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ABSTRACT

As part of Project IMPACT's efforts to identify and develop procedures for complying with the impact requirements of Public Law 94-482, a case study was made of Illinois Career Education Projects at the awareness level. First, the Career Development for Children Project (CDCP), which produced career awareness curriculum materials for elementary and junior high school students in 1970-72, was assessed through interviews with elementary school teachers and administrators in eight schools in five districts in Illinois. There was no evidence that the teachers and administrators contacted were aware of the project or its materials or that CDCP had had any impact on the school districts studied. However, Project IMPACT learned through this study that it was impossible to generalize about the huge elementary school population from such a small sample, and became aware of the need to monitor changes of the groups intended for impact. (The most significant group impact by the CDCP was not its intended audience but the U.S. Office of Education.) Second, the Career Orientation and Assessment Program, a prevocational course to expose new prisoners in Illinois correctional facilities to career possibilities, to assess their interests and skills, and to provide specific information about career choices, was assessed through pre- and posttests. Findings indicated increases in accuracy of self-concept in terms of prisoners' vocational abilities and vocational needs. Project IMPACT found that the impact of the program on prisoners' later employability is not known; and that impact of career education programs for prisoners might be facilitated if program content were based more on students' inventoried vocational needs and less on their expressed vocational interests. (KC)

DEVELOPMENT OF PROCEDURES FOR ASSESSING THE IMPACT OF VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT ON VOCATIONAL EDUCATION (PROJECT IMPACT)

Volume 5 - A Case Study of Illinois Career Education Projects at the Awareness Level

STATE BOARD OF EDUCATION
Donald F. Muirheid, Chairman

ILLINOIS OFFICE OF EDUCATION
Joseph M. Cronin, State Superintendent of Education

Development of Procedures for Assessing the Impact of Vocational Education

Research and Development on Vocational Education (PROJECT IMPACT)

Principal Investigators: Marilyn R. Cheney-Stern, Ph.D. and L. Allen Phelps, Ph. D.

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August, 1980

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Springfield, Illinois
August, 1980

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Abstract

In order to identify and develop procedures for complying with the impact requirements of Public Law 94-482, PROJECT IMPACT studied five problems: (1) how to define impact, (2) how to assess impact, (3) how to show cause and effect relationships between research and development (R&D) activities and changes in the vocational education teaching-learning situation, (4) how to predict the probability of impact, and (5) how to facilitate the impact of R & D activities. The methods used in these studies were to review and discuss views of experts and literature related to the problems and to analyze the process of impact in selected cases of R & D activities and exemplary programs in vocational education in Illinois. Findings of PROJECT IMPACT's activities from August 1, 1978 to July 1, 1980 are reported in nine volumes: (1) Context and Principles of Assessing Impact, (2) A Case Study of the Illinois Occupational Curriculum Project, (3) A Case Study of the Illinois Network of Exemplary Occupational Programs for Handicapped and Disadvantaged Students, (4) A Case Study of Illinois Projects in Horticulture, (5) A Case Study of Illinois Career Education Projects at the Awareness Level, (6) A Case Study of the Occupational Survival Skills Project, (7) Case Studies of Two Illinois School Districts with Innovative Vocational Education Programs, (8) A Field Study of Predicting Impact of Research and Development Projects in Vocational and Technical Education, and (9) an Executive Summary.

Volume 5 contains impact assessments of two "career awareness" projects. One of these projects was designed for use with children and one was designed for use with prisoners. The projects were traced from the bottom-up (i.e. intended users to developers of the projects). It was found that the elementary level teachers sampled were not aware of and, therefore, not users of materials produced by the project. Findings reported about the prisoner project indicated increases in accuracy of self-concept in terms of prisoners' vocational abilities and vocational needs.

Authors' Acknowledgments

PROJECT IMPACT is greatly indebted to the project directors, principal investigators, school administrators, teachers, and students who gave their time and energies toward the completion of questionnaires, personal interviews, telephone conversations, and document retrievals which provided the information for this report. We also appreciate the contributions made by our colleagues at the University of Illinois. We are especially grateful for the excellent assistance the secretaries in the College of Education at the University of Illinois gave us in preparing this case study on "Illinois Career Education Projects at the Awareness Level."

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OVERVIEW OF PROJECT IMPACT

In 1974, the U.S. Office of Education (USOE) asked the National Academy of Sciences (NAS) to assess the impact of approximately 250 million dollars spent by USOE on vocational education research and development (R & D) activities during the ten years between 1965 and 1974. The NAS committee on Vocational Education Research and Development (COVERD 1976) reported that the R & D of the decade studies had impact on curriculum development but did not have documented, widespread impact on the knowledge, skills or employability of large numbers of students. National evaluations of vocational R & D in addition to the COVERD report have been similarly critical (Development Associates, 1975; Rand Corporation, 1975; Comptroller General of the United States, 1974). Acting upon these reports, Congress passed the Educational Amendments of 1976 (Public Law 94-482) which mandated the contracts for R & D in vocational education not be allowable unless the applicant could "demonstrate a reasonable probability that the contract would result in improved teaching techniques or curriculum materials that would be used in a substantial number of classrooms or other learning situations within five years after termination of such contracts" (Federal Register, 1977).

PROJECT IMPACT is a state-funded study designed to develop procedures for assessing the impact of vocational education research and development efforts on vocational education. The primary purpose of the study is to identify and develop procedures for complying with the impact requirement of Public Law 94-482.

The study addresses itself to three problem areas: (1) how to define impact, (2) how to assess impact, and (3) how to show a cause-and-effect relationship between project activities and changes in the vocational education teaching-learning situations. The study also addressed two subsidiary problems: (1) how to predict the probability of impact and (2) how to manage on-going contracts to increase impact probability.

The methods used to conduct this study were to review literature related to the problem areas, to interview individuals with experience and expertise in the problem areas, and to analyze the process of impact of several programs of related projects which were funded by the Illinois Office of Education/Department of Adult, Vocational and Technical Education/ Research and Development Section and one project funded by the Comprehensive Employment and Training Act (CETA).

The major activitiy of PROJECT IMPACT has been to analyze the programs (cases) of related R & D projects. For the first year, it was decided to select two cases for "top-down" analysis and two cases for "bottom-up" analysis (see Volume 1, Appendix A, p. 43). The project staff referred to these types of retrospective analysis as "tracking." It was anticipated that the two types of tracking would produce different insights about impact. For example, bottom-up tracking might better identify "bottlenecks" to impact than would top-down tracking while "top-down" tracking might be more effective in relating project intents and project outcomes. One staff member was assigned as "tracking manager" for each of the four cases and was instructed to keep a detailed log of her/his activities (e.g., identifying documents, retrieving documents, identifying key people and interviewing them, recording data, analyzing data).

Nominations for the first four case studies were sought from members of PROJECT IMPACT's Advisory Committee, project consultants, and project staff members. The following cases were selected for "top-down" tracking:

1. "A Research and Development Project in Occupational Education" (The Illinois Occupational Curriculum Project--I.O.C.P.) which was developed by Joliet Junior College and funded by them and by the Illinois Department of Adult, Vocational and Technical Education in fiscal years 1970-72.
2. "The Illinois Network of Exemplary Occupational Programs for Handicapped and Disadvantaged Students." At the time the case study was initiated, the network was in its fourth year of operation. It was in the "dissemination" stage and IOE/DAVTE had funded Illinois State University to coordinate dissemination for the Network's eight demonstration projects.

The third and fourth cases, which were selected for "bottom-up" tracking, were:

3. "Illinois Projects in Horticulture." IOE/DAVTE funded some twelve R & D projects in horticulture between 1967 and 1978. Both private and public schools participated in these R & D efforts.
4. "Illinois Career Education Projects at the Awareness Level." IOE/DAVTE funded three or more major projects in this area between 1970 and 1978, and CETA began funding one for the Illinois Department of Corrections in 1975.

During its second year PROJECT IMPACT studied the "Occupational Survival Skills Project" and "Two Illinois School Districts with

Innovative Vocational Education Programs" and developed a model for an "Impact Assessment System for the Illinois Board of Education/Division of Adult, Vocational and Technical Education/Research and Development Section."

PROJECT IMPACT's activities for the 1979 and 1980 fiscal years are reported in nine volumes. Volume 1--Context and Principles of Assessing Impact--contains an introduction to PROJECT IMPACT, a review of literature and views of experts in regard to planned educational change and impact, the methods used to conduct impact case studies, a concise listing of references used during Phase 1 activities, and appended materials such as the initial project proposal and data collection instruments which were developed for use in case studies. Supplemental reports of the project are contained in the following volumes:

Volume 2 -- A Case Study of the "Illinois Occupational Curriculum Project"

Volume 3 -- A Case Study of the "Illinois Network of Exemplary Occupational Programs for Handicapped and Disadvantaged Students"

Volume 4 -- A Case Study of "Illinois Projects in Horticulture"

Volume 5 -- A Case Study of "Illinois Career Education Projects at the Awareness Level"

Volume 6 -- A Case Study of the "Occupational Survival Skills Project"

Volume 7 -- Case Studies of "Two Illinois School Districts With Innovative Vocational Education Programs"

Volume 8 -- A Field Study of "Predicting Impact of Research and Development Projects in Vocational and Technical Education"

Volume 9 -- Executive Summary of Volumes 1-8 and Conclusions and Recommendations for Assessing the Impact of Vocational Education Research and Development on Vocational Education

Background of Illinois Career Education Projects

Career education is a planned sequence of learning activities based upon Donald Super's theory of vocational development (1953). Super hypothesized that each stage of vocational development contains a sequential set of vocational tasks and each set of tasks must be mastered before an individual can progress to the next. Typically career education programs divide these sets of tasks into five curriculum levels: awareness, orientation, exploration, preparation, and advancement.

The maturity of a group of students usually determines the selection of curriculum materials for that group. Groups in which most students have experienced normal relationships in their family, school and neighborhood are usually ready for career awareness materials in grades 1-3, career orientation materials in grades 4-6, career exploration materials in grades 7-9, career preparation materials in grade 10 (and upward), and career advancement materials after entering the world of work and adjusting to it. In groups where most students have been disadvantaged during much of their lives, the level of maturity may be much lower than in groups of mostly normal students of the same age. Therefore, learning readiness for career education materials can vary widely.

Since 1963, the State of Illinois has funded numerous projects in the area of career education but only several at the awareness level. Notable among these have been the Career Development for Children Project, Project Occupacs and Project ABLE which were all funded by the Illinois Office of Education/Division of Adult, Vocational and Tech-

nical Education/Research and Development Section and the Career Awareness and Orientation Program which was a project for Illinois prisoners that was funded by the Comprehensive Employment and Training Act. Abstracts of these projects are contained in the Appendix.

PROJECT IMPACT made a decision to study the impact of these projects by tracking them from the bottom-up (i.e. intended users to developers). A tracking manager was assigned to arrange for visits to elementary schools and to become familiar with the career awareness materials for use with first, second and third graders. Another tracking manager was assigned to study the career awareness project for prisoners.

The steps for bottom-up tracking were as follows:

1. Collect data on adoption of project materials or procedures,
2. Collect data on their diffusion,
3. Collect data on their field-testing and evaluation,
4. Collect data on their development,
5. Collect data on their origins, and
6. Collect data on their future.

After reviewing the career awareness materials, PROJECT IMPACT made a decision to track only one of the projects for children - the Career Development for Children Project (CDCP) and the Career Awareness and Orientation Project (COAP) for prisoners.

1. The Career Development for Children Project (CDCP)

The impact study of CDCP is divided into a narrative report, a summary of critical decisions, a flow chart of major events and an impact - incidence matrix.

1.1 Narrative Report of CDCP

The narrative report of the bottom-up tracking of CDCP is organized as follows: introduction, general description, adoption, diffusion, testing, development, origins, future, summary and conclusions.

1.1.1. Introduction

Initially, PROJECT IMPACT planned to visit first, second and third grade classrooms in 15 or more randomly selected school districts in Illinois. However, to do so would have required more resources (manpower and travel money) than PROJECT IMPACT felt it could allocate for one of its case studies for FY79. Consequently, the Project Director suggested that the tracking manager visit fewer districts and conduct more "in-depth" interviews. It was further suggested that one district be arbitrarily selected from each of five regions in Illinois (i.e. Metropolitan-Chicago, Eastern Illinois, Southern Illinois, Western Illinois and Central Illinois).

Before arrangements were made for visiting classrooms, the district superintendents were contacted, and each superintendent was asked if career education was a part of the elementary school curriculum in that district. No site visits were scheduled if the response was negative. The Bureau of Educational Research in the College of Education at the University of Illinois assisted the tracking manager in obtaining permission to schedule site visits and conduct interviews.

1.1.2 General Description

The Career Development for Children Project was funded by the Illinois Board of Education/Department of Adult, Vocational and Tech-

nical Education/ Research and Development Section from February 1970 through August 1972. The stated purpose of CDCP was to schematize a curriculum model and supporting literature to provide guidelines and give impetus to career development programs for elementary and junior high school students. The objectives of CDCP were:

- To expand the dialogue among state department personnel, occupational educators, guidance counselors, and classroom teachers for the purpose of identifying and understanding the role of each in the career development process.
- To review, synthesize, and interpret the body of literature and research related career development.
- To conceptualize the structure of vocational development at different age-grade levels.
- To identify the vocational development task characteristic of each age-grade level.
- To illustrate behaviors (performance objectives) characteristic of each vocational developmental task.
- To develop a variety of curriculum materials and activities which lead to desired behavioral outcomes.
- To evaluate the effectiveness of teachers' guides and instructional materials in local school settings.
- To disseminate the curriculum model and policy papers.
- To engage in staff development, pre-service, and in-service teacher education.
- To stimulate further research to aid in the facilitation of career development for children and youth.

CDCP developed curriculum materials for each grade level first through eighth. For each of the first through sixth grade levels A teacher's guide containing five instructional units were completed. Each unit consisted of four parts: (1) Purpose and Objectives, (2) Instructional Activities, (3) Instructional Materials, and (4) Related References. Separate instructional activities and materials were then developed for each unit. For levels seven and eight a teacher's guide and student text were developed. Descriptions of the materials for each level are given below.

Level I: Becoming Aware of Me and What I Do

Level I helps the child begin to acquire a view of himself in terms of his own activities and those of others.

Level II: Knowing My Interest and Making Choices

Level II has a primary purpose to make the child aware that work activities have a potential for providing ways in which his unique self may be expressed.

Level III: Grouping Interest and Occupations

Level III provides information about self and the world of work.

Level IV: Meeting Individual Needs Through Work

Level IV is designed to present a perspective of the world where people work together to meet their basic needs of survival, to meet their needs for social interaction, and as a way of expressing their individual self-concepts.

Level V: Meeting Cultural Needs Through Work

In Level V the student is introduced to how the world of work has evolved from the perspective of basic anthopological concepts. Awareness is developed of how man meets basic human needs, how culture is created in the process of meeting basic needs, how culture in turn imposes certain imperatives, and finally how these cultural imperatives are met through various types of human work activities.

Level VI: My Future Career Role

The process of deciding what role students might play in the world of work is employed in Level VI. Career development is presented as a process in which students are already engaged. They begin to see what their attitudes are toward occupations; the way they feel about school; their abilities, interest and values; and how they get along with others.

Level VII: Relating Economic Principles to Career Planning

At this level concepts and principles related to economics and manpower are introduced. Additionally, the study of the relationship among the economic, social and psychological aspects of work is designed to help students better understand the reasons why people work and help them understand those factors of work which are of primary importance to them.

Level VIII: Career Orientation and Decision-Making

The primary behavioral outcome at this level is the clarification of a self-concept. Formulation of a career hypothesis is the end result of clarification. The culmination of this level is the planning of a projected high school program that is compatible with self characteristics and occupational goals.

From 1970-1975, CDCP published its own materials. CDCP's publications are listed in Table 1. Only the curriculum materials for use in first, second and third grades have ever been commercially available. These career awareness materials were published by McKnight in 1974. The publication's title was The Career Development for Children Project.

Table 1. CDCP PUBLICATIONS

1. Bailey, L. J. Career Development for Children Project, 1970, 8 pp.
2. _____. A curriculum model for facilitating career development, 1971, 4 pp.
3. _____, Turner, K. G. and Van Rooy, W. H. Some question and answers on career development: An interview with CDCP, April 1972, 4 pp.
4. _____ and Zimmerman, B. Children's conceptions of work and play, February 1971, 8 pp.
5. _____. Implementing career education, 1971, 4 pp.
6. Brenton, M. 21,741 choices for a career, 1970, 4 pp.
7. Cole, H. Approaches to the logical validation of career development curricula paradigms, 1973, 66 pp.
8. Turner, K. G. A theory of the functional self, 1973, 19 pp.
9. Van Rooy, W. H. Readability studies and the writer of instructional materials, 1973, 61 pp.
10. Van Rooy, W. H. and Bailey, L. J. A conceptual model of the world of work, 1972, 31 pp.

1.1.3 Adoption

Eight schools in five Illinois school districts were visited for the case study. Selection of these districts was described in section 1.1 of this report. Interviews were conducted with 19 elementary school teachers (18 from grades 1-3 and 1 from grade 6), 3 elementary school principals, 1 Title-I coordinator, 1 vocational director and 2 superinten-

dents. Visits with each teacher lasted approximately one hour. Other interviews averaged about 30 minutes each. From interviews it was learned that career education (or the philosophy of it) was being taught in all of the school districts which were visited. Teachers and children were actively engaged in lessons or activities in career development. Teachers shared lesson plans with the interviewer and reported that students were very excited about their new awareness of careers. Teachers reported about field trips that were designed to make students aware of various careers, about programs to discuss "community helpers", and about parents' visitations on "career day" to speak to the various classes about occupations, etc. Administrators reported that monies were being given by the State and various school districts for career education projects and programs. Teachers were required to justify requests for said monies by describing activity(ies) or curriculum projects, field trips, etc. PROJECT IMPACT did not find any "structured" program designed to acquaint students about career development but found many attempts to inform students about career development. These approaches, strategies, etc. were teacher-designed and teacher-conceived. Some teachers were using textbooks and materials that were 20 to 30 years old. Some school districts and teachers were equating career education with vocational education. It was learned that a few teachers held the elitist attitude that career education did not belong in an "academic" classroom. CDCP materials had not been adopted in any classroom or school district that was visited and none of the teachers or administrators were aware of the CDCP project or any of its materials.

1.1.4. Diffusion

During mid-1971, the Director of CDCP undertook a review of curriculum development projects to identify tested strategies for diffusion and implementation of materials following completion of formative development. Because of the greater long range impact of projects which were disseminated through commercial channels (and conversely, the limited impact of projects whose materials were placed in the public domain) the Director was prompted to convene a planning conference among project staff, the Department of Adult, Vocational and Technical Education and the Southern Illinois University Foundation on August 12, 1971 with the view toward soliciting commercial publisher support for developing and marketing CDCP materials. On February 15, 1972 the State Board of Vocational Education and Rehabilitation adopted USOE Copyright Policy as general guidelines to be used for state administered projects.

A Publisher's Alert Conference was arranged by the Department of Adult, Vocational and Technical Education for March 29 and 30, 1973 in Chicago for projects deemed to have mass market potential (See Table 2). Three publishers (Science Research Associates, Houghton Mifflin, and McKnight) expressed an interest in CDCP and requested additional information after the conference. Of the three, only McKnight responded with a proposal on May 15, 1973. A letter dated June 8, 1973 was transmitted to the Department of Adult, Vocational and Technical Education recommending that McKnight be chosen to develop and market the CDCP materials.

Table 2. Summary of
REQUEST FOR PUBLISHER ASSISTANCE

March 29-30, 1973

The Southern Illinois University at Carbondale, on the behalf of the Career Development for Children Project, solicits proposals for proprietary rights to the CDCP curriculum materials. In exchange for the rights to publish and vend such materials, the commercial publisher will agree to join with the Project in a partnership to:

- Establish short range, intermediate range, and long range goals for the National implementation of the CDCP;
- Conduct a rigorous evaluation of completed curriculum materials to determine necessary revisions and/or additions;
- Perform necessary product revisions, develop related materials, and produce final materials in a manner which is keeping with the best example of currently available materials at the elementary level;
- Conduct pilot and/or demonstration testing to the extent necessary to demonstrate the validity, utility, and transportability of project materials;
- Provide in-service education and related services for those schools wishing to implement the program; and
- Provide direct financial support and/or work closely with the project to obtain additional monies for research and development.

Recipients of McKnight's textbook catalogue and other sales publicity were notified by mail of the commercially available materials by McKnight. However, McKnight's experience had been in vocational and technical education and largely in industrial education. CDCP was their first venture in publishing materials for use in elementary schools. McKnight's salespersons were not acquainted with this market and catalogue sales information did not reach it. According to CDCP's Director, McKnight did not mail any complementary materials.

Other relevant factors related to the diffusion of CDCP have been reported by CDCP's Director. Since 1971 (when the career education movement began), 127 publishing companies have introduced career education materials. In the early Seventies "a large number of competing products were available for an audience that was not ready" (few elementary level teachers were aware of career education's theory or content at that time). At the same time, elementary schools began to experience declining enrollments. Closing of schools, firing of tenured teachers, and cutting of budgets - especially for purchasing new instructional materials, began. McKnight reported to the CDCP Director that the schools were spending less than 1% of their budgets on instructional materials.

The 1974-78 sales data from McKnight indicated that 1,706 sets of CDCP materials have been sold throughout 45 States at a cost of about $100 a set.

CDCP's Director reported that McKnight's copyright expired in December 1979 and that CDCP materials are now in the public domain.

1.1.5 Field Testing and Evaluation

In June 1971, Level I materials from CDCP were tested with six first-grade teachers in Alton, Illinois. The primary objective of the field test was to determine the extent to which teachers could implement the program with only the multi-media instructional materials, teacher's guide and a minimum of inservice training. No major problems were encountered by any of the six cooperating teachers. Many favorable comments were received related to a brochure directed to parents entitled 21,741 Choices for a Career (Brenton, 1970).

Some formative evaluation of CDCP was conducted by a third party evaluator under a separate contract with the Department of Adult, Vocational and Technical Education. This evaluation was submitted by the Department to the Illinois Office of Education. In addition to the third-party evaluation, the CDCP manifested an active concern for evaluation in the day-to-day modus operandi of the project. To supplement the third-party evaluation, the director contracted with Henry Cole in January 1973 to develop an approach for conducting an evaluation of the CDCP intellectual framework. Other means of formative evaluation which were carried out by CDCP are reported in section 1.6.

1.1.6 Development

The development of CDCP curriculum materials and related activities occurred in three phases: (1) model development and evaluation, (2) preparation of experimental materials (staff), and (3) preparation of experimental materials.

During the first six months of the project (mid-February through mid-July 1970) primary attention was devoted to a comprehensive review of related career development theory, research, and exemplary career development and occupational information projects. A related research project conducted by the director documents a portion of the review of literature (see the Appendix).

A dialogue between staff and consultants was established in the spring of 1970. Meetings were held April 17-18 with Norman Gysbers and Earl Moore, with Edwin Herr on June 21-22, and with Richard Swanson on June 26-28 to explore various approaches to model development and materials preparation. In August 1970 a preliminary model

began to take shape. A working paper which described the model and an inventory of objectives identified in a review of 26 selected career development-related exemplary projects was prepared.

An invitational conference was held on September 3, 1970 in which Larry Bailey presented the model followed by reactions from Herr, Gysbers and Moore. Convinced that the model had face validity, the staff began to move into the next phase of curriculum design and materials development. Minor revisions and additions were made to the model and it was later duplicated and disseminated as A Curriculum Model for Facilitating Career Development (Bailey, 1971).

In October 1970 further elaboration of the curriculum model was begun. Basic purpose and functional themes for each grade level were identified. This outline was later published as an informational brochure entitled Implementing Career Education (Bailey, 1971). Having identified the emphasis for each grade level, work tasks were then differentiated among staff by grade level. Barbara Zimmerman undertook development of Level I. Kenne Turner began Level VII. Geoffrey Saintly began Level VIII.

In the first quarter of 1971, teachers' guides and student instructional materials were completed for Levels I and VII. Development continued on Level VIII. The Director continued conceptualization on the remaining grade levels. Design of Level II materials by Barbara Zimmerman and planning for field testing of Level I materials were initiated during the second quarter of 1971. In the third quarter of 1971, several important personnel changes occurred. Barbara Zimmerman moved to Iowa. Geoffrey Saintly resigned and his position was filled by Michael Brown. Kenne Turner and William Van Rooy were

promoted to full-time Researcher positions. Wiona Burns began work as a Research Assistant. Subsequently, Van Rooy began to develop a rationale and content model for Level V. Kenne Turner continued development of Level VIII which was earlier begun by Saintly. Browns had the responsibility to develop an evaluation design and data collection instruments to be used for field testing Level VIII.

No new activities were initiated in the last quarter of 1971. The contractual service portion of the FY 1972 budget was not approved until November 15, 1971. Development during the summer and fall of 1971 was nearly static because of budget delay. Turner completed an abbreviated version of Level VIII which was used in the Alton field test beginning in January 1972. Browns completed the evaluation instruments for the field test. At the end of February 1972, the original project grant was terminated and a new 18 month funding period was begun. During the last quarter of the project, staff development of materials was restricted to completion of Level V and the second version of Level VIII. Materials for the remaining levels were concluded to the point where they were ready for the publisher (for additional development and diffusion).

In the fall of 1972 Zimmerman continued writing materials for Levels II and III which she had begun earlier on the project. Prior to her completion of these materials, Turner developed the purpose, rationale, objectives, and review of resource materials for Levels IV and VI. This outline was later used by Zimmerman to develop product and teacher's guides for Levels IV and VI.

A similar approach was done for Level V. Van Rooy prepared the text and thumbnail sketches for David Hencke to use in completing final

artwork for three Level V filmstrips. He also prepared working outlines for the Level V student text and reference series which Angela Koenig and Beverly Hendee used to write text materials.

In November 1972, Randall Richmond was contacted to develop a graphics design plan for Levels II and III. The plan was subsequently approved and comprehensive artwork for these materials was completed. Design solutions were also developed for the Level V student text and related reference series.

In March 1973, Van Rooy left the project and the Director outlined task descriptions for materials which Koenig completed. At this point the materials for Levels I-III were ready for the publishers.

1.1.7 Origins

The idea for the Career Development for Children Project originated with Larry J. Bailey in 1968. At that time Dr. Bailey was an Assistant Professor in Occupational Education at Southern Illinois University, Carbondale, Illinois. Dr. Bailey felt that there was a need for a curriculum model and instruction in career education for grades 1-8, and he developed a proposal for CDCP in 1969. This proposal was not a reply to a Request for a Proposal (RFP). The concept of career education as we know it now, that was so vigorously endorsed by Sidney P. Marland, during his tenure as U.S. Commissioner of Education, had not developed when Bailey completed his proposal.

On November 6, 1969 the Graduate School of Southern Illinois University at Carbondale transmitted a proposal on the behalf of Larry J. Bailey entitled Facilitating Career Development at the Elementary Level to the Illinois Division of Adult, Vocational and Technical Educa-

tion. The grant application was subsequntly approved for funding for the period February 15, 1970 to September 1, 1972 with a total budget request of $132,696. (In actual practice, the project was approved for $15,620 of Department support for FY 1970 with subsequent approval contingent on availability of funds.)

For 24½ months the project was externally supported with funds allocated to the state under Section 131(b) of Part C of the Vocational Amendments of 1968 (Public Law 90-576). Then in FY 1972, Commissioner of Education Sidney P. Marland decided to award $9 mission of Section 131(a) Part C discretionary monies to the State Boards for use in establishing career education model programs. As a result of this action, the state of Illinois was eligible for supplemental allocation of $382,790 from the U.S. Office of Education. Illinois set forth its plans for using the supplemental funds and when the plan was accepted by U.S.O.E., Illinois terminated CDCP's original grant and awarded it a new 18 month grant from the discretionary monies. Funding of CDCP is summarized in Table 4.

Table 3. Funding of CDCP

SOURCE	DAVTE	SIU*	TOTAL
Regular Part C Feb. 15, 1970 to Feb. 29, 1972	88,468	39,960	128,428
Discretionary Part C Mar. 1, 1972 to Aug. 31, 1973	116,193	28,165	144,358
	204,661	68,125	272,786

*Total faculty released time, fringe benefits, and indirect cost @ 10% of total direct cost.

1.1.8 Future

The future of CDCP will be determined by the exposure of teachers and administrators to the project. At this time more people are becoming aware of career education and its implications. If teachers are made aware of this project's multi-media materials, more of them may adopt and use them. CDCP's Director feels the market situation for CDCP materials has improved; and, now that the materials are in the public domain, he is seeking a new publisher (July 1, 1980).

1.1.9 Summary and Conclusions

In this study 19 teachers, 3 principals, 1 coordinator, 1 director and 2 superintendents were interviewed to assess the impact of the CDCP project in the classroom--a sample of eight schools in five districts in Illinois. Teachers and administrators in the study were not aware of and therefore had not adopted CDCP. They had not been exposed to CDCP through any workshops, meetings or conventions. There was no evidence that CDCP had any impact on the school districts studied.

One might conclude from the study that the decision to commercially publish the products of the CDCP project may have diminished its impact on the intended target groups in elementary schools. However, the power of CDCP to attract federal funds is evidence that it impacted at a higher level -- the U.S. Office of Education.

The decision by the project staff to field test only in Alton, Illinois and not conduct statewide workshops for teachers may also have diminished the impact of CDCP for its intended users.

It would be wrong to generalize from such a small sample as PROJECT IMPACT studied. However, to visit even 5% of the elementary teachers in Illinois would have been beyond the means of PROJECT IMPACT. It seems that the Illinois Department of Adult, Vocational and Technical Education, the McKnight Publishing Company and PROJECT IMPACT all suffered from naivete when they ventured into what was new territory for them - the elementary school! The sheer size of this group calls for special sampling and dissemination considerations.

From this case study, we also became aware of the need to monitor changes of the group(s) intended for impact. Otherwise, in our efforts to assess the specified impact at the specified time, we can end up looking at the wrong group at the wrong time. When Dr. Bailey prepared his proposal for CDCP in 1969 and when the State of Illinois first funded it in 1970, they had no idea that the most significant group which would actually be impacted within five years would be the U.S.O.E. in 1972!

1.2 A Summary of the Critical Decisions Affecting CDCP

Following is a summary of the critical decisions that shaped the nature of the Career Development for Children Project. CDCP's Director observed that this summary gives an impression that there was some chronological order in the decision-making process. However, he pointed out that many decisions were made simultaneously, and required a lengthy period of time. Further, several of the decisions led to consequences that affected all subsequent decision-making processes.

Decision 1: To establish a sound conceptual base prior to product development.

The CDCP chose to pattern its R & D strategies along the line of five functions necessary for the successful relationship among research, development and application: (1) exploratory research, (2) fundamental development, (3) specific development, (4) design and proving, and (5) training and follow through.

Decision 2: To reject the "capstone" strategy and pursue development of proprietary curriculum materials.

The original intent of the project was to formulate goals and objectives and then select existing commercial materials to achieve those objectives. The project would only develop proprietary products to achieve objectives for which commercial materials were not available. The project quickly discovered that very few products existed having the capability to facilitate career development objectives. Those materials that did have face validity were of such poor technical quality as to be unusable. Because of these conditions and the project's good fortune in having a very talented, creative writer on its staff (Barbara Zimmerman), a decision to pursue development of original products was made.

Decision 3: To develop a process oriented curriculum.

Decision 4: To employ a systems approach to curriculum development.

By employing this method, emphasis of learning would be on the student rather than the teacher.

Decision 5: To concentrate primarily on student-based rather than teacher-based materials.

Decision 6: To concentrate on curriculum development and to restrict active field-testing.

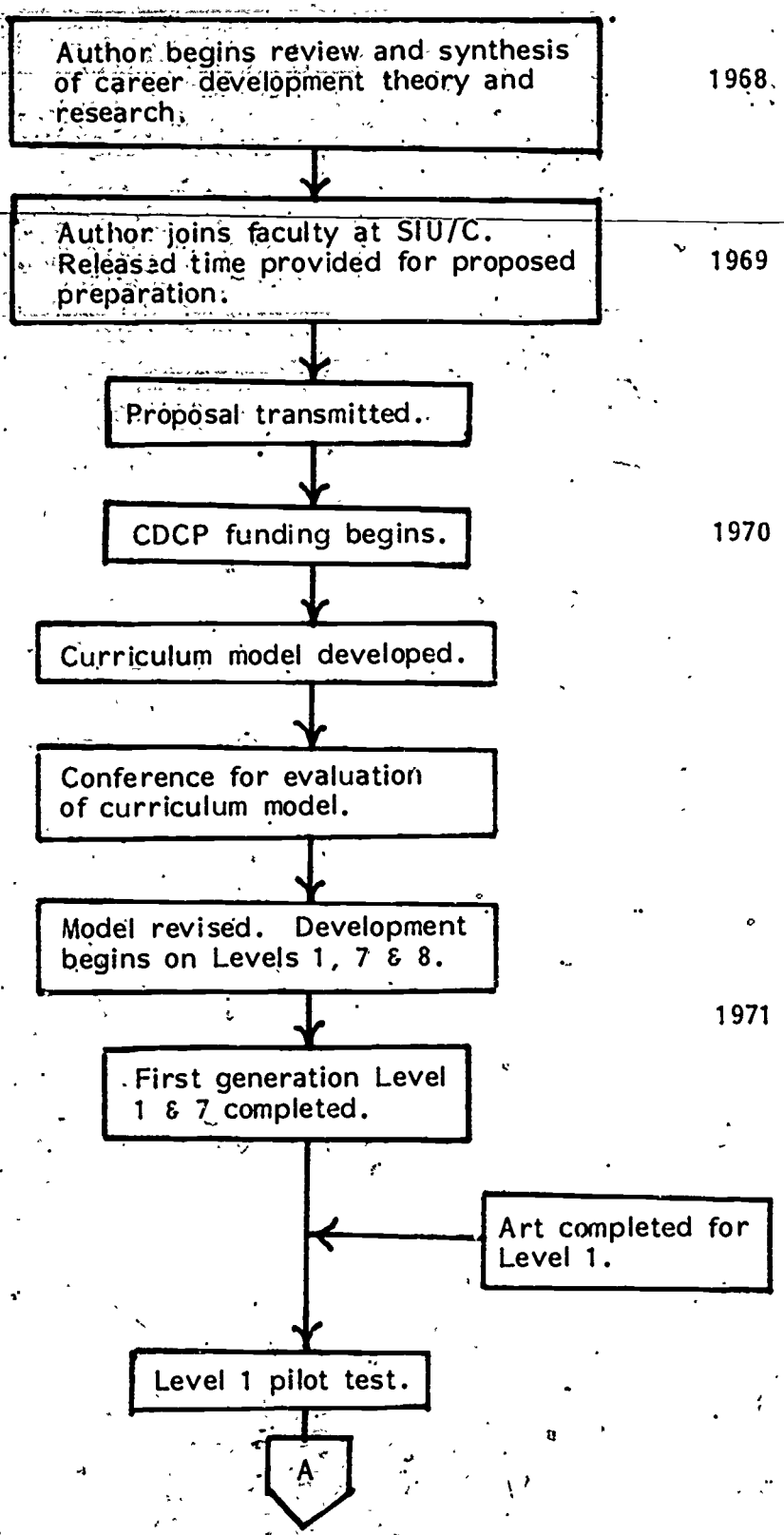
Decision 7: To decentralize materials development.

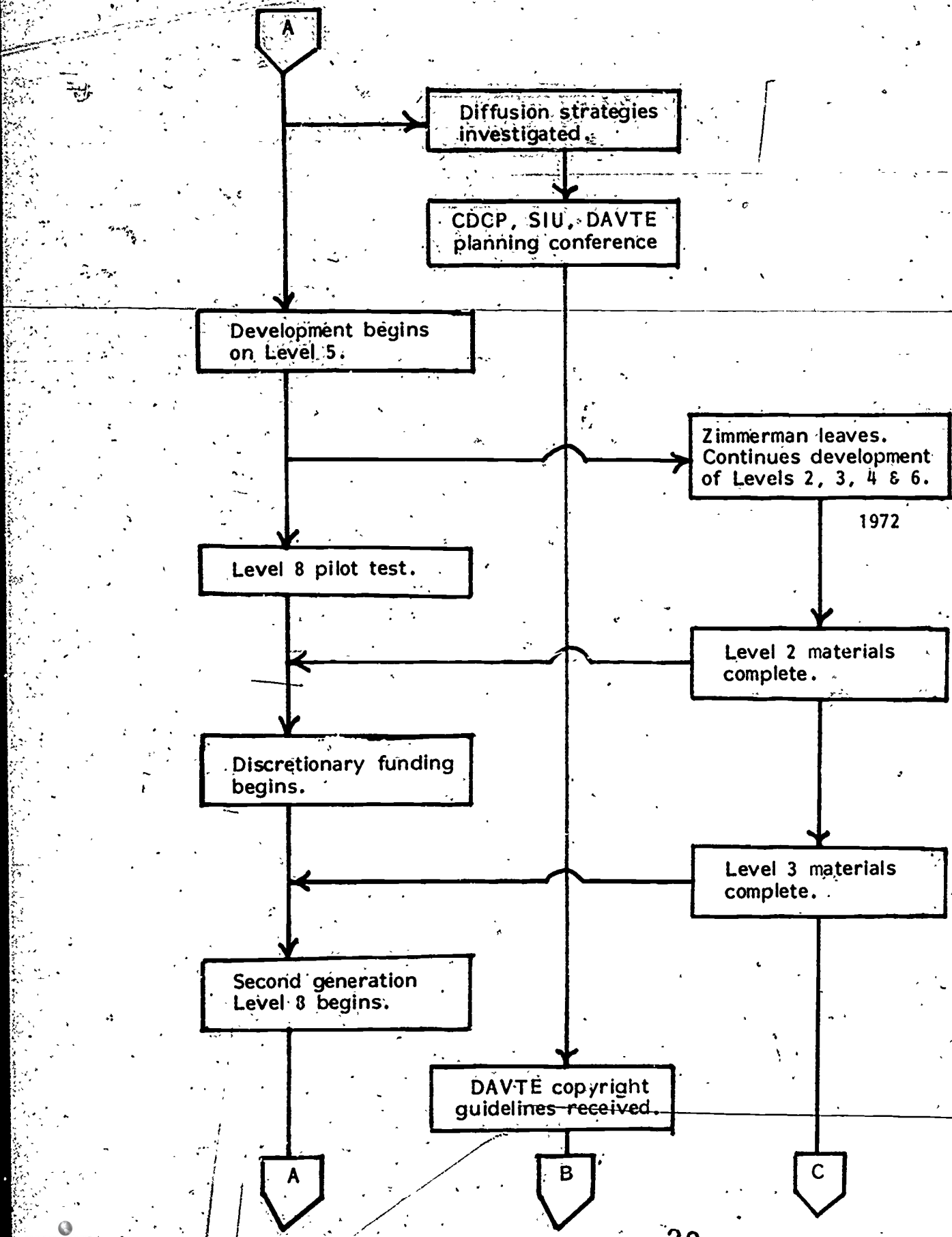
The decision to employ personnel to develop selected materials on a contracted basis rather than on a staff basis was prompted by:

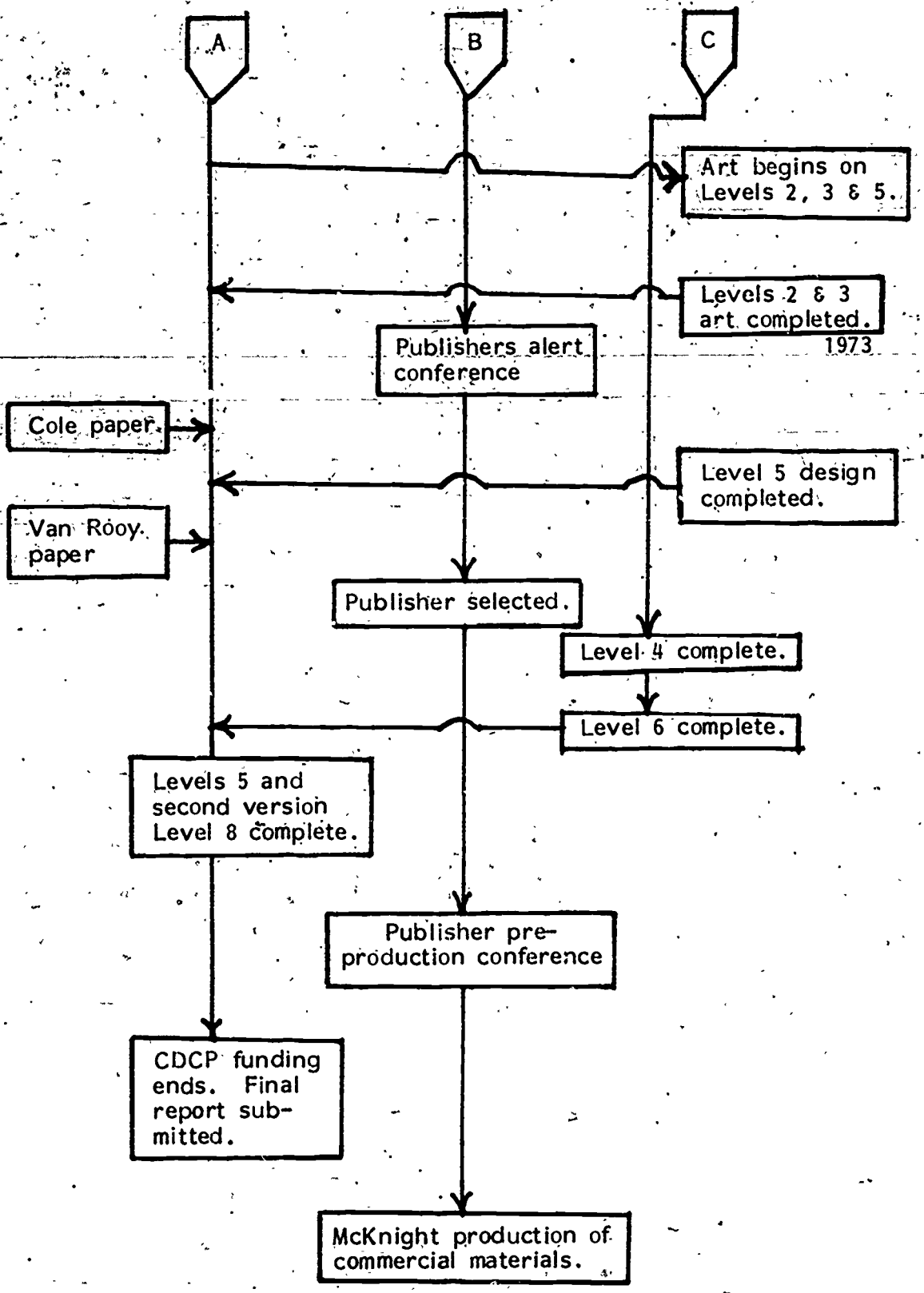
a. The sheer magnitude of required development spanning grades 1-8.
b. The need for artistic expertise.
c. Barbara Zimmerman leaving the project.

Decision 8: To seek commercial assistance in diffusion.

1.3 Flow Chart of Major Events in CDCP




A
Diffusion strategies investigated.
CDCP, SIU, DAVTE planning conference
Development begins on Level 5.
Zimmerman leaves. Continues development of Levels 2, 3, 4 & 6.
1972
Level 8 pilot test.
Level 2 materials complete.
Discretionary funding begins.
Level 3 materials complete.
Second generation Level 8 begins.
DAVTE copyright guidelines received.
A
B
C


A
B
C
Art begins on Levels 2, 3 & 5.
Levels 2 & 3 art completed.
1973
Publishers alert conference
Cole paper
Level 5 design completed.
Van Rooy paper
Publisher selected.
Level 4 complete.
Level 6 complete.
Levels 5 and second version Level 8 complete.
Publisher pre-production conference
CDCP funding ends. Final report submitted.
McKnight production of commercial materials.

1.4 Impact-Incidence Matrix for CDCP*

IMPACTS

Groups Impacted		Intended Impacts		Actual Impacts: Intended		Actual Impacts: Unintended	
		Qualitative	Quantitative	Qualitative	Quantitative	Qualitative	Quantitative
Intended Groups Impacted	Directly: Elementary School teachers and administrators (1)	(7)	(10)	(13)	6 elementary school teachers in field test & 1,706 sets of CDCP sold (19)	(25)	(31)
	Indirectly: Elementary school students and their parents (2)	(8)	(11)	Favorable comments from parents about a CDCP brochure on careers (14)	(20)	(26)	(32)
	Special interest groups: Publishers of instructional materials (3)	(9)	Commercial publication of materials for grades 1-8 (12)	(15)	Commercial publication of materials for grades 1-3 (21)	(27)	(33)
Unintended Groups Impacted	Directly: United States Office of Education (4)			(16)	(22)	(28)	$382,790 in Federal funds for Illinois (34)
	Indirectly: (5)			(17)	(23)	(29)	(35)
	Special interest groups: (6)			(18)	(24)	(30)	(36)

x adapted from Systems Analysis for Engineers and Managers by Richard De Neufille and Joseph Stafford, McGraw-Hill Company, 1971.

2. The Career Awareness and Orientation Project

The case study of The Career Awareness and Orientation Project (COAP) for prisoners is presented in narrative form only.

2.1 Narrative Report of COAP

The narrative report of tracking COAP from the bottom-up is organized as follows: introduction, general description, adoption, diffusion, evaluation, development, origins, future and discussion.

2.1.1 Introduction

For a majority of ex-offenders employment is the key to successful reintegration into their home community. Those who successfully procure employment opportunities are less likely to return to the criminal justice system than those who must rely on alternative means of support for themselves and their families. Correctional administrators involved with correctional education and manpower programs generally agree that a specific program is needed to help offenders make a career choice, develop a career plan, and implement the career plan through an educational, vocational and/or industrial placement within the correctional center. It was envisioned that a program of this nature should serve as a prerequisite to ongoing educational/vocational programs within the Illinois correctional system, and that a resident having completed such a program would 1) have more insight into courses of instruction which were suited to his interests and abilities and 2) be given preferential consideration in selection and enrollment in vocational programs within the system. The Career Orientation and Assessment Program was designed to meet these needs.

2.1.2 General Description

The Career Awareness and Orientation Project was a cost reimbursement contract between the Governor's Office of Manpower and Human Development in Springfield, Illinois and Joliet Junior College in Joliet, Illinois. The first contract was funded for $85,102 for a performance period of 9½ months (August 15-June 30) in FY76. The services to be performed for 324 prisoners (108 at each of three maximum security prisons for men) was to introduce the prisoners to career possibilities, assess their interests and skills in these areas and provide specific information regarding career choices. The curriculum was established as a prerequisite to ongoing educational/vocational programs available within the correctional system.

2.1.3 Adoption

The Director of Inmate Education and Training Programs at Joliet Junior College was contacted and asked about the Career and Awareness Orientation Program. It was learned that COAP was successfully implemented at one prison in the spring of 1976 and at two others in the fall of 1976. One of the latter programs operated only two weeks because riots at the prison forced the administration to close-down all the educational and recreational activities for a period of time. For a variety of reasons, that program site is still not in operation but the other two are.

2.1.4 Diffusion

From 1976 to 1978, COAP materials were not diffused beyond the original sites. But, according to the Director of Inmate Education and

Training at Joliet Junior College, the COAP was implemented at a fourth site last year. This new site is a facility for female prisoners of the State. It was reported that the female students were not as enthusiastic as male students about COAP because it didn't explore careers which required "human relations skills". Consequently, the curriculum is to be modified to better match the interests of the female students.

2.1.5 Evaluation

The only on-going evaluation of COAP has been student evaluations of the program. At the point each student leaves COAP (whether he/she has completed the curriculum or not), he/she is required to complete a brief checklist and an open-ended evaluation of the course. Results of these evaluations are used to modify and improve the curriculum.

Two external evaluations of COAP were done by a member of PROJECT IMPACT's staff in 1977 and 1978. In 1977, Cheney-Stern compared COAP students' and prospective COAP students' self-estimates of vocational abilities and vocational needs with standardized measures (test-estimates) of the same variables before and after the treatment group had participated in COAP. It was learned that the correlation between pre-treatment and post-treatment self-estimates and test-estimates increased for both groups but that the increase for the treatment group (COAP students) was significantly greater than for the comparison group (prospective COAP students). These findings constitute a measurable change (impact) which can be attributed to a career education program at the awareness level. This measurable change was

an increase in knowledge commonly referred to as accuracy of self-concept. Accuracy of self-concept is a dimension of vocational maturity. Theoretically, an inaccurate self-concept about vocational characteristics causes a person to be vocationally immature and he or she is less likely than a vocationally mature person to make realistic decisions about choosing, preparing for and entering a career. When the COAP students' pre and post-treatment self-concept scores were compared to scores of high school boys, it was learned that the prisoners (who were adult males) were about as vocationally mature as ninth grade boys before 80 hours of participation in the COAP course, and that they were about as vocationally mature as twelfth grade boys after the course (See Fig. 1).[2]

In 1978, Cheney-Stern compared the vocational need profiles of COAP students with occupations which would satisfy these vocational needs and found that the occupations which most frequently matched the vocational needs of these prisoners were repair-persons of statistical and office machines and sales-persons of several types of goods (especially shoes, furniture and sporting goods).[3] It was also learned that the occupations which least frequently matched the prisoners' vocational needs were auto mechanic, heavy equipment operator and various construction trades. When these findings were compared to an earlier study of essentially the same prison population (Galloway, 1972) some very interesting discrepancies were noted.[4] Galloway asked the prisoners if they were interested in receiving vocational training during their incarceration; and, if so, what occupations were they interested in preparing for and entering. Most prisoners entering the State

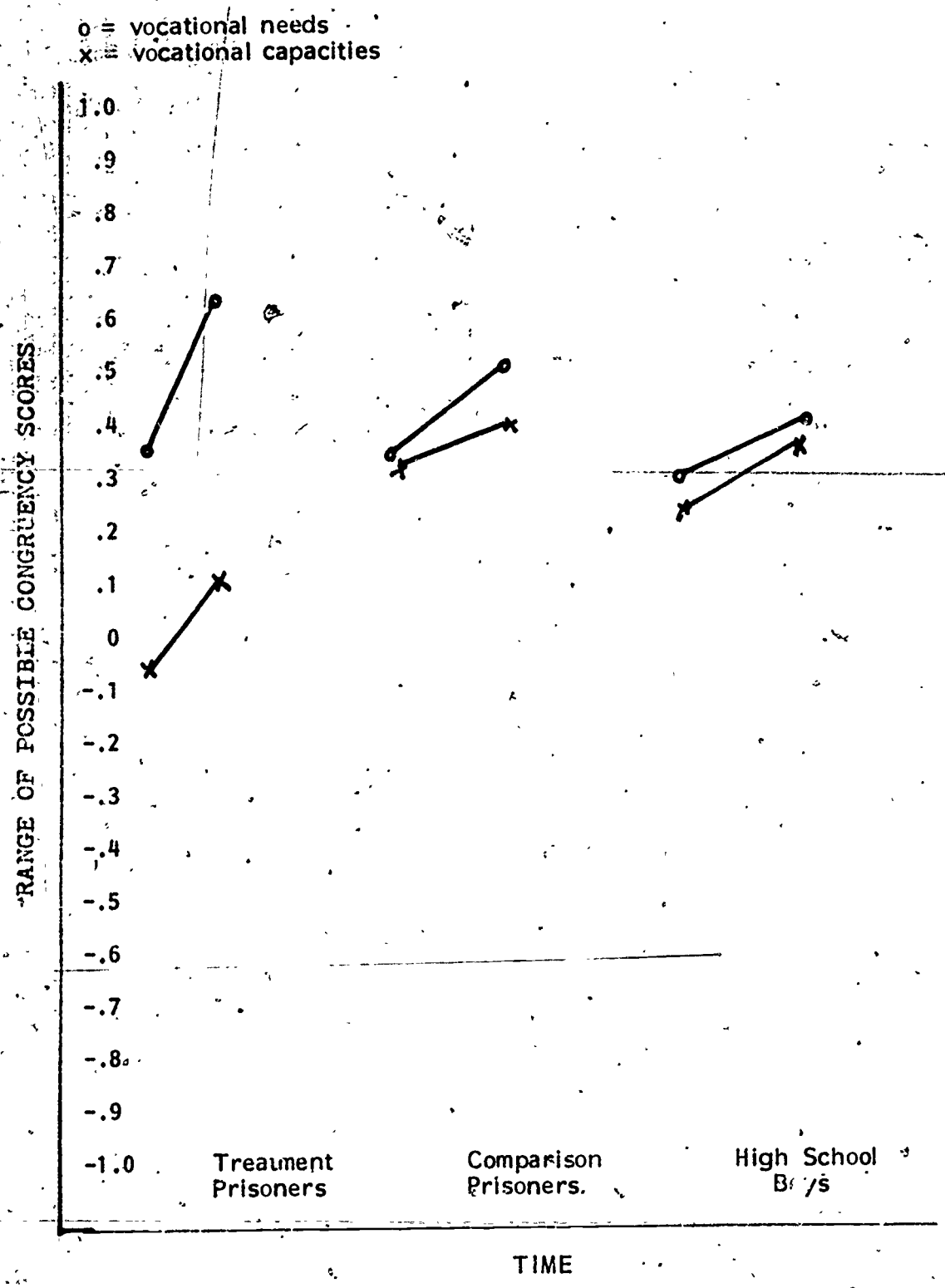


Figure 1. Changes in congruency scores of adult male prisoners and high school boys.

prison system responded that they were interested in receiving vocational training and that the occupations they were most interested in were: auto mechanic, heavy equipment operator and various construction trades. Occupations in sales or in office machine repair were not mentioned frequently enough to be listed. The present prison curriculum does not offer career preparation in these areas either. However, when the possibility of offering such programs was discussed with prison and junior college representatives, it was learned that an office machine repair program had been offered at one time but was discontinued because of obsolete and malfunctioning machines. Sales courses have not been offered and there seems to be reluctance to offer them because of "exconvicts finding it difficult to obtain jobs where they would be handling money."

2.1.6 Development

As Joliet Junior College staff members became more involved in conducting educational programs at correctional facilities, they felt that prisoners were more likely to be satisfied and satisfactory in the vocational program if they had the benefit of career awareness and orientation education before making decisions about career preparation. It was hoped that structured prevocational experiences would help prisoners to make better decisions; and that, as a consequence, completion rates in career preparation programs at prisons would increase. Therefore, the Career and Orientation and Assessment Program (COAP) was developed to orient new prisoners who desired vocational training and was required as a prerequisite to ongoing educational/vocational programs available within the correctional system. The specific objectives of the program as it was originally developed by Joliet Junior College were:

1. To provide an opportunity for the inmates to explore career areas and specific vocational opportunities through the use of written and audio-visual materials as well as group discussions and hands-on activities.
2. To provide an opportunity for the inmate to explore career-related work samples and receive evaluative feedback on his abilities and the potential for success in a given career choice.
3. To provide an opportunity for the inmate to correlate his interests with experience from work samples, feedback from standardized measures, and consideration of available resources, resulting in a career plan.
4. To provide, at course completion, a written summary of the inmate's experiences in the program and an instructional evaluation to be shared with the inmate and maintained in the appropriate inmate file.
5. To provide assistance to the inmate in obtaining the appropriate educational, vocational or industrial assignment within the correctional center upon his completion of the course.

These objectives were to be achieved through learning activities occurring over a period of four weeks (20 hours a week). These learning activities were as follows:

1. Orientation to Class: Orientation to class was a one-time activity taking approximately one and one-half hours. Prospective students were introduced to the scope and objectives of the program through a multi-media presentation and the use of brief work sheets. They were also given some general information about the type of activities in which they would be involved during the course.

2. Completion of Student Agreement Form: Men who chose to remain in the program were required to complete a form whereby they agreed to participate in the required activities of the course.

3. Orientation to Career Clusters: Orientation to career clusters was a one-time activity taking approximately one day. This activity was designed to give the student an overview of the career cluster concept and a very brief outline of clusters and their characteristics. This activity was intended to give general information which would facilitate making decisions about further exploration.

4. Exploration: The majority of student's 80 hours was spent in three activities. These activities were: exploration of career clusters, exploration of specific careers, and exploration of work samples.

A. Exploration of career clusters: A student could choose to explore any one of the basic career clusters in greater detail. This activity could be performed individually or in small groups. Detailed presentations of career clusters were available to students. Students were encouraged to explore a cluster in a variety of ways--comic books, other written materials, audio-visual materials, and multi-media presentations. Upon completing activities for one cluster, a student could choose to explore another cluster or go on to another type of activity.

B. Exploration of specific careers: A student could choose to explore any career. This activity could be performed individually or in small groups. Career exploration was carried

out in many ways. Literature, audio-visual materials, personal contact with job incumbents from the "outside," promotional materials from occupational associations, completion of various occupational inventories, and a computerized Vocational Information Program (VIP) were among the many resources available. Upon completing exploration of one career, a student could choose to explore another career or go on to another type of activity.

C. Exploration of work samples: Work sampling was designed to be a "hands-on" activity for the purpose of career exploration--not career preparation. The work samples were designed to provide feedback to the student and his instructor concerning the student's skills and interests in working with people, data, or things. Initially, ten work samples were available. They were: office clerk, basic tools, sheet metal, food services, small engine service, drafting, electricity and electronics, plumbing and pipefitting, woodworking, and soldering. Students could spend up to two weeks in work sample exploration.

5. Discussions of the World of Work and Work Behavior: This activity was a one and one-half hour weekly class meeting required of all students enrolled in the course. Among the topics discussed were: relationships with co-workers and supervisors, common employment skills and situations, and filling out forms.

6. Decision Making and Career Planning: This activity gave students an opportunity to draw from their experiences and interests in order to formulate a written career plan. It was at this point that

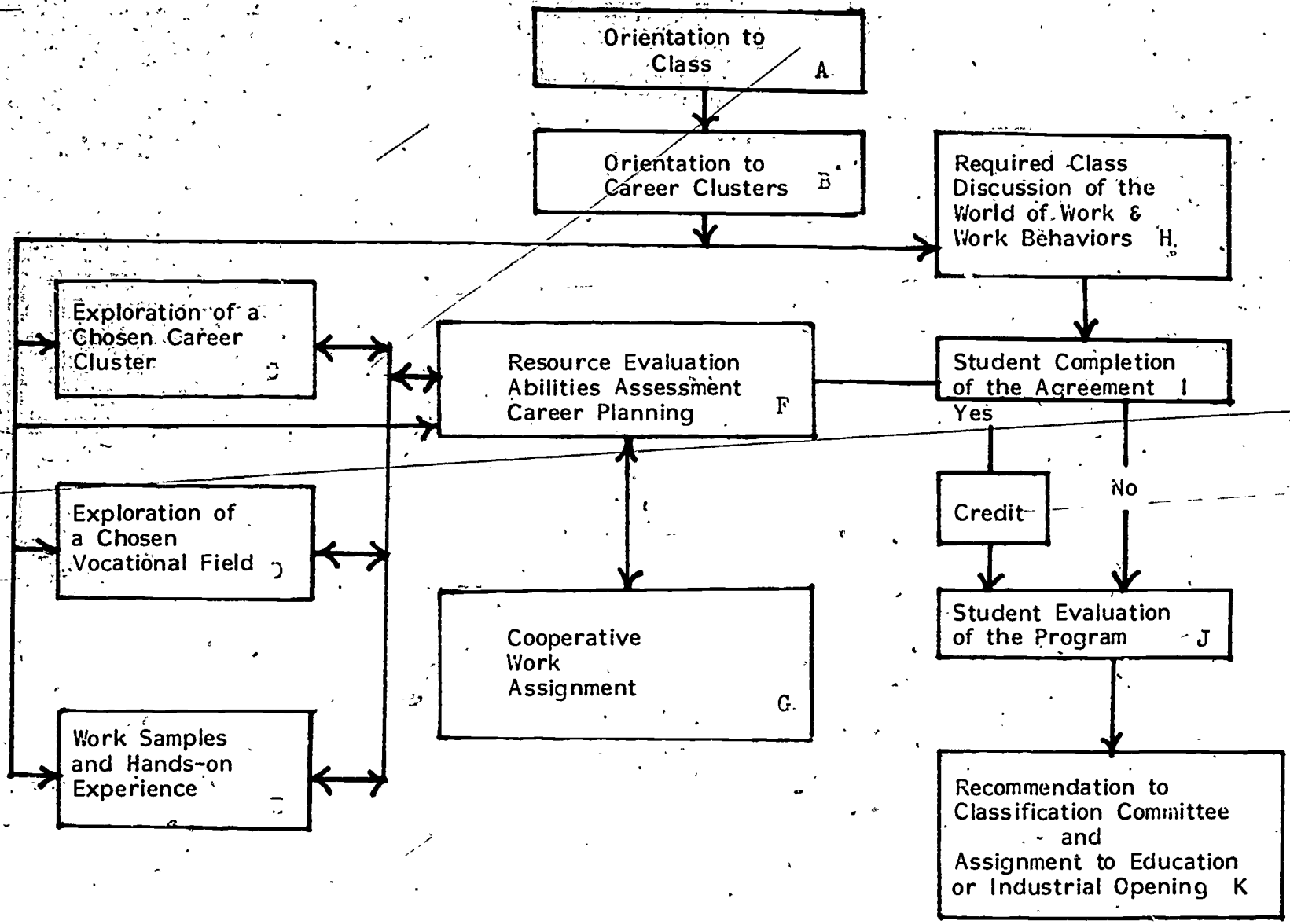
students needed to make decisions regarding future assignments and training. The student's plan, along with an evaluation written by his instructor, were forwarded to the prison's classification committee for further action.

7. Student Evaluation of the Program: At the point a student egressed from the course, he was required to complete a brief checklist and an open-ended evaluation of the course. Results of these evaluations were used to modify and improve the course.

8. Recommendation to Classification Committee: The instructor prepared a written recommendation regarding assignment of the student to educational or industrial programs within the institution. This marked the formal transfer of the student from COAP.

The COAP course as it was originally developed is summarized in Figure 2.

CAREER ORIENTATION AND ASSESSMENT PROGRAM



2.1.7 Origins

An Associate Dean of Joliet Junior College delegated the Director and the Coordinator for Inmate Education and Training Programs to meet with a private consulting firm (Practical Arts and Vocational Education Specialists of Champaign, Illinois) in order to exchange ideas for the development of a proposal to submit for external funding of a prevocational program for prisoners. The plan was to obtain CETA funds to hire three instructors (one for each prison site) and to allow the instructors three months of lead-time to work together to develop (rather than to purchase) course materials. Thus, the proposal was developed from a felt need at the local level, submitted, approved and funded; and the course materials originated with the instructors who were hired to develop them.

2.1.8 Future

As explained earlier in this narrative report, the COAP program was discontinued at one site because of riots and has not yet been re-implemented. The COAP courses continue to be conducted at two of the original sites with two of the original instructors! (It has been speculated that one impact of COAP may be instructor retention and that the primary reason for retention is that the instructors developed their own instructional materials rather than purchasing them.) In 1979, the COAP course was implemented at the fourth site (a State prison for women) but was not entirely successful. Consequently, it is being modified to better match the interests of female prisoners.

The bases for selection of program content have been institutional resources, prisoners', abilities and expressed interests, and manpower

needs. At this time, there are no plans to select the types of career preparation programs on the basis of prisoners' vocational needs as determined by such instruments as the Minnesota Importance Questionnaire which measures 20 needs relevant to vocational behavior.[5] The COAP instructors reported that they wanted to use the information from Cheney-Stern's 1978 study to develop additional work samples for the male prisoners. However, the time alotted for the COAP course has since been reduced from 80 hours and there is not time to include any additional work samples. As of July 1980, COAP will be offered at four State prisons this fall. There are no known plans for dissemination of COAP beyond these sites.

2.1.9 Summary and Discussion

The Career and Awareness Orientation Program is a prevocational course for new prisoners in the Illinois penal system. COAP is funded by CETA and conducted by Joliet Junior College on a cost-recovery basis of approximately $85,000 a year. The impact COAP has had on students' employability is not known. There is documentation that COAP has had a positive impact of increasing the level of vocational maturity of its intended target group. There are additional data from this case study which indicate that impact of career education programs for prisoners might be facilitated if program content were based more on students' inventoried vocational needs and less on their expressed vocational interests.

2.2 Footnotes

1. Cheney-Stern, M. R. Effects of prevocational education on self-estimates and test-estimates of vocational needs and capacities of selected male inmates. Unpublished doctoral dissertation. Minneapolis: University of Minnesota, 1977.

2. O'Hara, R. P. and Tiedeman, D. V. Vocational self-concept in adolescence. Journal of Counseling Psychology, 1959, 6, 292-301.

3. Personal communication from M. R. Cheney-Stern to J. D. Ross at Joliet Junior College, 1978.

4. Galloway, J. D. An exploration of the personal, social, educational, and employment characteristics of male inmates entering the Illinois penal system. Unpublished doctoral dissertation, Champaign-Urbana: University of Illinois, 1972.

5. The Minnesota Importance Questionnaire was used by Cheney-Stern in the 1977 and 1978 studies cited in this report.

Appendix: Abstracts* of Notable Career Awareness Projects Funded by Illinois

*Abstracts of projects for children were taken from A National Annotated Bibliography of Curriculum Materials in Vocational and Career Education, Illinois Office of Education, 1974.

CAREER ORIENTATION AND AWARENESS PROGRAM

CONTRACT SUMMARY

Contract No.: 46058

Contract Type:
Cost Reimbursement

Contract Execution Date:

September 16, 1975

Contractor:
Governor's Office of Manpower
& Human Development
623 East Monroe Street
Springfield, Illinois 62701

Contractor Contact:
Scott Umbriet
Governor's Office of Manpower
& Human Development
623 East Monroe Street
Springfield, Illinois 62701

Contractor Agent:
Correctional Manpower Services Project
120 South Riverside Plaza, 10th Floor
Chicago, Illinois 60606

Contractor Agent Contact:
Edmund H. Muth, Director (or)
Edward F. Maier, Criminal Justice
Specialist
Correctional Manpower Services Project
120 South Riverside Plaza, 10th Floor
Chicago, Illinois 60606
(312) 454-1560

Mail reports and requests for funds to:
Edmund H. Muth, Director (or)
Edward F. Maier, Criminal Justice
Specialist
Correctional Manpower Services Project
120 South Riverside Plaza, 10th Floor
Chicago, Illinois 60606

Contractee:
Joliet Junior College
1216 Houbolt Avenue
Joliet, Illinois 60436

Amount:
$85,102.00

Services to be performed:
Serve 324 residents at Stateville Correctional Center, Pontiac Correctional Center, and Joliet Correctional Center (108 at each facility) by exposing them to career possibilities, assessing their interests and skills in these areas, and providing specific information regarding career choices.

Performance Period: 9½ months:
August 15, 1975 - June 30, 1976

Program Name: Career Orientation and Assessment Program

Legal Status of Contractee:
Community College

Counties Program will operate in:
Will, Livingston

Contractee Contact:
J. D. Ross
Director
Inmate Educational Training Program
Joliet Junior College
1216 Houbolt Avenue
Joliet, Illinois 60436

(815) 729-9020

OCCUPATIONAL CURRICULUM

MATERIALS ABSTRACT

IL 000 101

TITLE OF MATERIALS

ETC Project Curriculum Guides with Accompanying Student Materials

Date developed and/or revised: June 1974

NAME OF DEVELOPER(S)

Dr. Marla Peterson, Project Director
Dr. Ann Jackson, Materials Development Coordinator
Dr. Carl Tausig, Research Specialist
Mrs. Janet Sutherland, Curriculum Specialist
Mrs. Judith Barford, Technical Assistant

TYPE OF MATERIALS: ☒ Career Education ☐ Occupational Education

☒ Hardcopy	☐ Paper Bound	☐ Video Tape	☐ Film	☐ Slides & Film Strips
___ Pages	___ Pages	___ Minutes	___ Minutes	___ Color
		___ B & W	___ B & W	___ B & W
		___ Color	___ Color	___ Frames
		___ Size	___ Size	Audio ( )Yes ( )No

FOR STUDENT USE: ☒ Regular ☒ Disadvantaged ☐ Handicapped ☐ Other

TARGET LEVEL OF STUDENT: ☒ Pre-K Thru 6 ☐ 7-8 ☐ 9-10 ☐ 11-12 ☐ 13-14 ☐ Adult ☐ Teacher ☐ Teacher-Educator ☐ Administrator ☐ Other

FOR PROFESSIONAL USE: ☒ Teacher Educator (☒ pre-service ☒ in-service) ☒ Classroom Teacher ☒ State Personnel ☒ Local Administrators ☒ Guidance Personnel ☐ Other

IS TRAINING REQUIRED FOR OPTIMUM USE OF THESE MATERIALS? (X) Yes ( ) No

ARE CONSULTING SERVICES AVAILABLE? (X) Yes ( ) No

If Yes, Please Fill Out This Section:

By whom: Five professional staff members from the ETC Project are available to show how the curriculum guides and student materials are to be used in the classroom. For consulting services contact Dr. Marla Peterson, Room 126 Buzzard Laboratory School, Eastern Illinois University, Charleston, Illinois 61920. Telephone - 217/581-5816

Other comment:

COPYRIGHT RESTRICTIONS: (X) Yes ( ) No

Explain: The curriculum guides and student materials are under developmental copyright.

PROVISIONS FOR ACQUIRING MATERIALS:

☐ Purchase (Unit cost $_____) ☐ Rent (Unit cost $_____) ☐ Free ☐ ERIC Number

☒ Other Explain: The materials will be available after June 15, 1974 from a publishing agency which is still to be named.

TO ORDER, PLEASE CONTACT:

continued on reverse side

Abstract Prepared in 1974

DESCRIPTOR:

As more and more schools became interested in developing K-6 career education programs, there was need for transportable systems that would aid local schools in developing and conducting career education programs. School personnel were asking, "What should be included in a program? What procedures have other people used? How does the infusion of career development concepts and subject matter concepts take place?" These kinds of questions imply that school systems are not always able to and may not want to do all the developmental work associated with a curricular effort. With this in mind, the Curriculum Center for Occupational and Adult Education, United States Office of Education funded a project which had the following purposes: (1) develop, evaluate, and disseminate career education curriculum guides that are applicable to any school with grade levels functionally equivalent to K-6 and which result in the integration of positive values and attitudes toward work, self awareness, development of decision making skills, and awareness of occupational opportunities in career lines within major occupational fields; (2) develop, implement, evaluate, and disseminate sample teaching learning modules for the K-6 curriculum guides achieved by fusing and/or coordinating academic and occupation concepts; and (3) develop, evaluate, and disseminate a design of a K-6 career education instructional system which is adaptable to any elementary instructional program and which may serve as an alternative to present career education instructional systems.

During the first contractual period (June 15, 1972-June 15, 1974) the following products were produced:

Annotated Bibliography of K-6 Career Education Materials
Coping Behaviors Dimension Guide
Decision Making Dimension Guide
Lifestyle Dimension Guide
Self-Development Dimension Guide
Interacting Dimensions Handbook (Attitudes and Appreciations, Career Information, and Educational Awareness Dimensions)
Teacher Education Materials for the Dimension Guides
Student Materials to Accompany the Dimension Guides

Major concepts and subconcepts for the dimensions, teacher goals, pupil performance objectives, infusion strategies which bring together career development and subject matter concepts, and REACT (Reinforcement Activity) pages for students are included in the guides.

Pilot testing of the materials took place in Buzzard Laboratory School, Eastern Illinois University, Charleston, Illinois. Children were actively involved in helping design career education activities. Field testing then took place in the Waukegan, Illinois Public Schools, Springfield, Oregon Public Schools, Pueblo, Colorado Public Schools, and Beloit, Kansas Public Schools. These schools represented systems that were in various stages of inaugurating K-6 career education programs. Teachers in two systems had received no inservice training prior to implementation. In one system, teachers were in the third year of a K-6 career education curriculum and the other system was in the second year of career education program development.

Initial field testing data from students and teachers indicates that an extremely useable product has been developed. The materials represent one of the first major curricular efforts which actually shows how career development concepts can be infused with ongoing mathematics, science, language arts, and social studies programs. A highly sophisticated curricular design has been translated into processes and content that can be implemented in the elementary classroom.

STATE SUBMITTING ABSTRACT

Name of State	Illinois
Agency	The Center for Educational Studies School of Education
Address	Eastern Illinois University
	Charleston, Ill. 61920 Phone AC/ 217/581-5816

OCCUPATIONAL CURRICULUM

MATERIALS ABSTRACT

IL 000 104

TITLE OF MATERIALS

Career Development for Children Project
K-8 career education curriculum materials, teacher's guides and technical papers and reports

Date developed and/or revised: 2-15-70 to 8-31-73

NAME OF DEVELOPER(S)

Larry J. Bailey
Project Director
Department of Occupational Education
Southern Illinois University
Carbondale, Illinois

Career Development for Children Project
Department of Occupational Education
Southern Illinois University at Carbondale

TYPE OF MATERIALS: ☒ Career Education ☐ Occupational Education

☒ Hardcopy	☒ Paper Bound	☐ Video Tape	☐ Film	☐ Slides & Film Strips
___ Pages	___ Pages	___ Minutes	___ Minutes	X Color
		___ B & W	___ B & W	___ B & W
		___ Color	___ Color	___ Frames
		___ Size	___ Size	Audio (X) Yes ( ) No

FOR STUDENT USE: ☒ Regular ☒ Disadvantaged ☒ Handicapped ☐ Other

TARGET LEVEL OF STUDENT: ☒ Pre-K Thru 6 ☒ 7-8 ☐ 9-10 ☐ 11-12 ☐ 13-14 ☐ Adult ☐ Teacher ☐ Teacher-Educator ☐ Administrator ☐ Other

FOR PROFESSIONAL USE: ☒ Teacher Educator (☒ pre-service ☒ in-service) ☒ Classroom Teacher ☒ State Personnel ☒ Local Administrators ☒ Guidance Personnel ☐ Other

IS TRAINING REQUIRED FOR OPTIMUM USE OF THESE MATERIALS? ( ) Yes (X) No

ARE CONSULTING SERVICES AVAILABLE? (X) Yes ( ) No

If Yes, Please Fill Out This Section:

By whom: Larry J. Bailey *minimum only

Other comment:

COPYRIGHT RESTRICTIONS: (X) Yes ( ) No

Explain Experimental materials have been awarded to McKnight Publishing Company for additional development and Nationwide implementation.

PROVISIONS FOR ACQUIRING MATERIALS:

☐ Purchase (Unit cost $_____) ☐ Rent (Unit cost $_____) ☐ Free ☐ ERIC Number
☒ Other Explain All technical papers and final report have been submitted to VT/ERIC for processing. Accession numbers have not been assigned to date.

TO ORDER, PLEASE CONTACT: Availability of commercial forms of curriculum materials will be announced by McKnight in mid-year 1974.

continued on reverse side

Abstract Prepared in 1974

DESCRIPTOR:

Goals and Objectives

The primary purpose of the project was to develop experimental career development curriculum materials for elementary and junior high school students. Supporting aims were to develop a logical-theoretical paradigm and comprehensive, organized curriculum framework.

Procedures

To achieve program objectives the operational tasks were those of designing behavioral descriptions to encompass the "developmental tasks" of career development at various age levels, deducing general and specific performance objectives at each developmental level, and designing learning experiences to enable each individual to successfully cope with the demands of each career developmental task. Curriculum materials and teachers guides were developed to enable each student to learn about "self" and the "world of work" at greater levels of specificity.

Accomplishments

A teacher's guide containing five instructional units and separate instructional materials and activities were developed for each grade one through six. A teacher's guide and student text were developed for both grades seven and eight. Technical reports and descriptive materials documenting the project's theoretical orientation were developed and have been deposited with the ERIC Clearinghouse on Vocational and Technical Education. The experimental curriculum materials have been awarded to McKnight Publishing Company through competitive bidding. Commercial versions of grades one through three materials are expected to be completed for the 1974-75 school year.

Conclusions

The Career Development for Children Project has demonstrated high standards of performance which are reflected in its conceptual base, materials development, technical memoranda, National visibility, professional acceptance and future potential.

STATE SUBMITTING ABSTRACT

Name of State	Illinois
Agency	Division of Vocational and Technical Education
Address	1035 Outer Park Drive Springfield, Illinois 62706
	Phone AC/ 217-525-4620

OCCUPATIONAL CURRICULUM

MATERIALS ABSTRACT

IL 000 108

TITLE OF MATERIALS

ABLE Model Program
(The World of Work as an Organizing Center for the Curriculum of the Elementary School)

Date developed 1970 to August 31, 1973

NAME OF DEVELOPER(S)

Dr. Walter Wernick
Professor of Education
Northern Illinois University
DeKalb, Illinois 60115

Career Education Activities through World of Work Resources

able

TYPE OF MATERIALS: ☒ Career Education ☐ Occupational Education

☒ Hardcopy	☒ Paper Bound	☐ Video Tape	☒ Film	☐ Slides & Film Strips
260 Pages	200 Pages	___ Minutes	11 Minutes	___ Color
		___ B & W	___ B & W	___ B & W
		___ Color	X Color	___ Frames
		___ Size	16 mm Size	Audio ( )Yes ( )No

FOR STUDENT USE: ☐ Regular ☐ Disadvantaged ☐ Handicapped ☐ Other

TARGET LEVEL OF STUDENT: ☒ Pre-K Thru 6 ☒ 7-8 ☐ 9-10 ☐ 11-12 ☐ 13-14 ☐ Adult ☒ Teacher ☒ Teacher-Educator ☐ Administrator ☐ Other

FOR PROFESSIONAL USE: ☒ Teacher Educator (☒ pre-service ☒ in-service) ☒ Classroom Teacher ☒ State Personnel ☒ Local Administrators ☒ Guidance Personnel ☐ Other

IS TRAINING REQUIRED FOR OPTIMUM USE OF THESE MATERIALS? (X) Yes ( ) No

ARE CONSULTING SERVICES AVAILABLE? (X) Yes ( ) No

If Yes, Please Fill Out This Section:

By whom: Dr. Walter Wernick, Professor of Education, Northern Illinois University, DeKalb, Illinois 60115 - (815 753-1959)

Other comments: Several participating teachers throughout the state can be utilized as talent for workshops or courses.

COPYRIGHT RESTRICTIONS: (X) Yes ( ) No

Explain: Some materials have ABLE copyright, but permission has been granted to all who have asked for ABLE content.

PROVISIONS FOR ACQUIRING MATERIALS:

☐ Purchase (Unit cost $_____) ☐ Rent (Unit cost $_____) ☒ Free ☐ ERIC Number
☐ Other Explain

TO ORDER, PLEASE CONTACT:

Dr. Walter Wernick (815 753-1959)
Multiple copies of each item may not be readily available.

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Abstract Prepared in 1974

DESCRIPTOR:

The materials were developed through a grant from the research and development unit of the Division of Vocational and Technical Education, State of Illinois. The project's original objectives were to design a model to provide occupational information to children and to develop positive attitudes toward work. A strategy was adopted to help the teacher think through practical concerns of teaching so that the instructional program would deliberately put children in contact with active adults in their local communities. The materials were developed in cooperation with teachers, administrators, pupil personnel workers, and teacher educators in the Northern area of the state. Participating educational workers tried out their own and project ideas to test workability of ideas and suitability to local resources and objectives. Project staff transformed the ideas and designed media to disseminate suggestions to interested parties. On-site consultant help, workshops, displays, a newsletter, and other means of communication facilitated the exchange and production of ideas.

The work of the teacher was a central focus of research efforts. How teachers plan, how they draw upon the instructional support systems of the school district, and how they utilize the human and physical resources of the community were key components. Materials emphasized practical suggestions for getting started and then led the teacher into systems thinking. An interested teacher could begin at his own level of interest and then move into greater involvement with students, colleagues, and community resources. This inductive approach encouraged teachers to keep their own style, their own best methods, and their own individual interests in the lives of their children.

ABLE's efforts were to suggest and share approaches which:

1. fostered inquiry skills designed to aid children receive and process information from people in the world of work. (interviewing)
2. fostered value clarification skills.
3. helped children learn how decisions and consequences occurred in the lives of human beings accessible to them.
4. integrated several academic areas around an organizing center of a person-in-the-occupation.
5. featured a high degree of multi-sensory activities.
6. encouraged small group or class projects that would simulate adult activities, such as a newspaper or greenhouse sale.
7. encouraged the development of individual interests and explorations.
8. developed a parental involvement program.
9. encouraged future-oriented thinking.
10. perceived careers as a range of options available for exploration, commitment, and self-fulfillment.

The "organizing center" concept and the "person-in-the-occupation" concept were viable new constructs, appropriate for educational workers because they refocused work toward career development activities. Both of these key concepts were adopted by Project People of Bowling Green, Kentucky, Peoria's Career Awareness and Orientation Project, and Maywood's Career Education Project. Other school districts with extensive involvement include Glen Ellyn, Waukegan, Rockford, Bellwood, and DeKalb.

The project is a success in that it originated new ideas, refocused old ideas, and generated great interest in the work of the practicing teacher as it relates to career development. Many "ABLE" teachers have been utilized as talent for professional meetings at the district, state, and national levels. The ideas can be transported by printed page, teacher displays, film, or people. Thousands of pre-professionals, professionals, and lay citizens have received project materials.

ABLE is alive and well in the imagination of the practicing teacher.

STATE SUBMITTING ABSTRACT

Name of State
Agency
Address
Phone AC/

OCCUPATIONAL CURRICULUM

MATERIALS ABSTRACT

Facilitating Career Development:
An Annotated Bibliography

IL 000 112

TITLE OF MATERIALS

Facilitating Career Development: An Annotated Bibliography

Date developed and/or revised:

NAME OF DEVELOPER(S)

Larry J. Bailey
Project Director
Department of Occupational Education
Southern Illinois University
Carbondale, Illinois

TYPE OF MATERIALS: ☒ Career Education ☐ Occupational Education

☐ Hardcopy	☒ Paper Bound	☐ Video Tape	☐ Film	☐ Slides & Film Strips
___ Pages	132 Pages	___ Minutes	___ Minutes	___ Color
		___ B & W	___ B & W	___ B & W
		___ Color	___ Color	___ Frames
		___ Size	___ Size	Audio ( )Yes ( )No

FOR STUDENT USE: ☐ Regular ☐ Disadvantaged ☐ Handicapped ☐ Other

TARGET LEVEL OF STUDENT: ☐ Pre-K Thru 6 ☐ 7-8 ☐ 9-10 ☐ 11-12 ☐ 13-14 ☐ Adult ☐ Teacher ☐ Teacher-Educator ☐ Administrator ☐ Other

FOR PROFESSIONAL USE: ☒ Teacher Educator (☐ pre-service ☐ in-service) ☒ Classroom Teacher ☒ State Personnel ☒ Local Administrators ☒ Guidance Personnel ☐ Other

IS TRAINING REQUIRED FOR OPTIMUM USE OF THESE MATERIALS? ( ) Yes (X) No

ARE CONSULTING SERVICES AVAILABLE?* ( )Yes ( )No

If Yes, Please Fill Out This Section.

By whom:

Other comment:

*not applicable

COPYRIGHT RESTRICTIONS: ( )Yes (X)No

Explain

PROVISIONS FOR ACQUIRING MATERIALS:

☐ Purchase (Unit cost $_____) ☐ Rent (Unit cost $_____) ☐ Free ☒ ERIC Number ED 042 217

☐ Other Explain

TO ORDER, PLEASE CONTACT:

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Abstract Prepared in 1974

DESCRIPTOR:

This annotated bibliography presents abstracts of publications which focus on finding new directions for implementing career practices within the classroom. It is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development. The emphasis is on relevance and applicability for comprehensive programs of occupational and career guidance. Chapter I is concerned with theoretical implications, applications, and a survey of computer based guidance systems. Chapter II summarizes many new models and techniques for guidance which view vocational behavior as a developmental process rather than as an event. The material in Chapter III deals with career development conferences and Chapter IV describes examples of programs designed to realize the ultimate criteria of a vocationally mature individual. Chapter V discusses career exploration achieved vicariously via games, simulation practices and guidance kits which encourage student activity and involvement. The intent of Chapter VI is to summarize recently developed instruments for measuring vocational behavior and Chapter VII illustrates the preponderance of approaches for providing occupational information and orientation.

STATE SUBMITTING ABSTRACT

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Agency	Division of Vocational and Technical Education
Address	1035 Outer Park Drive Springfield, Illinois 62706
	Phone AC/ 217-525-4620