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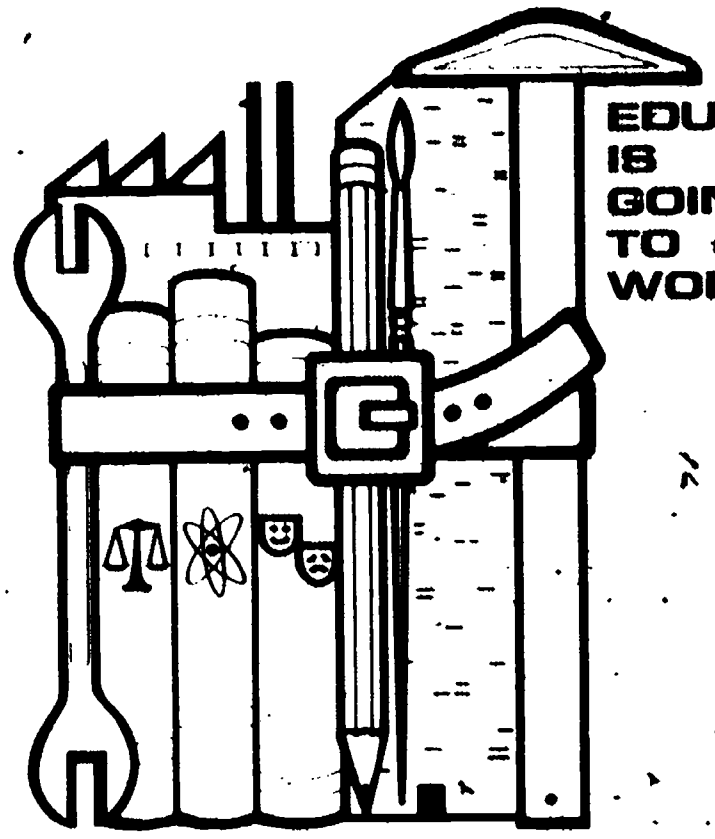
ABSTRACT

Designed to be used in conjunction with the curriculum and procedural materials of the three instructional components in the Research for Better Schools' (RBS) career education program, this series of administrative guides is composed of four items. The RBS introductory manual explains experience-based career education (EBCE) and the RBS approach to CBCE. The implementation planning guide presents the basic steps for local school administrators and staff to follow to install RBS career education and an overview of the RBS approach to the implementation and diffusion of the program. In addition, comments on procedures, anticipated outcomes, and suggested timelines are given with each step. The conceptual guide examines educational and social issues underlying the RBS program to provide local developers with an awareness of the scope of the problem and of the context and limitations of the RBS approach. The final item, the RBS evaluation planning manual, focuses on procedures and issues central to planning the evaluation of an educational program. (LRA)



EDUCATION
IS
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WORK

# RBS Career Education

Administrative Guides

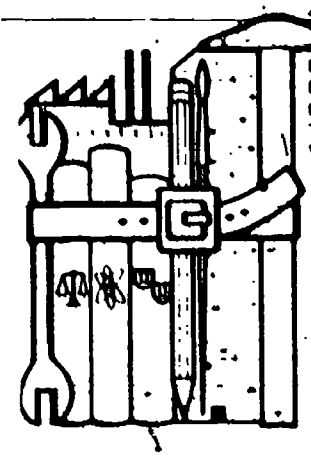


Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non profit educational research laboratory located in Philadelphia, Pennsylvania. RBS CAREER EDUCATION is part of a series of curriculum and procedural materials developed by the RBS Career Education Program (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

RBS CAREER EDUCATION: CONCEPTUAL GUIDE
RBS CAREER EDUCATION: IMPLEMENTATION PLANNING GUIDE
RBS CAREER EDUCATION: EVALUATION GUIDE

RBS CAREER EDUCATION was prepared by Bruce G. Baron.

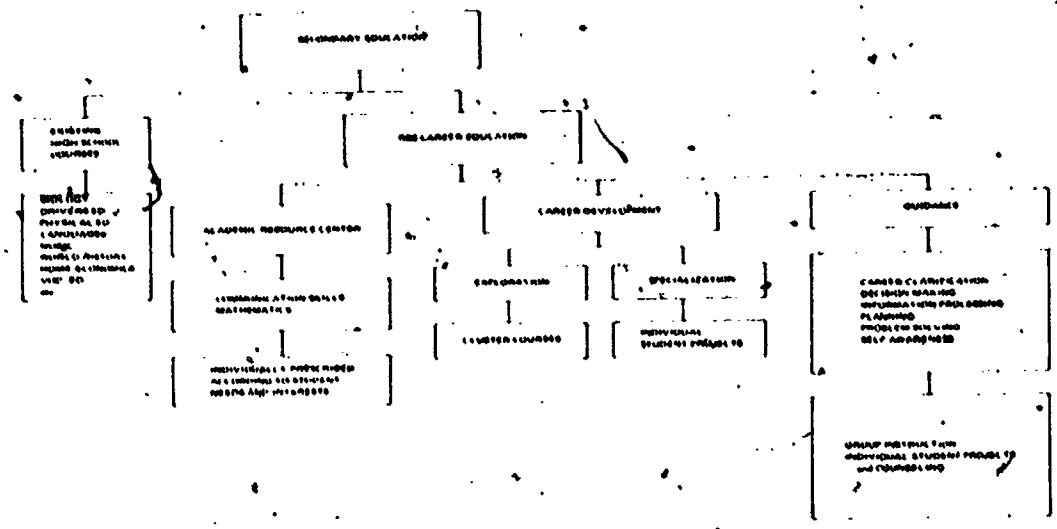



# ADMINISTRATIVE GUIDES

RBS CAREER EDUCATION is a program for high school students and a program to help schools organize for continuing career education development efforts. It is one result of the efforts sponsored by the U.S. Office of Education and the National Institute of Education to explore new approaches to improving student career development and providing schools with the necessary support to implement and adapt these approaches.

RBS CAREER EDUCATION was pilot-tested in Philadelphia for three years. The pilot test demonstrated the program's effectiveness in improving students' academic skills, career maturity, and attitudes toward learning, as well as its effectiveness in stimulating and organizing school-community cooperative action toward further development, at a reasonable cost.

RBS CAREER EDUCATION involves the introduction of three instructional components into the high school curriculum: CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER.



The RBS CAREER EDUCATION LIBRARY contains information on procedures to organize and operate these three components. The four ADMINISTRATIVE GUIDES in the LIBRARY describe the general characteristics and background of the program, as well as procedures for planning program implementation and evaluation. The four GUIDES are:

RBS CAREER EDUCATION

RBS CAREER EDUCATION: CONCEPTUAL GUIDE

RBS CAREER EDUCATION: IMPLEMENTATION PLANNING GUIDE

RBS CAREER EDUCATION: EVALUATION GUIDE

## TABLE OF CONTENTS

preparation for available career opportunities, academic growth in English and mathematics, increased accuracy and breadth of student perceptions of their environments, enhanced motivation to learn, and increased abilities to plan, solve problems, make decisions, and take actions.

## INTRODUCTION

CAREER EDUCATION is an educational reform movement. Its basic premise is quite simple: that education must and can deal more effectively with the career development of youth and adults, and, in particular, with the transition from youth to adulthood.

The issues underlying this premise are complex and the approaches to dealing with it quite varied. They bring into play almost all of the conflicting philosophies and theories, politics and policies running through contemporary educational and social thought.*

The changes these different approaches may involve can be neither opted for nor implemented overnight. A continuing process of deliberation, experimentation, and adaptation, as well as the reorientation of people, programs, and institutions, will be required. The success of the reform movement will depend, in part, on the commitment of resources to support this continuing process. It will also require programs which can demonstrate sufficient effectiveness to merit and sustain public interest and momentum for the future.

RBS CAREER EDUCATION is a program with demonstrated effectiveness in improving the career development and overall education of youth and in stimulating and organizing local and regional participation in continuing development. It is one result of the efforts sponsored by the National Institute of Education (NIE) and the U.S. Office of Education (USOE) to explore new approaches to improving student career development and providing schools with the support necessary to implement and adapt these approaches.

RBS CAREER EDUCATION is a program for high school students and a program to help schools organize for continuing career education development efforts. The program involves the introduction of three instructional components into the high school curriculum: CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER. These three components have been demonstrated feasible and effective for students and are considered essential for further local development efforts. The components introduce some new content into the school program, some new roles and relationships for staff and students, and some organizational steps toward the future.

*See: *Conferences on Career Education* (Princeton, N.J.: Educational Testing Service, 1972); K. Goldhammer and R.E. Taylor, eds., *Career Education: Perspective and Promise* (Columbus, Ohio: Merrill, 1972); J.H. Magisos, ed., *Career Education* (Washington, D.C: American Vocational Association, 1973); *School Review* (November 1973); and S.P. Marland, Jr., *Career Education: A Proposal for Reform* (New York: McGraw-Hill, 1974).

RBS CAREER EDUCATION is one approach to EXPERIENCE-BASED CAREER EDUCATION (EBCE), a concept involving the use of personnel and facilities outside the school in the development and operation of student programs. In the RBS approach, the community and the school work together to implement a secondary career education program and to organize a cooperative relationship for continuing development and extension of the program.

RBS CAREER EDUCATION was pilot-tested in Philadelphia for three years. The program has been adopted by the local school system. *The pilot test demonstrated the program's effectiveness in improving students' academic skills, career maturity, and attitudes toward learning, as well as its effectiveness in stimulating and organizing school-community cooperative action toward further development, at a reasonable cost.*

RBS CAREER EDUCATION will be implemented in a series of field tests conducted under the auspices of the National Institute of Education from 1975-1978. This series of field tests is expected to validate the findings of the pilot test, identify additional effects and necessary adaptations, and demonstrate the feasibility of the program in a number of different settings. Participating districts will be responsible for all operational costs. Training, consultant services, and program evaluation will be underwritten by the National Institute of Education, and provided by RBS for at least one year at each site. The field tests will also include the development of linkages between local participants and regional educational agencies toward the establishment of services to support the further use and impact of the program.

RBS CAREER EDUCATION materials and support services are available, at cost, for use in new or existing career education programs, including projects funded through the U.S. Office of Education. Individual materials, particularly those dealing with the Academic Resource Center, are also appropriate for use in other educational programs, including employee training, military education, and institutional education programs.

RBS CAREER EDUCATION is available through the Division of Field Services of Research for Better Schools, Incorporated. Information for districts interested in participating in the projected field test series or in the costs of materials and services is available on request.

## EXPERIENCE-BASED CAREER EDUCATION

EXPERIENCE-BASED CAREER EDUCATION (EBCE) is an approach to the determination and design of the school curriculum. It differs from other approaches in terms of its combination of two basic emphases:

1. that career development must be a direct objective of the curriculum for all students, and
2. that the school must expand the range and use of opportunities for students to learn through experiences outside the school.

EBCE programs differ in the kinds of opportunities each makes part of the educational process and in the extent to which each requires modification of existing school programs and organization. EBCE's first emphasis is shared by all career education programs. EBCE's second emphasis, on the expanded use of experiential or action learning, is based on the findings of earlier innovations and on some recent assessments of student and community needs.

Project method, cooperative and distributive education, work/study programs, and schools-without-walls have each demonstrated the potential of experiential learning to:

1. provide content often unavailable in the schools,
2. motivate students,
3. increase the relevancy of learning for students,
4. improve community understanding of and support for youth and the schools, and
5. help schools avoid many of the costs (particularly for facilities) of new programs.

The National Association of Secondary School Principals has called for the expanded use of action learning programs as part of the education of "all young Americans," and some states have already taken administrative and/or legislative action toward this goal.*

*Conference Report on American Youth in the Mid-Seventies* (Washington, D.C.: National Association of Secondary School Principals, 1972), p. 97. See also: R. Graham, "Youth and Experiential Learning" in R.J. Havighurst and P.H. Dreyer, eds., *Youth* (Chicago: National Society for the Study of Education, University of Chicago Press, 1975), pp. 161-193.

The President's Science Advisory Commission Panel on Youth has also recently underscored the importance of experiential learning opportunities to deal with problems in the personal and social maturation of youth, as much as for the improvement of the educational process itself. The Panel's chairman, James S. Coleman, wrote in his foreword to the report:

> School is a certain kind of environment: individualistic, oriented toward cognitive achievement, imposing dependency on and withholding authority and responsibility from those in the role of student. So long as school was short, and merely a supplement to the main activities of growing up, this mattered little. But school has expanded to fill the time that other activities once occupied, without substituting for them. These activities of young persons included . . . all that is implied by "becoming adult" in matters other than gaining cognitive skills. . . . It appears reasonable now, not merely to design new high schools and colleges, but to design environments that allow youth to be more than students. That these environments will include some schooling does not lessen the difference of this task from that of creating more schooling. It is the task, no more, no less, of creating opportunities for youth to become adults in all ways, not merely intellective ones.*

Expansion of experiential learning opportunities for youth, like the improvement of career development, requires commitment to a process of continuing action and inquiry, as well as the exploration of different approaches. It also requires the establishment of a new, truly cooperative relationship between the schools and the sources of these opportunities throughout the community.

EBCE involves the schools with a new concept of balance for both the curriculum and the roles of the schools, students, and the community in the educational process. EBCE suggests that schooling is now out-of-balance: overly intellective, experience poor, and isolated from the public. EBCE sees the incorporation of career development and experiential learning as a means to correct this imbalance.

*Youth: Transition to Adulthood* (Washington, D.C.: U.S. Government Printing Office, 1973). p. xiii. Also published by the University of Chicago Press, 1974. See also: R.J. Havighurst, "Youth in Social Institutions" in Havighurst and Dreyer, *op. cit.*, pp. 115-144.

The schools must weigh existing priorities and objectives against this concept of balance and decide if redesign is necessary and which approach to take to achieve a new balance. EBCE can involve the integration of new emphases with existing academic courses, as well as the implementation of new comprehensive curricula. EBCE will involve the identification and development of available resources within the community for use by the schools, with each community presenting unique development problems and potential. EBCE does not reject schooling or the value of existing programs, but points up the need to change existing programs to improve both schooling and the education of students. EBCE charts a specific direction for change. The schools themselves must take part in defining the course to be taken.

## THE RBS APPROACH

The goal of the RBS approach to EXPERIENCE-BASED CAREER EDUCATION is to provide for significant and continuing improvement in the career development and experiential learning opportunities of the greatest possible number of students at a feasible cost to the public. RBS CAREER EDUCATION is a major step toward this goal.

The RBS approach has *twelve basic characteristics:*

1. **It deals with secondary education.**

   Secondary education is a focus because it has been neglected by career education developers and because it provides opportunities for student benefits and for more rapid organization and varied use of community resources. High school students are directly concerned with the transition to adulthood and into careers and are able to take advantage of a broader variety of experiential opportunities. The community is directly concerned with the abilities and awareness of potential graduates and has a demonstrated willingness to participate in innovative programs for them. EBCE programs should be developed for elementary and higher education, but secondary education provides the best laboratory for exploring different approaches and organizing available resources.

2. **It provides immediate benefits while organizing for continuing local development.**

   Instant solutions are rare in education, and over-anxious reform often neglects basic organizational issues. Understanding of what EBCE involves, as well as available materials and techniques, permits significant improvement in education, although real solutions to the issues EBCE and the Career Education reform movement address will still require more time, confrontation, and dialogue. The RBS approach seeks to achieve the best results possible under current conditions, while developing the capabilities of local districts to continue to improve and extend their programs in the future.

3. **It emphasizes the use of both school and community resources.**

   One objective of EBCE is more effective use of community resources for the education of students. For some, this has meant the development of alternatives to schooling. In the RBS approach, the school is seen as a



community resource that is effective for many students in many ways, although new applications and combinations of this and other community resources are needed.

4. **It involves the school directly with program reorganization for Career Education.**

   The introduction of Career Development, Career Guidance, and the Academic Resource Center into the school curriculum is a major step in the reorganization of the secondary program. The implementation of these three components involves regular school staff with the basic adjustment problems of this reorganization and with continuing development issues. If the resources of the school are to be fully developed for EBCE, the program and these issues cannot be isolated from the realities of the school. If teachers, counselors, and administrators are to develop sufficient commitment to the continuing development of EBCE and its use, it must become a part of the environment in which they work every day.

5. **It is directed toward all students.**

   The identification of a new program with only one population of students can seriously limit its potential impact. RBS CAREER EDUCATION provides opportunities relevant to the education of most students. The combinations and sequence of these opportunities with existing school courses can be varied for different students.

6. **It includes group and individual instruction.**

   Group and individual instruction are required in order to be responsive to the needs and interests of each student, as well as for different career development objectives (e.g., cooperative analysis and action or self-management). Group instruction may also often be required in order to provide many students access to a limited resource.

7. **It expands student experiential learning opportunities initially for career development.**

   While experiential learning opportunities can have many different objectives, the area of student career development is an EBCE emphasis and a pressing student need. Career development is also a major interest for many potential community participants, and emphasis on career development, at

least initially, is likely to promote greater community participation. As community participants become more familiar with program goals, opportunities can be expanded to integrate academic and career objectives more fully and to provide for special student academic interests as well.

8. **It focuses on career exploration and basic skills as special content concerns.**

These concerns are responsive to student and school program needs, as well as to community interests. Opportunities to explore and identify career options are important for all high school students, even those in specific vocational programs, because of changes to be expected both in the adolescent's search for identity and in national manpower requirements. RBS CAREER EDUCATION provides students not only with these opportunities, but also with skills to organize and analyze their experiences for personal action. The improvement of basic skills (reading, writing, comprehension, computation, and analysis) is a critical problem for many students and schools, a prerequisite for career development, and an essential concern for programs desiring extensive community support. RBS CAREER EDUCATION provides for use of experiential learning opportunities to increase student motivation and the relevancy of learning for students, for the establishment of competency standards in English and mathematics for all students, and for the installation of individualized programs in English and mathematics.

9. **It establishes guidance as an explicit programmatic function of the school.**

Guidance is a process in which students are given assistance in making considered choices to increase their abilities to manage and direct their own lives. Guidance has always been a function of teachers and counselors. It has recently become a function of an increasing array of specialists, each concentrating on a particular area, including group guidance instruction. RBS CAREER EDUCATION involves increasing student participation in the determination of their own activities and new options for consideration. Its also involves the establishment of group and individual courses to help students more effectively apply their abilities to attain emerging life goals.*

*See: G. Bottoms, "The Mission of Career Guidance: Definition and Leadership" in *American Vocational Journal* (March 1975); pp. 50-52.

10. **It involves local community agencies in the recruitment and organization of resources.**

EBCE requires the establishment of cooperative relationships between the school and the community for the development and operation of programs, as well as for planning and organizing for the future. In the RBS approach, groups representing school and community participants are organized to oversee program operations and policy. The implementation of the program, however, may also require assistance from organized community agencies committed to improving public education and with sufficient credibility throughout the community to promote public acceptance for the program, identify and recruit participants, and organize support for continuing development. Such agencies include unions, industry-labor-education councils, chambers of commerce, and small businessmen's clubs. These agencies may also eventually sponsor the establishment of support services for the program, especially clearinghouses for school requests for use of community resources. While front-running of this kind will save considerable time, it should not replace continuing discussion of the program throughout the community toward the development of widespread commitment and support.

11. **It supports continuing evaluation of program effects and of developmental issues.**

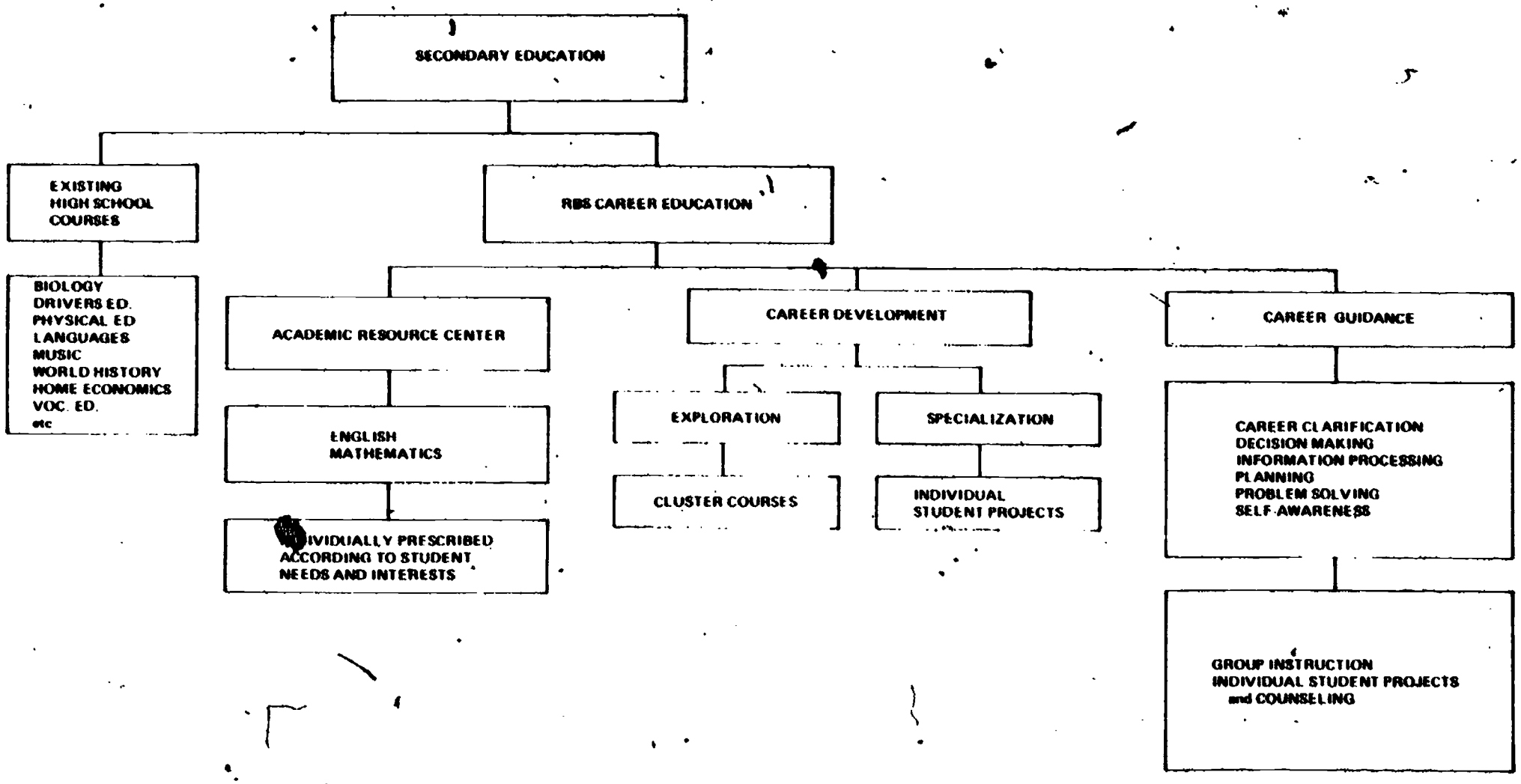
Schools, the public, and RBS require information about the effects of the program, the effectiveness of individual efforts to implement and adapt the program, and the effectiveness or potential of other approaches, especially if continuing development efforts are to be sustained. The RBS approach provides local districts with assistance and materials to organize their own evaluation efforts and to contribute to on-going research about EBCE. RBS and regional educational agencies will coordinate communication of results and new approaches through participant networks and professional associations.

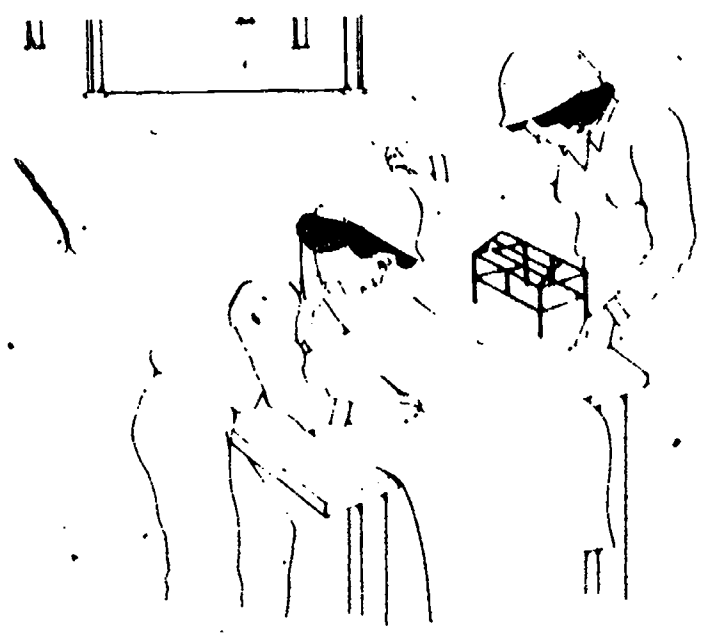
12. **It involves local and regional educational agencies in program diffusion.**

In the RBS approach, local and regional educational agencies participate in each implementation toward the development of their own capabilities to implement, stabilize, and extend the program, as well as to make adaptations consistent with local conditions. This involvement also helps to

develop commitment for continuing efforts to improve and extend the program. The participation of regional agencies is important if EBCE is to maximize the use of resources available throughout a region for individual school districts and students and if programs are to be responsive to obligations and interests of community participants extending across political boundaries. Regional agencies have, in many cases, been specifically organized to deal with such functions, and constitute a valuable resource.

## THE RBS PROGRAM







RBS CAREER EDUCATION consists of five components which provide local schools with sufficient information and support to implement, operate, adapt, and continue to develop the program:

1 - 3. Curriculum and procedural materials for students, teachers, and administrators for each of the three instructional components: CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER;

4. ADMINISTRATIVE GUIDES concerning the program's conceptual foundations, implementation planning, and evaluation procedures, and

5. SUPPORT SERVICES to assist local districts with staff training and development, special adaptation problems, evaluation processing, and keeping in contact with other EBCE efforts.

The introduction of CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER into the secondary school curriculum is the initial objective of the RBS program. The introduction of these three components is a means both of incorporating EBCE emphases within the curriculum and of developing the awareness and capabilities of school staff and community participants for further development efforts. These components involve staff with new roles and organizational patterns and provide means to identify and tap the potential of community resources for improving students' academic, personal, and vocational development. They also support five basic goals for students:

1. Understanding of, preparation for, and access to available career opportunities,

2. Academic growth in English and mathematics,

3. Increased accuracy and breadth of student perceptions of their environment and of themselves,

4. Increased abilities to plan, solve problems, make decisions, and take actions, independently and cooperatively, on their own behalf and for others, and

5. Enhanced motivation to learn, attitudes toward learning, and understanding of the values of academic and experiential learning.

## Career Development

The CAREER DEVELOPMENT component of RBS CAREER EDUCATION provides for the improvement of student career development through experiential learning activities throughout the community. The implementation of this component results in the establishment of a cooperative school-community relationship to identify and recruit resources for these activities, to develop specific instructional programs for students, and to supervise the operation and continuing development of these programs. The component requires that the school deal with a number of basic organizational adjustments inherent in EBCE such as scheduling, academic credit, transportation, and staffing for program supervision and community liaison.

The CAREER DEVELOPMENT component includes two types of instructional activities: EXPLORATION and SPECIALIZATION. The implementation of the component requires the identification and development of appropriate and accessible learning activities for both.

EXPLORATION is designed to promote career awareness and a general understanding of work environments and the economic system. EXPLORATION is a series of mini-courses held at community resource sites. Each mini-course is organized around related career areas (e.g., Health or Performing Arts). These courses include both group and individual activities for students. The scope of a particular series will be limited by the resources available in the community. The series as a whole provides for student awareness of as broad a range of available career opportunities as possible.

All students are required to take EXPLORATION courses. EXPLORATION is a continuing activity for students, scheduled periodically through at least the student's first year in the program.

The materials for the CAREER DEVELOPMENT component deal with procedures for identifying and recruiting community participants, developing the mini-courses, and in-servicing participants for program operations and continuing development. The materials also include examples of practices at the pilot site.

SPECIALIZATION is a program of independent study projects developed and organized by students, particularly to further their preparation for a specific career area. Using information about available community resources, the student and school staff draft preliminary outlines and identify people and facilities in the community with whom the student will work on the project. The student must then negotiate a specific learning contract for the project with the community participants. Projects may involve academic research or social service, as well as the development of specific career skills. Projects may vary in length from a few months to a full year.

All students are required to complete at least one Specialization. Students are also encouraged to develop projects which can satisfy both career development and academic development objectives.

The materials for the CAREER DEVELOPMENT component deal with the procedures for organizing information about community resources for SPECIALIZATION and the procedures for working with students and community participants to implement student projects. The materials also include descriptions of student projects at the pilot site.

EXPLORATION and SPECIALIZATION emphasize career awareness, student-community interaction, student responsibility, and the acquisition of general career skills. While the component focuses on career development objectives, EXPLORATION and SPECIALIZATION activities will often incorporate academic and interpersonal skills development as well.

In all cases, instruction and facilities for EXPLORATION and SPECIALIZATION are provided by community participants with the supervision of school staff. Since these activities are designed as student learning experiences, students are not paid for their participation. Students travel to resource sites within the community for EXPLORATION and SPECIALIZATION, and usually schedule at least six (6) hours per week of CAREER DEVELOPMENT throughout the year.

Each community is unique in terms of the resources available for use in EXPLORATION and SPECIALIZATION. The specific instructional activities for EXPLORATION and SPECIALIZATION must be developed for each participant. While the school staff is responsible for the instructional design of these activities, community participants have much to offer for this developmental task, particularly concerning the availability of resources, the constraints on their use, and the content appropriate for experiential learning and career development. This cooperative development process is an important means for establishing a responsive working relationship between the school and the community, as well as for training community participants for program operations and continuing development.

### Career Guidance

The CAREER GUIDANCE component of RBS CAREER EDUCATION provides for the improvement of student career development through a program of group guidance instruction. The implementation of this component results in the establishment of scheduled guidance groups working with a process skills curriculum: *CAREER CLARIFICATION: A PROBLEM-SOLVING APPROACH.*

The CAREER GUIDANCE component assists students in acquiring the knowledge and skills needed to assess and relate their experiences in and outside the

school to their own career development and to public issues. The guidance group is both an instructional setting in which to learn about and apply these skills and a forum in which students can share information about community learning experiences and can deal with problems in learning to use community resources effectively. The Career Clarification curriculum teaches students procedures for self-assessment, organizing information, planning, values clarification, and decision-making in the context of basic problems the students encounter in the program (e.g., designing and scheduling projects to acquire specific career skills), and in terms of social issues they will be learning about through their experiences in the community (e.g., adult perceptions of youth).

The Career Clarification curriculum has been designed primarily for students in their first year in the program, although group guidance can be a continuing activity. Students schedule group guidance for at least one (1) hour per week.

The materials for the CAREER GUIDANCE component include student and teacher editions of the Career Clarification curriculum, as well as of supplementary units to help students better relate skills learned in the guidance groups to selection and analysis of activities in the community. The materials also provide some suggestions for counselors on articulating CAREER GUIDANCE with individual counseling and with regular pupil personnel services in the school.

### The Academic Resource Center

The ACADEMIC RESOURCE CENTER (ARC) component of RBS CAREER EDUCATION provides for the improvement of student career development through a program of individualized instruction in English and mathematics emphasizing student self-direction and performance criteria. The Center uses an instructional management system that is based on performance objectives and available curriculum materials, and which is responsive to graduation requirements, student interests, scheduling needs, and teacher adaptation and extension to additional subject areas. The implementation of the ARC is also intended to initiate development by school staff of instructional activities for the Center which integrate experiential learning and/or career development and which provide support for student learning activities in the community.

Students take their English and mathematics courses at the Center. The Center program includes group and individual instruction inside the school and projects utilizing available community resources. All students are required to satisfy basic competency requirements in English and mathematics established by the Center staff during the implementation process. Students schedule about eight (8) hours per week in the ARC.

The materials for the ARC component describe the procedures for organizing and operating the Center, including ordering necessary equipment, staff training, and selecting available curricula. RBS has also developed individualized English and mathematics curricula which can be used to teach basic competencies in the ARC. These curricula include a number of model units which integrate career development content into the performance objectives sequence. These basic competency materials (*ILA COMMUNICATION SKILLS* and *ILA MATHEMATICS*) consist of teacher manuals, student workbooks, cassettes, and film strips.

### Administrative Guides

The ADMINISTRATIVE GUIDES for RBS CAREER EDUCATION assist local districts with the implementation of the program and the integration of experiential learning opportunities and career development into the school curriculum. There are three guides in addition to the one you are reading:

1. **RBS CAREER EDUCATION: CONCEPTUAL GUIDE**

   An examination of the educational and social issues underlying the program, including a discussion of the historical development of the Career Education movement and of the problems in developing programs which both improve student learning and are capable of real impact on educational practice.

2. **RBS CAREER EDUCATION: IMPLEMENTATION PLANNING GUIDE**

   A discussion of the policy and organizational decisions necessary to implement or adapt the program, including steps to organize school-community relationships, to orient staff, students, and the community to the program, to schedule staff training and student recruitment, to resolve basic logistical issues, and to organize for continuing development and for regular operations.

3. **RBS CAREER EDUCATION: EVALUATION GUIDE**

   Descriptions of designs, procedures, instruments, and analyses with which to evaluate the effectiveness of local implementation or adaptations of the program and to contribute to continuing national evaluation of EBCE, including the use of control groups, test administration, and instruments to measure participant opinions and student development of academic, career, and life skills.

**Support Services**

The SUPPORT SERVICES component of RBS CAREER EDUCATION consists of training and technical assistance available from RBS for local and regional educational agencies implementing the program or developing their own EBCE effort. The component provides five basic support services:

1. STAFF TRAINING – for teachers, administrators, and community participants in the operation of the program. At least ten (10) days of training will be required to support the implementation of RBS CAREER EDUCATION.

2. CONSULTANT SERVICES – advice or assistance in dealing with particular problems of program implementation or operations. About thirty (30) days of consultation may be required for each new site, particularly where adaptation and extension to additional schools and students are involved.

3. EVALUATION SERVICES – machine scoring, data analysis, and reporting services to assist with the local evaluation workload. Providing these services through a central source can help local districts reduce the cost of evaluation and enhance the overall evaluation effort.

4. STAFF DEVELOPMENT – workshops designed to improve the professional skills of participating teachers and administrators, particularly with respect to project management, program planning, and evaluation.

5. DEMONSTRATION NETWORK – conferences and communications among participating districts concerning evaluation findings, local adaptations, cooperative development projects, new EBCE approaches and materials, and necessary state and/or Federal action to support further extension of EBCE programs.

List of Program Materials

ADMINISTRATIVE GUIDES

- RBS CAREER EDUCATION
- CONCEPTUAL GUIDE
- IMPLEMENTATION PLANNING GUIDE
- EVALUATION GUIDE

CAREER DEVELOPMENT COMPONENT

- GENERAL INFORMATION HANDBOOK
- IDENTIFICATION AND RECRUITMENT OF COMMUNITY RESOURCES
- ORGANIZING INFORMATION ABOUT COMMUNITY RESOURCES: RESOURCE SITE ANALYSIS
- ORGANIZING COMMUNITY RESOURCES FOR CAREER EXPLORATION: CLUSTERING
- DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER EXPLORATION
- DEVELOPING INSTRUCTIONAL PROGRAMS FOR CAREER SPECIALIZATION
- TRAINING COMMUNITY RESOURCE SITE STAFF

CAREER GUIDANCE COMPONENT

- GENERAL INFORMATION HANDBOOK
- CAREER CLARIFICATION PROGRAM
- SUPPLEMENTARY UNITS (JOB ANALYSIS AND CAREER EXPLORATION SELECTION)

ACADEMIC RESOURCE CENTER COMPONENT

- BASIC INFORMATION SERIES
- IMPLEMENTING THE ARC: SUGGESTIONS TO THE ADMINISTRATOR
- IMPLEMENTING THE ARC: SUGGESTIONS FOR THE TEACHER
- HANDBOOK FOR AIDES
- THE ARC: QUESTIONS AND ANSWERS FOR THE STUDENT
- ILA COMMUNICATION SKILLS
- ILA MATHEMATICS SKILLS
- ILA MANUAL

## IT DOES MAKE A DIFFERENCE

RBS CAREER EDUCATION has been rigorously evaluated. Internal and external staff, as well as user and expert review groups, have been involved.* The evaluation has examined the effectiveness of the RBS program utilizing both experimental and control groups. The evaluation of the program is continuing to examine initial and multi year effects at the pilot site, including follow-up studies on program graduates. Additional evaluation of the effectiveness of the program will be conducted through the series of field tests to be sponsored by the National Institute of Education.

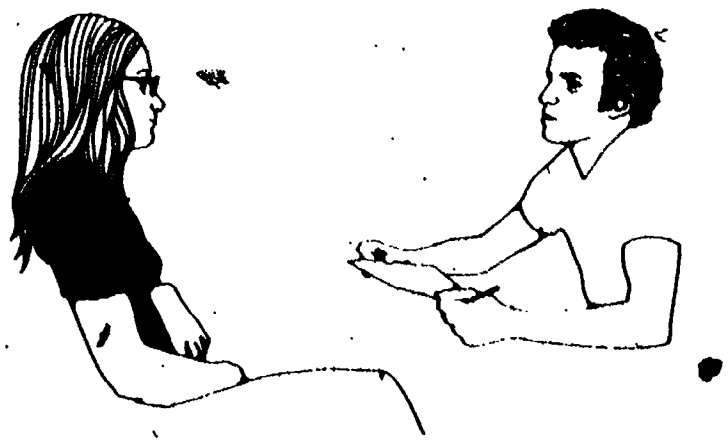
Evaluation efforts to date have focused on program effects on student career development, reading and mathematics skills, and attitudes toward school. Standardized and newly developed instruments have been used. Changes in student attitudes and knowledge about careers and in their career planning skills have been measured by the *Career Maturity Inventory* (CMI). Changes in student reading and mathematics skills have been measured by the *Comprehensive Tests of Basic Skills* (CTBS). Changes in student attitudes toward school have been measured by a newly developed instrument, the *Assessment of Student Attitudes Toward Learning Environments* (ASA).** Additional instruments will be used in the continuing evaluation efforts, particularly to expand the evaluation of effects on career development and self-concept.***

*See: K.M. Kershner and M.W. Blair, "Evaluation of the Research for Better Schools Career Education Program" (Philadelphia: Research for Better Schools, 1975) and "Summative Evaluation of the RBS Career Education Program" (Philadelphia: Research for Better Schools, 1975). See also: K. Goldhammer, *Extending Career Education Beyond the Schoolhouse Walls* (Columbus, Ohio: Center for Vocational and Technical Education, 1974); and National Association of Secondary School Principals, "EBCE: A Design for Career Education", in *Curriculum Report* (February 1975).

**See: M.W. Blair and K.M. Kershner, "Assessment of Student Attitudes Toward Learning Environments" (Philadelphia: Research for Better Schools, 1975).

***Instruments to be added include the Berger scale, *Acceptance of Self and Others*, the Holland *Self Directed Search*, and the *Assessment of Career Development*.

The evaluation has demonstrated significant student gains in career development, reading and mathematics skills, and attitudes toward school. Program student gains, as measured by the CMI, CTBS, and ASA, were, in all cases, superior to those of control group students. The differences between program and control group student gains were statistically significant on all three sub-scales of the CMI, one of the four sub-scales of the CTBS, and four of the five sub-scales of the ASA. Students and parents involved in the program have reported quite favorably on it on a number of internal and external opinion surveys. Graduates of the program have already reported that the program was very helpful in preparing them for their current activities in four- and two-year colleges, various jobs, and in the Armed Forces.



## SOME CONSIDERATIONS BEFORE ADOPTION

RBS CAREER EDUCATION is a demonstrated, effective program for high school students. The implementation of the program nevertheless requires adjustments in current school practice that are important considerations for deciding if and how the program can be implemented in a particular district or region.

Potential adopters will be concerned with four basic areas:

1. *Staffing*
2. *Costs*
3. *Scheduling*
4. *Program Administration*

In addition, districts interested in participating in the series of program field tests must also consider the special evaluation requirements involved in that effort.

While the experience of the pilot site with respect to these areas is a useful guide for potential implementers, that experience is limited and the findings not yet so hard and fast that they could not benefit from the creative approaches of people in new situations. Each district has special constraints and unique capabilities which affect its flexibility and interests. These local variations will, to a great extent, determine whether the program is implemented in an exact replication of the pilot site or adapted to accommodate new conditions, whether it will be an alternative for some students or a part of the secondary curriculum for all.

### Staffing

RBS CAREER EDUCATION introduces three instructional components into the school curriculum and establishes a series of relationships with individuals and agencies throughout the community to develop instructional activities for students. Staff is required to operate these instructional components and to manage the implementation and continuing development of the program.

The introduction of the three instructional components into the school program will affect student enrollments in other courses and should therefore permit some reassignment or release of staff to these components. While the skills required for the program are available in most schools, each district must determine the best way to organize its resources to implement the program. Where adjustments are not possible, additional staff must be hired. Community volunteers may be recruited to work with available school staff in some cases.

The Academic Resource Center is staffed by English and mathematics teachers with an interest in and an understanding of individualized instruction, curriculum

development, and, where necessary, remediation of learning disabilities. One of the teachers should be appointed to administer the Center, and inter-departmental program development groups should be established to work with Center staff on the extension of the Center concept to additional subject areas and on the development of new materials for the Center which integrate career development and experiential learning opportunities with these new subject areas. ARC aides provide clerical support necessary to free teachers for instruction. Many schools already have para-professional or volunteer clerical help of this kind. If not, the school will either have to hire them or find volunteers. There should be one ARC teacher for each subject area for every 120 students, and one aide for every 150 students scheduled into the Center.

In the pilot program, the CAREER DEVELOPMENT and CAREER GUIDANCE components were staffed by a team with backgrounds in guidance, social education, curriculum development, and community relations. Since most schools are not likely to have sufficient specialists with available time to operate these components separately, a team approach is recommended to make more efficient use of available staff. Social studies teachers and vocational program coordinators (e.g., cooperative education or work/study) are likely members of this team (Social studies enrollment is likely to be affected by these components). Districts should also consider using combinations of building and district personnel, including staff from several schools, in the organization and development of community participant programs, particularly where there is interest in future extension of the program from an initial site to additional students and schools in the district. Community volunteers (including public service internships or partnerships with local businesses or unions) might also be recruited to help organize and develop the program for these components.

The number of staff members required to implement and operate the program is primarily dependent on the number of students involved in the program. Local adaptations and the complexities of recruiting and organizing community participants will also affect staff needs. Implementation and first-year operations will usually require more staff time per student to deal with organizational issues involved in stabilizing the program. For example, the pilot site staff decreased from 19 to 14 when the program was stabilized even though the number of students increased.

At the pilot site, the following staffing pattern was used to implement the program for 275 students:

*Program Administrator (1)* responsible for the management of the implementation; relations with the host school, with parents, and with students,

and leadership for continuing development activities.

*Secretaries (2)* responsible for phones and correspondence, typing and copying materials, and keeping administrative files in order.

*ARC Teachers (5)* responsible for instruction in the Academic Resource Center.

*ARC Aides (2)* responsible for providing clerical support for the ARC teachers, maintaining student files, scoring student workbooks, and organizing materials and equipment for student and teacher use.

*Counselors/Resource Coordinators (10)* responsible for conducting guidance groups, developing career development activities, and training community participants.

The current operational staff (1975-1976) at the pilot site includes *five ARC teachers, two ARC aides,* and *eight counselors/resource coordinators* for 300 students.

In new sites, management of program implementation and supervision of program operations will be the responsibility of the building principal (or a vice-principal) with the cooperation of the central office in organizing relationships with the community and in evaluating program effectiveness. Secretarial and printing services within the district should be able to absorb the work involved in implementing and operating the program.

Costs

RBS CAREER EDUCATION costs money and time, both for the schools and for the community participants. The implementation of the program requires time for orientation, planning, organization, development, and training. Program operations involve costs for staff, student and staff travel to and from community resource sites, instructional materials and equipment, and communications.

At the pilot site, the program was implemented for 275 students at a cost of about $1,500 per student. The cost of continuing operations at the pilot site (for 300 students) is about $1,000 per student. These costs are, of course, related to local conditions, including teacher salary scales, the availability of public transportation, and the proximity of community resource sites. The major cost factors at the pilot site are staff salaries (about 73% of the budget), instructional materials and equipment (about 6% of the budget), and transportation (3%).

The cost factors inherent in the program can be accommodated by reallocation of existing resources and by program adaptations to keep costs down. Since the schools are responsible for operational costs of the program, even as participants in field tests, their ability to deal with cost issues is a basic test of the program's suitability for the school district. RBS believes districts should not sidestep cost allocation by relying solely on supplemental grants. Supplemental grants are useful and intended to defray the costs of implementation, but reliance on such grants for operational costs, such as staff, only delays resolution of reallocation issues and, thereby, program stabilization. The success of the program depends on the establishment of local commitment to the program, including funding support. The commitment of personnel, time, and facilities, which the schools will expect the community to offer on behalf of public education, must be matched by the schools' flexibility in applying existing resources in support of the program.

The costs for staff and transportation will vary from site to site and may, in some cases, require new funds. An initial outlay of about $60 per student will be required for materials and equipment, although this cost can be reduced if available materials and equipment are appropriate for use in the ARC. About $75 per student will be required annually for replacement materials and equipment. Program component materials and services are provided at no charge to field-test participants. These materials and services are also available to non-participants at cost.*

*The RBS CAREER EDUCATION implementation and training materials library costs $60.00.
ILA COMMUNICATION SKILLS (with instructor's manual) costs $1350.00 per 50-student module.
ILA MATHEMATICS SKILLS (with instructor's manual) costs $2900.00 per 50-student module.
Consultant, training, and staff development services cost $250 per day plus expenses. Evaluation services costs vary with the design being implemented.

## Scheduling

The three instructional components of RBS CAREER EDUCATION will have an impact on scheduling and on student enrollment in other courses (particularly in English, mathematics, and social studies). The pilot site has used a number of different approaches to scheduling, including the university model. The pilot site schedule below, however, is representative of student programs in current operations:

PILOT SITE SCHEDULE

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 1 | ARC English | ARC English | Exploration | ARC English | ARC English |
| 2 | ARC Math | ARC Math | | ARC Math | ARC Math |
| 3 | Biology | Biology | | Biology | Biology |
| 4 | Spanish Lab | Spanish Lab | | Spanis Lab | Spanish Lab |
| 5 | Gym | Gym | | Gym | *Specialization*<br>Law and Justice in American Society<br>*Participating Agencies*<br>Legal Aid<br>DA's Office |
| 6 | Bio Lab | Guidance | Exploration | Bio Lab | |

At the pilot site, the ARC provides students' required English and mathematics courses, although students can also schedule English and mathematics electives offered outside the program. Exploration fulfills students' social studies requirements (for at least one year). Specializations are scheduled as electives and credit awarded in the area of emphasis of the student's project (in this above schedule, social studies; in others, Industrial Arts, biology, etc.)

Exploration and Specialization involve special scheduling problems for both the schools and the community participants. Roster-makers must contend not only with the usual questions of course and space availability, but also with the time required for student travel to and from sites, with constraints on community participation, and with responsiveness to student interests.

At the pilot site, Exploration met for a full day once each week for twelve weeks. Students would schedule Exploration for the same full day (Monday through

Friday) throughout the year, periodically changing the specific course in which they were enrolled. This approach provides the student with a constant school schedule and a minimum of travel and requires only one day of community participants' time each week.

Specialization requires some flexibility in program scheduling in order to be responsive to student interests and to the availability of community resources. While Specializations had to be scheduled in some cases at the pilot sites in place of Exploration, the Friday afternoon slot was often free on student schedules.

One alternative to the pilot site's approach to scheduling Exploration and Specialization is represented by the more traditional schedule below:

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 1 | ARC English | ARC English | ARC English | ARC English | ARC English |
| 2 | ARC Math | ARC Math | ARC Math | ARC Math | ARC Math |
| 3 | Biology | Biology | Biology | Biology | Biology |
| 4 | Spanish | Spanish | Spanish | Spanish | Spanish |
| 5 | Gym | Gym | Bio Lab | Gym | Guidance |
| 6 + | Exploration | Exploration | Exploration | Specialization | Specialization |

Where schools have a developed program of individual project activities within regular course offerings, Specializations can also be scheduled as part of these courses with the cooperation of school staff and community participants.

**Program Administration**

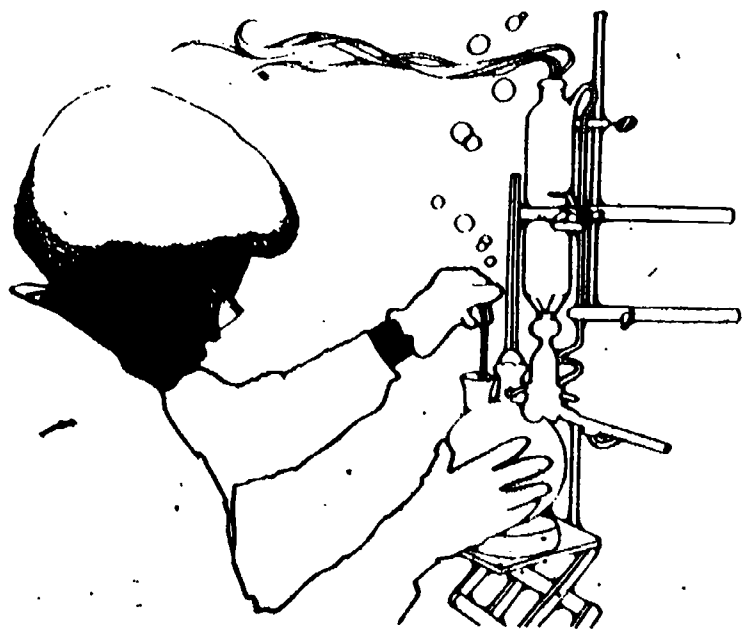
The implementation of RBS CAREER EDUCATION involves the establishment of a more public profile for the schools and for the administration. Students and staff will be more visible throughout the community, and administration will be engaged in the process of developing the capabilities of the schools and the community for the education of students.

RBS CAREER EDUCATION is an initiation of a process of continuing, cooperative development by the school and the community. The program emphasizes local initiative and creativity in the development of program activities, in the articulation of these activities with existing programs, and in the determination of local approaches to the reorganization of the school curriculum. The administration must, therefore, be committed to both the short-term implementation and

organization of the program and the long-term expansion of it.

The program invites and requires community participation in program planning, organization, development, and expansion. The incentives for community participation include public service, public relations, personal interests, and private expectations of an improved workforce, lower retraining costs, and more fulfilled employees. Realizing the potential of community resources (including the school), nevertheless, will not come free. It will require continuing investment to develop and sustain, investment of personal leadership, time, and support. It will involve the schools with many competing interests. The responsiveness of the schools to participants' concerns, needs, and limitations will constantly be tested. The commitment of administration, in time, energy, and funds, to this responsiveness will, to a large extent, determine the program's eventual impact and future.

> Career education will not be accepted blindly and without some conflict. . . . A vast commitment to professional and public renewal in education will have to be made on the federal, state, and local levels, involving numerous public and private agencies as well as the public schools, research and development agencies, and the colleges and universities. . . . Some long accepted educational values must be examined. . . . Efforts must be made to obtain broad involvement in decision-making affecting both total systems and individual attendance centers. . . . Can it be done? An affirmative answer depends upon an assessment of how effective both governmental and educational leadership will be. The intensity of current educational and social problems calls for a similar intensity of leadership on all levels of affairs. Only with the emergence of the rudimentary concepts of career education have the American public and the educational profession been confronted with what appears to be a new and viable educational paradigm. Career education is not just more of the same! Not more variations upon the same irrelevant theme! . . . The challenge calls for the concerted effort of all those interested in the perpetuation of an educational system which can build a stronger democratic society. It cannot be evaded.*

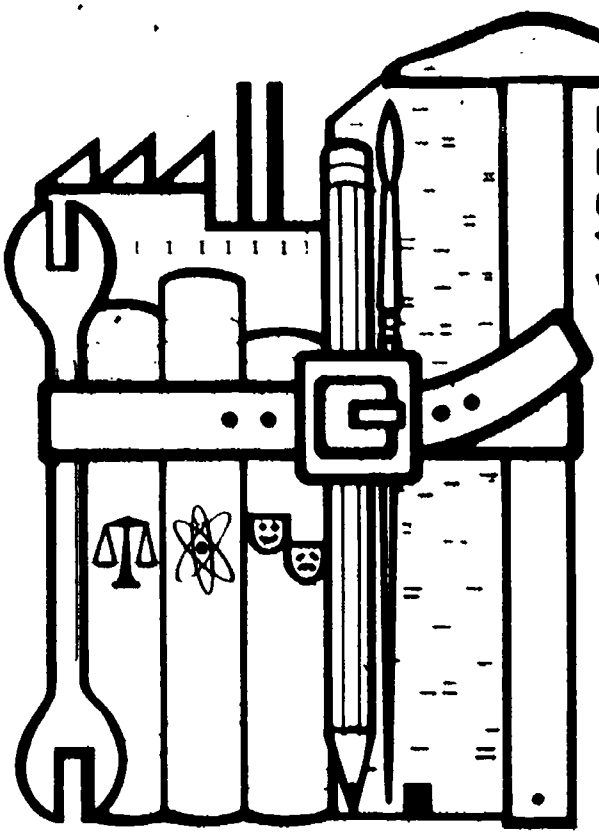


*Goldhammer and Taylor, *op. cit.*, pp. 295-296.

## EDUCATION IS GOING TO WORK

> I have asked the Secretaries of Commerce, Labor, and HEW to report to me new ways to bring the world-of-work and institutions of education closer together . . . the time has come for a fusion of the realities of a work-a-day life with the teaching of academic institutions.
>
> . . . President Gerald R. Ford
> Ohio State University
> August 30, 1974

RBS CAREER EDUCATION is a major step toward a fusion not only of the realities of life in the community and the process of education, but also of the potential of the diverse resources throughout the community for the personal, academic, and vocational development of youth. The program emphasizes the importance of preparing all students for those activities of adult life which provide satisfaction for the individual and benefits for the community as a whole. It will not resolve all of the ills of secondary education. But, by bringing students, the schools, and the community closer together in the development and operation of new educational programs, EDUCATION IS GOING TO WORK.




# RBS Career Education

## EVALUATION PLANNING MANUAL

RESEARCH FOR BETTER SCHOOLS, INC. (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. The EVALUATION PLANNING MANUAL is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Michaelita B. Quinn, Director) for a pilot project in experience-based career education (EBCE). Additional materials in the evaluation series include:

INSTRUMENT SERVICE GUIDE

ANALYSIS SERVICE GUIDE

PROGRAM MONITORING MANUAL

RBS CAREER EDUCATION: EVALUATION PLANNING MANUAL was prepared by Keith M. Kershner.

# CONTENTS

## INTRODUCTION

Evaluation has been a continuing component in the development of RBS Career Education. The evaluation findings have provided a useful source of information in refining the program as well as offering evidence of program effectiveness to participants, sponsors, potential adopters and other members of the educational community.

Since RBS Career Education has become available for adoption by public school districts, a series of materials and services has been prepared to assist adopters in planning, implementing and evaluating the program. This series includes:

| Materials | Services |
|---|---|
| *Evaluation Planning Manual* | Evaluation Technical Assistance |
| *Instrument Service Guide* | Instrument and Scoring Service |
| *Analysis Service Guide* | Analysis Service |
| *Program Monitoring Manual* | Evaluation Technical Assistance |

The materials are intended to assist in evaluation planning and design, while the services make available Research for Better Schools' evaluation systems and expertise to support implementation. These materials and services are described more completely in the *RBS Evaluation Package Overview* and can be obtained from Research for Better Schools.

This *RBS Evaluation Planning Manual*, one element in the series, focuses on procedures and issues central to planning the evaluation of an educational program. Evaluation planning is discussed in a framework of major sequential steps. After a statement on the need for evaluation, the intended scope is developed by addressing planning activities in program definition and evaluation questions. Evaluation methodology then is reviewed in terms of hypotheses, subject groups, instruments, data systems and analyses. Concluding sections treat planning concerns in evaluation reporting and cost projection.

The manual has been designed to provide guidance in planning educational program evaluation. It has been developed in the career education context, but the evaluation concerns addressed are common to other programs as well. Assumptions about local conditions have been avoided in the interest of providing broad coverage

of generic topics. Applying planning suggestions to any specific program requires consideration of these local conditions. Research for Better Schools can provide evaluation technical assistance to aid in the formulation of individual designs.

2

## NEED FOR EVALUATION

As it has been developed for RBS Career Education, evaluation functions to meet several major information needs, which are categorized as student diagnosis, program planning and demonstration of program effects. The content of each of these categories and the relevance of the evaluation materials to them will be described briefly.

Since RBS Career Education emphasizes the individual treatment of students, it is important to have detailed and accurate information about each student in the program. Such information can be an aid in placing students, planning their experiences and providing personal guidance. A major criterion for selecting the instruments recommended in the evaluation package (see *RBS Instrument Service Guide*) was their ability to yield useful individual data. For instance, the *Self-Directed Search* includes occupations considered, self-estimates of interests and competencies and prescriptive summaries. The *Student Attitude Survey* capsulizes student attitude toward school, work, self and others. The *Comprehensive Tests of Basic Skills* reflect functional levels in reading, mathematics, language and study skills. The *Student Demographic Data Questionnaire* gives basic information on student background variables. These instruments or others which may be selected provide the information for assembling a student profile that becomes a part of each student's record and may be used to chart his or her course. It will indicate interests, strengths, weaknesses and perceptions which are helpful in designing experiences for individuals.

The same data gathered for individual students may serve a program planning function when summarized for all students in the program. At this level, student career interests, for example, help to determine the range of career experiences which should be provided. Group needs in basic skills suggest the nature and extent of academic content and materials which would be appropriate. Affective needs also can be identified, and program elements can be focused to meet them.

Surveys of participant opinions likewise are relevant to program planning. They measure the perceptions of students, parents and community participants regarding the program and are intended to gather opinions about its various aspects and the success of its implementation. Their design allows adaptation to each site's needs and interests. Information gathered in this way is helpful in assessing program conduct from the viewpoint of the people involved, and the results often have planning implications.

Finally, the effects of the program on students may be investigated by administering instruments in a research paradigm and analyzing student development. These procedures yield information about student progress on the selected measures during their program experiences. Changes observed among project participants then may be compared with changes over the same time period among similar students who have not been engaged in the program. These comparative analyses make it possible to draw inferences of relative program impact on student development. Student effects are tested by using statistical analyses in a hypothesis framework representing the desired effects of the program.

Similar kinds of student data thus can be used in several ways if proper evaluation planning is accomplished while program implementation is being designed. Needs in student diagnosis, program planning and monitoring and the demonstration of student effects can be identified through an evaluation component. In this way evaluation activities can serve program operations, development, administration and research.

Once the importance of program evaluation has been endorsed, the next step is to plan an evaluation component which will be effective in meeting the needs. The following sections of this manual address the major steps in the evaluation process from a design perspective. Issues central to planning the evaluation are discussed, and important decision points are indicated. Detailed implementation concerns and problems have not been included because their dependency on individual conditions prevents comprehensive and concise treatment here.

## PROGRAM DEFINITION

The first step in evaluation planning is preparing an accurate description of the program which is to be evaluated. Three levels or types of description are necessary for evaluation purposes: a program overview, objectives of the program and operational strategies.

The program overview describes the components which have been planned for implementation, how they are organized and who is to participate. It serves as a broad definition of the scope of the program and the context within which the evaluation is to be conducted.

Program objectives are statements of what the program intends to accomplish. They may be a combination of process objectives and product objectives. Process objectives relate to the completeness or adequacy of implementation, while product objectives are concerned with the outcomes or effects of the program. An example of a process objective would be, "to provide three career exploration experiences for each enrolled student." A product objective might be, "to increase the career maturity of participating students." It is important to develop a list of all objectives which the program is intended to meet and to define them as specifically as possible. Sometimes it is necessary to have some objectives that are more abstract than others, but it should be understood that they will be more difficult to evaluate. The statement of objectives, then, defines the intent of the program in precise terms and establishes expectations of how the program will perform.

Once the objectives have been identified, they can be grouped and assigned priorities. Grouping should be done by objective type: process or product, cognitive or affective, short-term or long-term, etc. The grouping can be done in any manner which results in an understandable framework of objectives that represent the interest areas of program associates and sponsors. Relative priorities then should be assigned to guide the allocation of evaluation resources. Although the evaluation must be addressed to all objectives, some among them may merit differential attention depending on their relative importance to the program, the probability of obtaining conclusive results, the potential decision-making value of findings or other factors. Establishing priorities among objectives is helpful in clarifying any existing hierarchies of objectives and suggesting relative emphases in the evaluation design.

Operational strategies link objectives to those program elements which are designed to accomplish them. Each objective should be described in terms of the operational procedures designed to attain it. Such descriptions serve to assure that

stated objectives actually are associated with specifiable project activities. Objectives which cannot be tied to at least one activity signal a problem which requires a redesign of either the program content or the objectives involved.

The completion of these three descriptive tasks results in a definition of the program in terms of its scope, intent and programmatic process. This combined definition becomes the basis of the evaluation effort in that it circumscribes that which is to be evaluated and also establishes expectations and accountabilities for the program. Defining the program is a process that should include planners, implementers and evaluators. All project personnel should acknowledge and support the resultant statements of definition to ensure that everyone proceeds on a common basis.

## EVALUATION QUESTIONS

If the evaluation effort is to meet the needs of implementers, planners and sponsors, it must focus on specific questions which are significant to the program. The process of defining the program yields objectives which are necessary in formulating evaluation questions, but the objectives themselves do not constitute such questions. Program objectives are statements of intended educational outcomes, and the evaluation process requires translating these objectives into hypothesized effects which can be empirically tested. The formulation of evaluation questions facilitates this translation process.

Stating objectives is primarily the domain of program implementers and planners because they know the intentions of the program best. The statement of hypotheses is the realm of evaluators, who know the scientific and technical issues best. Formulation of evaluation questions is the middle ground where all program associates participate equally in exploring the implications of objectives and establishing the bases for developing hypotheses. This intermediate step is a helpful process for assuring that the evaluation design fairly and completely represents program intentions. It also promotes interaction among all staff in laying the foundation for evaluation of the program.

Evaluation questions are derived from the group of program objectives through exploration of their content and implications. This exploration process should include program implementers, planners, sponsors and evaluators, who should aim at specifying observable consequences associated with the objectives and reasonable standards of success. Such specification permits the formulation of evaluation questions.

The development of evaluation questions may be illustrated by using the sample objective, "to increase the career maturity of participating students." Examination of the intent behind this objective might yield "career planning skills" and "confidence in making a career choice" as the appropriate variables represented by the objective. Further, it might be decided that the standard for judging success should be demonstrable progress of students during their participation in the program. In this case appropriate evaluation questions would be: "Do students increase their confidence in making a career choice?" For both questions the demonstrated progress of students during their participation in the program would be the standard for judging whether the objective has been met.

This procedure should be followed for all program objectives. Each objective will result in at least one evaluation question, and many objectives, upon exploration, will require more than one evaluation question to represent adequately their intent. The process of developing these evaluation questions ensures that the implications of program objectives have been examined, that the program intentions are reflected reasonably in the evaluation and that the groundwork for representative hypotheses is completed.

8

## STATEMENT OF HYPOTHESES

The collection of evaluation questions displays the desired scope of the evaluation component. The next set of tasks is concerned with establishing the means whereby these questions can be answered reliably and validly. Although ways will be found to address most questions adequately, it may be anticipated that some questions will have to be eliminated on technical or cost grounds. The priorities established earlier will help in making these decisions.

Hypotheses are propositions or assumptions constructed to draw out and test the logical or empirical consequences of the announced objectives as they represent the program "theory." Formulating hypotheses involves the refinement of evaluation questions into testable propositions, which necessitates establishing a standard of success for each question. For example, an evaluation question might be: "Do students gain career planning skills through participation in the program?" The most basic hypothesis in this case would be: "Students will score higher at the end of the program year than at the beginning on the XYZ test of career planning skills." The standard is higher performance on a relevant measure over a year of exposure to the program. The meaning of "higher" may be defined further as some standard unit score gain or gains of any magnitude which are statistically reliable.

This form of hypothesis allows for determining changes which occur during the intervals between tests, but it does not permit conclusions about whether the program was responsible for the changes. Other factors such as maturation, peer group interactions, media exposure and other events may have had some effect during the same time period. The typical method of taking these non-program influences into account is to compare the growth of program students with the progress of similar non-program student groups on the same measures. If this option is elected, hypotheses then become comparative statements. The sample hypothesis used above would become: "After exposure to the program, students in the program will score higher than comparison students not in the program on the XYZ test of career planning skills." The term "higher" again should be defined in terms of statistical standards.

This process of refinement must be carried out for each evaluation question. It will be found that some questions will be more amenable than others to restatement as hypotheses. Comparative hypotheses, such as the career planning example, lead to the most definitive tests of results and should be used wherever possible. Many intended program effects such as improved self-concept, reading skills, vocational

attitudes and others may be cast legitimately in a comparative form.

Some evaluation questions will not fit into a comparative hypothesis paradigm because they relate only to program participants. Such questions are not appropriate for non-program comparison groups. Examples would be: "Are student interests met by the program?" "Does the business community support the program?" In such cases comparative hypotheses are not possible, and standards of success must be established entirely within the program reference. Sample hypotheses might be: "Expressed student interests are matched by program activities at least 80 per cent of the time." "Participating businesses and agencies recommend involvement to others in at least 80 per cent of the cases."

Testing both comparative hypotheses and within-program hypotheses requires acceptable subject groups, instrumentation and statistical procedures as discussed below.

## SUBJECT GROUPS

After hypotheses have been formulated, it is necessary to select subject groups that can provide the data needed to test them. Evaluation is possible without comparison groups, but the usefulness of such results generally does not justify the expense of generating them. For the purpose of this manual, it will be assumed that comparative hypotheses are to be included. Two kinds of comparison group designs are discussed: true experimental and quasi-experimental.

The true experimental design requires that subjects be randomly assigned to the experimental and comparison groups. The experimental subjects participate in the program, while the comparison group members are engaged in other activities which are distinct from the experimental program. In most educational evaluations the comparison groups are enrolled in a traditional curriculum or another competing program.

Randomly assigning subjects to the experimental and comparison groups eliminates the problem of selection bias, which typically confounds other designs. Since each subject has an equal chance of being assigned to either group, the likelihood of obtaining groups imbalanced on any characteristic is minimized. This method presents the best conditions for conclusively testing hypotheses because observed group differences in measured outcomes more likely will be due to program differences rather than possible differences in the groups themselves.

Random assignment usually is possible where the number of program applicants exceeds the number that can be admitted. In these cases random assignment is actually the fairest way of determining who should be enrolled in the experimental program. Each applicant has an equal chance.

It should be understood that randomization precludes the possibility of selecting subjects on any special criteria unless such subjects are to be excluded from the program evaluation. A random assignment plan restricts the influence of staff on the composition of subject groups so that energies are directed toward ensuring that the applicant pool contains the desired target population mix. As desirable as random assignment is for evaluation purposes, it may be objectionable to those who seek to have certain individuals or groups in the experimental program and could become an issue at the administrative level. There is no sure solution to conflicts of this type; competing interests must be weighed.

The quasi-experimental design utilizes comparison groups which are not random in their composition but which can be justified as providing legitimate

comparative data. Such an approach may be necessary either as a substitute for or supplement to a true experimental design. Substitution may be required where the applicant pool is not large enough to form both experimental and comparison groups or where administrative considerations preclude randomization. Supplementation may be recommended where hypotheses call for comparisons with identifiable groups which cannot be constituted randomly from the applicant pool. Examples of such groups would be typical high school students, work-study students and school dropouts.

Whether quasi-experimental groups provide the only comparisons or supplementary comparative data, the groups must be selected with great care to meet the needs of hypothesis testing. Criteria used in selecting the experimental groups must be documented so that any resultant special characteristics can be identified. Comparison groups not differing markedly from the experimental groups, but still permitting the desired comparisons, should be sought. Demographic, cognitive and affective characteristics of all groups should be determined to the degree of completeness possible. The potential effects of initial experimental-comparison group differences on the outcomes to be measured should be estimated to provide a background for interpreting the final results.



It must be recognized that the quasi-experimental design allows less confidence in conclusions than the true experimental design since the quasi-experimental groups are more likely to be different at the outset and these differences may be suspected of affecting the evaluation results. Statistical procedures can compensate to a degree, but the design is inherently weaker. Serious consideration should be given to the advantages and disadvantages of the various subject group designs before a selection is made, and administrative, as well as evaluative, consequences should be examined carefully. Once groups have been constituted, changes will not be possible within an experimental year, and they are often difficult between years.

Students are the principal subjects in most educational programs, and the establishment of student groups automatically creates parent groups. Other subject groups in the evaluation may consist of community resources, instructors, potential adopters and others. The specific array of groups necessary is defined by the range of hypotheses to be tested. Success in establishing appropriate subject groups determines the ability to test hypotheses.

## INSTRUMENTS

Hypotheses determine what is to be evaluated; subject groups determine the samples with which hypotheses will be tested. The next step is to select instruments which reasonably can be expected to measure the hypothesized program effects. For each hypothesis at least one measure must be selected to represent the intended outcome. Such measures may range from performance on a standardized test to opinions about aspects of the program. Indirect measures such as attendance, assignments completed and frequency of resource use also may be appropriate as criteria for evaluating effects.

A series of instruments, along with scoring and interpretation packages, is available for use with RBS Career Education. These instruments are relevant to the measurement of career skills, life skills, basic skills and participant opinions. Depending on the scope of hypotheses, selection from among these instruments may suffice or additional measures may be needed. The instrumentation materials are described in detail in the *RBS Instrument Service Guide*.

Just as the selection of instrument content must be keyed to project objectives and hypotheses, the schedule of administration must be timed to permit the desired analyses. Some hypotheses may require data gathered at one time only, as with standards of participant opinion, which generally call for survey measurement at some point after participants have had sufficient experience with the program. Hypotheses dealing with growth require measurements from at least two points in time in order to assess change. This approach utilizes a pretest-posttest or repeated measures schedule. It is important to allow enough time between the test administrations so that the desired growth reasonably can be expected to occur.

Hypotheses dealing with comparison groups require a simultaneous test administration after all groups have participated in their respective programs for the specified period of time. This is a posttest-only schedule. If the groups are quasi-experimental, then all groups also must be pretested before the program begins so that initial differences can be taken into consideration. If the groups are true experimental, it still is desirable to pretest in order to enhance precision and minimize the weakening effects of dropouts during the program.

Thus, instrument content must match program objectives. And, in designing the schedule of instrument administration, it is important to provide for the timely collection of data required to test the stated hypotheses.

## DATA SYSTEMS

The creation of a data system capable of accommodating all collected information is an important support task in the evaluation process. The absence of a systematic approach to data storage and maintenance greatly increases the occurrence of lost, irretrievable or unusable information. As soon as the evaluation design has been finalized, construction of data systems can be undertaken. The hypotheses, subject groups and instruments all serve to define the parameters of the system which will meet the needs.

The first task is to establish an identification system for members of subject groups. It usually is preferable to employ a numerical system to minimize the recognizability of individuals, except by designated persons who have the translation lists. Subject numbers can be constructed to include group identification, time of program entry or any other variable which might be helpful in file categorization. Whatever the numbering procedure selected, it is important to allow room for group members who may be added in the future and to assure that each subject will have a unique number.

The construction of a numbering framework establishes one dimension of the data system; it identifies the range of individuals across subject groups. The other major dimension is the specification of information to be collected within each subject group. Such data consist of the results obtained from all of the instruments administered to each group and may be in the form of individual item scores, subscale scores, total scores or any combination.

A basic information file might be diagrammed as follows in Figure 1. The first column lists the range of members in each group. The other columns list information and scores obtained for each individual. Most systems will be more complicated than this example because they will include more variables and multiple administrations of instruments, but the diagram may serve as a model which can be expanded.

The codes and formats for storing the data should be selected according to the information needs defined by the evaluation plan. The data system should be designed to facilitate the anticipated analyses by keeping the form and location of all data clear and retrievable for evaluative use.

After the data system has been outlined, the choice of implementing it as a manual or automated system can be made. This decision depends upon both the size of the data files and the complexity of planned analyses. Usually some degree of machine processing capability is desirable, which requires individual file formats

| SUBJECT GROUPS | INFORMATION | | | | |
|---|---|---|---|---|---|
| EXPERIMENTAL STUDENTS | SEX | AGE | TEST X | TEST Y | TEST Z |
| 101<br>102<br>103<br>↓<br>199 | | | | | |
| CONTROL STUDENTS | SEX | AGE | TEST X | TEST Y | TEST Z |
| 201<br>202<br>203<br>↓<br>299 | | | | | |
| COMMUNITY RESOURCES | SIZE | TYPE | OPINION SURVEY | | |
| 301<br>302<br>303<br>↓<br>399 | | | | | |
| PARENTS | OCC. | AGE | OPINION SURVEY | | |
| 401<br>402 | | | | | |

FIGURE 1

designed for use with a computer card processing system or other automated procedures.

Designing and implementing the data system is a task requiring technical expertise and experience with the problems which typically are encountered. It should be done with great care and informed advice. Like the other elements in the evaluation process, the quality of the data system directly affects the clarity and usefulness of the evaluation results.

## ANALYSES

The definition of hypotheses, subject groups and instruments is needed in the design of an analysis plan. Analyses should be selected to describe the results clearly, to test hypotheses statistically with the most rigor possible and to facilitate unambiguous interpretation of the evaluation outcomes. Hypotheses determine what effects are to be tested. Subject groups constitute the experimental samples among whom effects are hypothesized. Instruments provide measures of the criteria selected to represent the hypothesized effects, and analyses are the statistical techniques which support or deny the existence of effects within the hypothesis framework.

Planning specific analyses depends greatly on the decisions made in previous design stages, but some general guidelines can be suggested. More specific information on analyses is presented in the *RBS Analysis Service Guide*.

The first level of analysis should be descriptive. Appropriate distributional statistics should be displayed for each subject group on all available measures. These data serve to depict group characteristics and suggest between-group differences which may need to be considered.



The next level of analysis is intended to uncover any differences between initially selected groups and the groups available for final analysis. Since the groups were chosen to represent specific target populations, it is necessary to know how they changed in composition over the course of the year. Initial groups will be decreased in size both by attrition from the program and testing absence. It is important to estimate the effects of such reductions in the samples by statistically comparing the subjects remaining for final analysis with those who have been eliminated. These comparisons should include any subject characteristics for which pretest information is available. The results will allow an estimate of the representativeness of posttest data in terms of the initially drawn samples and may suggest subsidiary analyses in the hypothesis testing. Absence of such estimates constitutes a weakness in interpreting results whenever group attrition is substantial.

When an estimation of the representativeness of available data has been provided through procedures such as those just outlined, the final level of analysis may be designed: the testing of hypotheses. Where a criterion or standard of success has been established for a subject group, the group performance mean, or other representative statistic, may be compared directly with the designated standard. If development within groups has been hypothesized, then statistical tests comparing

the pretest and posttest performance levels may be conducted. For hypothesized between-group differences, analyses comparing the performance of the various groups should be carried out. Selection of specific statistical techniques depends upon the nature of the data and the questions posed.

This general flow of analytic procedures provides descriptive information, assessment of data representativeness and testing of the stated hypotheses. The specific elements of the analysis plan should be designed well before the analyses are conducted. This timing is important because the analysis design serves as input for implementing the necessary data systems, and also because unanticipated or unannounced analyses may be viewed as searching for desirable results.

## REPORTING PROCEDURES

All of the steps in this evaluation process contribute to the production of evaluation findings. These findings are communicated in reports which should be geared to the audiences that will receive them. Three major audiences can be identified: 1) participants in the program, 2) sponsors of the program or potential sponsors of similar programs and 3) external education and research groups. For each group the pertinent questions and when they need to be answered must be specified so that a schedule of reporting can be designed.

Participants in the program require the most detailed and frequent evaluation reporting. For example, staff will be able to use individual student results in guiding students through the program. Members of any subject group will be interested in overall results for their group. Students will want to know how they scored on achievement tests. Program leaders will want to be alerted to apparent problems. Each of these possible reporting categories requires a timely internal feedback system. Reporting in this sense is an ongoing communication activity, often without much formal interpretation. It serves an important function in supporting the operation and development of the program, but it also necessitates a field test of the data collection, storing and manipulation procedures. Testing these procedures at an early point can be helpful in avoiding problems later.

Sponsors and potential sponsors usually require a different level of information and reporting. They are interested in summary data on progress and outcomes as well as interpretations of the meaning of results. Typically this information calls for a mid-year and year-end report in which the evaluation process is described, results outlined clearly and concisely and outcomes interpreted in terms of program success and recommended future direction. Such reports also will be of interest to the program participants.

Often it is valuable to prepare reports for external groups. Portraying the program at a general level would be useful at regional, state or national educational forums. Groups implementing similar programs may be given assistance through reports on problems encountered and solutions found. Research and evaluation audiences might be interested in reports on technical issues and research significance. Such reporting must be designed to meet the needs of the particular audience.

Reporting is the final stage of the evaluation process. In many senses the report is the culmination of that process since all of the preceding stages combine to generate it. Reporting is the evaluation product. As such, it should be planned carefully to utilize available data to their fullest.

## RESOURCES REQUIRED FOR EVALUATION

This manual has presented an outline of the evaluation planning activities which are recommended for experimental or demonstrational programs. A final topic concerns the resources necessary for designing and conducting a worthwhile evaluation. Needed resources vary with the scope of the program objectives, numbers and sizes of subject groups and the complexity of analyses planned. For this reason projections must be fairly general, with substantial room for adjustment to meet local needs.

Although the preceding sections of this manual have dealt primarily with evaluation planning rather than implementation issues and problems, resource estimates for both planning and implementation are included here. Implementation estimates are provided because such costs are generally a planning concern.

In order to establish some basis for resource projections, a hypothetical career education program will be used. In this illustration it is assumed that approximately 100 students, equally divided between experimental and control groups, are to be included in the evaluation. These student samples would create parent groups totaling at least 100 members. Since this program is to utilize community-based career education experiences, approximately 50 resource sites with a total of 100 key site personnel would participate in the study.

The program objectives are assumed to focus on the development of career skills, life skills and basic academic skills. One major testing instrument is to be employed in each skill area along with a student background questionnaire. All participants also will be administered an opinion survey. The skills tests will be administered on a pretest-posttest schedule; the opinion surveys will be given only once during the year.

Systematic feedback of evaluation results to program staff would be available, as would automated instrument scoring and a computer-based data system. Progress of the experimental group in each skill area over the course of the year will be analyzed, and the superiority or inferiority of the experimental group relative to the control group will be assessed. Opinions, perceptions and suggestions of program participants are to be documented. Standard statistical procedures will be used for analysis purposes; all results will be presented in evaluation reports.

It is assumed that the services of a trained and experienced evaluator will be available locally to accomplish most of the tasks. External evaluation technical assistance and services are projected to facilitate major steps in the evaluation process.

Given this hypothetical example, a generalized allocation of resources may be projected for evaluation planning and evaluation implementation. Figure 2 presents projects for the planning process.

FIGURE 2

ESTIMATED EVALUATION PLANNING RESOURCES

| Task Area | Staff Days | Technical Assistance Days |
|---|---|---|
| 1. Program Definition | 1 - 2 | 1 - 2 |
| 2. Evaluation Questions | 3 - 4 | |
| 3. Statement of Hypotheses | 1 - 2 | |
| 4. Subject Groups | 4 - 5 | 1 - 2 |
| 5. Instruments | 2 - 3 | 1 - 2 |
| 6. Data Systems | 5 - 6 | 1 - 2 |
| 7. Analyses | 4 - 5 | 2 - 3 |
| 8. Reporting Procedures | 2 - 3 | 0 - 1 |
| | 22-30 | 6-12 |

Estimates of time requirements are included for each evaluation planning task. The "staff days" refer to the program evaluator, and "technical assistance days" denote consulting services from an external agency such as Research for Better Schools. Participation of other program staff has not been accounted for but will be necessary according to local needs. Support services and non-staff resources likewise have not been calculated because they are dependent on local conditions and usually can be readily extrapolated from the staff costs.

With these qualifications, it is estimated that the evaluation planning resources needed should approximate 22-30 staff days and 6-12 technical assistance days. These resource requirements are affected by the extensiveness of the program, but they increase at a less than proportional rate. The planning and design tasks for a 200-student program are not much different from the tasks for a 100-student program. In this sense, planning costs are much less variable than implementation costs.

Figure 3 presents projections for evaluation implementation that are based on the hypothetical program; changes in conditions would have a directly proportional effect on resources needed.

FIGURE 3

ESTIMATED EVALUATION IMPLEMENTATION RESOURCES

| Task Areas | Staff Days | Technical Assistance Days | Other Costs |
|---|---|---|---|
| 1. Subject Groups — implement, maintain | 3 - 4 | 0 - 1 | |
| 2. Instruments — purchase, administer, score | 10 - 12 | 1 - 2 | $1200 instruments and scoring |
| 3. Data Systems — implement, maintain | 9 - 10 | 2 - 3 | $ 300 computer services |
| 4. Analyses — perform, interpret | 17 - 20 | 3 - 4 | $ 600 computer services |
| 5. Reporting Procedures — prepare feedback, interim, final and other reports | 20 - 40 | 3 - 4 | $ 600 production |
| | 59 - 86 | 9 - 14 | $2700 |

These accumulated implementation estimates suggest the need for an approximately one-third-time staff evaluator supported by 9-14 outside technical assistance days and $2700 in other resources. Technical assistance, scoring, computer and production services are available from Research for Better Schools. These resource estimates do not include support services, physical facilities, supplies and materials, postage and other non-staff costs.

It should be emphasized that these resource allocations are generalized estimates. More precise projections would require planning information specific to the individual project to be evaluated. Expansion of the program objectives, student groups or intended analyses beyond the hypothetical example used for these projections would necessitate proportionate increases in evaluation resources.

## CONCLUDING NOTES

The creation of an evaluation plan requires a crucial and technically demanding set of tasks in the evaluation process. The scope and sophistication of the plan do much to determine the usefulness and conclusiveness of the evaluation findings. This manual has attempted to discuss evaluation planning in a concise but comprehensive way by structuring a series of major sequential steps. In this final section, the steps will be encapsulized and several overall concerns will be noted.

The planning process begins with defining the program to be evaluated, formulating evaluation questions and refining the questions into testable hypotheses. These steps establish the evaluation needs and formally state expectations for the program. Next, the selection of subject groups and instruments enables the testing of hypotheses by specifying the effect variables and the samples among whom effects are intended. Finally, data systems must be designed to accommodate the evaluation information, and an analysis plan must be developed to show how the hypotheses will be tested.

Although these steps can be discussed as separate stages in the evaluation planning process, their interrelatedness should not be minimized. The decisions made at each stage strongly influence the requirements of succeeding stages. Likewise, difficulties in later stages may call for revisions at earlier points. Changes in the program or evaluation components which affect one stage necessitate a review of the entire process to ensure consistency. The activities within evaluation planning thus are interdependent and must be conducted with that perspective.

The evaluation planning process is sufficiently complex to benefit from advisory assistance; an external review is always appropriate. Omissions, errors of judgment and inconsistencies in evaluation planning generally are magnified and harder to correct during evaluation implementation. Weaknesses in the design become limitations in the usefulness and interpretability of the findings.

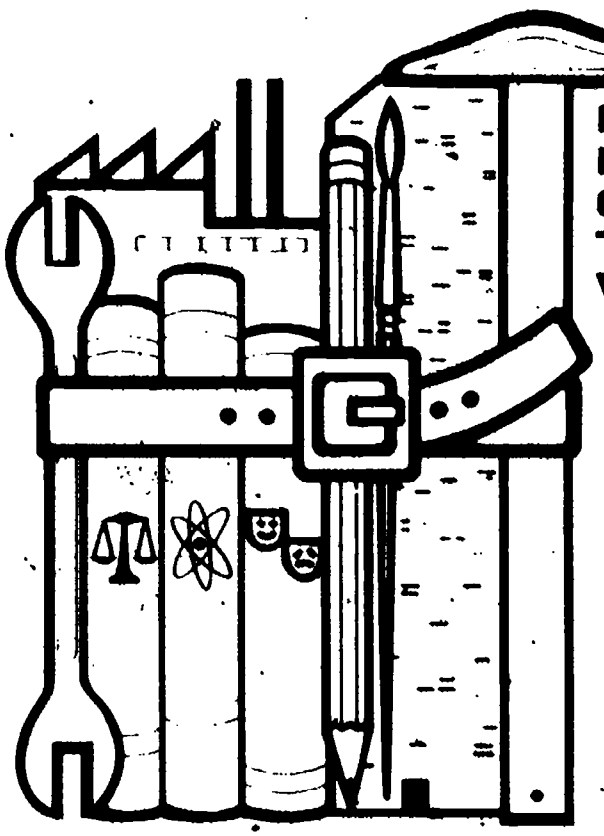
The objectives which are to be accomplished by an evaluation effort vary substantially from program to program. The intended role of evaluation may range from simply completing a funding requirement to providing extensive information in the operation and development of the program. The evaluation planner may help to shape that role and must be aware of the real evaluation objectives as they relate to the program as a whole. It is important to have this awareness in the planning process in order to maximize the usefulness of evaluation results.

The evaluation planner also must be able to deal with non-evaluation factors

which affect evaluation design. Other program activities or decisions may alter or impede evaluation plans, and in these cases flexibility and creative problem-solving skills are required to adapt to the environment while maintaining the integrity of the evaluation effort.

The interpretation of results is a planning issue which typically receives insufficient attention. A complete evaluation plan should project how major alternative outcomes will be interpreted should they be obtained. This exercise in projection accomplishes two important aims. It uncovers possible findings which would be uninterpretable and may call for redesign. It also establishes the potential significance of the results. Thus, interpretation is a planning as well as an implementation concern.

After a satisfactory evaluation plan has been developed, its implementation can proceed. Implementation introduces a whole series of problems and issues which could not be addressed in this manual. Even the best plans have limited value if they are not rigorously implemented. Successful implementation turns the potential of the design into reality. If evaluation planning and implementation are accorded proper attention, the probability of obtaining conclusive, unambiguous and pertinent results will be greatly enhanced.




# RBS Career Education

## CONCEPTUAL GUIDE

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. The CONCEPTUAL GUIDE is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional Materials in this series include:

RBS CAREER EDUCATION

RBS CAREER EDUCATION: IMPLEMENTATION PLANNING GUIDE

RBS CAREER EDUCATION: EVALUATION GUIDE

RBS CAREER EDUCATION: CONCEPTUAL GUIDE was prepared by Bruce G. Baron.

## TABLE OF CONTENTS

## INTRODUCTION

RBS CAREER EDUCATION is a program for high school students and a program to help schools organize for continuing local career education development efforts. The program introduces three instructional components into the high school curriculum: CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER. These three components provide basic elements of career education for students, and the implementation and operation of these components provide school and community participants with a knowledge and experience base from which to build personal commitment and capabilities for continuing local development efforts.

RBS CAREER EDUCATION is a transitional program. While implementation of the program has led to increased student learning and local organizational goals, the program is designed to be a limited step in the preparation of school and community for further change. The program establishes a direction for changes: increased concern for the career development of all students, emphasis on basic skill competencies, and increased utilization of learning experiences outside the school as part of student activities. This direction must be adapted by the local school and community into a specific course consistent with local goals and conditions.

The CONCEPTUAL GUIDE is intended to assist local school and community participants with this continuing development effort. The guide examines educational and social issues underlying the RBS program to provide local developers with an awareness of the scope of the problem and of the context and limitations of the RBS approach.

## RETROSPECTIVE

Career Education is a reform movement. Its basic premise is quite simple: that education must and can deal more effectively with the career development of youth and adults. This premise is based on a number of perceived conditions:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.
2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both of those who remain to graduate and those who drop out of the educational system.
3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students, who will never be college graduates.
4. American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, when worker qualifications are compared with job requirements, we find over-educated and under-educated workers are present in large numbers. Both the boredom of the over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.
5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.
6. The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.
7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.*

The Career Education movement represents a constructive search to alleviate these conditions through programmatic and structural changes in schooling and in society, as well as through continuing research and development. Nevertheless, translating these concerns into practicable change involves complex questions of program development and design, schooling, and career development. While this task is made easier by wide-spread public and professional support, it is complicated by a great variety of approaches and assumptions, a scarcity of research and tested practices, the tendency of all reform movements to outreach themselves, and the pressing need for action and results to sustain public interest to support any further inquiry.

The origins of the Career Education movement have been traced from the address by then U.S. Commissioner of Education Sidney P. Marland before the 1971 Convention of the National Association of Secondary School Principals (NASSP), and, by Marland himself, to comments by Conant and Tyler.** The movement's debts to Dewey are undeniable, and, while its concepts have been traced to Franklin's Academy, its concern for the place of the practical in the curriculum has been a dominant issue in educational thought since Plato and Aristotle.***

The Career Education movement has broadened considerably since Marland's NASSP address. Nevertheless, Marland's initial focus was reform of Secondary Education. It was, after all, at the secondary level where the problems of career de-

*K.B. Hoyt, *An Introduction to Career Education* (Washington, D.C.: U.S. Office of Education, 1974), pp. 1-3.

**S.P. Marland, *Career Education: A Proposal for Reform*, (New York: McGraw Hill, 1974), pp. 3-6.

***See: J. Dewey, *Democracy and Education* (New York: The Free Press, 1966), pp. 306-320; A.C. Wirth, *John Dewey's Philosophical Opposition to Smith Hughes Type Vocation Education* in *Educational Theory*, 22.1 (Winter 1972), pp. 69-77; and comments by G.I. Swanson and L.J. Keller in K. Goldhammer and R.E. Taylor, eds., *Career Education: Perspective and Promise* (Columbus, Ohio: Merrill, 1972), pp. 108-109, 185-187.

velopment were most apparent, where current practices were under the most attack, and where there were existing resources which could be reallocated to support reform. In his NASSP address, Marland outlined a direction for programmatic reform of Secondary Education, while recognizing both the pressing need for change and the enormous scope of the undertaking:

> . . .all our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school or to go on to further formal education.
>
> . . .a properly effective career education requires a new educational unity. It requires a breaking down of the barriers that divide our education system into parochial enclaves. Our answer is that we must blend our curricula and our students into a single strong secondary system. Let the academic preparation be balanced with the vocational or career program.
>
> . . .it is critically important to equip that youngster to live. . .as a fulfilled human being. . . .life and how to life it is the primary vocation of all of us. And the ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their hearts, and their minds, and, for many, their hands as well.
>
> . . .continued indecision and preservation of the status quo can only result in additional millions of young men and women leaving our high schools, with or without benefit of diploma, unfitted for employment, unable or unwilling to go on to college, and carrying away little more than an enduring distaste for education in any form, unskilled and unschooled.
>
> True and complete reform of the high school, viewed as a major element of overall preparation for life, cannot be accomplished overnight, involving as it does approximately thirty million students and billions of dollars in public funds. Until we can recommend a totally new system we believe an interim strategy can be developed. . . .*

*S.P. Marland, *Career Education Now* in K. Goldhammer and R.E. Taylor, eds., *op. cit.*, pp. 35-38.

Marland's initial strategy involved four major emphases:

1. improving vocational education programs and support;
2. increasing the number of students in vocational and comprehensive high schools reached by improved programs;
3. utilizing the existing expertise and resources of the community in a cooperative effort to develop and operate better programs for students within current fiscal limitations; and
4. developing leadership and commitment to career education reforms among education professional and the public.*

Within a few months, the Career Education movement had expanded well beyond Marland's original concerns about the limitations of the general education curriculum. In his address to the State Directors of Vocational Education, in May 1971, Marland began to outline extensions of the concept, although his basic objectives and sense of scale had not changed:

> This is not to suggest that the concept of career education should be associated only with high school. Indeed, it is extremely dangerous, as we are finding out, to wait until the high school years to begin to acquaint the student with the idea of applying what he has learned. . . .if education is to serve properly its national purpose, then we must bridge the gulf between man and his work. We. . .must be actively concerned. . .until each and every one. . .is capable of developing a clear sense of direction in life and is able to make a responsible career choice. . . .It is flatly necessary to begin to construct a sound, systematized relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise, a system that will markedly increase career options open to each individual and enable us to do a better job. . .of meeting the manpower needs of the country.

*S.P. Marland, Ibid., pp. 38-39.

> Because I am so convinced of the urgency of this matter, I have directed that the Office of Education. . .give major emphasis to this single area until we are successful in designing a workable system of career education. . . .the development of. . .model career education programs. . .will provide useful alternatives to present practice. . .(and) represent. . .the first comprehensive attempt to devise a career education system. . .However the pilot efforts eventually work out, there is no question that putting a comprehensive program of career education together will demand all the imagination, energy, and good will that we can muster. *

Marland's new emphases were an expansion of the interim strategy outlined in the NASSP address. The May 1971 address extended the Career Education movement to the elementary school and post secondary levels. It also linked the movement directly to the continuing research and social questions of the relationships between education and work, which would later be assumed by the National Institute of Education (NIE). Marland's discussion of the development of model career education programs, while not abandoning the improvement of vocational education (which was supported through continuing exemplary projects), marks the emergence of a comprehensive program development effort based on demonstration and evaluation of practicable elements of competing program approaches toward the validation and implementation of compromise reform.

The Model II projects (and thereby RBS CAREER EDUCATION) were an extension of Marland's initial emphasis on the utilization of the existing expertise and resources of the community in a cooperative effort to develop and operate better programs for students. While the original focus of the model was out of school youth and adults re-training, the projects were soon re-directed to exploration of the potential of community resources for secondary education, and, thereby, to Marland's original goal of high school reform. Marland had seen community utilization as a way to provide the schools with expertise and facilities to develop and operate new programs for students using existing resources and

*S.P. Marland, *Career Education. More Than a Name* in K. Goldhammer and R.E. Taylor, eds., *op. cit.*, pp. 44-48.

thereby avoiding many start up costs. While the Model II projects have retained this focus, they have also emphasized community utilization as a medium to provide students with learning experiences which support social maturation and traditional academic goals, as well as career development. Where Marland had emphasized the content of Career Education, the Model II projects joined content with process and advanced the concept of *Experienced based Career Education* (EBCE).

## EXPERIENCE-BASED CAREER EDUCATION: A Perspective

In selecting priorities and specific projects to support, the National Institute of Education (NIE) has attempted to balance basic research with major development efforts. In some areas, lack of knowledge requires further research and analysis before moving ahead with program development. In many areas, however, present knowledge, even when incomplete, does permit the initiation of new programs to benefit students and the system of education alike. Such development efforts also often contribute to growth in our understanding of the problems with which they deal.

Experience based Career Education (EBCE) is such a development effort. The projects being sponsored by NIE are applying present knowledge to the design, development, and operational field-testing of programs to improve students' understanding of, preparation for, and access to careers. While NIE is also supporting the development and extension of career education innovations within the schools, the thrust of the EBCE projects is to explore new approaches using resources outside the schools.

This development effort is part of NIE's priority area of inquiry into the relationship between education and work. Like many development efforts, however, the EBCE projects reflect a number of concerns, including those which are the focus of other NIE priority areas of inquiry (obtaining skills essential to function in society; building local capacity to respond to local needs; improving the productivity and efficiency of the educational system; and developing programs responsive to individual and group differences and preferences).

The EBCE projects are dealing with two kinds of problems. They are seeking to develop models for both secondary school EBCE programs and the institutional structures needed for those programs to be implemented, operated, and expanded.

While it is always difficult to say what leads to what, the EBCE projects seem to have been bred from two movements reacting to questions about the effectiveness of traditional schooling. The research around the "Equal Educational Opportunity" issue (e.g., the first Coleman Report) had generated a basic concern about the ability of American schools to meet the different social and individual goals expected of the. This concern was accompanied by calls for radical changes or elimination of the system of schooling (e.g., by Illich), as well as for innovative programmatic and

institutional reform. The career education movement is the most comprehensive of these reform movements, and the most current. However, in addition to its roots in the concept of career education, EBCE also grew from the somewhat earlier reforms of the alternative schools movement.

While the United States has always had alternative schools (e.g., private and parochial schools), this movement arose in the 1960's around three basic issues: individualization, relevance, and motivation. Many alternative schools were tied to particular educational ideas (e.g., affective or ethnic education). A few sought to experiment with new program designs and with the use of volunteers and facilities in the community to provide all or some of the instructional program for students. The premier example of this last case is Philadelphia's Parkway Program, a "school without walls". The rationale for Parkway, however, added another dimension to the alternative schools movement: an economic argument. By using existing facilities and volunteer personnel in the community, schools could expand curriculum offerings and provide relevant and motivating new activities for students without further investment in buildings or debt service: i.e., more and better educational services for the same or fewer tax dollars. Even in districts where such capital investment continued, however, interest in moving learning outside the schools, at least for some things, spread.

The use of out-of-school activities to supplement or complement in-school learning was not an invention of the alternative schools movement. It had long been practiced by schools, particularly in vocational education (e.g., co-op, work-study, and distributive education programs). The application of this previous experience and that of the alternative schools to career education model development was a natural direction, and one which might provide some added push to the career education movement's interest in integrative program design (i.e., combining vocational and academic learning).

In addition to the alternative school arguments and the vocational arguments for such out-of-school experience, two issues also emerged in the EBCE inquiry: realism and socialization. The realism argument suggested that in-school learning was at best simulated and at worst distorted, and that more real contexts and problems for learning would affect motivation and student progress. The socialization argument, only beginning to be developed, suggested that schools segregated the young from

the adult and from community participation and responsibility, and thereby interfered with the development of the young and with their transition to adulthood.

While the emphasis of the in school career education activities (Model I) was with the elementary grades, the emphasis of the EBCE (Model II) projects is totally at the secondary level. This was largely a practical matter, dictated by the willingness of community participants, previous practice, and insurance/legal/parental restrictions. The development of the projects as a secondary-level intervention significantly shaped their approach to career education. The secondary level was also emphasized, nevertheless, because high school students seemed in greatest need of career education (they had had none, and would be confronted with career decisions soon) and they could demonstrate the results of EBCE in a shorter time than elementary school students.

The EBCE projects were designed, then, initially to explore the development of comprehensive, totally separate, alternative secondary schools, in which existing schools were not to be used at all. This separation had an advantage of freedom to explore. The alternative school movement, however, had provided a lesson on the cost of such freedom. While alternatives had proliferated, they still had only a small impact on mainstream practice in education, and they seemed able to survive only so long as they did not challenge the traditional order (e.g., Parkway has 900 students of a possible 65,000 secondary school students in Philadelphia). Sooner or later, EBCE would have to confront the problem of how best to influence mainstream practice in public education. The projects and their community participants nevertheless did become committed to trying to change or influence the system and not to replacing it.

The projects began without much design time. While there were many unanswered questions about EBCE, it was felt that most of them could only be answered through operational experience, and indeed that an operational reality was the only way to gain the participation of community people for the development and research tasks. The projects saw EBCE, in many ways, as a dynamic concept, one which could continue to grow. They would apply what knowledge was available from the experience of vocational programs, alternative schools, and the career education movement generally, in order to provide students with EBCE now, and, working from that beginning, continue to develop EBCE further.

Since the projects began, several major reports have underlined the need for exploration of alternative forms of education to bring students more in contact with adults and the community at large and to better prepare them for careers. While UNESCO's Faure Report has called for "fundamental alternatives to the very concepts and structures of education", the thrust of American reports is less concerned with replacements than with innovative additions or with greater variability and choice. The second Coleman Report, for example, focuses more on the incompleteness of schools as education than on its ineffectiveness.

While the EBCE projects are still small-scale development and demonstration projects, they can provide some insight into a few basic research issues. The most central are those tied to the EBCE concept itself: questions about the effects of out-of-school learning on academic and personal development, as well as on community expectations about the schools; and questions about student preparation for and access to careers resulting from the program changes and from different employer perceptions and practices.

The second Coleman Report suggests that out-of-school experiences may be substituted for some in-school activities with no loss in academic achievement. An NASSP report suggests that learning in the community leads to a sense of competence, self-assurance, and personal strength. While questions have been raised about the concept of career development implicit in some in-school programs, the emphasis of EBCE on continuing exploration and general skill development, in addition to specific skill development, seems consistent with current research and may provide comparative data.

The EBCE projects may also provide a test of some assumptions about the cost-benefits of different educational practices and about the psychological and educational benefits of individualization of instruction. In examining the use of different resources in the community for education, the projects can evaluate both their limitations and strengths for different program objectives and for different students as well. In emphasizing individualization of program design and instruction, the projects may discover that even where this practice yields insignificant gains in academic achievement it still contributes to student independence and self-concept.

The projects themselves are in effect also case studies in development and dissemination of educational reforms. The assumptions of the operational

development mode of the projects (what gets sacrificed and why, when development, research, demonstration, and operations go on all at once), the different dissemination strategies they may undertake will provide some measure of our ability to effect certain kinds of programs and some record of where we are. The cooperative development of the models, largely outside the public schools (although with their participation), has demonstrated community interest in both the concept of EBCE and its further development. The transition of EBCE into the public school system and the implementation of the models into new locations without the period of external, private formation they have enjoyed in the past, has yet to be completed.

EBCE is initially a problem of program determination and design: deciding that experience-based learning and career development should be part of a student's education. Once that decision is made, many different approaches to EBCE are possible, within the mainstream and through alternatives. The initial question, however, is similar to deciding to have English or Biology in the curriculum. The recent calls for educational reform are less concerned with how we provide students with these experiences than that we do. Indeed, they suggest that we should find many different ways to do it.

The implementation of EBCE approaches is perhaps the area of its greatest challenge. The programmatic ideas represented in EBCE are familiar to most educators and have been with us before (e.g., Kilpatrick, Dewey, and CORE Curriculum). The role of the community in instruction and its implications for the role of school staff, the kinds of linkages between the school and the community to coordinate these programs and continue their development and refinement, and, eventually, the changes in financial and personal incentives are basic issues which must be explored if EBCE is to become a reality for most students. The EBCE projects, with feet in both the community and the schools, are in a position to facilitate or mediate the development of these new institutional forms.

## RBS CAREER EDUCATION: Some Theoretical Bases

The rapidly changing and turbulent nature of the contemporary scene poses serious problems for public education. Significant consequences of the quality of educational experiences may be, on one hand, infinite possibilities for challenge, creativity, and exciting continuing personal growth or, on the other hand, a powerful potential for alienation, loss of identity and self-worth. To ensure imparting a potential for a positive life style, the concept of education must be redefined. The present emphasis on specificity for either work or continuing education must yield to a process of preparation for a lifetime of choice and change.

### Career Education: A Tenative Definition

Education as preparation for a lifetime of choice and change is *career education*. Career, in a narrow viewpoint, is a progression of cognitive expetiences through adolescence and young adulthood with an emphasis on occupational planning and preparation. In a broader sense, careers encompass a continuity of experiences that include employment, family relationships, social and community activities, and the fulfillment of personal ambitions and goals. The narrow definition of career has dominated education and, historically, has limited its focus to youth. For the purposes of career education, the emphasis must be on career in its wider meaning.

Career education, in an era of change, consists of a *facilitating structure*, *valid content*, and an *integrative process*. These three entities are devoted to: (a) the exploration of self as a basic form of learning, and (b) the concomitant interaction of the evolving self with academic preparation, community responsibilities, and the world of work both as a concept and as reality. This definition of career education focuses upon two broad psychological concepts: (1) *self concept* and (2) *life space*.

### *Self Concept or Self-Structure*

Carl Rogers defines the *self concept* as an organized conceptual Gestalt consisting of the individual's perception of himself alone and of himself in relation to other persons and objects in his environment, together with the values attached to these perceptions.[1] The self-concept is considered to be fluid and changing, a process rather than an entity. The degree to which the self-concept is amenable to

[1] See C.R. Rogers, *On Becoming a Person* (Boston: Houghton Mifflin, 1961).

change is a function of the quality, intensity, and duration of experiences, and the degree to which these experiences can penetrate, previously internalized psychological defenses.

The following is an abbreviated account of salient points related to the self-concept as defined by Rogers:

1. Every individual exists in a continually changing world of experience of which he is the center.
2. The individual reacts to the field as it is experienced and perceived. This perceptual field is, for the individual, "reality."
3. Behavior is basically the goal-directed attempt of the individual to satisfy his perceived needs.
4. The best vantage point for understanding behavior is the internal frame of reference of the individual.
5. Most of the ways of behaving adopted by the individual are those which are consistent with the concept of self.

*Life Space*

Kurt Lewin also proposes that behavior is a function of the person and his environment.* An individual perceives his environment as a function of his personality, his level of development, and his knowledge. To understand behavior, the individual and his environment must be considered as a constellation of interdependent factors. The sum of all environmental and personal factors in interaction is called the *life space or psychological space*. The dominant characteristic of maturation is increasing differentiation of the undifferentiated and unstructured areas of the life space.

According to Lewin, adolescense is a period of transition in which the individual changes his dominant group membership. While both the child and the adult have relatively clear concepts of their group belongingness, the adolescent belongs partly to the child group, partly to the adult group. The adolescent is imbedded in an

*See K. Lewin, *A Dynamic Theory of Personality* (New York: McGraw-Hill, 1935).

unstructured social and psychological field. The change of life space from the relatively structured childhood to the unknown regions of adolescence not only encompasses social relationships, body image, and expanded geographic surroundings, but also *time perspective*. The acquisition of perspective allows the adolescent to understand the past, adopt new outlooks toward the future, and plan his own life.

Several other concepts within Lewin's theory have special significance for career education. One is the "*dimension of reality irreality*." "Irreality" here refers to fantasies, dreams, wishes, fears, and certain forms of play. As the child grows older, his understanding of reality enables him increasingly to distinguish between truth and falsehood, perception and imagination. A second psychological construct of importance is *the space of free movement*. The space of free movement is that region in the environment accessible to an individual from his present position. This space varies from individual to individual both in scope and nature.

Individual development, then, is toward a maximal differention of life space. Maximal differentiation is a function of freedom to advance to new regions and to have new experiences. If the life space remains unstructured, the personality will lack integration and organization. Thus, the attainment of maximal life space emphasizes the developmental need for independence, but also provides another developmental need for a kind of dependency in the form of structure, support, and guidance.

Thus, a career education program should focus upon structure, content, and process to develop in each student:

1. An extention of the life space in regard to: (a) what is psychologically present in the field, (b) the time perspective in the direction of the psychological past and the psychological future, (c) the reality irreality dimension; and (d) space of free movement;
2. An increasing differentiation of all levels of the life-space into a multitude of conceptualizations, social, relations, and areas of activities;
3. An increasing organization of the life space; and
4. A change, in general, from rigidity to fluidity of the life space.

*Career Education as Integration of Self Concept and Extended Life Space*

Career education exposes the student to a variety of content, methodology, and viewpoints relating the diversity of options and alternatives of the social scene. More importantly, the student is invited to confront these issues through self study, observation, and on site experiences. As a human being and a responsible person, the student is guided to internalize these cognitive and connative experiences (life-space) into a personalized, unified Gestalt (self-concept). These structured experiences enable the student to manage the conflict and dissonance inherent in career definition and preparation in an open, logical, yet personally-derived *subjective* manner. The extent to which the student has achieved a measure of personal integration and the degree to which valid data and experiences are made available mitigate against impulsive stereotyped behavior which, in the total context of career choice, is a reaction to confusion and ignorance of self and of the significant environment.

Experiential Self-Learning

There are two basic modes of learning. In the first, the students submits to the demands of a system defined and developed by others. Because this learning has little or no personal meaning, it is not easily learned and is quickly forgotton. In the second, and more desirable, mode of learning, the student discovers a personal significance encompassing his thoughts and feelings. This act of discovery is best achieved by means of an experiential process, defined by Rogers to include personal involvement, knowledge pervasion, evaluation by the learner, and relevant content.

*Philosophical Antecedents for An Experiential Self Learning Process*

1. The student is accepted as a valuable and unique individual, capable of growth toward self initiated learning and achievment.
2. The student assumes active responsibility for his own learning.
3. The needs of the student define the learning activities and materials.

4. The significance of the learning activities and materials is identified by the student; it is not wholly defined by others.
5. The student learns through active involvement in problem-solving.
6. Significant judgments, choices, and decisions are the prerogative of the student.
7. The exploration of alternatives and the search for new interpretations, ideas, and solutions are inherent in the learning process.
8. Self evaluation is fundamental; evaluation by others in growth oriented rather than grade related.
9. Peer and adult feedback associated with evaluation is descriptive, not judgmental.
10. Student ideas, opinions, and suggestions are valued as activity modifiers.

*Characteristics of Experiential Self Learning Process*

The experiential self-learning process has ten basic characteristics:

1. The model is student-centered. The focus is upon learning rather than teaching. The concern of an activity is its utility to the student.
2. A central theme is individuality. The system services individual development, rather than the student servicing the system.
3. Thinking and problem-solving are emphasized. Problem-solving concerns real-life, individually oriented situations, rather than rigid textbook exercises and classroom situations.
4. The focus is on exploration and discovery. The learning of facts is defined by problem relevancy and solution.
5. Individual responsibility is paramount. The student defines the need and assumes the responsibility for activating a solution. The structure of the experiential model facilitates assumption of this responsibility but does not preempt it.

6. Resources are available to assist the student in the problem-solving/information gathering/decision-making process. A transactional learning-teaching mode facilitates the discovery and definition of problems, aids information seeking, and encourages decision-making.
7. Students are involved in establishing personally derived goals, rather than passive acceptance of institutionally defined goals.
8. Learning how to learn is basic to the model. Self-initiated learning is a potential mediator of the impact of change.
9. The teacher is a facilitator of learning. The student and instructor collaborate to establish learning and performance objectives.
10. Since knowledge *per se* does not necessarily lead to desirable behavior, an integrative process linking the affective and cognitive functions is relevant program content.

*Teaching and the imparting of knowledge makes sense in an unchanging environment . . . if there is one truth about modern man, it is that he lives in an environment which is* continually changing . . . *the goal in education if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world.*

. . . *Carl Rogers*

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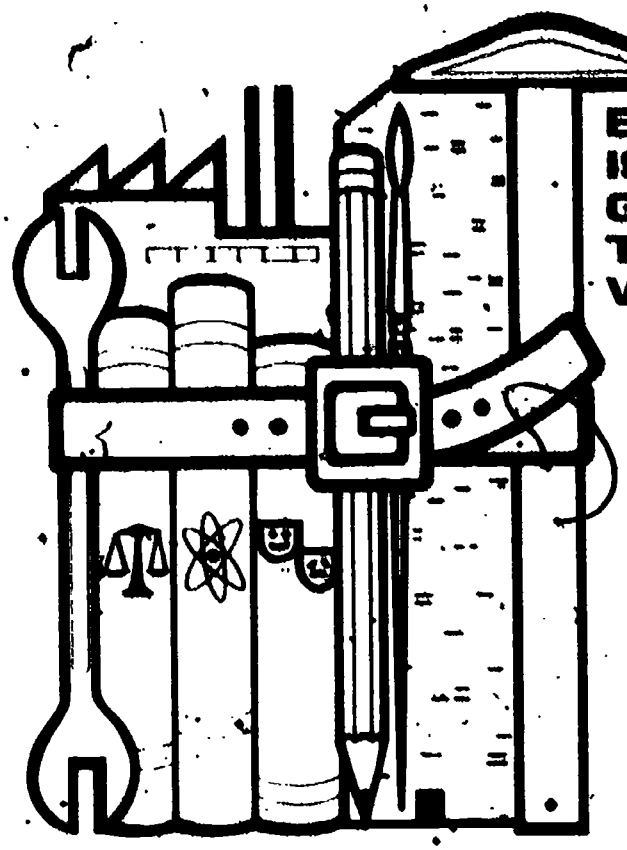

EDUCATION
IS
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# RBS Career Education

## IMPLEMENTATION PLANNING GUIDE

Research For Better Schools
Philadelphia, Pennsylvania
1975

RESEARCH FOR BETTER SCHOOLS, INCORPORATED (RBS), is a private, non-profit educational research laboratory located in Philadelphia, Pennsylvania. The IMPLEMENTATION PLANNING GUIDE is part of a series of curriculum and procedural materials developed by the RBS CAREER EDUCATION PROGRAM (Louis M. Maguire, Director) for a pilot project in experience-based career education (EBCE). Additional materials in this series include:

RBS CAREER EDUCATION

RBS CAREER EDUCATION: CONCEPTUAL GUIDE

RBS CAREER EDUCATION: EVALUATION GUIDE

RBS CAREER EDUCATION: IMPLEMENTATION PLANNING GUIDE was prepared by the staff of the Career Education Program and edited by Louis M. Maguire.

## TABLE OF CONTENTS

## INTRODUCTION

RBS CAREER EDUCATION is a program for high school students and a program to help schools organize for continuing career education development efforts. The program introduces three instructional components into the high school curriculum: CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER. The implementation of these three components results both in an effective operational program for students and in the initiation of a process of cooperative school-community program development and management.

The IMPLEMENTATION PLANNING GUIDE presents the basic steps for local school administrators and staff to follow to install RBS CAREER EDUCATION in their districts and an overview of the RBS approach to the implementation and diffusion of the program. The steps are presented in outline form with comments on procedures, anticipated outcomes, and suggested timelines.

The IMPLEMENTATION PLANNING GUIDE, in conjunction with the curriculum and procedural materials prepared by RBS for each of the three instructional components and the support services available from RBS, is intended to assist local school personnel in implementation of the program. The GUIDE is not a detailed operational plan for duplicating the RBS pilot program in Philadelphia. It rather requires the participation of local staff in translating the RBS approach into a viable program for their district. This local involvement is both the basis for the development of continuing commitment to program objectives and a source of continuing evaluation of the effectiveness of implementation procedures and materials.

## IMPLEMENTING RBS CAREER EDUCATION

The IMPLEMENTATION PLANNING GUIDE outlines the basic steps for local school administrators and staff to follow to install RBS CAREER EDUCATION in their districts. The planning and organization required to install the program takes about a year to complete.

The introduction of CAREER DEVELOPMENT, CAREER GUIDANCE, and the ACADEMIC RESOURCE CENTER into the school curriculum results in an effective operational program for students and in the initiation of a process of continuing school-community program development and management. This cooperative involvement both increases the awareness and understanding of experience-based career education by school and community participants and contributes to the development of participant competencies to develop and operate the program.

The installation of the program is the first of three basic phases in the full implementation of the RBS approach. The basic objectives of the installation phase are the demonstration of the feasibility and effectiveness of the program on a limited scale, the establishment of school and school-community groups to develop program activities, and the organization of community participant support for experience-based career education. The focus of the IMPLEMENTATION PLANNING GUIDE is this initial installation phase.

The installation of the program is followed by a period of operational testing and program revision toward the stabilization of an effective local adaptation of the RBS program. The basic objectives of this stabilization phase are the assessment of the community's capabilities and capacity to provide experiential learning opportunities, the articulation of the RBS program with other experience-based activities, and the development of local competencies to extend and implement the program for additional students and schools in the district. The pilot program in Philadelphia will be completing this phase during the 1975-1976 school year.

The third phase of the implementation of the RBS approach to experience-based career education involves the establishment of the program as a demonstration center for the extension of EBCE within the district and for the diffusion of the program regionally. The objectives of this phase are the development of linkages with regional education agencies to support program diffusion and the organization of support services within the district and the community (e.g., personnel to train new staff, clearinghouses for available

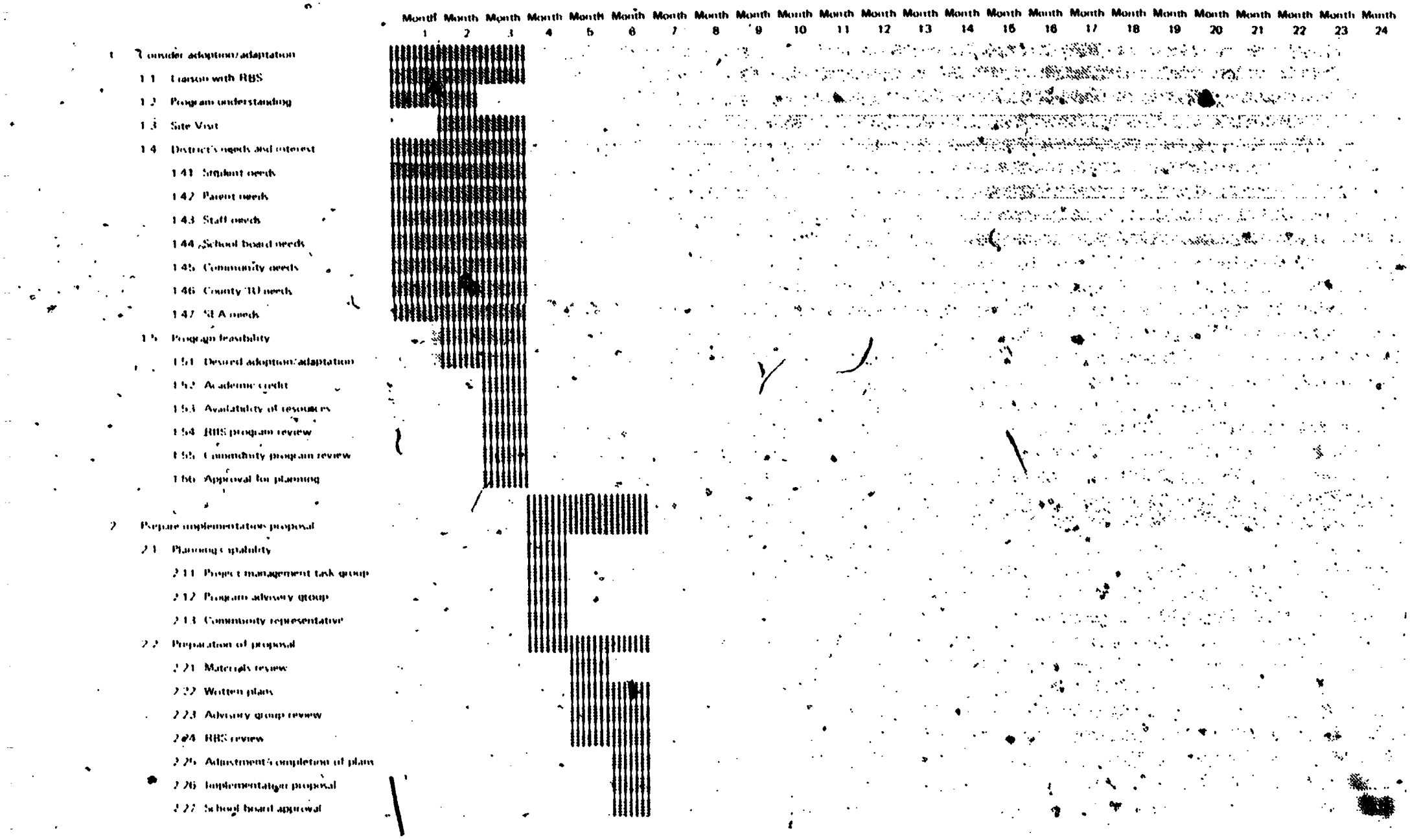
community resources). The pilot program in Philadelphia will be initiating this phase during the 1975-1976 school year.

The basic assumption underlying the GUIDE and this implementation sequence is that the integration of experience-based career education into secondary education requires particular attention to the development of organizational links between the school and the community and to the support of participants in accommodating changes inherent in the innovation. The program's emphases on cooperative planning and development and on gradual extension and integration are directed toward establishing these links and providing the time and training essential for reorganization. A continuing process of deliberation, experimentation, and adaptation, as well as the reorientation of people, programs, and institutions, is required to achieve the goals of the Career Education movement. RBS CAREER EDUCATION is a starting point for this cooperative activity.

The implementation of RBS CAREER EDUCATION is still a developmental undertaking. While the program has demonstrated its feasibility and effectiveness in Philadelphia for the past three years, it still lacks the validity of repeated successes in different settings. Each implementation of the program will provide new information on necessary adaptations, as well as additional examples of program activities. Each implementation is a demonstration of program feasibility and effectiveness in a new setting. The SUPPORT SERVICES component of RBS CAREER EDUCATION provides each district implementing the program with assistance in adapting the program for local conditions, with information about the experience and approaches of other similar districts, and with evaluation tools to assess the effectiveness of the program. Interested districts can, in turn, participate in the DEMONSTRATION NETWORK to establish local or regional capabilities to extend the program within their own areas.

RBS has found great support for EXPERIENCE-BASED CAREER EDUCATION among participants in the pilot program in Philadelphia. Parents, teachers, union leaders, business executives, and community leaders have not only encouraged the idea, but taken time to participate in the organization and operation of the program. RBS believes that this support is not unique to Philadelphia. RBS CAREER EDUCATION has been developed to provide local districts with an effective, reasonable cost program to realize the potential of EXPERIENCE-BASED CAREER EDUCATION for students and for schools, and to realize the potential of school staff and community participants to make important contributions to the development of student programs.

## SUGGESTED TIMELINES FOR THE IMPLEMENTATION OF RBS CAREER EDUCATION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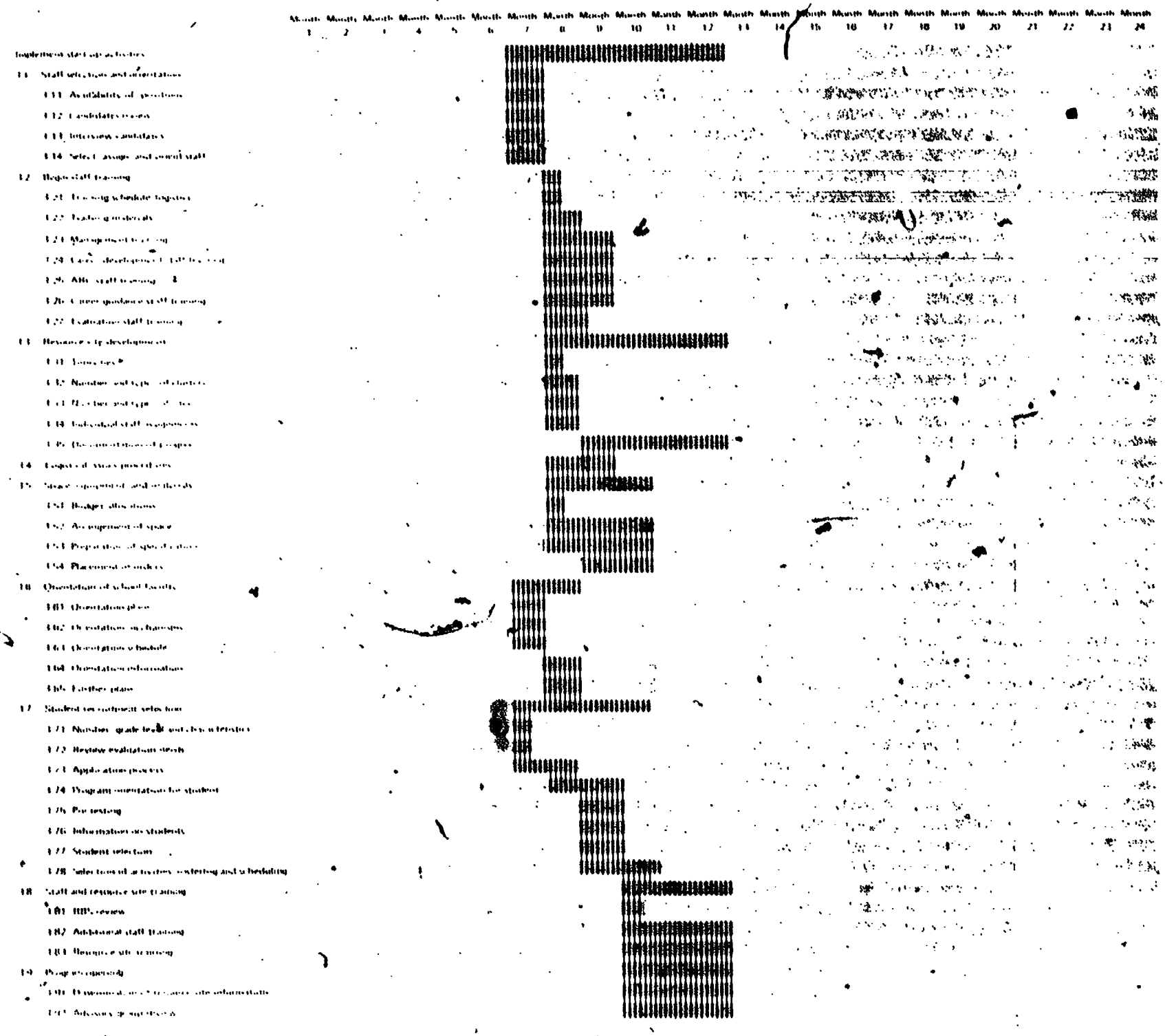
Month 17
Month 18
Month 19
Month 20
Month 21
Month 22
Month 23
Month 24
1 Consider adoption/adaptation
1.1 Liaison with RBS
1.2 Program understanding
1.3 Site Visit
1.4 District's needs and interest
1.4.1 Student needs
1.4.2 Parent needs
1.4.3 Staff needs
1.4.4 School board needs
1.4.5 Community needs
1.4.6 County IU needs
1.4.7 SEA needs
1.5 Program feasibility
1.5.1 Desired adoption/adaptation
1.5.2 Academic credit
1.5.3 Availability of resources
1.5.4 RBS program review
1.5.5 Community program review
1.5.6 Approval for planning
2 Prepare implementation proposal
2.1 Planning capability
2.1.1 Project management task group
2.1.2 Program advisory group
2.1.3 Community representative
2.2 Preparation of proposal
2.2.1 Materials review
2.2.2 Written plans
2.2.3 Advisory group review
2.2.4 RBS review
2.2.5 Adjustment/completion of plans
2.2.6 Implementation proposal
2.2.7 School board approval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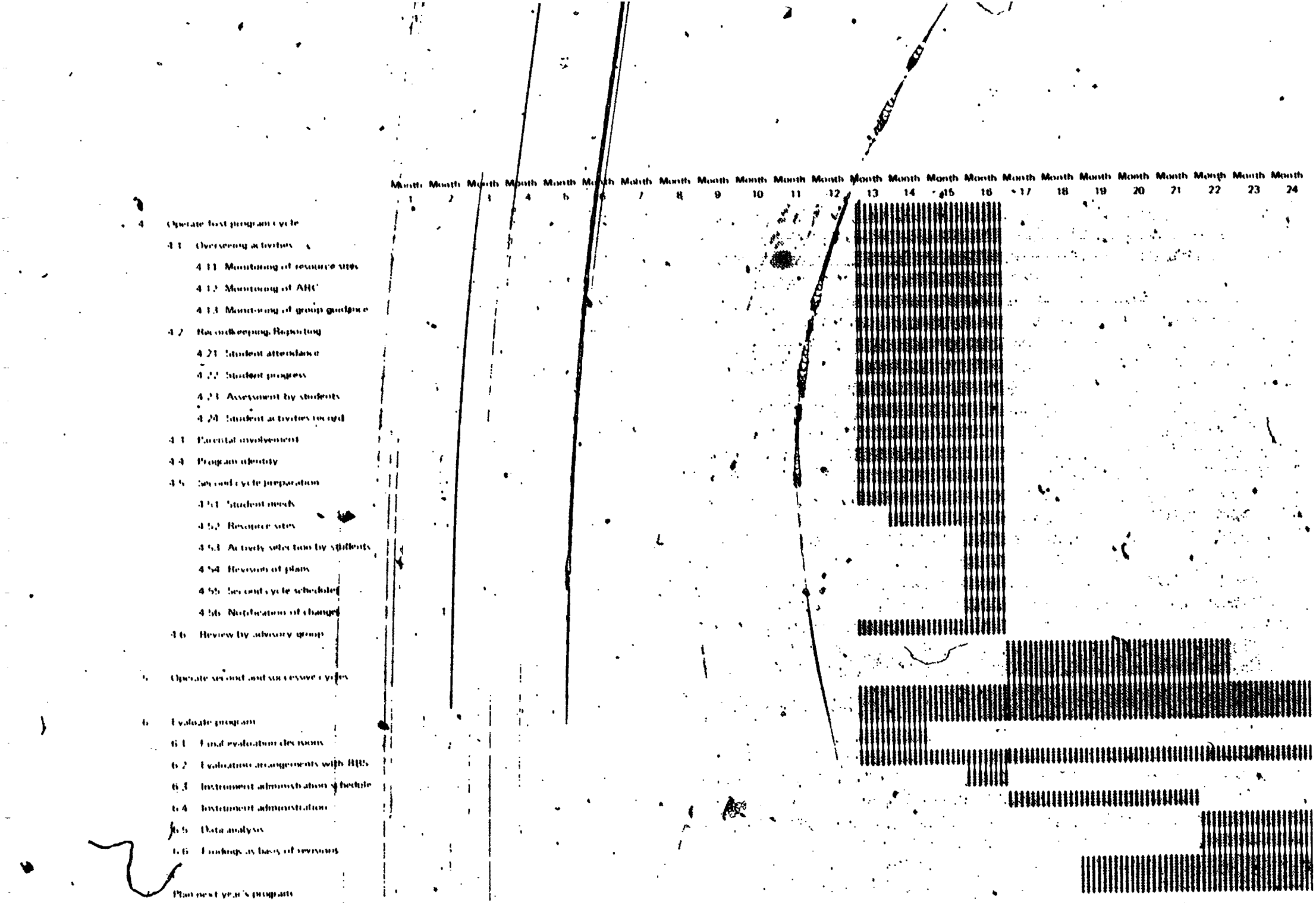
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Month 16
Month 17
Month 18
Month 19
Month 20
Month 21
Month 22
Month 23
Month 24
4 Operate first program cycle
4.1 Overseeing activities
4.1.1 Monitoring of resource sites
4.1.2 Monitoring of AHC
4.1.3 Monitoring of group guidance
4.2 Recordkeeping, Reporting
4.2.1 Student attendance
4.2.2 Student progress
4.2.3 Assessment by students
4.2.4 Student activities record
4.3 Parental involvement
4.4 Program identity
4.5 Second cycle preparation
4.5.1 Student needs
4.5.2 Resource sites
4.5.3 Activity selection by students
4.5.4 Revision of plans
4.5.5 Second cycle schedules
4.5.6 Notifications of changes
4.6 Review by advisory group
5 Operate second and successive cycles
6 Evaluate program
6.1 Final evaluation decisions
6.2 Evaluation arrangements with BHS
6.3 Instrument administration schedule
6.4 Instrument administration
6.5 Data analysis
6.6 Findings as basis of revisions
Plan next year's program

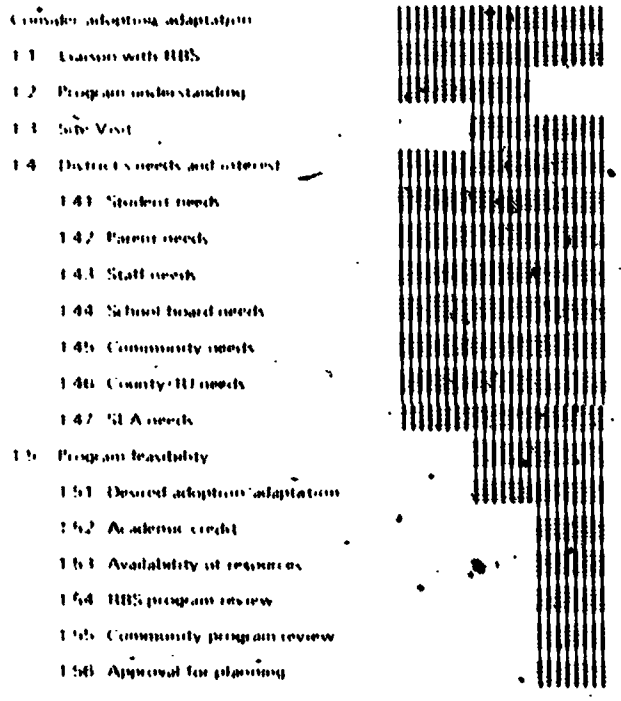
# IMPLEMENTATION TASK STATEMENTS AND OUTCOMES

## 1.00 Consider the adoption/adaptation of RBS Career Education.

This consideration phase is the basis for the entire planning/implementation process. The district must assess the program in light of local needs and interests to decide whether to commit itself to program planning.

### Outcome

On the basis of information about the program and about local needs and interests, the district notifies RBS of its decision to proceed with planning or to withdraw. The district's decision to proceed should be supported by authorization from the school board to enter into a detailed planning phase.



**Task Statement**

1.10 Establish initial liaison with RBS.

Introductory information on RBS CAREER EDUCATION can be found in RBS publications, NIE publications, and a number of journals.* In order to get further information on possible applications of the program, a district can write or call the RBS Career Education Program (Phone: 215-561-4100, Extension 364), 1700 Market Street, Suite 1700, Philadelphia, Pennsylvania 19103.

**Outcome**

The district has expressed an interest in RBS CAREER EDUCATION.

*See: *RBS Career Education* (Philadelphia: Research for Better Schools, 1975); *The Community Is the Teacher* (Washington, D.C.: National Institute of Education, 1974); and National Association of Secondary School Principals, *Curriculum Report* (February, 1975).

**Task Statement**

1.20 Obtain an overall understanding of the goals, objectives, processes, costs, and requirements of the program.

A meeting should be arranged between key district staff and an RBS Career Education liaison to discuss the program goals, objectives, curriculum, staffing, costs, and support services, as well as, conditions for establishing a working relationship between the district and RBS. Information and materials obtained at the meeting should be reviewed.

**Outcome**

The district has a beginning knowledge and understanding of RBS Career Education.

## Task Statement

1.30 Arrange to visit a pilot site to observe the program in operation.

The RBS liaison can arrange for a visit to the Philadelphia pilot site for interested staff. Site visits provide an opportunity to view the program in operation and, often, to talk with students, staff, and community participants. The site visit team from the district should include key district personnel, such as the superintendent and the director of secondary education, as well as the principal of the school in which the program is to be implemented and potential community participants.

## Outcome

The site visit should help local staff begin to visualize potential applications of the program in their district.

Task Statement

1.40 Determine and evaluate the district's need for and interest in the program.

The activities up to this point have been performed because the district has a general interest in and/or need for the program. The initial interest has now been strengthened by what has been read, heard, and seen. The district should now assess the interests of groups that will be involved in or affected by the program.

1.41 Assess student needs and interests.

Are career development and experiential learning opportunities currently available for all students? Are they of any interest to students? Do students need career development and experiential learning opportunities as part of their formal educational program?

1.42 Assess parental interests and needs.

Do parents think that they or the district adequately prepares their children for entering the work world, adulthood, or post-secondary

education? Will parents support learning activities in the community as part of the educational program for their children?

1.43 Assess the interests and needs of the school faculty, including administrators, teachers, and guidance personnel.

How important are career development and experiential learning programs to the school staff? How do staff members perceive the effectiveness of the district's existing career education programs? Do staff members recognize the importance of relating subject matter in the school classroom to situations outside the school? Are staff members satisfied with the skills which students exhibit in planning for, clarifying, and implementing their career options? Will staff members support learning activities in the community as part of the district's educational program? Does the local teachers organization support the introduction of RBS Career Education?

1.44 Assess the interests of the school board.

Has the board established career education as a priority? Will the school board commit itself to support experiential learning activities as part of the district's educational program?

1.45 Assess the interests and needs of the community.

How do community groups, governmental agencies, businesses, and industries feel about the use of their facilities and personnel for instructional purposes? What do these groups view as incentives for participating in the program? Do they have an interest in and see a need for becoming part of the educational system?

1.46 Assess the needs and interests of the county/intermediate/regional educational agency.

Does the organizational unit of which the district is a part have an interest in RBS Career Education? Can this unit provide support services to the district in implementing the program?

1.47 Assess the needs and interests of the state education agency.

What are the long-range plans for career education of the state education agency? Does a state plan exist and could RBS Career Education function within it? Do existing state requirements and their interpretation facilitate the implementation of experiential learning opportunities as part of a school's program?

**Outcome**

Based on this assessment of local needs and interests, the district concludes that there is sufficient or insufficient interest in and need for the program from the key groups who will be involved in or affected by the program. If there is sufficient need and interest, the district proceeds to the next step.

**Task Statement**

1.50 Determine the feasibility of adopting the program.

It is now time for the district to determine whether it can take necessary steps to implement the program.

In arriving at this determination, the district should:

1.51 Outline the nature of the desired adoption.

RBS Career Education is comprised of three instructional components: the Academic Resource Center, Career Development and Career Guidance. A district may decide to adopt only one of these components without recognizing its interdependency on the others. The district should define the kind of program it wants to implement and the relationship of the program to the existing school curriculum, as well as the goals and objectives of the proposed program.

1.52 Determine whether academic credit can be awarded for program experiences.

In RBS Career Education, students earn full academic credit for the successful completion of program experiences. It is important for the

district to decide how much academic credit and in what areas it will allow credit for program experiences. State and local graduation requirements and guidelines should be reviewed, especially with regard to required courses and the awarding of academic credit for experiential, non-classroom learning experiences.

1.53 Analyze the sufficiency of available resources and commitment in terms of program requirements.

The district must determine whether sufficient numbers and kinds of community resource sites are available for what it plans to do. It must also decide whether it has the commitment, funds, and staff to meaningfully involve community participants (e.g., provide sufficient liaison) and to meet other program requirements. The requirements of each component being considered should be compared with the available resources and commitment of the district.

1.54 Review the program outline, including initial decisions on academic credit and the sufficiency of available resources, with RBS. RBS can provide advice and assistance to the district in determining the feasibility and desirability of the district's design.

1.55 Review the program outline with representatives of potential community resource sites.

1.56 Secure authorization from the school board and/or administration to prepare a proposal for the board on implementing RBS Career Education. The preparation of a proposal requires some resources and commitment. In securing the authorization, the district should outline the program in terms of: (1) need, (2) goals and objectives, (3) program components, (4) organizational arrangements for planning, (5) planning schedule, and (6) planning costs.

**Outcome**

The district commits itself to develop a proposal to implement a local application of RBS Career Education.

**2.00 Prepare an implementation proposal for the school board, specifying: (1) what is to be implemented, (2) with what projected results, (3) under what conditions, and (4) at what projected cost.**

The preparation of this implementation proposal is a major step in organization of the program and of support for it among school staff and potential community participants. The initial ideas for the application of the RBS program in the district must now be translated into specific operational plans capable of demonstrating the desirability and feasibility of the program to the school board.

Outcome

The district submits the implementation proposal to the school board for action. Based on the action of the school board, the district makes the go/no go decision with regard to the implementation of RBS Career Education.

2 Prepare implementation proposal
- 2.1 Planning capability
  - 2.11 Project management task group
  - 2.12 Program advisory group
  - 2.13 Community representative
- 2.2 Preparation of proposal
  - 2.21 Materials review
  - 2.22 Written plans
  - 2.23 Advisory group review
  - 2.24 RBS review
  - 2.25 Adjustment/completion of plans
- 2.26 Implementation proposal
- 2.27 School board approval

**Task Statement**

2.10 Organize for the preparation of the implementation proposal.

The district must organize in a way which encourages the efficient and effective use of human resources. The district should include a variety of inputs and concerns in the proposal.

In organizing for this effort, the district should:

2.11 Establish a project management task group to plan and design the proposal.

Once the district has authorized the utilization of its resources to create an implementation proposal, specific task groups must be organized. These task groups should have an appointed leader (project manager). This person should be given the authority and charged with the responsibility for preparing the implementation proposal and for guiding and motivating the planning group toward decisions, action, and achievement of planning goals. This person should, with inputs from staff and other planning participants, set the planning goals to

be accomplished, plan and manage the work, and determine the bench marks and time for measuring progress. The project management task force should include teachers, guidance counselors, or curriculum specialists who will be directly affected by the installation of the program. This task force should have a communication system that includes all groups and individuals directly and indirectly affected by or influencing the installation of the program.

2.12 Establish a program advisory group to oversee the creation of the proposal and to render policy advice and assistance to the program if the proposal is approved.

If business and education are to work cooperatively, they must communicate. RBS Career Education suggests the importance of maintaining a continuous dialogue between the school, the community, and participating resource sites. The program advisory group should include representatives from the economic sector (public, private, profit, non-profit), labor unions, the local teachers organization, and local interest groups. It is extremely important that potential community resource sites be deeply involved in the planning effort *before* the decision is made to implement the program.

2.13 Secure the cooperation of a key representative of the economic sector.

An individual or community agency interested in improving education and in working with the schools, as well as capable of providing the school with access to and support within the community, should be identified to serve as a frontrunner for the program. This person should be able to assist the proposal development team with a number of planning tasks and provide for initial subscription of potential participants, as well as to be an advocate for the program in the community.

**Outcome**

Key individuals and groups to be involved in the planning effort are selected and organized. Mechanisms are established to create the implementation proposal and to communicate the work of the planning group to the rest of the district.

**Task Statement**

2.20 Prepare the proposal.

Once the members of the project management task force and program advisory group are selected and organized, the district proceeds with detailed program planning. The RBS liaison will work closely with the task force in the preparation of the proposal.

In preparing the proposal, the district should:

2.21 See that the project management task force has access to and has reviewed the materials in the RBS Career Education Library.

This set of documents contains pertinent and helpful information for program planning and implementation.

2.22 Develop written statements, plans, and recommendations with regard to the following:

a. Program goals and objectives.

b. Program components, concepts, and processes to be implemented.

c. Integration of the program within the school.

d. Staffing requirements, including numbers of staff, role descriptions, needed skills, and organizational arrangements.

e. Staff selection procedures.

f. Characteristics of target student population, including numbers, grade levels, and limitations.

g. Student recruitment and selection.

h. Academic credit, scheduling, and student time allocation.

i. Facilities, equipment, supplies, and materials.

j. Procedures to identify, recruit, and organize community resource sites.

k. Insurance for the school district and resource site participants.

l. Transportation for students and staff.

m. Orientation of students, school faculty, and parents.

n. Definition of training and technical assistance needs and a schedule to meet those needs.

o. Evaluation.

p. Timelines, budget, management tasks, reporting and information systems, and communications within the program and external to the program.

2.23 Review the statements, plans, and recommendations of the project management task force with the program advisory group for their input, critique, and action.

2.24 Review the statements, plans, and recommendations of the project management task force with RBS for advice and assistance.

2.25 Determine necessary adjustments in the statements, plans, and recommendations. Make certain that adjustments are communicated to all task force and advisory group members.

2.26 Develop the adjusted statements, plans, and recommendations into a written implementation proposal. This proposal must address:

a. The purpose of the program in terms of local needs.

b. The operation of each program component to be implemented and its contribution to program goals and objectives.

c. The content of each component to be implemented.

d. The processes and procedures to be implemented.

e. The staffing and management of the program, including accountability procedures, cost estimates, and budget.

f. Plans for the evaluation of the program, including instruments and hypotheses.

2.27 Submit the implementation proposal to the school board for approval and funding.

**Outcome**

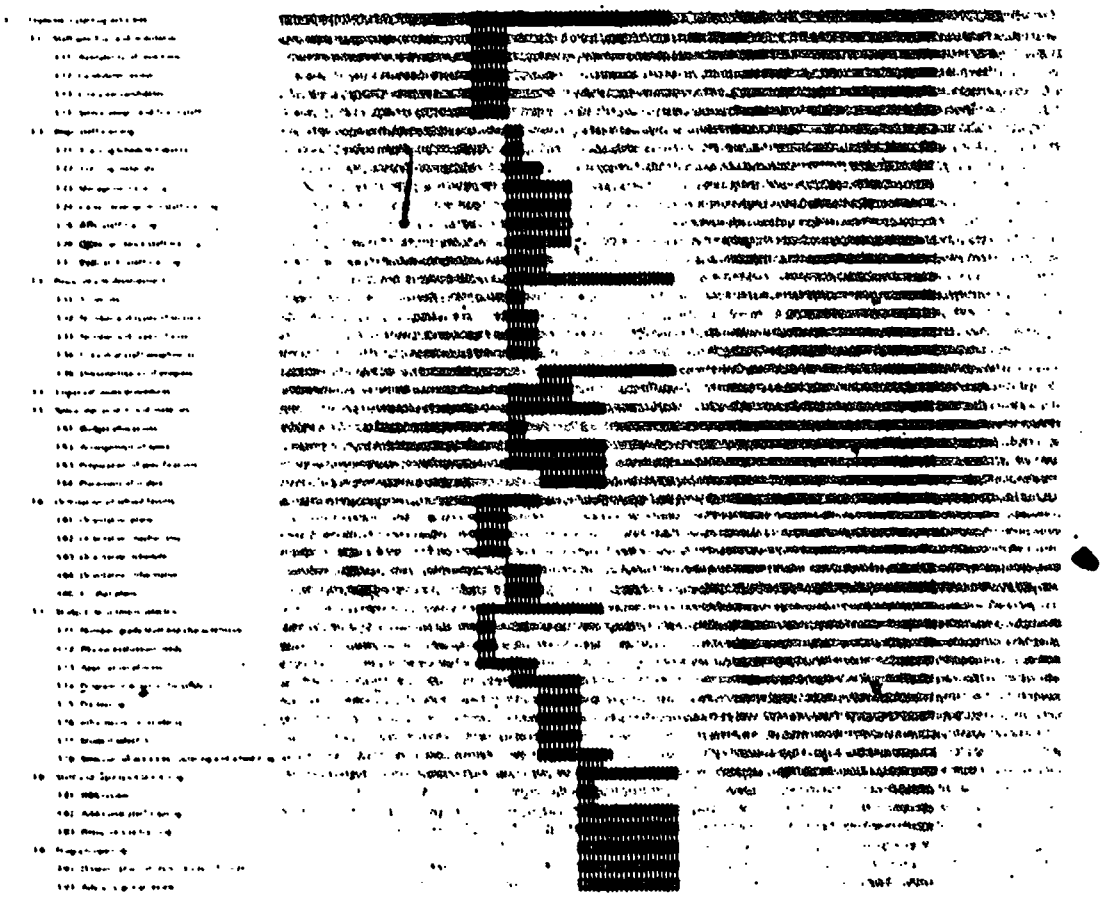
The proposal is submitted for board action. The board accepts the proposal and authorizes the district to operationalize the program.

## 3.00 Complete pre-implementation planning and start-up activities.

The major concerns of this series of steps are staff training, community participant recruitment, program development, and scheduling. Intensive RBS Support Service involvement is recommended during this phase of implementation.

**Outcome**

All necessary plans and actions have been completed for the program to effectively begin.



**Task Statement**

3.10 Select and orient staff.

The district cannot effectively proceed with the planning/implementation process until the operational staff is selected and oriented. Program staff should be recruited from the project management task force to the extent possible.

In selecting staff, the district should:

3.11 Announce to the total school staff the type and number of program positions available.

A written job description for each position (program director, resource coordinator, counselor, ARC instructor, ARC aide, secretary) should be available to interested applicants.

3.12 Screen candidates on the basis of criteria established in the implementation proposal.

3.13 If possible, have the program advisory group screen final candidates.

3.14 Select candidates and schedule orientations.

## Outcome

The district selects and orients staff who can fulfill program requirements and district needs.

Task Statement

3.20 Begin staff training.

RBS will play a major role in training staff. The district is responsible for providing training time. Training is a continuous activity during the pre-implementation phase.

In initiating training activities, the district should:

3.21 Confirm the training schedule and logistics with RBS.

3.22 Distribute training materials provided by RBS to program staff.

3.23 Train program administrators.

3.24 Train resource coordinators for their roles in resource-site recruitment and organization, resource-site analysis, and program development.

3.25 Train staff in setting up, equipping, and operating the Academic Resource Center.

3.26 Train guidance staff.

3.27 Orient and train evaluation staff.

**Outcome**

Program staff are prepared to undertake program planning, decision-making, and action.

**Task Statement**

3.30 Begin resource-site recruitment and organization, resource-site analysis, and resource-site program development.

Resource-site recruitment, resource-site analysis, and resource-site program development are continuous activities. These tasks are discussed in more detail in the Career Development component manuals in the RBS Career Education Library.

In beginning these activities, the district should:

3.31 Establish timelines for the completion of necessary activities to enable the program to start.

3.32 Determine the number and types of exploration courses to be offered.

3.33 Determine the number and types of resource sites required as a minimum for exploration.

3.34 Assign individual staff members specific responsibilities for site recruitment, analysis, organization, and program development.

3.35 Document the range and capacity of resources for use in student recruitment and selection.

**Outcome**

Information on resource-site activities is available. Sites have been organized for exploration and site programs have been prepared.

Task Statement

3.40 Finalize logistical arrangements for program operations.

The implementation proposal should be assessed to determine further actions and/or decisions needed in regard to logistical issues. The district should also double-check that:

a. The district and participating resource sites have adequate insurance coverage in the event of student injury while at a resource site.

b. Adequate arrangements have been made for student transportation to and from participating resource sites.

c. Policy on and procedures for awarding academic credit for program experiences have been established with respect to the areas in which students can receive academic credit for program experiences, the number of credits

students can receive, and the method of awarding academic credits.

d. Scheduling parameters and constraints have been established with respect to what courses, if any, students will be required to take in the regular school program, whether students will be prohibited from taking any courses in the regular school program, and the maximum and/or minimum limit on the time students spend in the program.

**Outcome**

Operational policy is established with regard to insurance, transportation, academic credit, and scheduling.

**Task Statement**

3.50 Prepare space and order equipment, supplies, and materials.

In completing this step, the district must take special care to check on lead times for ordering materials. It may take two months to get some RBS materials for the Academic Resource Center. While RBS has stockpiled materials for field test participants, all sites should check on material availability at least two months before the scheduled opening of the program.

3.51 Review budget allocations.

3.52 Finalize physical housing arrangements for the components and their staffs.

3.53 Prepare specifications for renovations, equipment, supplies, and materials. Additional information on necessary equipment, supplies, and materials is contained in the RBS Career Education Library.

3.54 Start the renovations and order equipment, supplies, and materials.

**Outcome**

Equipment, supplies, materials, and necessary space are available when the program begins.

**Task Statement**

3.60 Orient faculty of host school.

Since students who will participate in the program will also take some courses in the school's regular program, it is important that the entire faculty of the school understand the program and its relationship to other school activities. Also, if the school faculty understands the program, they can be a tremendous asset in student recruitment and selection, as well as in program development and extension.

In conducting this orientation, the district should:

3.61 Invite the entire faculty of the school to the orientation.

3.62 Arrange large group and small group sessions. Department meetings can be used for the small group sessions.

3.63 Select dates and times that are convenient to program participants and the school faculty.

3.64 Provide written information to the faculty and allow time for questions and answers.

3.65 Indicate that further information on the program and its progress will be disseminated to the faculty on a regular basis.

**Outcome**

The faculty of the host school has an understanding of the program and its relationship to other school activities.

**Task Statement**

3.70 Recruit and select students for the program.

Students should be free to participate in the program, rather than be assigned to it. Students making a decision about participation should understand the program and be aware of its potential benefits and risks.

In selecting students, the district should:

3.71 Confirm its decisions in regard to the number, grade levels, and other characteristics of desired students.

3.72 Determine whether the evaluation plan will involve a control group. If so, determine how the control group will be selected.

3.73 Prepare program admission information and forms, determine selection criteria, and finalize staff responsibilities for student recruitment and selection.

3.74 Conduct a general program orientation for all interested and eligible students.

3.75 Complete pre testing of all interested and eligible students.

3.76 Assemble available information on all interested and eligible students.

3.77 Select students from the interested and eligible pool on the basis of the selection criteria and in consonance with the evaluation plan. Notify students who have been selected and those who have not.

3.78 Have selected students choose initial resource-site activities and roster and schedule these students. For some suggestions on this step, see information on career exploration selection and student orientation in the Guidance component of the RBS Career Education Library.

**Outcome**

Interested and eligible students are selected to participate in the program. These students choose initial resource-site activities and are rostered and scheduled.

**Task Statement**

3.80 Complete staff training and training of resource-site personnel.

All staff and resource-site personnel training must be completed before the start of the program.

In meeting these training needs, the district should:

3.81 Review training needs with RBS.

3.82 Schedule the completion of training for all staff before the arrival of students.

3.83 Schedule the completion of resource-site personnel training before the arrival of students. For more information on this step, see the Career Development component materials in the RBS Career Education Library.

**Outcome**

Staff and resource-site participants are prepared for program operations.

**Task Statement**

3.90 Prepare for the beginning of program operations.

Many activities have to be completed and much information must be at hand before the program can effectively receive and service students. Time and energy must be allocated to the completion of these tasks before the program begins.

3.91 In concluding preparation activities, the district should insure that:

a. Information on resource-site activities, plans, and schedules is documented and disseminated to staff and students.

b. Plans for in-depth orientation of students have been completed. This orientation can take place either before the program begins or at the very beginning of the program.

c. A calendar of major events for the entire school year is prepared and disseminated to staff and students.

d. The specific responsibilities and assignments of each individual staff member and the total group are set and commonly understood.

e. Needed equipment, forms, supplies, and materials have been received and inventoried and are ready for use.

f. The master schedule, student lists, and activity lists have been prepared, checked for accuracy, and disseminated.

g. Management information and control systems have been prepared and are ready for use.

h. Program expenditures are compared with budget allocations, and, if necessary, a revised expenditure plan is created.

3.92 The district should review the operational status with the program advisory group.

**Outcome**

The program and its staff are ready to receive and service students.

### 4.00 Operate the first cycle of program activities.

The first cycle of operational activities should be viewed as a shakedown cruise for the program. Management emphasis should be placed on identifying breakdowns and slippages and on taking corrective action. First-cycle activities and experiences should be used to improve the second-quarter operation.

**Outcome**

First cycle operations are completed and second-cycle activities, including student, staff, and resource site schedules and programs and revisions in initial plans, are prepared.

**Task Statement**

4.10 Monitor the implementation of first-cycle activities.

The following checks should be made at the commencement of program operations:

a. Have all the necessary resource sites for first-cycle career explorations been recruited and have learning programs for each site been developed?

b. Have all the resource sites necessary for first-quarter career specializations been recruited and has a learning contract for each student been developed?

c. Have students been enrolled in the ARC and what plans have been made for their placement?

d. Has student profile information been disseminated to each participating resource site and to program staff?

e. Have students been assigned to individual and group counseling?

f. Have the master schedule, student schedules, staff schedules, and activity lists been completed and disseminated?

g. Has information on resource site learning activities been disseminated to the ARC and Guidance staffs?

h. Have student files and folders been prepared for the program staff?

i. Do students know where, when, to whom, and how to report?

A monitoring system, whether reports (from staff, students, parents, or resource-site participants) and/or personal observation of activities, is essential to determine if the program is going as planned and if corrective action is necessary. The program administrator should:

4.11 Insure that monitoring of resource-site programs by resource coordinators is sufficient, but not excessive. For example, at the beginning of the program a resource coordinator should probably

spend more time at a resource site monitoring its activities than would be necessary after the program has stabilized. Although some resource-site participants may want a resource coordinator to be present at all times when students are on site, meeting this need would result in excessive and impractical monitoring.

4.12 Determine that the operation of the ARC is individualized. It is very easy for teachers who are comfortable with classroom teaching style and behavior to revert to this mode.

4.13 Determine whether the initial group guidance sessions are assisting students in making smooth transitions into the program.

**Outcome**

The administrator determines whether the program is going as planned and takes corrective action, if necessary.

**Task Statement**

4.20 Implement recordkeeping and reporting systems.

A planned, systematic flow of information is essential to the administrator. Information needs and reporting requirements and timelines have been previously established. The role of the program administrator is to see that responsibilities are known, fixed, and met. In any program similar to RBS Career Education, which uses a wide variety of geographically dispersed resource sites, timely and accurate information on students, their progress, and program events is of critical importance. However, the decentralized and geographically dispersed nature of the program increases the difficulty of efficiently obtaining needed information.

Part of the information needs of the administrator may be satisfied by the evaluation system; however, the administrator should insure that responsible personnel:

4.21 Obtain and record student attendance information.

4.22 Obtain and record student progress information from resource sites, guidance groups, and the ARC.

4.23 Obtain student assessment of resource-site activities and disseminate to sites (if this is a part of the internal evaluation or monitoring design).

4.24 Insure that student activities are being recorded in appropriate files.

**Outcome**

The administrator receives accurate and timely information to maintain, revise, and improve the program.

**Task Statement**

4.30 Implement mechanisms for parental involvement.

RBS Career Education represents an educational form with which most parents are unfamiliar. It is vital that parents of participating students understand and support the program. The administrator would be well advised to actively seek the involvement and support of parents, rather than to passively wait for parents to express program-related problems and concerns. If program contacts with parents are restricted to student problems, the success of the program is jeopardized. Parents should be given a full orientation to the program and should be treated as active participants in its further development and implementation.

**Outcome**

Parents have a full understanding of the program and serve as well-informed advocates in its further development and implementation.

**Task Statement**

4.40 Implement mechanisms for promoting program identity and esprit on the part of staff and students.

Staff and students in the program should feel a particular identity with and allegiance to it. Simply providing quality learning experiences is not sufficient to develop this sense of identity and esprit. Since students will be taking courses in other school programs, they may feel as if they are neither fish nor fowl.

**Outcome**

Both students and staff have developed a program identity and esprit which are constructive in terms of the relations within the program and the program's relations with the host school.

**Task Statement**

4.50 Prepare for second-cycle activities.

In RBS Career Education, staff and students are simultaneously implementing present activities and preparing for the next cycle of activities. The program's concept and supporting processes do not permit the completion of one cycle of activities before preparation for the next cycle can begin. Both sets of activities are concurrent.

The following activities should be completed during each cycle:

4.51 Identify individual student needs and interests in terms of resource-site activities for the next cycle.

4.52 Recruit additional resource sites as needed.

4.53 Complete student selection of second-cycle resource-site activities.

4.54 Revise second-cycle plans for Career Guidance and the ARC, as needed.

4.55 Complete second-quarter schedules for students, staff, and resource sites.

4.56 Notify all affected parties of changes required by second-cycle activities.

**Outcome**

The program is prepared to operationalize second-cycle activities.

Task Statement

4.60 Review the program's operation, plans, and changes with the program advisory group at regularly scheduled intervals.

On a regularly scheduled basis, the program advisory group should review the program's operation, plans, and changes. Major changes should be brought to the group before, not after, they are implemented. The group itself may propose major changes. This review process is an essential element of school-community cooperation in the development and operation of the program.

Outcome

Second-cycle plans have benefited from the advisory group's review, and the advisory group has been able to influence program activities.

**5.00 Operate the second and successive cycles of program activities.**

During the second cycle, student involvement in specialization should increase and some initial evaluation of the program by students and staff should be available. The major focus of the second cycle is simply adjustment toward stabilization although articulation of cluster courses and the development of liaisons between ARC staff and the school's subject area teachers should have begun.

**Outcome**

Initial implementation problems and inadequacies are corrected. The effectiveness and efficiency of the program are increased.

**6.00 Evaluate the program and its components.**

Program strengths and weaknesses should be identified on the basis of valid and reliable data. Evaluation, if properly conducted and implemented, can provide such data and assist in their interpretation. RBS Career Education has undergone rigorous evaluation at the pilot site. Data on the program's performance are needed in three categories: (1) student outcomes, (2) program outcomes, and (3) effects on the host school. Data on the first-year operation will not provide conclusive evidence in any of these categories, but are useful as an interim measure of success. These evaluation activities are related to steps 3.72 and 3.75 above.

**Outcome**

Assessments of the effectiveness of the program and needed improvements are reached on the basis of valid and reliable data.

6. Evaluate program
   - 6.1 Final evaluation decisions
   - 6.2 Evaluation arrangements with RBS
   - 6.3 Instrument administration schedule
   - 6.4 Instrument administration
   - 6.5 Data analysis
   - 6.6 Findings as basis of revisions

**Task Statement**

6.10 Finalize the type of decisions which can be assisted by evaluation findings, when these decisions must be made, and the type of evaluation and information which will provide assistance in decision-making.

In its implementation proposal, the district indicated some commitments and plans in regard to evaluation. These commitments and plans should be reviewed, updated, and finalized.

**Outcome**

The district has established criteria for the evaluation design of its program.

**Task Statement**

6.20 Finalize arrangements with RBS for assistance in evaluation.

RBS has developed an evaluation capability for and is interested in the evaluation results of the program. For information on available evaluation services, see RBS CAREER EDUCATION: EVALUATION GUIDE and the pamphlet on RBS Evaluation Services for Career Education.

**Outcome**

Specific responsibilities between RBS and the district for evaluation are agreed upon.

## Task Statement

6.30 Schedule and make arrangements for the post-testing of students and the administration of instruments to parents, staff, and resource-site participants.

Once basic evaluation decisions are made and instruments are reviewed and agreed upon, the district must schedule and make the logistical arrangements for the administration of the instruments, including securing the cooperation of affected parties.

## Outcome

Dates, times, places, and responsibilities for the administration of instruments are determined. This information is disseminated to affected parties.

**Task Statement**

6.40 Manage the post testing of students and the administration of instruments.

The district insures that the planned schedule and arrangements are scrupulously followed.

**Outcome**

Needed data are obtained in a reliable and valid manner.

**Task Statement**

6.50 Analyze and synthesize evaluation data for useful findings and disseminate findings for review and reaction.

Whether RBS and/or the district processes (i.e., analyzes and synthesizes) evaluation data, the district should insure that findings are reported in a useful and helpful manner. Evaluation findings are of little or no use unless they are disseminated to appropriate audiences for review.

**Outcome**

Evaluation findings are prepared and disseminated to the program's audiences for review and reaction.

Task Statement

6.60 Utilize evaluation findings and reaction to them to improve the program and to make some decisions about the program's effectiveness and efficiency.

The district has prepared evaluation findings on the program and has received reaction to these findings from appropriate audiences. The district should now utilize this information to make some decisions about the effectiveness and efficiency of the program and to make needed improvements in the program.

Outcome

The district reaches some conclusions about the program's effectiveness and efficiency and identifies the areas in and means by which the program can be improved.

**7.00 Commence planning/implementation tasks for next year's program.**

The district considers the long-term future of the program and plans for its second year of operation. The district should determine whether the first-year operation is taking the program where the district desires it to go. In terms of second-year planning, most of the planning/implementation tasks should be recycled for decision and action. The district should decide upon its immediate plans for the expansion and extension of the program.

**Outcome**

The district embarks on planning/implementation for the second year of operation.

Plan next year's program

## CONTINUING DEVELOPMENT AND THE RBS PROGRAM

RBS CAREER EDUCATION is being implemented in a series of field tests conducted under the auspices of the National Institute of Education from 1975 1978. This series of field tests is expected to validate the findings of the pilot test, identify additional effects and necessary adaptations, and demonstrate the feasibility of the program in a number of different settings. The Philadelphia pilot program will also be continuing its development, particularly with respect to the establishment of a clearinghouse of available community resources for school use (a project undertaken by the Greater Philadelphia Chamber of Commerce and funded by the U.S. Office of Education) and the articulation of their program with other career development and experiential courses.

The results of the field tests, as well as new developments in the pilot program, will provide the basis for revision of program materials and services toward more effective implementation in various settings. They will also provide the initial inputs for the demonstration network activities of districts implementing RBS CAREER EDUCATION.

RBS CAREER EDUCATION is the initiation of a process of continuing local development. The program emphasizes local initiatives in the development of program activities, in the articulation of these activities with existing programs, and in the determination of local approaches to the reorganization of the school curriculum. The installation of the program provides schools with organized community support and momentum for continuing development and, particularly, for further utilization of community resources. Realizing the potential of community resources (including the school) will require the commitment of leadership, time, and real support by both the schools and the community. While the implementation of RBS CAREER EDUCATION results in an effective program for students, many of the incentives for community participation involve additional longer term goals. Community participants have consistently demonstrated a willingness to refine operational programs to realize these long term goals. In implementing RBS CAREER EDUCATION, the schools must not expect a solution, but rather a direction to follow to achieve their goals.



75

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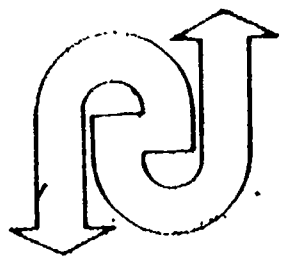

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