: Experiencing the Work Setting

Module F: Using Community - School Advisory Committees

Module G: Involving Community Organizations

Orientation To Career Education: Module I

Orientation To Career Education: Module II

Orientation To Career Education: Module III

Orientation To Career Education: Module IV

Orientation To Career Education: Module V

Orientation To Career Education: Module VI

| | |
|---|---|
| Campbell, David P. | If You Don't Know Where You're Going You'll Probably End Up Somewhere Else |
| Campbell, David P. | Strong Vocational Interest Blank (Manual Scoring Packet, Interest Inventory) (SET) |
| Bampbell, Hartley B. & King, C.C. | Developing Local Career Information Systems for Middle and Secondary Schools |
| Campbell, R.; Walz, G.; Miller, J.; Kriger, S. | Career Guidance: A Handbook of Methods |
| Carkhuff, Robert R. | Art of Helping |
| C.C.E.M. -- Inservice | Module H: Application Activity |
| Carkhuff, Robert R. | The Art of Problem Solving |
| Carkhuff, Robert R. | How To Help Yourself |
| Carroll; Davies; Richman The American Heritage | Word Frequency Book |
| Carter, Ron | Help! These Kids Are Driving Me Crazy |
| Chamber of Commerce | Career Education - What It Is And Why We Need It |
| Chick, Joyce | Innovations in the Use of Career Information |
| Child, Dennis | The Essentials of Factor Analysis |
| Christian Science Public Library | As Others See Us |
| Ciaglia, Messner, Gresso, Et Al | Case Study: IGE Implementation John Ridgeway Public School |
| Clark, Dean | Career Exploration Package In Plumbing |
| Cohen, Malcolm S. | Report Dilemma 71-24-70-02-1 Vol. 1 and 2 |
| Collins, Myrtle & Collins, Dwane | Survival Kit For The Teachers (and Parents) |
| Colwell, L.C.; Taylor, L.B.; Simpson, B.K. | Me And You Inventory |
| Combs; Stewart; Frantz | Curriculum Guide For Career Exploration Program in Middle/Junior High Schools of Georgia - Home Economics |
| Comptroller General of the U.S. | What Is The Role of Federal Assistance For Vocational Education |
| Cook, Daniel W. | Vicarious Behavior Induction: A Modeling Strategy For Rehabilitation Change |

Coronet Learning Programs

Crispin, Dave

Crystal, J. & Bolles, R.

Danish, Steven J.; Hauer, Allen L.

Danish, Steven J.; Hauer, Allen L.

Darvis, Rene V. & Lofquist, Lloyd H.

Dickerson; Stewart; Franz

Diédrick, Richard C. & Dye, Allen H.

Dimick, Kenneth & Krause, Frank

Doty; Kossler; Parsons

Downing, Lester N.

Dreikurs, Rudolf M.D.

The Dushkin Publishing Co.

Dyer, Wayne & Vriend, John

Education Achievement Corp.

Education Achievement Corp.

Education Achievement Corp.

Education Achievement Corp.

Education Achievement Corp.

Education Achievement Corp.

Education Achievement Corp.

Education Achievement Corp.

Educational Design, Inc.

Educational Projections Corp.

Choosing Your Career

Micro-Lab In Human Potential

Where Do I Go From Here With My Life?

Helping Skills: A Basic Training Program
(Leader's Manual)

Helping Skills: A Basic Training Program
(Trainee's Workbook)

The Minnesota Occupational Classification System

Curriculum Guide For A Career Exploration Program
In Middle/Junior Highs of Georgia

Group Procedures: Purposes, Processes, and Outcomes

Practicum Manual for Counseling & Psychotherapy

Parent Awareness (Kit)

Counseling Theories & Techniques

Children: The Challenge

Readings In Education 75/76

Counseling Techniques That Work

The Valuing Approach To Career Education
Set 1 (Guide)

The Valuing Approach To Career Education
Set 1 (Tests)

The Valuing Approach To Career Education
(Set 1 & Test)

The Valuing Approach To Career Education
(Set II & Test)

The Valuing Approach To Career Education
(Set II & Guide)

The Valuing Approach To Career Education
Set II (Tests)

The Valuing Approach To Career Education
(Set III & Test)

The Valuing Approach To Career Education (Cards)

Exploring Careers - Spirit Masters

7. The First Day On The Job

| | |
|---|---|
| Flynn, Elizabeth & LaFaso, John | Group Discussion As Learning Process (Guidebook) |
| Flynn, Elizabeth & LaFaso, John | Group Discussion As Learning Process |
| Flynn, Elizabeth & LaFaso, John | Group Discussion As Learning Process (Source book) |
| Ford Foundation | Four Minorities and the PHD |
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Appendix H

INFUSION

Questions and exercises on values and decision making can be infused into the subject matter curriculum, eg., English, history, science. Many of the questions could be used in essay writing or class discussion.

Following are some examples:

English Given a story or novel which the student is reading:

1. Ask students what decision they would make if they were in the same position as a character in the story or novel.
2. Ask students what values are motivating the character and how the character has come to hold those values. Ask students what other ways the character might act.
3. Ask students what sort of outcome is probable and possible as a result of a character's actions before the outcome in the story/novel is revealed.
4. Ask students to classify a character's decision as intuitive, impulsive, etc.
5. Ask the students how a character might have benefited from gathering more facts, better facts, or from using better planning.
6. Ask students why the author has chosen the form of the novel or story she/he has. What other form might have been used.
7. Have students compare a character's values with their own.

History

Ask questions similar to those used in the English section about historical figures and their predicaments. For example, Why did Hitler decide not to attack England? His astrologers said it was a bad time. Have students discuss the accuracy of this information and what the consequences might have been if Hitler had based his decision on other information.

Science

1. Discuss the importance of planning in successful experimentation.
2. Discuss some famous discoveries (e.g., the theory of relativity) and analyze the plan which led to the uncovering of it (intuitive, analytical, etc.).

VOCATIONAL GUIDANCE PROJECT

Dorothy Street English

Cherokee High School

Total hours on this skill: four

SELF APPRAISAL SKILLBUILDING

Goal: The student will gain insight into his beliefs about himself and the direction his life can take through his own will.

I. Class Description:

This class is an English class homogeneously grouped by interest level, ability level, and socioeconomically.

II. Lesson Plan:

A. Objective: The student will realize that the direction(s) of his life is in his own power; that he can direct his pursuits through education, or lack of it; that he can direct his interests into satisfactory and profitable outlets; that he does not have to remain in the same educational or economic setting as his parents because "fate" wills it so.

B. Learning Activities will involve 100 minutes or two class periods.

1. This activity may be used in correlation with Greek legends, myths, or drama. This class was studying Antigone.
2. After reading the play or any work where fate is involved, the teacher leads a discussion on fate, asking the students for their interpretations and opinions about "fate." This should, naturally, lead to a discussion of the "fate" of each student and his control over his fate, how he controls his fate, how he changes his fate from that of others in his family or his peers, how his interests can carry him into different directions, how his education can determine his fate.

3. Each student is asked to write a composition on his interpretation of fate, what he believes his fate to be, how he would like to change his fate and what he would have to do to insure those changes.

C. Evaluation will be determined by the compositions.

D. Assessment: Some compositions reflect the apathy or lack of desire to change while others show a distinct interest in changing what they judge to be their fate.

OCCUPATIONAL AWARENESS

GOAL: The student possesses the ability to read, write, and listen.

I. Class Description

This is a remedial ninth grade math class homogeneously grouped by interest level, ability level, and socioeconomically.

II. Lesson Plan

A. Objective: The students will become aware of the need for math in various job situations.

B. Learning activities include a 15-20 minute exercise followed by a short discussion, a 5 minute exercise followed by a short discussion and a 15-20 minute exercise and/or discussion.

1. Students are given a ditto which shows a center circle with the words "Jobs and Math" inscribed. There are many empty circles attached to this center one. Students are asked to fill in the empty circles with jobs that require any type of math. They are asked to star any job that they are considering for their occupation.
2. Under each job they are asked to put the type of math used in that particular job. (Ex: Cashier--banking and money)
3. The class discusses the jobs listed and the math used in each.
4. Students are asked to list three jobs which require no math.
5. The teacher and students discuss and prepare a list of "habits" taught at school that are helpful in any job situation. (Ex: punctuality, responsibility, etc.)

C. Evaluation

The teacher may collect the job charts or individually talk with each student about their chart--especially noting their star choices. Interest shown in discussion is also a means of evaluation.

D. Assessment

This group of students had difficulty participating in a discussion. One general comment produced several individual conversations. All seemed interested in the topic of discussion. Most were surprised that they could not list three jobs that did not use math.

WHOM WILL YOU DEFEND

Goal: To help student identify with characters of different value systems in a drama and, in speaking for the character, support their own personal values. (This exercise was in response to Ibsen's A Doll's House.)

I. Class Description

This is a twelfth grade English class consisting primarily of college-bound students but homogeneous as to interests and socioeconomic background.

II. Objective

The student will choose a character whose value system he can accept and defend that character's actions against the criticism of other students.

III. Time

About 45 - 50 minutes

IV. Activity

- (1) This activity should follow the reading, acting out or listening to of Ibsen's A Doll's House.
- (2) Ask for student volunteers who can sympathize with a particular character in the play. Get students to represent each of the characters.
- (3) Have these students sit in the center (if desks are in a circle) or at the front of the room if desks are in rows.
- (4) A general discussion follows" if a character's actions are attacked by a student, then the student representing that character must defend himself. (Other students may also come to his defense if they wish.)

V. Evaluation

Evaluate by answering such questions as the following either orally or on paper:

- (a) Did you change your opinions of any of the characters as a result of this activity?
- (b) Did you become aware of any personal values that you did not know you held?
- (c) Do you feel that you did a good job of defending your character?

VI. Assessment

This is one of the best ways to develop understanding of the actions of a literary character and their implications. Students become enthusiastically involved. Literature becomes highly relevant.

Appendix I

(See CE 018 146)

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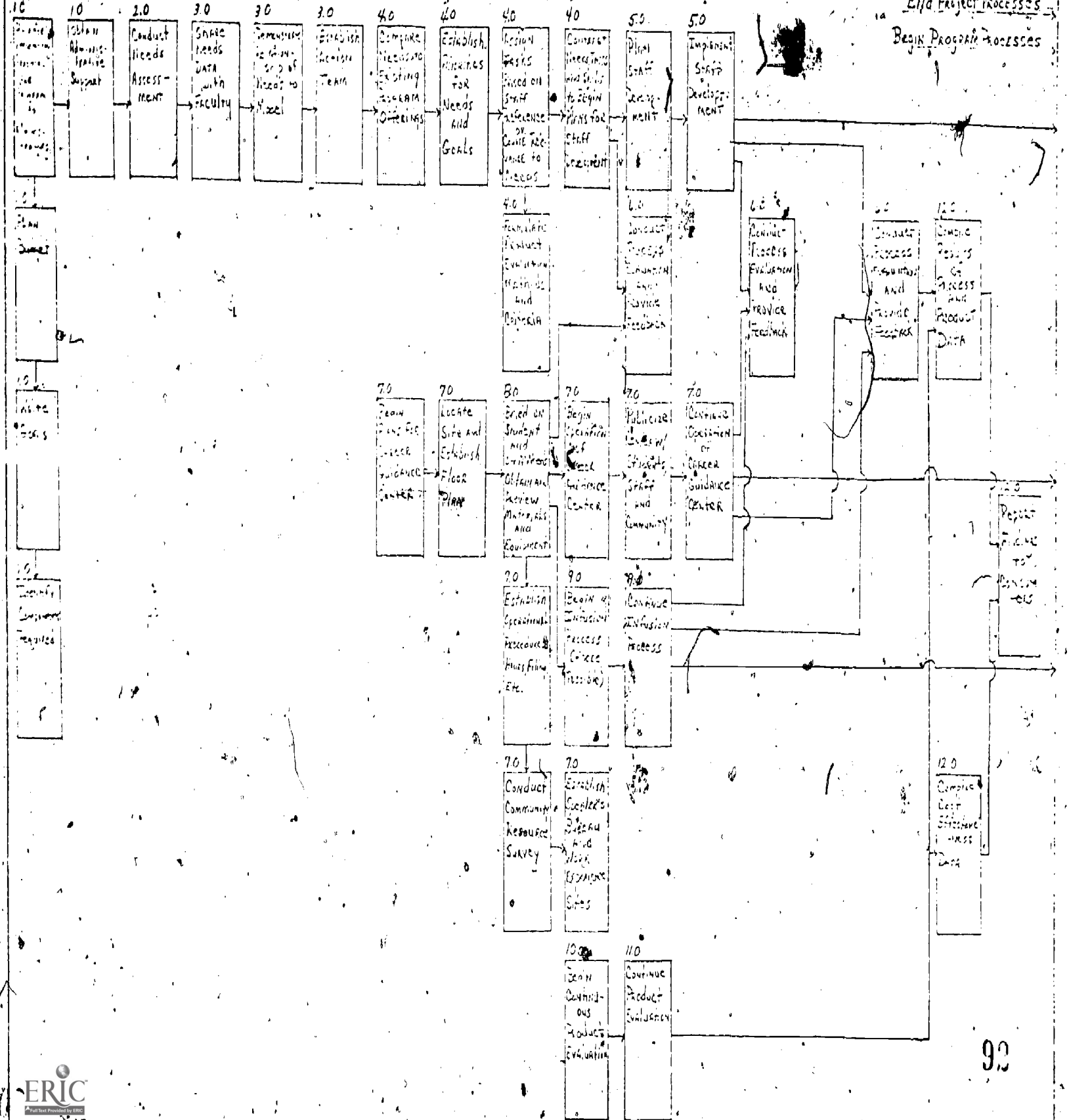
Appendix J

Chronology of Basic Management Processes for

Career Guidance Projects

Begin Project Processes

End Project Processes



Appendix K

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for
Career Guidance Guide

I. Rationale (Use Career Guidance in Georgia)

- A. The Model
- B. Goal Areas

II. Components of the career guidance program

- A. Needs assessment
- B. Planning and management
- C. The delivery system(s) (Use Career Guidance in Georgia)
- D. The career guidance center
- E. The paraprofessional
- F. Community involvement
- G. Staff development
- H. Evaluation

III. Needs assessment data

- A. Methods
- B. Student results
- C. Staff results

IV. Project management

- A. Get permission from principal to do a student and staff needs assessment
- B. Conduct a student and staff needs assessment
- C. If the principal and superintendent have not clearly and thoroughly supported and understood career guidance prior to this point, get their support and understanding now using the needs data to justify your requests
- D. Form a committee of department heads, preferably, and include work experience coordinators
- E. Using needs data determine which school programs, English, PECE, science, are meeting what needs of which students (Utilize subject, goal, grade matrix)
- F. List the unmet needs in terms of topic and students to be served
- G. Determine who should be involved in meeting unmet needs and what ways these unmet needs can be met (Utilize the comprehensive approach outlined in Career Guidance in Georgia, pages 16-18)

IV. Project management (Cont.)

- A. Consider developmental stages of students
(Refer to the Tennyson/Ashe matrix)
- B. Teacher attitudes
- C. Relationship of subject matter to career guidance needs
- D. Skills of staff

H. Assign tasks to staff based on above

I. Action plan and time line

J. Plan staff development based on the gaps between the tasks assigned and the skill level possessed by staff who must perform these tasks (Use University of Georgia modules in this planning)

V. Student outcome objectives

VI. Staff outcome objectives

VII. The Career Guidance Center

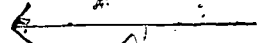
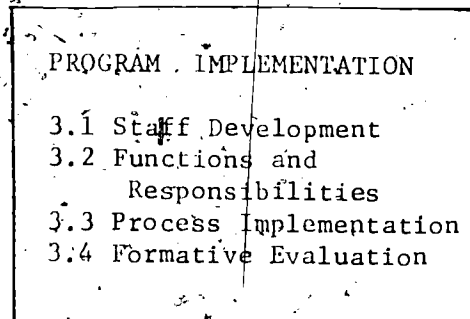
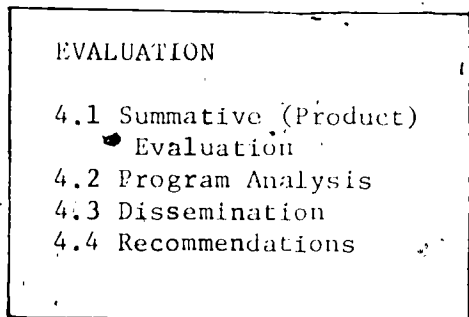
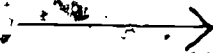
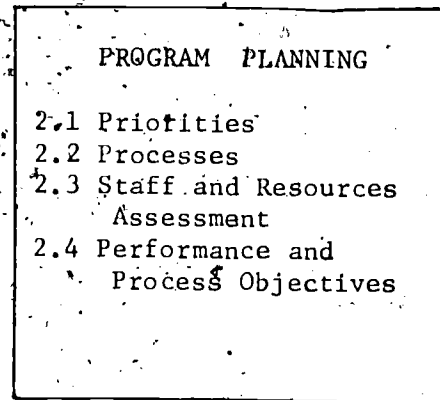
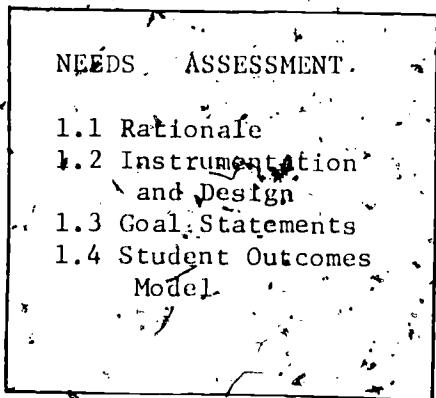
VIII. Budgeting

IX. Evaluation

X. Materials

XI. Appendix

Appendix L



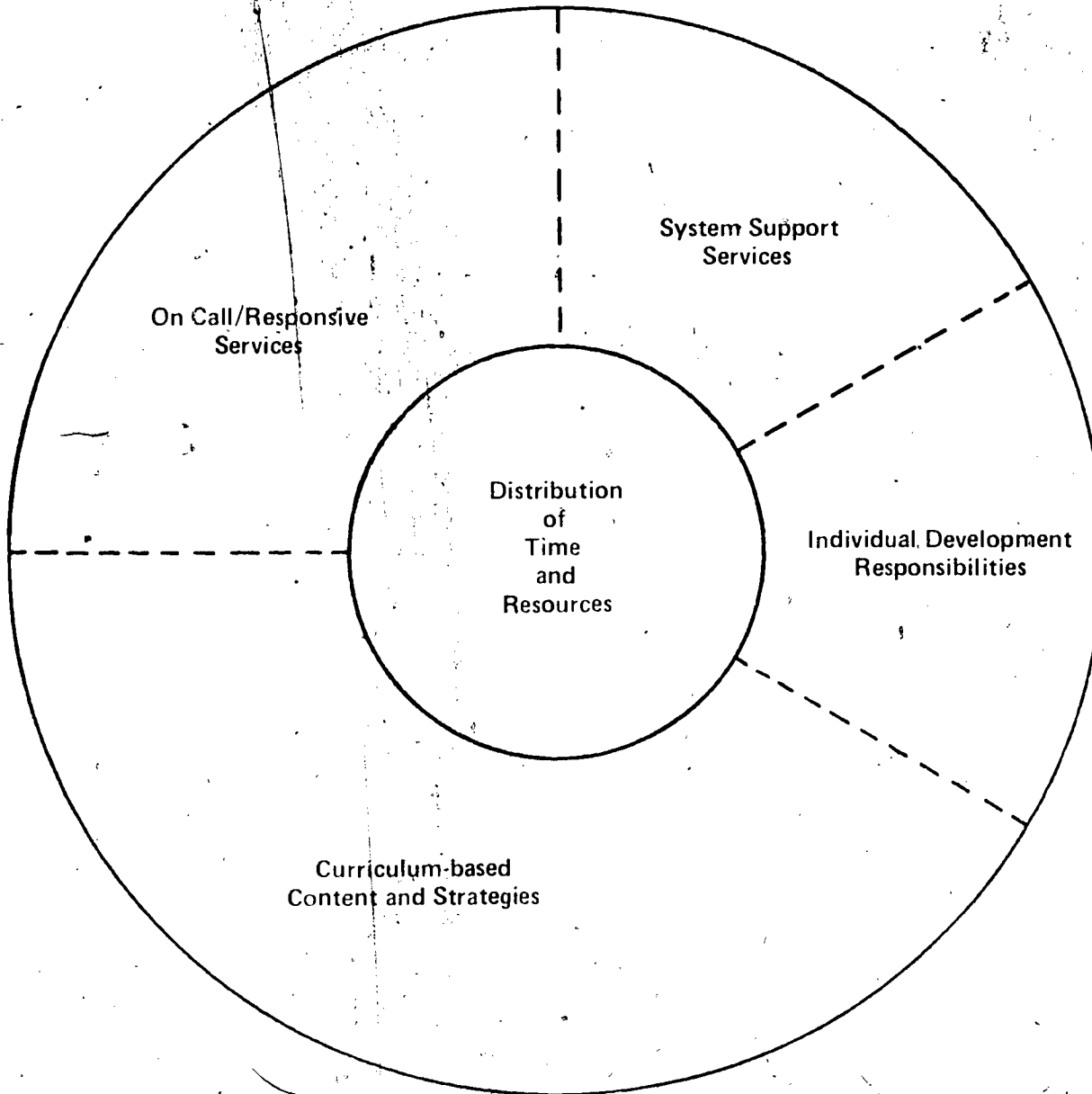
Systems Model for Program

Planning and Management

Appendix M

FIGURE 4

Career Guidance Processes: A Quality Control System



Appendix N

I M P O R T A N T ! !

TO THE EVALUATORS: This form is to be used as a self evaluation of the processes which have been attempted and/or completed to date. It is intended as a formative measure to be used in pointing out the progress, or lack of it, which has been made in the career guidance project/program undergoing evaluation.

The project/program should lend itself to the development of the following components which the evaluation form reflects: needs assessment, program planning and development, staff development, placement, the resource center and evaluation.

SCHOOL SYSTEM _____

EVALUATORS _____

PLEASE PUT A CHECK MARK UNDER THE CORRECT RESPONSE FOR EACH ITEM.

| | YES | NO |
|--|-------|-------|
| I. Needs Assessment: | | |
| A student needs assessment has been done in the past 12 months | _____ | _____ |
| A staff needs assessment has been done in the past 12 months | _____ | _____ |
| A community needs assessment has been done in the past 12 months | _____ | _____ |
| Needs data have been presented to the total faculties of schools involved in the project | _____ | _____ |
| Needs data have been ranked by priority | _____ | _____ |
| II. Program Planning and Development: | | |
| Needs data have been used to establish goals for the project | _____ | _____ |
| Needs data have been used to identify gaps in existing programs | _____ | _____ |
| Needs data have been used to identify tasks relevant to filling program gaps | _____ | _____ |
| Assignments to faculty of the tasks identified have been made | _____ | _____ |
| Objectives for accomplishing these tasks have been stated in writing | _____ | _____ |
| Superintendents, principals and other administrators are involved in the planning and development processes | _____ | _____ |
| Students are involved in project planning and development | _____ | _____ |
| Faculty from various sectors of the school program, work experience, academic, job placement, are involved in planning and development | _____ | _____ |
| Attention has been given to coverage of the goal areas for career guidance in Georgia* | _____ | _____ |

*Human Relations Skills _____
 Relating with significant others _____
 Self Validation _____
 Daily Living _____
 Employability _____

Work & Leisure Environments _____
 Planning Skills _____
 Educational Envir _____
 Self Und _____



II. Program Planning and Development: (con't.)

Priority of attention to the above goal areas has been based on needs data

Changes in functions of faculty, specifically teachers and guidance staff, have been made to expedite project operation

New curricula which will become an integral part of the instructional program (through infusion) have been developed

Additional required or elective course offerings related to project objectives have been developed, i.e. life career planning

Guidance personnel are providing leadership in terms of project planning, development and implementation

An active task force or advisory committee for the project has been designated

Procedures for expediting the expenditures of funds have been established

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

III. Staff Development:

A progression from needs data, to task assignments, to skills required of staff was used to plan staff development activities

A representative sample of faculty (20-50%) from schools involved in the project are being included in staff development

Staff development activities are being implemented on a continuous (weekly, monthly) basis throughout the year

Staff development activities include the use of the Georgia training packages

Plans for follow-up/evaluation of the staff development program have been made

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

IV. The Resource Center:

The center has been adequately staffed

Efforts have been made to inform students, staff and community of the purposes and availability of the center

The center has become operational

Needs data for staff and students were used as a basis for purchase of materials

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

IV. The Resource Center; (con't.)

Needs data, task responsibilities and planned programs are being used as the bases for the operation of the center

Department of Education recommendations, such as proximity to the guidance office, central location and size were used to establish the physical facility for the center

Visits to the center by community representatives are planned

Visits to the center by community representatives are taking place

Field trips originating from the center are occurring

Planned group activities with students are taking place in the center

Teachers are using the center for referrals or as a resource for classroom activities

A system for filing and accounting for materials has been established

A community resource file has been established

Vertical lines for data entry, with a handwritten 'y' in the first column.

V. Placement:

An advisory committee for placement has been designated

A community survey of job placement needs has been done

A student survey of job placement needs has been done

A student survey of educational placement needs has been done

A system of accounting for educational and job placements has been established

Students, faculty and community have been informed of the placement services available

One individual has been assigned responsibility for coordinating and reporting on the total placement effort

Efforts have been made to coordinate educational and job placement into one overall effort

Vertical lines for data entry.

V. Placement: (con't.)

Follow-up of placements, educational and occupational, are being done
 Efforts are being made to establish a means of offering services to former students
 A placement manual has been prepared

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

VI. Evaluation:

Criteria, such as those stated in student outcome objectives, have been established for evaluative purposes

Plans have been made for the development of student/teacher/community questionnaires for the purpose of obtaining evaluative data

Studies of the pre/post control design are underway to determine effects of the project

Means of documenting the effects of project activities on recipients of or participants in these activities, such as number of placements, visits to center, improvement in classroom climate, have been developed

Provisions have been made for reporting process (procedural), product (outcome) and financial data to state and local representatives

A pattern of needs-to objectives-to expected outcomes is being followed for evaluative purposes

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

I M P O R T A N T ! !

TO THE EVALUATOR: This form is to be used by you as a summative evaluation of the processes which have been accomplished in this career guidance project to date.

Your responses along with those of your fellow evaluators will be taken into advisement when this project is considered for future funding.

Please mark your responses as candidly as possible, since your responses will become an anonymous part of a total evaluation report.

It is recommended that you use the items on the form as "stems" for interview questions with project personnel, e.g., "Have you completed a student needs assessment?" or "Tell me about any changes in function of teachers or counselors as a result of the project."

Attached to the evaluation form is an abstract of the state recommendations for each of the components listed on the evaluation form. This will provide you with background information as to the purposes and proper implementation of all the career guidance projects.

SUMMATIVE EVALUATION FORM

DATE _____

SCHOOL SYSTEM _____

EVALUATOR _____

PLEASE CIRCLE THE CORRECT RESPONSE FOR EACH ITEM.

I. Needs Assessment:

| | No, not attempted | Yes, attempted but incomplete | Yes, attempted with no success | Yes, completed with success |
|--|-------------------|-------------------------------|--------------------------------|-----------------------------|
| A student needs assessment has been conducted in the past 12 months | 1 | 2 | 3 | 4 |
| A staff needs assessment has been conducted in the past 12 months | 1 | 2 | 3 | 4 |
| A community needs assessment has been conducted in the past 12 months | 1 | 2 | 3 | 4 |
| Needs data have been presented to the total faculties of schools involved in the project | 1 | 2 | 3 | 4 |
| Needs data have been ranked by priority | 1 | 2 | 3 | 4 |
| | | | TOTAL | _____ |

DOCUMENTATION:

Yes, not attempted
 Yes, attempted but incomplete
 Yes, attempted with no success
 Yes, completed with success

II. Program Planning and Development:

| | | | | |
|---|---|---|---|---|
| Needs data have been used to establish goals for the project | 1 | 2 | 3 | 4 |
| Needs data have been used to identify gaps in existing programs | 1 | 2 | 3 | 4 |
| Needs data have been used to identify tasks relevant to filling program gaps | 1 | 2 | 3 | 4 |
| Assignments to faculty of the tasks identified have been made | 1 | 2 | 3 | 4 |
| Objectives for accomplishing these tasks have been stated in writing | 1 | 2 | 3 | 4 |
| Superintendents, principals and other administrators were involved in the planning and development processes | 1 | 2 | 3 | 4 |
| Students were involved in project planning and development | 1 | 2 | 3 | 4 |
| Faculty from various sectors of the school program, work experience, academic, job placement, were involved in planning and development | 1 | 2 | 3 | 4 |
| Attention has been given to coverage of the goal areas for career guidance in Georgia: | 1 | 2 | 3 | 4 |

| | |
|--|-------------------------------|
| Human Relations | Work & Leisure |
| Skills _____ | Environments _____ |
| Relating with significant others _____ | Planning Skills _____ |
| Self Validation _____ | Educational Environment _____ |
| Daily Living _____ | Self Understanding _____ |
| Employability _____ | |

| | | | | |
|---|---|---|---|---|
| Priority of attention to the above goal areas has been based on needs data | 1 | 2 | 3 | 4 |
| Changes in functions of faculty, specifically teachers and guidance staff, have been made to expedite project operation | 1 | 2 | 3 | 4 |

| | no, not attempted | Yes, attempted but incomplete | Yes, attempted with no success | Yes, completed with success |
|---|-------------------|-------------------------------|--------------------------------|-----------------------------|
| II. Program Planning and Development: | | | | |
| New curricula which will become an integral part of the instructional program (through infusion) have been developed | 1 | 2 | 3 | 4 |
| Additional required or elective course offerings related to project objectives have been developed, i.e. life career planning | 1 | 2 | 3 | 4 |
| Guidance personnel have provided leadership in terms of project planning, development and implementation | 1 | 2 | 3 | 4 |
| An active task force or advisory committee for the project has been designated | 1 | 2 | 3 | 4 |
| Procedures for expediting and expenditures of funds have been established | 1 | 2 | 3 | 4 |
| | | | TOTAL | |

DOCUMENTATION:

No, not attempted
 Yes, attempted but incomplete
 Yes, attempted with no success
 Yes, completed with success

III. Staff Development:

progression from needs data, to task assignments, to skills required of staff was used to plan staff development activities
 A representative sample of faculty (20-50%) from schools involved in the project have been included in staff development
 Staff development activities have been implemented on a continuous (weekly, monthly) basis throughout the year
 Staff development activities included the use of the Georgia training packages
 Plans for follow-up/evaluation of the staff development program have been made

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |

TOTAL

DOCUMENTATION:



| | No, not attempted | Yes, attempted but incomplete | Yes, attempted with no success | Yes, completed with success |
|---|-------------------|-------------------------------|--------------------------------|-----------------------------|
| IV. The Resource Center: | | | | |
| The center has been adequately staffed | 1 | 2 | 3 | 4 |
| Efforts have been made to inform students, staff and community of the purposes and availability of the center | 1 | 2 | 3 | 4 |
| The center has become operational | 1 | 2 | 3 | 4 |
| Needs data for staff and students were used as a basis for purchase of materials | 1 | 2 | 3 | 4 |
| Needs data, task responsibilities and planned programs have been used as the bases for the operation of the center | 1 | 2 | 3 | 4 |
| Department of Education recommendations, such as proximity to the guidance office, central location and size were used to establish the physical facility for the center (Facility approximates a 20' x 30' facility) | 1 | 2 | 3 | 4 |
| Visits to the center by community representatives were planned | 1 | 2 | 3 | 4 |
| Visits to the center by community representatives have taken place | 1 | 2 | 3 | 4 |
| Field trips originating from the center have occurred | 1 | 2 | 3 | 4 |
| Planned group activities with students have taken place in the center | 1 | 2 | 3 | 4 |
| Teachers have used the center for referrals or as a resource for classroom activities | 1 | 2 | 3 | 4 |

IV. The Resource Center: (con't)

A system for filing and accounting for materials have been established)
 A community resource file has been established

| No, not attempted | Yes, attempted but incomplete | Yes, attempted with no success | Yes, completed with success |
|-------------------|-------------------------------|--------------------------------|-----------------------------|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| | | | TOTAL _____ |

DOCUMENTATION:

V. Placement:

An advisory committee for placement has been designated
 A community survey of job placement needs has been done
 A student survey of job placement needs has been done
 A student survey of educational placement needs has been done
 A system of accounting for educational and job placements has been established
 Students, faculty and community have been informed of the placement services available
 One individual has been assigned responsibility for coordinating and reporting on the total placement effort
 Efforts have been made to coordinate educational and job placement into one overall effort

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |
| 1 | 2 | 3 | 4 |

V. Placement: (con't)

Follow-up of placements, educational and occupational, have been done
 Efforts have been made to establish a means of offering services to former students
 A placement manual has been prepared

| | No, not attempted | Yes, attempted but incomplete | Yes, attempted with no success | Yes, completed with success |
|---|-------------------|-------------------------------|--------------------------------|-----------------------------|
| Follow-up of placements, educational and occupational, have been done | 1 | 2 | 3 | 4 |
| Efforts have been made to establish a means of offering services to former students | 1 | 2 | 3 | 4 |
| A placement manual has been prepared | 1 | 2 | 3 | 4 |
| | | | TOTAL | |

DOCUMENTATION:

VI. Exportability:

Agreements have been made by the system administration and participating faculty to serve as a demonstration site for prospective systems
 Staff development activities which could be adapted/adopted readily by other school systems have been implemented
 Methods and materials have been used/developed which could be readily adapted by other school systems

| | No, not attempted | Yes, attempted but incomplete | Yes, attempted with no success | Yes, completed with success |
|---|-------------------|-------------------------------|--------------------------------|-----------------------------|
| Agreements have been made by the system administration and participating faculty to serve as a demonstration site for prospective systems | 1 | 2 | 3 | 4 |
| Staff development activities which could be adapted/adopted readily by other school systems have been implemented | 1 | 2 | 3 | 4 |
| Methods and materials have been used/developed which could be readily adapted by other school systems | 1 | 2 | 3 | 4 |
| | | | TOTAL | |

DOCUMENTATION:

VII Evaluation:

| | No, not attempted | Yes, attempted but incomplete | Yes, attempted with no success | Yes, completed with success |
|---|-------------------|-------------------------------|--------------------------------|-----------------------------|
| Student outcome objectives have been written and attempted | 1 | 2 | 3 | 4 |
| Staff outcome objectives have been written and attempted | 1 | 2 | 3 | 4 |
| Student/teacher/community questionnaires have been used to gather outcome data | 1 | 2 | 3 | 4 |
| Results of pre/post design studies are available | 1 | 2 | 3 | 4 |
| Effects of project activities on recipients of or participants in these activities, such as number of placements, visits to center, improvement in classroom climate have been kept | 1 | 2 | 3 | 4 |
| Process (procedural), product, (outcome) and financial data records have been kept | 1 | 2 | 3 | 4 |
| Results of the various evaluative efforts (objectives, questionnaires) have been summarized into a readable form | 1 | 2 | 3 | 4 |
| Criteria, such as fewer absences, class disruptions or dropouts have been used to measure the affect of the project | 1 | 2 | 3 | 4 |
| An analysis of project costs have been done | 1 | 2 | 3 | 4 |

TOTAL _____

DOCUMENTATION:

EVALUATOR STATEMENT:

Since this project has implemented the procedures recommended, has accomplished most of the objectives stated and, based on the data available, could be considered successful, I recommend that this project be refunded provided funds are available.

YES _____ NO _____

Appendix O

DOMAIN: Work and Life Skills

GOAL: To help students develop daily living skills which will lead to a more responsible, productive and satisfying life.

Student outcome objective: Students will demonstrate a knowledge of income tax forms and regulations for filing returns.

Evaluation: This will be determined by the ability of 50% of the group to correctly "file" a hypothetical return following the unit on taxes.

Learning
Activities

Related Subject
and/or Skill Area

Resources

1. Invite an IRS representative to relate basic regulations to the students.
2. Prepare a glossary to tax terms and test students on their knowledge of them.
3. Review computation of percentages.
- 4.

11th or 12th, Social Studies or Math.

RESULTS:

DOMAIN: Interpersonal Effectiveness.

GOAL: To assist students in improving human relations skills.

Student outcome objective: Students will exhibit more assertive and self confident behavior in groups.

Evaluation: Response records will be kept for individuals during group activities, such as "life raft or positive focus." These notations will be kept by the group leader during sessions. The occurrence of positive responses will increase by 50% after five sessions. Self-ratings by students may also be employed.

| <u>Learning Activities</u> | <u>Related Subject and/or Skill Area</u> | <u>Resources</u> |
|--|--|---|
| 1. Utilize the "communication game" with geometric shapes. | 7th, English | <u>Human Values in the Classroom</u> --Hawley and Hawley, Page 115. |
| 2. Utilize the "People and | 8th, Social Studies | <u>Human Values in the Classroom</u> --Hawley and Hawley, Page 115. |
| 3. Divide class into dyads and have them introduce one another after an "orientation to each other" session. | 9th, all classes | <u>Human Values in the Classroom</u> --Hawley and Hawley, Page 115. |
| 4. | | |

RESULTS:

Appendix P

GUIDE TO PROJECT EVALUATION*

In an effort to help you evaluate more properly, we offer this "guide" to measuring the affect and effect of your career guidance program. You might remember two things when considering evaluative methods:

- (1) Evaluation is not to prove, but to improve.
- (2) It is an important step in decision making.

The two kinds of evaluation are process and product. Process evaluation is simply appraising the means to the end(s) which you hope to accomplish. It is usually formative, en route, and circular, in that one uses the feedback received to make adjustments as needed in processes. Process evaluation tells one if the persons or methods planned have been implemented. Examples of items for this type of evaluation are:

- (1) Every teacher was exposed to an interpretation of the needs assessment data. YES _____ NO _____
- (2) A survey of possible work experience sites was done. YES _____ NO _____
- (3) A speaker's Bureau has been set up. YES _____ NO _____

Examples of types of instrumentation which might be used in process evaluation are given below.

Product evaluation is more complicated, more difficult and more important since it gives a true appraisal of the benefits of a program. Product evaluation can be short-term or longitudinal, both of which are important. It gives

one outcome data on actual effects of procedures, methods or materials utilized. In product evaluation one must consider first the population in question and the design to be used in the evaluation. More control is necessary here than in process evaluation. In most cases an experimental design such as the pre/post experimental one should be employed, although such designs do present problems in everyday situations. One should have a comparison group, but since setting up a true comparison group situation may be quite difficult or impossible, one should take into consideration the shortcomings and effects of variables that will exist.

Numerous types of measures can be used in product evaluation (some of which are listed below). The newest method is preparing criterion referenced tests or objectives covering any of the three domains: affective, cognitive or psychomotor. These "performance objectives" provide a quick, concise appraisal of outcomes. Some examples of this kind of measurement are:

- 100% of the students completing the career planning course will be able to list the steps to decision making.

The number of students replying "yes" to the item, "I need more help with career plans" will decrease by 50% following completion of the career planning course.

Following the unit on "community building" the number of peer conflicts in the classroom will decrease by 50% as determined by teacher observations.

Other examples of this type of objective can be found in the Handbook for Counselors in Georgia Schools. In preparing measurement devices for these objectives, we must remember the importance of the population, materials used and content of instruction.

Jones (1974) says that "knowledge outcomes are best measured by paper and pencil and interview technique." However, the assessment of attitude outcomes requires a combination of these techniques, as well as direct behavioral observation and interviews. Skills performance objectives are best measured by behavioral observation in simulated or real life settings . . . tabulated in frequencies per unit of times."

Along with or as a part of process and product data the evaluator might look for fringe benefits or side effects which occur, e.g., reduced absenteeism, better student and/or teacher morale, reduction in dropouts, fewer behavior problems.

Cost Benefits might also be considered. This is a comparison of program expenditures with benefits such as, costs of motivational preventive materials and in-service vs. loss of revenue through absenteeism, remediation, class disruptions.

Instrumentation - probably the best approach here is the multi-measures one. The list of measures below was taken from Metfessel and Michael (1967) who advocate this approach.

MULTIPLE CRITERION MEASURES FOR EVALUATION
OF SCHOOL PROGRAMS

I. Indicators of Status or Change in Cognitive and Affective Behaviors of Students in Terms of Standardized Measures and Scales Standardized achievement and ability tests, the scores on which allow inferences to be made regarding the extent to which cognitive objectives concerned with knowledge, comprehension, understanding, skills and applications have been attained.

Standardized self inventories designed to yield measures of adjustment, appreciations, attitudes, interests and temperament from which inferences can be formulated concerning the possession of psychological traits (such as defensiveness, rigidity, aggressiveness, cooperativeness, hostility and anxiety).

Standardized rating scales and check lists for judging the quality of products in visual arts, crafts, shop activities, penmanship, creative writing, exhibits for competitive events, cooking, typing, letter writing, fashion design and other activities.

Standardized tests of psychomotor skills and physical fitness.

II. Indicators of Status or Change in Cognitive and Affective Behaviors of Students by Informal or Semiformal Teacher-made Instruments or Devices

Interviews: frequencies and measurable levels of responses to formal and informal questions raised in a face-to-face interrogation.

Peer nominations: frequencies of selection or of assignment to leadership roles for which the sociogram technique may be particularly suitable.

Questionnaires: frequencies of responses to items in an objective format and numbers of responses to categorized dimensions developed from the content analysis of responses to open-ended questions.

Self evaluation measures: student's own reports on his perceived or desired level of achievement, on his perceptions of his personal and social adjustment and on his future academic and vocational plans.

Teacher-made rating scales and check lists for observation of classroom behaviors: performance levels of speech, music and art; manifestation of creative endeavors, personal and social adjustment, physical well being.

III. Indicators of Status or Change in Student Behavior Other than Those Measured by Tests: Inventories and Observation Scales in Relation to the Task of Evaluating Objectives of School Programs

Absences: full-day, half-day, part-day and other selective indices pertaining to frequency and duration of lack of attendance.

Anecdotal records: critical incidents noted including frequencies of behaviors judged to be highly undesirable or highly deserving of commendation.

Assignments: numbers and types completed with some sort of quality rating or mark attached.

Autobiographical data: behaviors reported that could be classified and subsequently assigned judgmental values concerning their appropriateness relative to specific objectives concerned with human development.

Choices expressed or carried out: vocational, avocational and educational (especially in relation to their judged appropriateness to known physical, intellectual, emotional, social, aesthetic, interest and other factors).

Disciplinary actions taken: frequency and type.

Dropouts: numbers of students leaving school before completion of program of studies.

Grade placement: the success or lack of success in being promoted or retained; number of times accelerated or skipped.

Grade point average: including numbers of recommended units of course work in academic as well as in non-college preparatory programs.

Homework assignments: punctuality of completion, quantifiable judgments of quality such as class marks.

Peer group participation: frequency and duration of activity in what are judged to be socially acceptable and socially undesirable behaviors.

Recidivism by students: incidents (presence or absence or frequency of occurrence) of a given student's returning to a probationary status, to a detention facility or to observable behavior patterns judged to be socially undesirable (intoxicated state, dope addiction, hostile acts including arrests, sexual deviation).

Referrals: by teacher to counselor, psychologists or administrator for disciplinary action, for special aid in overcoming learning difficulties, for behavior disorders, for health defects or for part-time employment activities.

Referrals: by student himself (presence, absence or frequency).

Skills: demonstration of new or increased competencies such as those found in physical education, crafts, homemaking and the arts that are not measured in a highly valid fashion by available tests and scales.

Tardiness: frequency of.

IV. Indicators of Status or Change in Cognitive and Affective Behaviors of Teachers and Other School Personnel in Relation to the Evaluation of School Programs

Moonlighting: frequency of outside jobs and time spent in these activities by teachers or other school personnel.

Rating scales and check lists (e.g., graphic rating scales or the semantic differential) of operationally-stated dimensions of teachers' behaviors in the classroom or of administrators' behaviors in the school setting from which observers may formulate inferences regarding changes of behavior that reflect what are judged to be desirable gains in professional competence, skills, attitudes, adjustment, interests and work efficiency; the perceptions of various members of the total school community (parents, teachers, administrators, counselors, students and classified employees) of the behaviors of other members may also be obtained and compared.

Termination: frequency of voluntary or involuntary resignation or dismissals of school personnel.

Transfers: frequency of requests of teachers to move from one school to another.

V. Indicators of Community Behaviors in Relation to the Evaluation of School Programs

Attendance at special school events, at meetings of the board of education or at other group activities by parents: frequency of.

Conferences of parent-teacher, parent-counselor, parent-administrator sought by parents: frequency of request.

Letters: frequency of praiseworthy or critical comments about school programs and services and about personnel participating in them.

Parental response to letters and report cards upon written or oral request by school personnel: frequency of compliance by parents.

Telephone calls from parents, alumni and from personnel in communications media (e.g., newspaper reporters): frequency, duration, and quantifiable judgments about statements monitored from telephone conversations.

As stated earlier, any of these types of measures should be adapted to the needs of each situation.

Cautions - Gains or losses on any appraisal can be due to a number of factors. The possibility of nonvalid measures and human error should also be considered when analyzing results.

*Main sources: James, G. Brian, et.al. A Manual for Developing Career Guidance Programs. Educational Properties, Inc., 1974.
Metfessel, N. and Michael, W. "A Paradigm Involving Multiple Criterion Measures for the Evaluation of the Effectiveness of School Programs." Educational and Psychological Measurement, 1967.

Appendix Q

(See CE 018 339)