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ABSTRACT
                Project Outreach, the opinion research division of
the Michigan State Board of Education, conducted a study on the
current status of career guidance in Michigan public schools, using
in-depth telephone interviews with career guidance professionals
(N=445) in November and December of 1989. The interview
questionnaire, developed with the advice of counselors, career
guidance administrators, and teacher training educators, covered a
wide range of topics pertaining to career guidance programs: their
components and organization; extent of approval by local school
boards; categories of students provided with services; starting
points for career guidance activities; use of the Employability
Development Plan by career guidance professionals; extent of career
resource center; assistance provided to parents; strengths and
weaknesses of programs; role of professionals in budgeting for career
guidance; use of advisory committees; the need for support from the
Michigan Department of Education; student preparation and career
opportunities; use of the Michigan Occupational Information System;
services for students at risk and disabled students; self esteem
problems and career decision making; role of job placement in career
guidance; use of tests; use of support staff; and extent and content
of career education classes in Michigan. This document presents
findings from the Project Outreach study. Respondents are categorized
by school district locale: urban, suburban, small town, and rural.
Demographic data on respondents are included, and the questionnaire
is appended. (TE)

THE STATUS OF

CAREER GUIDANCE

IN

MICHIGAN SCHOOLS

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An Opinion Research Study
of Career Guidance Professionals
Interviewed by Telephone
November 27-30, December 1, 4-7, 1989

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Conducted by

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> All figures shown in this report are in percentages, rounded to the nearest percentage. When columns do not total 100%, it is due to rounding. When responses greatly exceed 100%, it is due to multiple responses.

METHODOLOGY OF THE STUDY

This is the report of a special study on the current status of career guidance in Michigan public schools. It was conducted by telephone interviewing with career guidance professionals between November 27-30, December 1, 4-7, 1989. The study was conducted for the Vocational/Technical Education Services of the Michigan Department of Education by Project Outreach, the opinion research arm of the State Board of Education.

To identify career guidance professionals initial screening telephone calls were made with the principals of 643 Michigan public high schools and directors of 58 vocational/technical skill centers. These 701 administrators were asked if their school or center had a career guidance program. If that was the case, the name and telephone number of the director of that career guidance program was obtained.

In-depth telephone interviews were then conducted with a total of 445 career guidance professionals to ascertain the components of the career guidance services being provided in Michigan public schools. While a sample of 206 professionals would have been adequate for this population of 445 professionals, the decision was made to interview all such professionals so that each such person would have the opportunity for input in the study.

The questionnaire was developed with the advice and suggestions of a group of counselors and career guidance administrators as well as teacher training educators. The questionnaire was then pre-tested with 36 trial telephone interviews.

Interviewing was conducted during office hours by Outreach professional interviewers who were trained in the use of the questionnaire by Ned Hubbell, APR, Director of Project Outreach and field coordinator for the study. Assisting in the study was Gertrude Bonaparte, Career Guidance Consultant, VTES.

All data was read, coded, tabulated and analyzed by Project Outreach staff. This report was prepared by Terri Schoenbine, Data Analyst, and Mr. Hubbell.

Data is shown by four major sub-groups of respondents. Those included career guidance professionals in Urban Districts, Suburban (Subn) Districts, Small Towns and Rural Districts. All numbers shown in this report are expressed in percentages, rounded to the nearest number.

EXTENT OF CAREER GUIDANCE PROGRAMS

Three-fourths of the career guidance professionals (76%) reported that their district has an _organized_ career guidance program. The vast majority (85%) of professionals in urban school districts indicated they have such an organized program.

"Does your district have an organized career guidance program?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	76%	85%	73%	75%	75%
No	24	15	27	25	25

COMPONENTS OF A CAREER GUIDANCE PROGRAM

Chief component of career guidance programs in the state is the provision of information about educational and training alternatives for achieving career goals. Seven out of every ten districts report such information is offered _all_ students enrolled in the career guidance program.

Another one-fourth (23%) of the survey respondents said such information is offered some students while only 1% of those polled indicate they do not offer such information.

"Do you provide information about educational and training alternatives for achieving career goals?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes, all	70%	70%	64%	75%	72%
Yes, some	23	23	26	20	23
No, not offered	1	3	2	1	1
Can't say	5	3	8	4	5

The second leading component of career guidance programs is the offering of self-awareness activities, including interest and aptitude assessment. Two-thirds (66%) of respondents said such offerings are provided for all students while another 27% indicated this is provided for some students in the program.

Such offerings are more likely to be found in small town school districts, as is evident in the Table below.

"Do you offer self-awareness activities, including interest and aptitude assessment?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes, all	66%	62%	57%	75%	69%
Yes, some	27	32	35	19	24
No, not offered	2	5	2	2	2
Can't say	5	2	6	4	5

Career awareness and exploration experiences are offered all students in 62% of the district, according to respondents. And nearly three out of every ten (29%) said such opportunities are provided at least for some students.

"Do you offer organized career awareness and exploration experiences?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes, all	62%	60%	60%	54%	64%
Yes, some	29	35	30	28	26
No, not offered	4	3	3	3	5
Can't say	5	2	7	5	5

The majority of districts (62%) also offer all students an opportunity to develop positive work habits, attitudes and values. Another 29% said such opportunities are provided for some students in the program.

"Do you offer an opportunity for students to develop positive work habits, attitudes and values?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes, all	62%	63%	59%	62%	54%
Yes, some	29	32	31	30	26
No, not offered	4	3	3	4	5
Can't say	5	2	7	4	

The majority of districts (61%) also offer a coordinated system for the delivery of career and occupational information. This is provided for all students in the program, those respondents reported. Again, one-fourth (24%) said such a system for delivery of career and occupational information is available for some students in the career guidance program.

"Do you offer a coordinated system for delivery of career and occupational information?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes, all	61%	53%	56%	63%	66%
Yes some	24	27	32	20	21
No, not offered	9	18	5	12	8
Can't say	5	2	7	5	5

The slim majority of districts (52%) also provide for all students transferable activities to help students develop the competency needed to function in new educational, work and life environments. Another one-thirdd (35%) say such activities are provided for some students.

Finally, only about one-third (31%) of the districts say they provide for all students modules of instruction to help students identify and understand transferable skills. Another 37% of respondents say such instruction is provided for some students while one-fourth (24%) of the districts do not offer such instruction.

"Do you provide modules of instruction to help students identify and understand transferable skills?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes, all	31%	38%	27%	30%	29%
Yes, some	37	43	43	40	30
No, not offered	24	12	21	23	31
Can't say	9	7	10	7	10

EXTENT OF APPROVAL BY LOCAL SCHOOL BOARDS

The vast majority of respondents (87%) say the guidance program in their district is officially approved by their local Board of Education. About one in ten districts (9%) say such local approval has not taken place. Highest approval rate by the local school board is reported in urban school districts.

"Is your guidance program officially approved by your local Board of Education?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	87%	95%	89%	84%	84%
No	9	5	7	12	11
Can't say	4	–	4	4	5

KINDS OF STUDENTS PROVIDED WITH CAREER GUIDANCE SERVICES

Almost all of the respondents in the survey said career guidance services are provided for all kinds of students, whether they are enrolled in vocational/technical education, are college-bound, or are general education students.

"What kinds of students are provided with career guidance services? Are these services available for. . ."

VOCATIONAL/TECHNICAL EDUCATION STUDENTS	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	98%	100%	97%	98%	98%
No	1	–	–	–	–
Can't say	1	–	3	1	1

COLLEGE-BOUND STUDENTS	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	96%	93%	95%	97%	98%
No	2	5	2	2	1
Can't say	1	2	3	1	1

GENERAL EDUCATION STUDENTS	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	96%	93%	95%	98%	96%
No	3	5	2	2	4
Can't say	1	2	3	-	1

ALL STUDENTS, REGARDLESS OF PREFERENCE	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	95%	88%	95%	95%	98%
No	3	8	3	2	1
Can't say	2	3	2	3	1

WHEN CAREER GUIDANCE ACTIVITIES BEGIN

There is a wide variety of beginning points for career guidance activities, according to survey data. While the plurality of districts -- about one-third of the respondents (32%) say career guidance activities begin in the 9th grade, the majority of districts start such activities before that.

Fourteen per cent of respondents (14%) report career guidance activities begin below the sixth grade level; 7% report such activities begin in the 6th grade. One fifth (19%) say career guidance activities begin in the 7th grade and another one-fifth (19%) report career guidance activities begin in the 8th grade.

Very few districts wait until high school to initiate career guidance activities. Four per cent (4%) say this begins in the 10th grade while another 3% say it begins in the 11th grade.

"At what grade levels do career guidance activities begin?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Below 6th grade	14%	18%	15%	11%	16%
6th grade	7	5	12	7	6
7th grade	19	17	13	20	22
8th grade	19	15	15	26	19
9th grade	32	40	35	31	30
10th grade	4	5	9	2	4
11th grade	3	-	1	3	4
12th grade	-	-	-	-	-
No response	-	-	1	-	1

USE OF THE EDP BY CAREER GUIDANCE PROFESSIONALS

Almost one-half (.9%) of the career guidance professionals interviewed in the survey say they build an Employability Development Plan for each student enrolled in a career guidance program. That is reported by the majority of professionals in small towns (53%) and in rural school districts (54%) but less frequently (40%) in the urban and suburban districts (38%).

One fifth of the respondents say an EDP is constructed for some students enrolled in the career guidance program while 29% report an EDP is not provided. Another 3% of respondents said such a process depends on the students.

"Do you build an EDP -- an Employability Development Plan for each student enrolled in a career guidance program, some students or do you not build EDP's?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes, all students	49%	40%	38%	53%	54%
Yes, some students	20	28	21	17	17
Depends on the student	3	2	3	6	2
No, not provided	29	30	39	24	27

Components of the EDP were reported in a follow-up question by those professionals who say an EDP is provided for all students enrolled in the career guidance program.

The majority of such respondents (51%) report an assessment of academic skills is included in the EDP.

Forty per cent of the districts (40%) say they include an assessment of the student's job-seeking skills in the EDP while another 39% of districts also include an assessment of interpersonal attitudinal skills.

About one fourth of the districts (27%) also include in the EDP an assessment of life management skills and one-fourth (25%) also include an assessment of marketable skills.

Other ingredients in the EDP's being constructed include the construction of a four or three year plan for the student (7%), use of MOIS in a career search or an interest survey is reported by 6% of respondents while another 4% of the districts include the student's personal goals, hobbies and interests in his or her EDP.

"(IF "YES") What kinds of things are included in the EDP?"

	(49% of All Resp.)*	(40% of Urban Dist.)*	(39% of Subn Dist.)*	(53% of Small Town)*	(54% of Rural Dist.)*
Assessment of academic skills	51%	47%	42%	52%	57%
Assessment of interpersonal attitudinal skills	39	37	34	41	43
Assessment of job-seeking skills	40	38	35	46	43
Assessment of life management skills	27	23	29	28	27
Assessment of marketable skills	25	27	19	28	25
4-year plan/curriculum/ course selection/3-year plan	7	2	9	6	7
MOIS/Career search/interest survey/tests	6	2	6	7	7
Students personal goals/hobby interests/extra activities	4	-	3	5	5
Miscellaneous inclusions	2	2	3	2	2
Can't say	12	15	11	9	11

*(Totals exceed 100% due to multiple responses.)

EXTENT OF CAREER RESOURCE CENTER

Nearly three-fourths of the districts (72%) report they have a career resource center or room in their high school. Highest prevalence of high school career resources centers is in the urban districts (82%) and suburban districts (80%).

One-fourth of the districts (27%) report career resource centers are in existence in the middle school or junior high while only 6% of the respondents said they have a career resource center at the elementary school level.

One-fifth of the respondents (22%) said they do not have a career resource center at any school level.

"Do you have career resource centers or rooms in your district? (IF YES) At which level -- elementary, middle school or junior high or high school?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
Elementary school	6%	12%	5%	3%	8%
Middle school/junior high	27	32	19	25	31
High school	72	82	80	66	67
No such center or room	22	13	17	28	24

*(Totals exceed 100% due to multiple responses.)

If anyone staffs a career resource center in a local school district it is likely to be a counselor. That was reported by 44% of the survey respondents and such staffing by counselors is rather evenly distributed among all kinds of districts -- urban, suburban, small town and rural.

Another one fifth of the districts (18%) say there is a librarian in such
a center, 16% report the center is staffed by an aide, 11% report a teacher
staffs the career resource center and a secretary is reported in one out of
ten such centers (11%).

Other personnel reported serving as staff in a career resource center
include para-professionals (4%), a specialist or coordinator (4%), a volunteer
(3%), or student (3%) in others.

"(IF HAVE A CAREER RESOURCE CENTER)   Who staffs this/these center(s)?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Counselor	44%	43%	45%	41%	45%
Librarian	18	22	14	15	22
Aide	16	17	17	19	14
Teacher	11	23	11	9	8
Secretary	11	12	16	7	10
Specialists/coordinators/ technicians	4	2	6	3	4
Para-professional	4	7	9	3	1
Volunteer	3	3	7	1	1
Student	3	2	2	5	4
Others	1	3	1	1	1
No one	1	-	3	-	1
Can't say/no response	-	-	-	-	-

The contents of the typical school career resource center are most likely
to include MOIS -- the Michigan Occupational Informational System. That is
reported in nearly two-thirds (63%) of the school districts included in this
survey.

Other ingredients in a career resource center include brochures, pam-
phlets, handbooks and catalogs (39%), college information (29%) and informa-
tion about various careers (28%).

One fifth of career resource centers (19%) have a computer, 18% house
books and magazines and 16% provide access to videos, films and slides.

Testing services are provided in 16% of the career resource centers and
seven per cent (7%) bring in speakers or conduct seminars.

Other components in a career resource center are detailed in the Table
below.

"(IF HAVE A CAREER RESOURCE CENTER) What kinds of activities or re-
sources are provided in such a center or resource room?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
MOIS	63%	58%	71%	60%	63%
Brochures/pamphlets/ handbooks/catalogs	39	25	47	36	42
College information	29	40	38	27	20
Career information/ occupation/vocation info	28	28	29	23	30
Computers	19	17	23	19	19
Books/magazines/newspapers	18	17	21	18	17
Videos/movies/micro fiche/ filmstrips/slides/fax machine	16	13	18	16	17
Testing services/interest surveys	16	17	23	8	16
Seminars/speakers	7	13	12	3	5
Military resources/tests					
Files/guides/card catalog/ research information	5	2	11	5	2
Counseling information/ planning services/grant info/group cluster	4	7	7	1	2
Teachers/tutors/assistance programs/placement services/ meeting areas	2	3	4	-	2
Field trips/outside activities	1	5	1	1	-
Miscellaneous activities	1	2	1	2	1
Can't say/no response	2	2	2	1	1

ASSISTANCE PROVIDED PARENTS WHEN STUDENTS MAKE CAREER DECISIONS

The most frequently provided form of assistance provided parents when
students are making career decisions are parent conferences. That is reported
by 44% of the professionals and by the majority of professionals (57%) in
suburban school districts.

Other assistance provided parents include pamphlets or brochures (33%),
other printed materials (29%) and the old standby, College Night, reported by
24% of districts. A Career Fair is held in 13% of the districts, 11% conduct
parenting classes and 9% hold an open hou.. or some form of orientation meet-
ing.

Eight per cent of districts (8%) say they use some parents as resource persons, 4% volunteered that they share test results with parents while another 4% say they try to provide whatever the parent requests.

"What kinds of assistance do you provide parents to help them work with their kids in making career decisions?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
Parent conferences	48%	48%	57%	49%	43%
Pamphlets, brochures	33	35	26	29	40
Other printed material	29	25	26	35	30
College Night	24	20	26	24	23
No such assistance	14	22	12	11	1.3
Career Fair	13	17	13	14	11
Have parenting class(es)	11	5	12	14	10
Open houses/group meetings/ orientation	9	15	14	10	5
Use parents for resource people	8	7	7	11	7
Share test results with parents	4	2	3	5	5
Whatever parents request	4	-	5	3	4
Miscellaneous assistance	3	3	4	3	2

*(Totals exceed 100% due to multiple responses.)

EFFECTIVENESS OF DISTRICT CAREER GUIDANCE PROGRAMS

Two-thirds of the professionals (64%) interviewed in the survey believe their career guidance program to be fairly effective.

But nearly three out of every ten districts (28%) believe such a program is very effective.

Only 7% of respondent say the career guidance program in their district is not too effective.

Reasons given for a lack of effectiveness is a lack of time due to other duties assigned to them (4%), or a lack of staff (2%), or because they do not have a career guidance center (2%).

"How effective, in your opinion, is your district's career guidance program? Would you say it is very effective, somewhat effective, or not too effective?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Very effective	28%	40%	32%	24%	23%
Somewhat effective	64	48	61	64	69
Not too effective	7	8	7	10	5
Can't say	2	3	-	2	2

"(IF "NOT TOO EFFECTIVE") Why do you feel that way?"

	(7% of All Resp.)	(8% of Urban Dist.)	(7% of Subn Dist.)	(10% of Small Town)	(5% of Rural Dist.)
Lack of time/other duties/ not a priority with Board/ teachers	4%	5%	4%	3%	4%
Lack of staff/equipment/space	2	-	3	1	1
No organization/guidance center/poor program	2	2	2	6	1
Miscellaneous reasons	1	2	-	2	2
Can't say	1	-	1	1	1

STRENGTHS AND WEAKNESSES OF CAREER GUIDANCE PROGRAMS

The biggest strength of school career guidance programs, in the eyes of career guidance professionals, is the personal individualization of services provided. That was the most frequently mentioned strength (29%) when respondents were asked an "open", free-response question probing for strengths of the program.

Other major strengths mentioned include the quality of the career guidance staff (20%), the fact that the program is open and available to all students (15%), heavy use of MOIS (14%), and the availability of good counselors (11%).

All of the strengths of career guidance programs in Michigan schools are detailed in the following Table:

"What would you say are the strengths of your district's career guidance program?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
Personal/individual contact/ EDP plans/placement program/ aware of student needs	29%	18%	22%	24%	40%
Quality of personnel/staff	20	18	26	21	17
Open/available to all students	15	22	19	11	14
Use of MOIS; other interest/ aptitude tests	14	8	13	16	16
Good counselors	11	12	12	8	14
Comprehensive/full career information	8	7	7	9	8
Good materials/equipment	7	10	8	5	7
Consistency/carry over from junior high/middle school/ close link to high school/ begin in earlier grades	5	10	6	2	6
Teachers help	5	5	7	8	4
Parent/community involvement/ participation	5	8	3	5	5
Administrative/Board approval/ support/funds	4	8	4	2	5
Organized activities/seminars/ group work	3	3	8	-	3
Career guidance class for vocational education	3	10	1	4	2
Good college program	2	3	-	4	2
Coordination with other districts/ISD	2	-	2	2	4
Size of program	2	-	2	3	3
None; no strengths	1	3	-	2	1
Study skills	1	-	4	2	-
Miscellaneous strengths	?	-	4	2	1
Can't say	-	-	-	-	-

*(Totals exceed 100% due to multiple responses.)

Weaknesses identified by career guidance professionals focuses on three major areas -- lack of staff, lack of time, or a lack of funds. Those three shortfalls were mentioned most frequently in response to another free-response question.

"Not enough staff" or guidance personnel was the leading complaint (26%), especially from personnel in rural districts (30%).

"Not enough time" was mentioned by one-fourth of respondents (25%), again most frequently by professionals in rural school districts.

A lack of funds was mentioned by one fifth of respondents (22%).

Other weaknesses identified included a lack of resources to use for career exploration by students (14%), no organized career guidance program was the complaint of 12% of professionals who were interviewed and 9% said they felt the career guidance program should be offered at more grade levels or to all students.

All weaknesses identified are shown in the Table below:

"What are the weaknesses in your career guidance program, if any?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Not enough staff/personnel/ poor counselors	26%	25%	25%	24%	30%
Lack of time/late in starting the program	25	20	24	26	30
Lack of funds/financial support	22	15	26	23	21
Lack of resources/cá.eer exploration	14	12	15	16	16
No organized program/everything	12	7	11	17	10
Should be offered at more grade levels (K-12)/to all students	9	10	10	8	8
Need more parent/community involvement/more advertising	7	5	8	8	5
Students poor attitudes about the program	5	10	4	5	4
Not enough space	4	2	4	5	6
Poor teacher participation					
No follow-up available					
Lack of support from local districts	3	-	3	1	5
Staff is too college oriented/ inflexible	2	2	2	1	2
Lack of EDP's/individual plans for students/assessment testing	2	5	3	3	1
None; no weaknesses	2	-	2	2	1
Miscellaneous weaknesses	4	3	1	6	4
Can't say	5	8	8	2	4

ROLE OF PROFESSIONALS IN BUDGETING FOR CAREER GUIDANCE

In urban and suburban school districts, the majority of career guidance professionals say they do have input into the budget that provides the funds for their career guidance program. In small town and rural districts, a slim majority of professionals say they do not have such input.

Among all survey respondents, 52% say they do have ii ·· ·nto the budget for career guidance while 45% of those interviewed say they do not have any such input.

"Do you have input into the budget that provides funds for your career guidance program?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	52%	62%	61%	42%	48%
No	45	37	38	52	51
Can't say	3	2	1	6	2

USE OF ADVISORY COMMITTEES

The vast majority of career guidance professionals do <u>not</u> have an Advisory Committee for their career guidance program.

Only one-fifth (20%) have such a committee, and it is made up chiefly of other educators (16%) and a few report some business representatives (11%).

Those career guidance professionals who do use an Advisory Committee (20%) say they try to follow through with the recommendations made by that committee (81%).

"Do you have an <u>Advisory Committee</u> for the career guidance program?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	20%	23%	24%	17%	17%
No	80	77	76	82	83
Can't say	-	-	-	1	-

"(IF "YES") What kinds of people serve on that Advisory Committee?"

	(20% of All Resp.)	(23% of Urban Dist.)	(24% of Subn Dist.)	(17% of Small Town)	(17% of Rural Dist.)
Other educators	16%	17%	19%	14%	14%
Business representatives	11	15	13	7	10
Public school parents	7	8	11	3	6
Industry representatives	7	8	10	2	4
Labor representatives	5	3	10	3	5
Non-parents	4	5	6	2	3
Students	2	7	4	-	1
Others	1	-	1	2	1
Can't say/no response	1	-	-	2	1

"What do you do with the recommendations that you get from your Advisory Committee?"

	(20% of All Resp.)	(23% of Urban Dist.)	(24% of Subn Dist.)	(17% of Small Town)	(17% of Rural Dist.)
Try to follow-through with them	81%	86%	92%	89%	64%
Consider them as part of the total picture	16	7	8	11	32
Miscellaneous	7	-	4	11	7
Can't say/no response	3	7	-	6	4

HOW MDE CAN STRENGTHEN CAREER GUIDANCE PROGRAMS

"Send money" was mentioned as the best thing the Michigan Department of Education could do to help strengthen local district career guidance programs.

Financial support was named by 49% of the respondents in response to an open, free-answer question seeking input from career guidance professionals.

Other than that, respondents suggested more updated equipment or materials (26%), more up-do-date information on careers (19%), more low-cost inservice workshops or seminars (12%), and better uniformity of rules and regulations for career guidance programs (11%).

All suggestions for assistance desired from the Michigan Department of Education are shown in the following Table:

"What kinds of services should the Michigan Department of Education provide to help you strengthen your career guidance program?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Money/financial support	49%	53%	44%	49%	49%
Updated equipment/materials	26	17	23	30	29
Up-to_date information on careers/job placement	19	25	15	19	19
Low-cost in-service/workshops/ seminars for staff	12	13	11	10	14
Better rules/regulations for program requirements/ uniformity	11	12	13	10	10
Provide resource people to help/more assistance/ support services for EDP's	6	2	7	6	6
Overview of existing programs/ visits/on-hand experience/ field trips	5	7	5	4	5
Nothing more -- do a good job now	4	5	5	2	5
Require career guidance for graduation/employment shadowing	4	3	5	5	4
Encourage more staff/student/ Board involvement/ISD control	4	3	5	3	5
More business/industry involve- ment/mentors	3	5	4	2	2
More/better counseling/mandate elementary counseling	2	2	3	3	2
More time/less paperwork	2	2	1	1	4
Provide space/room for the program	1	2	-	1	2
Miscellaneous help	3	5	5	2	3
Can't say	6	10	5	7	5

*(Total exceeds 100% due to multiple responses.)

GETTING THE STUDENT POPULATION WORK-FORCE-READY

The most commonly reported feature of career guidance programs are the EDP's or individualized programs for students that are provided by career guidance professionals. This was mentioned by one-third (33%) of the respondents when asked what they are doing to get students ready for the work force.

Other services most frequently mentioned included a heavy reliance on MOIS or some other form of interest aptitude test (22%), job/career fairs and field trips (18%), teaching job-seeking skills (14%) and offering a class in career guidance (14%).

"What are you doing in your career guidance program to get your total student population work-force-ready?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
EDP's/individualized programs for students	33%	25%	30%	34%	35%
Offer MOIS/other interest/ aptitude tests/quizzes	22	17	19	27	23
Job/career fairs/career awareness/information/ field trips to businesses	18	17	19	17	18
Teach job-seeking skills/ good work habits	14	15	8	13	15
Career guidance class (mandatory or elective)/ workshops/advanced classes	14	10	9	17	16
Co-op/on-the-job training/ job placement programs	9	13	11	6	8
Early career planning/ introduce all students to the program	7	10	9	6	5
Speakers/representatives from businesses/colleges	7	3	5	7	10
Monitoring students/goal setting	4	10	7	1	3
Provide good educational program/emphasize basic skills	4	3	7	3	3
Not enough/nothing	2	2	5	-	1
Film strips/movies/presenta- tions/newsletters/announcements	2	2	2	1	2
Provide college information/ field trips to colleges	1	2	2	2	1
Miscellaneous ways	4	2	6	5	5
Can't say	7	17	8	4	4

HOW PROFESSIONALS STAY CURRENT ABOUT CAREER OPPORTUNITIES FOR STUDENTS

There is a heavy reliance on MOIS - the Michiga. Occupational Information System, by career guidance professionals.

Eight out of every ten professionals (80%) said they use MOIS to keep themselves current on the range of career opportunities available for students.

The majority of them (58%) also rely on various periodicals, and 29% said they utilize labor market data from MESC.

One fifth of the respondents (21%) rely on business or industry sources to keep them current, another 21% get information from in-service workshops and seminars, 20% say they rely on the MOIS Coordinating Committee, 16% on trade or industrial organizations and 16% say they get information from various colleges or college publications.

The complete range of sources available to career guidance professionals is described in the Table below.

"How do you keep posted on the current range of career opportunities that are available to students? What kind of career information do you rely on?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
MOIS	80%	77%	78%	84%	81%
Periodicals	58	45	60	66	56
Labor market data from MESC	29	40	27	29	25
Business/industry	21	22	31	15	18
In-service education	21	22	27	19	19
Michigan Occupational Information Coordinating Committee	20	10	25	22	19
Trade, industrial organizations	16	15	20	11	16
College information/publications	16	12	11	20	17
Professional organization	13	17	19	10	10
MDE information	10	8	10	11	11
State Dept. of Commerce info	9	8	14	7	10
Chamber of Commerce info	8	15	9	5	7
Wage rate information	5	10	6	5	4
Newsletters/pamphlets/ newspapers	4	5	6	6	3
Occupational Outlook Handbook	4	2	4	4	5
Interest/testing materials/ programs	3	5	4	2	2
From the ISD/Vocational Director	3	5	3	2	3
Job placement information/ field trips	2	2	2	2	1
Chronicle Guidance System	1	2	1	0	2
Not applicable to me	1	-	1	-	1
Miscellaneous services	2	3	1	3	2
Can't say	1	-	-	1	1

*(Totals exceed 100% due to multiple responses.)

The slim majority of respondents (52%) say they feel very knowledgeable about the various academic requirements of current growth or high demand occupations. And nearly one-half (45%) indicate they feel at least somewhat knowledgeable about such requirements.

Only 2% of those polled admitted they are not very knowledgeable about such requirements.

"How knowledgeable are you about the various academic requirements now required for current growth or high demand occupations? Would you say you are very knowledgeable, somewhat knowledgeable, or not very knowledgeable about that?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Very knowledgeable	52%	43%	59%	49%	52%
Somewhat knowledgeable	45	53	40	50	44
Not very knowledgeable	2	3	1	2	3
Not applicable to me	-	-	-	-	1
Can't say	-	-	-	-	1

And the vast majority of career guidance professionals (86%) say they provide students with labor market information to help them in career decision-making. Only 13% say they do not provide labor market information to students.

"Do you provide students with labor market information to help them in career decision-making?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	86%	90%	85%	82%	87%
No	13	8	15	16	11
Can't say	2	2	-	3	2

USE OF MOIS IN CAREER GUIDANCE

Three-fourths (76%) of career guidance professionals most of the time recommend a student facing career decisions turn to the use of MOIS -- the Michigan Occupational Information System.

Another 16% say they recommend MOIS to students some of the time while only 5% say they turn to MOIS very seldom.

"How often do you recommend a student facing career decisions to turn to the use of MOIS -- the Michigan Occupational Informational System? Do you recommend this most of the time, some of the time, or very seldom?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Most of the time	76%	65%	75%	83%	75%
Some of the time	16	27	13	15	16
Very seldom	5	3	7	3	5
Never	-	-	-	-	1
Not applicable at my level	1	3	3	-	1
Can't say	2	2	2	-	2

If they do not use MOIS, some career guidance professionals use specific interest tests or inventories (3%), or they make referrals to other counselors or to MESC (2%), or use specialized booklets and pamphlets (2%).

"(IF "SOME", "SELDOM", "NEVER") Do you recommend any other information system? (IF "YES") What system do you use?"

	(22% of All Resp.)	(30% of Urban Dist.)	(23% of Subn Dist.)	(18% of Small Town)	(22% of Rural Dist.)
No information system used	7%	17%	6%	6%	5%
Specific interest tests/ inventories	3	2	2	3	4
Send to counselor/director/ out for interviews/placement center/MESC	2	3	2	3	2
Give booklets/pamphlets/direct them to info center	2	3	2	-	2
Job sharing/Discovery	2	2	3	1	2
Passport program	1	-	2	-	1
Occupational Outlook Handbook	1	-	1	-	2
Miscellaneous	-	2	1	-	-
Can't say	5	5	5	5	6

Whether they used MOIS most of the time or not, career guidance professionals gave it an extremely high rating. Six out of every ten respondents (60%) rated MOIS as an excellent tool for student decision-making while another 33% gave MOIS a good rating.

Only 3% rated MOIS as "fair" and only 2% as "poor".

"Regardless of how often you recommend use of MOIS, how would you rate that particular tool? Do you think it is excellent, good, fair, or poor for student decision-making?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Excellent	60%	47%	62%	69%	61%
Good	33	50	27	25	33
Fair	3	-	5	5	2
Poor	2	-	3	1	2
Not applicable at my level	1	3	-	-	1
Can't say	1	-	3	-	2

SERVICES PROVIDED FOR STUDENTS "AT RISK"

When it comes to serving students "at risk", one third of the career guidance professionals (33%) rely chiefly on individual counseling or they build an EDP for such a student. Another 29% said they provide the same services as they provided for any other student.

Fifteen per cent (15%) said they work closely with other education professionals, like special education staff, alternative education or adult education staff members. Ten per cent (10%) use support groups or peer groups for such students while 9% said they turn to work-study experiences for the student.

All responses to the open, free-answer question are shown below:

"What kinds of services in your career guidance program do you provide for students "at risk"?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
Individual counseling/EDP	33%	35%	28%	34%	34%
Same services as for other students	29	18	35	27	28
Work closely with alternative education/special classes/programs/Adult Ed/Special Ed/summer school	15	17	14	22	11
Support groups/peer groups/Operation Graduation/referrals	10	20	6	13	8
Work-study/co-op/JTPA/summer jobs/placement assistance	9	12	9	8	8
Promote vocational education/career training/skill center	9	3	8	15	8
Dropout recovery/SAP/WAVE/at-risk program/court-approved program	6	-	7	5	8
Specialized services for this group/special materials/ISD programs	5	7	4	5	5
Individualized testing/MOIS	4	10	2	1	5
Special tutoring/mentorships/business partnerships	4	5	2	3	5
More intensive version of regular services	4	3	7	2	4
Work with parents	2	2	-	4	1
No services -- not a problem	1	-	2	1	2
Miscellaneous services	1	3	1	-	1
Can't say	2	3	1	2	2

*(Totals excel 100% due to multiple responses.)

CAREER GUIDANCE SERVICES PROVIDED FOR STUDENTS WITH DISABILITIES

One-third of the professionals interviewed (33%) said they provide career guidance services for students in special education classes or rooms. Another 27% of respondents said they provide exactly the same kind of service to students with disabilities that they provide to any other student.

Another 17% mentioned hea͟   ͞͞ of counselors or the development of an EDP for such students, while ͘   ͞r the student to a vocational education skill center or to the Career   ͘.

All responses to the fr͟͟-answer question are shown below:

"What about students with disabilities? What kinds of career guidance services are provided for them?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
Special Education classes/ services/rooms	33%	40%	38%	39%	27%
Same services as for other students	27	28	29	24	25
Counselors/counseling/EDP goal planning	17	12	12	20	20
Vocational education/Skill/ Career Center	11	7	13	13	9
Work-study/co-op/JTPA/ placement assistance	8	10	12	6	7
Occupational/vocational testing	7	8	6	2	11
Rehabilitation Center/ services	7	3	6	11	6
None; no services for disabled	4	7	3	4	5
Mainstreaming	4	5	2	3	5
ISD services/resource center/videos	4	-	4	6	5
Speakers/seminars/meetings/ TAGG/information	3	2	4	1	4
Referrals	3	-	2	5	4
Alternative education/LEAP/ career classes	2	-	1	3	3
Miscellaneous services	2	-	4	-	3
Can't say	4	8	4	3	3

*(Totals exceed 100% due to multiple responses.)

HOW SELF-ESTEEM PROBLEMS AFFECT CAREER DECISION-MAKING

Self-esteem is perceived to be a difficulty very often in working with students, the majority of respondents said (59%). Another one-third (33%) said self-esteem problems are sometimes a difficulty when working with students while another 5% of respondents feel this is not very often a prob-lem.

"As far as students in general are concerned, is self-esteem a difficulty very often, sometimes, not very often or not at all?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Very often	59%	58%	58%	63%	59%
Sometimes	33	35	32	33	32
Not very often	5	3	7	4	6
Not at all	-	-	..	-	-
Can't say	2	3	3	-	3

But 90% of the career guidance professionals say self-esteem is very often a difficulty when they are counseling "at risk" students. Only 1% said this is not very often a problem with these students.

"How about when counseling "at risk" students?" Is self-esteem a diffi-culty very often, sometimes, not very often, or not at all?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Very often	90%	88%	89%	91%	90%
Sometimes	6	7	8	6	5
Not very often	1	-	1	1	1
Not at all	-	-	-	-	-
Can't say	4	5	2	2	4

HOW CLASSROOM TEACHERS ARE INVOLVED IN CAREER GUIDANCE

One half of the respondents said they utilize classroom teachers to teach career education or career development class. Another one-third (32%) say teachers provide interpretation about special education opportunities for some students.

One out of every ten professionals (11%) report that teachers serve on the guidance team while another 10% say teachers teach some career education as part of their regular classes.

Four per cent (4%) said teachers do very little in the guidance program while another 4% said teachers are not involved at all.

"In what ways are classroom teachers involved in the career guidance program?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
Teach a career education/ career development class	50%	53%	48%	49%	51%
Provide interpretation about special education oppor- tunities	32	18	34	40	30
Serve on the guidance team	11	22	9	10	8
Teach some career education as part of their regular classes/use resources	10	12	12	8	10
Very little/depends on the district	4	5	4	7	2
Not involved/nothing	4	2	6	2	5
Input on students/referrals/ consulting/help counselors	3	5	2	1	4
Serve on the guidance advisory committee	3	3	2	4	2
Very involved/strength of program	1	3	1	-	1
Miscellaneous ways	1	-	1	-	1
Can't say	11	8	13	11	12

*(Totals exceed 100% due to multiple responses.)

ROLE OF JOB PLACEMENT IN CAREER GUIDANCE

Nearly two-thirds of the urban districts (65%) career guidance professionals say job placement is part of their career guidance program. Job placement is also part of the guidance programs in the majority of suburban districts (54%).

Among all survey respondents, exactly one-half say job placement is included in their career guidance program, 47% say it is not included.

"Is Job Placement part of your career guidance program?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	50%	65%	54%	47%	43%
No	47	32	44	50	56
Can't say	2	2	2	3	1

TESTING UTILIZED IN CAREER GUIDANCE PROGRAMS

Career guidance professionals use a wide variety of interest or aptitude tests with students enrolled in their program but MOIS is the principal one used, according to 58% of the respondents.

Other major tests used are the Differential Aptitude Test (D.A.T.), said 46% of respondents. The third major test used is the Armed Services Vocational Aptitude Test, reported by 43% of respondents.

Still other tests used include Ovis (22%), C.O.P.S. (18%), APTICOM (17%), CAPS (16%) and the ACT/PACT test (13%). Another 12% of respondents said they also use the Strong Interest Inventory.

The Table below shows that career guidance professionals use a very wide variety of several types of tests to help students in their career decision-making.

"What kinds of interest or aptitude tests do you use in your career guidance program."

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
MOIS	58%	50%	54%	62%	62%
D.A.T.	46	38	43	47	50
ASVAB	43	32	39	47	47
Ovis	22	7	21	21	28
COPS	18	27	12	13	22
APTICOM	17	30	15	10	17
CAPS	16	17	9	11	21
ACT/PACT	13	8	11	16	14
Strong Interest Inventory	12	12	20	6	13
Others	12	10	11	10	16
Holland Search	8	8	10	7	8
IDEAS	6	10	7	5	6
Kuder	6	5	12	2	5
Harrington-O'Shea	4	7	8	1	3
SAT/PSAT	4	2	3	5	4
Meyer-Briggs	2	3	1	2	2
MEAP	2	3	1	2	2
CPP/CCP	2	2	1	1	2
CDM	1	3	1	2	-
Boy Scouts Vocational Inventory	1	2	2	-	1
Own devised system/ informal tests	1	2	-	4	1
Ohio Interest Inventory	1	2	-	-	2
None; no tests	1	2	3	1	-
Can't say	5	7	7	2	4

*(Totals exceed 100% due to multiple responses.)

Career guidance professionals use test results primarily to discuss them in a one-on-one situation with students, say the majority (57%). Another one-fourth of those polled (23%) say test results are used to help guide the student toward the proper curriculum for him or her.

Other responses indicate from 9% that teachers use test results to help the student work on his or her strengths and weaknesses or they are used, say 7%, in group counseling situations.

"How do you use test results as a tool in career guidance? Do you use test results for any other purpose?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
Discuss one-on-one with student	57%	60%	63%	50%	58%
Used to guide student toward a proper curriculum	23	17	18	27	27
Teachers use to help student work on strengths/ weaknesses	9	3	9	8	12
Use in group counseling situations	7	5	5	8	8
Use as part of EDP process	5	5	3	8	5
Share this information with parents	4	2	4	5	3
Do not use	3	5	5	3	1
Miscellaneous uses	2	5	1	3	2
Can't say	7	8	7	9	4

*(Totals exceed 100% due to multiple responses.)

USE OF SUPPORT STAFF IN CAREER GUIDANCE PROGRAMS

About one third of the career guidance professionals (31%) report they have a secretary in their career guidance program. Another one fifth (18%) say they have one or more aides in the program. About one in ten (12%) have a student assistant and 10% have a technician on the career guidance staff.

But the plurality of career guidance professionals -- four out of every ten (42%) say they have no such support staff.

"Do you have any support staff helping out in the career guidance program? (IF "YES") What kinds of support staff?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
Secretary	31%	20%	33%	33%	31%
Aide(s)	18	20	13	16	20
Student assistants	12	13	11	9	13
Technician(s)	10	20	8	9	6
Counselors	7	7	6	4	10
Librarian	4	2	3	4	6
Placement coordinator	3	12	3	-	1
Teachers/teaching staff	3	7	2	5	2
Profes'onals/specialists	3	3	7	2	2
Miscel'neous support staff	2	2	2	3	2
Have no support staff	42	43	39	42	46

*(Total exceeds 100% due to multiple responses.)

EXTENT OF CAREER EDUCATION CLASSES IN MICHIGAN

While the majority of respondents (57%) report they do not offer a class in career education, four out of every ten respondents 40% say they do have such a class, an actual unit of instruction where students explore different careers.

"By the way, do you offer a class in career education -- an actual unit of instruction where students explore different careers?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
Yes	40%	43%	34%	41%	42%
No	57	55	62	58	54
Can't say	3	2	4	-	4

Those professionals who have a class in career education were then asked how much credit such a class provides. The majority (57%) who have a class in career education report it bears one-half credit. About one fifth (18%) say such a class gives one full credit while another one-fifth (20%) say the class carries no credit.

"(IF "YES") For how many credits is the career education class?"

	(40% of All Resp.)	(43% of Urban Dist.)	(34% of Subn Dist.)	(41% of Small Town)	(42% of Rural Dist.)
1/2 credit	57%	35%	53%	57%	66%
1 credit	18	42	12	19	13
No credits	20	15	29	19	19
1/4 credit	3	-	3	5	3
Can't say	2	8	3	-	-

But only one-third (32%) of the professionals who offer a class in career education say such a class is required for graduation. Two-thirds (65%) say this class is not required for graduation.

"(IF "YES, HAVE CAREER EDUCATION CLASS") Is this career education class required for graduation?"

	(40% of All Resp.)	(43% of Urban Dist.)	(34% of Subn Dist.)	(41% ot Small Town)	(42% of Rural Dist.)
Yes	32%	35%	18%	35%	36%
No	65	62	82	60	61
Can't say	3	4	-	5	3

One fourth (23%) of the professionals interviewed in the survey said that career education units or modules are not offered in any other courses in the school. But 30% said such a unit is offered in English classes, one-fifth (19%) said a career education is offered in some social studies classes, 14% said it is offered in some business classes, 13% said such a unit is offered in certain vocational/technical classes and 8% said such a unit is contained as a home economics class.

The wide diversity of classes and grade levels at which career education is taught are shown in the next Table.

"Do you offer career education units or modules in other courses? (IF "YES") In which classes, and at what grades?"

	All Resp.*	Urban Dist.*	Subn Dist.*	Small Town *	Rural Dist.*
English	30%	23%	37%	33%	27%
Social studies/civics/ government	19	20	22	19	18
Business classes	14	8	18	17	14
Vocational/technical/ career classes	13	22	14	10	13
Home Economics	8	12	10	5	7
Science	3	2	2	4	3
Life skills/family living	4	3	5	6	4
Math	4	-	3	4	7
Consumer Education	4	2	3	5	4
Most classes/every class has some/elective classes/varies	6	7	1	11	6
Speech class	2	2	2	-	2
Employability skills/ skill guidance	1	3	-	-	2
Mentally impaired/handi- capped/special needs classes/programs	-	-	1	-	1
Health classes	1	-	-	-	2
Other classes (Art; computers; phys ed, etc.)	2	2	3	2	2
No classes offered	23	25	13	23	27
Class names but no grade given	13	5	9	18	15
All grades (K-12)	3	3	4	2	2
6th grade	1	-	1	-	1
7th grade	4	3	4	5	4
8th grade	5	5	4	6	6
9th grade	20	17	30	18	. 18
10th grade	10	13	17	8	5
11th grade	7	10	5	7	8
12th grade	9	7	8	10	9
9-12th grades	14	13	19	11	14
10-12th grades	6	7	10	5	4
11-12th grades	4	7	1	4	4
7-8th grades	2	2	2	2	1
Miscellaneous grades	1	-	1	-	2
Can't say	13	12	17	10	13

*(Totals exceed 100% due to multiple responses.)

HOW CAREER EDUCATION PROFESSIONALS SPEND THEIR TIME

The majority (53%) of career guidance professionals spend part of their time in <u>teaching</u>, in the actual instruction of students. But nearly one-half of those polled (47%) say they do no teaching.

While the amount of time they spend in teaching varies due to their teaching assignments, the <u>median</u> percentage of time they devote to teaching is 59%.

The Table below shows that wide diversity of teaching time as reported by respondents.

"What percent of your time is spent devoted to teaching, actual instruction of students?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
1 to 10%	30%	17%	27%	29%	39%
11 to 20%	11	7	9	14	14
21 to 30%	4	2	5	6	2
31 to 40%	2	2	2	2	4
41 to 50%	1	2	1	2	1
51 to 60%	1	2	1	1	1
61 to 70%	1	-	-	-	2
71 to 80%	1	-	-	3	1
81 to 90%	1	2	1	-	1
91 to 100%	1	-	-	1	1
None; not applicable	47	68	54	43	35

<u>Advising students</u> or assessing a student's abilities or job placement of students takes about one-fourth of the career guidance professional's time. The <u>median</u> response rate to this was 24% of their time.

"What percent of your time is spent in <u>advising students</u>, or in assessing a student's abilities, or in job placement? In short, in individual planning?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
1 to 10%	20%	12%	18%	20%	24%
11 to 20%	22	23	26	20	22
21 to 30%	19	12	18	25	20
31 to 40%	7	-	5	8	11
41 to 50%	9	5	11	11	10
51 to 60%	1	2	-	3	1
61 to 70%	2	2	2	1	2
71 to 80%	3	2	2	3	3
81 to 90%	1	3	-	-	1
91 to 100%	1	-	3	2	-
None; not applicable	15	40	16	7	7

Non-guidance activities are minimal; the majority (56%) say they have none. While 20% report they spend about 10% of their time in such non-guidance activities as bus duty, lunchroom duty or playground duty, most of them have hardly any or no such duties.

"What percent of your time do you spend in <u>non-guidance activities</u>, like bus duty, lunchroom duty, playground duty?"

	All Resp.	Urban Dist.	Subn Dist.	Small Town	Rural Dist.
1 to 10%	20%	13%	12%	25%	25%
11 to 20%	11				

COMPOSITION OF ALL RESPONDENTS

s=445

SEX OF RESPONDENTS

Female	37%
Male	63

TYPE OF SCHOOL DISTRICT

Urban	13%
Suburban	23
Small town	23
Rural	37
ISD	3

SIZE, BY ENROLLMENT, OF DISTRICTS

Less than 1,500 students	43%
1,500 to 2,500 students	18
2,500 to 3,500 students	7
3,500 to 5,000 students	6
5,000 to 7,500 students	6
7,500 to 17,000 students	10
Over 17,000 students	7
ISD	3

NUMBER OF STUDENTS IN CAREER GUIDANCE PROGRAM

Up to 300	51%
Over 300 to 500	18
Over 500 to 1,000	15
Over 1,000 to 2,000	7
More than 2,000	6
Can't say	2

EDUCATION LEVEL OF RESPONDENTS

Bachelor's degree	5%
Master's degree	58
Masters plus 30	23
Ed. Specialist	8
PhD/Ed. D.	5
Non-degree	2

EXTENT OF COUNSELOR'S ENDORSEMENTS

Elementary only	-%
Secondary only	40
Both	31
None	29

COMPOSITION OF ALL RESPONDENTS
(Continued)

EXPERIENCE AS A COUNSELOR

Less than one year	3%
One to 3 years	5
4 to 7 years	12
8 to 12 years	13
13 to 17 years	14
More than 17 years	29
Not a counselor	24

FULL-TIME EXPERIENCE OUTSIDE OF EDUCATION

Yes	52%
No	47
Declined	1

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Project Outreach
Job Placement Inventory
Fall, 1989
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Interview # _____

Interviewer _____   Date of Interview _____

┌─── OPENING BY INTERVIEWER ──────────────────────────────┐
│   │
│ Hello, I'm _____, an interviewer with Project │
│ Outreach of the State Board of Education. We're doing an inven- │
│ tory of job placement programs and your name was given to us as a │
│ person we should talk with. All information you give us will │
│ remain completely confidential. My questions will take about 15 │
│ minutes or so, is this a convenient time for you? (IF NOT, MAKE │
│ AN APPOINTMENT FOR A CALL-BACK).   │
│   │
└──┘

1. Do you work in a comprehensive high school or in a regional vocational
    center?

                        Comprehensive high school 01
                        Regional voc center 02
                        Both. 03

2. (If in a local high school) In what type of school district do you work
    -- urban, suburban, small town, village or rural area?

                        Urban 01
                        Suburban. 02
                        Small town. 03
                        Village/rural area. 04

3. What is the total enrollment of students in the district in which you
    work?

                        Less than 1,500 students. 01
                        1,500 to 2,500 students 02
                        2,500 to 3,500 students 03
                        3,500 to 5,000 students 04
                        5,000 to 7,500 students 05
                        7,500 to 17,000 students. 06
                        Over 17,000 students. 07

4. In which <u>county</u> is your district located?

    _____

5. Does your district have a formalized job placement program?

                        Yes 01
                        No. 02
```

Let me ask you about the components of your job placement program. As I name each of these things, tell me if your district includes that in your job placement services . . . for all students, some students or it is not offered. For example, do you offer . . .

| | | Yes, For All | Yes, Some | No, Not Offered | Can't Say |
|---|---|---|---|---|---|
| 6. | An employability planning process where you identify career goals and short-term job needs? | 01 | 02 | 03 | 04 |
| 7. | Instruction in job seeking skills and assistance (like resume prep., interviewing skills, grooming tips)? | 01 | 02 | 03 | 04 |

8. (IF "YES" ON #7) How is this instruction provided? (DO NOT READ ANSWERS BUT MARK ANY RESPONDENT GIVES. MULTIPLE ANSWERS ARE O.K.)

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                 One-on-one instruction/counseling . . . . . 01
                 Job clubs . . . . . . . . . . . . . . . . . 02
                 Modules taught in regular classes . . . . . 03
                 Modules taught in career class. . . . . . . 04
                 Self-help modules . . . . . . . . . . . . . 05
                 Job Fair. . . . . . . . . . . . . . . . . . 06
                 Other (SPECIFY:)
                 _____  07
                 Can't say . . . . . . . . . . . . . . . . . 08
```

		Yes, For All	Yes, Some	No, Not Offered	Can't Say
9.	Do you offer employment guidance and counseling?	01	02	03	04
10.	Do you provide career/ occupational searches?	01	02	03	04
11.	How about individual help in preparing and developing student credentials (like resume, work permit, work sample, etc.)	01	02	03	04
12.	Do you offer unpaid work exploration experience?	01	02	03	04
13.	How about on-the-job training (OJT)? Do you provide this type of experience for students?	01	02	03	04
14.	How about job shadowing experiences? Do you offer this?	01	02	03	04
15.	Do you provide information about your placement services to employers?	01	02	03	04
16.	How about providing information about placement services to students?	01	02	03	04
17.	Do you provide an assessment of a student's interests and skills?	01	02	03	04

Let me ask you about <u>some</u> <u>other</u> kinds of job placement services. As I name each of these, tell me if you provide it for <u>all</u> students, <u>some</u> students or do <u>not</u> provide it.

		Yes, For All	Yes, Some	No, Not Offered	Can't Say
18.	Does your office do job development? That is, identify job openings?	01	02	03	04
19.	Do you communicate or publish information about job openings?	01	02	03	04
20.	Matching job orders with prospective students?	01	02	03	04

21. Do you use a computerized job placement system? If so, which one? (DO NOT READ ANSWER CHOICES) (ONE ANSWER ONLY)

Voc Ed Data System (VEDS) 01
Another computerized system 02
Our own computer system 03
Use a manual system 04
In consortium/cooperation with other
    agencies. 05
Other (SPECIFY:)

_____ 06

Tell me, in your job placement program, do you provide these kinds of services for <u>employers</u> . . .

		Yes	No	Can't Say
22.	Information about your school's job placement services?	01	02	03
23.	Pre-screening of students prior to referrals?	01	02	03
24.	Follow-up of students who are placed?	01	02	03
25.	Intervention/work adjustment assistance for those students who are placed?	01	02	03
26.	Assistance in special hiring campaigns?	01	02	03
27.	Wage and labor law information?	01	02	03
28.	Referral services and coordination with other community support agencies?	01	02	03
29.	Economic development/job training information?	01	02	03

Now tell me if your job placement services are offered to these types of students. Tell me if services are <u>usually</u> offered, <u>sometimes</u> offered, or <u>not</u> offered to these people. . .

		Yes, Usually	Yes, Sometimes	No
30.	All students in your school?	01	02	03
31.	Only vocational education students?	01	02	03
32.	Co-Op/Work experience students?	01	02	03
33.	Special Needs students?	01	02	03
34.	Adult Education students?	01	02	03
35.	Community College students?	01	02	03
36.	JTPA students?	01	02	03
37.	DSS referrals?	01	02	03
38.	Any resident of the community?	01	02	03

INTERVIEWER: FOR EACH OF THE GROUPS NAMED ABOVE AS "USUALLY" OR "SOME-TIMES" SERVICES, ASK:

What <u>percent</u> of your <u>total</u> people served would these students be?

39.	All students in the school	_____%
40.	Vocational education students	_____%
41.	Co-Op/Work Experience students	_____%
42.	Special Needs students	_____%
43.	Adult Education students	_____%
44.	Community College students	_____%
45.	JTPA students	_____%
46.	DSS referrals	_____%
47.	Any community resident	_____%

48. With which <u>community or state agencies</u> does your placement service cooperate or coordinate placement services? (DO NOT READ ANSWERS BUT MARK ANY RESPONDENT GIVES. MULTIPLE ANSWERS ARE O.K.)

MESC 01
JTPA/Service Delivery Area 02
DSS. 03
MRS (Rehabilitation) 04
Community College. 05
Private agencies 06
Area vocational center 07
ISD. 08
Public library 09
Community-based organization 10
Other (SPECIFY:)

_____ 11
None 12
Can't say. 13

49. Do you have a written collaborative agreement with any of those agencies? (IF "YES") With which agencies?

_____

_____

_____

50. (IF "YES, HAVE AGREEMENT") What are your arrangements?

_____

_____

_____

51. Tell me, what size of area do you cover with your job placement program -- is this for a local district, an ISD area, a county, or is it bigger than that? (ONE ANSWER ONLY)

Local district 01
ISD area 02
County 03
Service delivery area. 04
Multi-county 05
Other (SPECIFY:)

_____ 06

52. When you discover that job needs are different than the type of training your school now provides, how do you communicate that back to the school staff?

_____

_____

_____

53. Is job placement **part** of your school's career guidance program, or is it totally **separate**?

Part of your career guidance program 01
Totally separate 02
Other (SPECIFY:)

_____ 03

54. Tell me if you have these kinds of people working in your job placement service or office . . .   (MULTIPLE ANSWERS ARE O.K.)

Placement specialists. 01
Counselor. 02
Teacher. 03
Aide(s). 04
Student(s) 05
Volunteer(s) 06
JTPA Staff 07
Outside placement specialists (MESC) 08
Other (SPECIFY:)

_____ 09

Finally, I'd like you to think about how you **spend your time** as director of job placement. As I name each of these activities, tell me **what percent** of your total effort is spent doing that. First . . .

55. Information management/record keeping?   _____%

56. Direct assistance to clients (like counseling, resume preparation, interview preparation, etc.)?   _____%

57. Managing the job placement staff?   _____%

58. Providing services to employers?   _____%

59. Economic development activities?   _____%

60. Marketing activities?   _____%

61. Recruiting?   _____%

62. Instruction?   _____%

63. Non-placement activities, (like bus duty, lunchroom duty, playground duty, etc.)?   _____%

> These last questions are
> just to help us classify
> the different opinions
> of the people we are
> talking to.

64. This **semester**, about <u>how many</u> students are involved in your job placement program? **(ONE ANSWER ONLY)**

Up to 300. 01
Over 300 to 500. 02
Over 500 to 1,000. 03
Over 1,000 to 2,000. 04
More than 2,000. 05

65. May I ask, what is the <u>highest</u> degree you have completed? **(ONE ANSWER ONLY)**

Bachelor's degree. 01
Masters' degree. 02
Masters plus 30. 03
Ed. Specialist 04
Ph.D./Ed.D.. 05

66. How long have you been a job placement director?

Less than one year 01
One to 3 years 02
4 to 7 years 03
8 to 12 years. 04
13 to 17 years 05
More than 17 years 06

67. Have you ever worked full-time, outside of education -- like in business or industry?

Yes. 01
No 02

THANK YOU FOR TAKING THE TIME TO GIVE ME YOUR OPINIONS!

68. SEX OF RESPONDENT: (Do not ask)

Female 01
Male 02

TIME INTERVIEW ENDED: _____

INTERVIEWER: _____

COMMENTS: _____

END

U.S. Dept. of Education

Office of Educational
Research and Improvement (OERI)

ERIC

Date Filmed
July 17, 1991